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Report on the Proceedings of
the International Conference on
Responsible Research in
Education and Management and its Impact

Held from 13th to 15th of January 2016
at the Grange City Hotel
8-14 Cooper’s Row, London EC3N 2BQ, UK


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Professor Stephen McKinney, Conference Chairman
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INTRODUCTION

The London School of Management Education (LSME) organised an International Conference on “Responsible Research in Education and Management and its Impact”. The Conference was held in London, UK, from 13th to 15th January, 2016. This Conference follows on from the immensely successful inaugural International Conference on “Quality Management in Education” which was held in January 2015. By organising these Conferences, LSME provides a platform for the presentation, discussion and engagement with scholarly research and the dissemination of the research in local and international society.

The speeches, summaries and abstracts contained in this Conference Proceedings Report were presented at the International Conference which was held at the five star Grange City Hotel in London.

ABOUT THE CONFERENCE

Seventy four (74) delegates from nineteen (19) countries ranging from Africa, Europe, India, the Far East, the Middle East, the West Indies, and the USA, attended the Conference. A total of forty (40) researchers responded to the call for Abstracts and after review, twenty seven (27) Abstracts were shortlisted. Due to various reasons, twenty two (22) researchers finally confirmed that they were able to present their Abstracts to the Conference.

The other Conference highlights were speeches from Lord Navnit Dh lakia PC OBE DL, Mr Thomas Chan DL, Mr Hassan Shifau, and Mrs Margaret Lesuuda. There was also a Special Lecture by Mr Shantha Retnasingam from UNESCO, Paris, and two Keynote Addresses by Professor Stephen McKinney and Dr Peter Gray. All of them were the Guests of Honour at the Conference. Two Guest Lectures were delivered by Dr Dan Exton and Mr Paul Loranger.

The Conference Mission Statement

The Conference Mission Statement was Responsible Research and its Impact.

This conference provided an opportunity for researchers to present their work in a new and exciting context. Academic conferences often situate research in the context of research themes and trends without always considering how research impacts on society or how to disseminate the research to a wider audience and consider the practical application of results to serve public good.

‘Responsible Research and its Impact’ will encourage researchers to identify, and to listen to, the users of research and to demonstrate how users’ needs have helped to shape the aims, design and implementation of research projects.

Responsible Research, especially in the human sciences, refers to research where positive impact on end users or society in general is considered to be as important as impact on research communities. This involves opening up all stages of the research process, and involving a wider range of actors in the direction, methods, ethics and reporting of research. It provides opportunities for under-represented groups to become engaged in research and to make the case for new research topics to be developed. It therefore challenges academic norms and criteria for success in research. In the field of innovation, or commercialisation of research, a responsible approach implies a more inclusive approach to the
development of products, systems, services and policies. Such an approach will demonstrate that social justice, equity and sustainability have been considered in line with the needs of all relevant actors.

Objectives

1. Support the emerging movement towards responsible research.
2. Encourage researchers, especially research students and early career researchers, to develop new ways of thinking about dissemination, impact and social responsibility.
3. Provide examples of responsible research as an inspiration to others.

Outcomes

1. Recognition of participating researchers as ‘responsible researchers’.
2. A conference proceedings that reflects the importance of the inclusion of both ‘results’ and ‘impact’.
3. A network of researchers committed to responsible research and social impact.
4. Recognition of LSME as a leading institution in responsible research.

Impacts of the Proposed Activity

The areas of Impact (or potential impact) of research could include impact on international policy, government or local government policy; impact on stakeholders and agencies, as well as practice in Schools, Further Education and Higher Education. This conference is aimed at helping researchers and early career researchers to identify impact, or potential impact, and progress towards thinking more carefully about responsible research and articulating the practical applications and possibilities of research results.

Broader Impacts that could be considered

- How well does the research activity advance discovery and understanding while promoting teaching, training, and learning?
- How well does the proposed research activity broaden the participation of under-represented groups (e.g. gender, ethnicity, disability, geographic, etc.)?
- To what extent will it enhance the infrastructure for research and education such as facilities, instrumentation, networks and partnerships?
- How will the results be disseminated broadly to enhance scientific and technological understanding?
- What may the benefits of the proposed activity be to society?
ABOUT LONDON SCHOOL OF MANAGEMENT EDUCATION (LSME)

London School of Management Education is a progressive and innovative training organisation offering high quality and affordable education with the primary aim of promoting development through skill enhancement programmes.

Vision
To play a leading role in the delivery of global educational services in partnership through radical Lifelong Learning training, equipping managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards.

Mission
To provide affordable and high quality training for aspiring and practising managers, health and social care professionals and educationalists, that is innovative and global in perspective.

Values
The School seeks to nurture and sustain a creative and supportive academic environment based upon an ethos of respect and transparency.

We are committed to:

- *High quality learning experience.*
- *Developing and sharing expertise to strengthen our capacity.*
- *Professional relationships based on mutual respect and transparency.*
- *Equality and diversity.*
- *Financial robustness.*

The School’s philosophy is enshrined in its slogan: transforming people with skills. We aim to introduce our students to the innovative skills required for their careers in business, education or health and social care.

LSME is also focusing on becoming a research-led institution that strives to advance knowledge about education, policy, and other relevant fields in academia. It aims to achieve this by being a facilitator for encouraging scholarly inquiries that examine “education and the learning processes and human attributes, interactions, organisations, and institutions that shape education and its outcomes”.

CONFERENCE COMMITTEE MEMBERS

1. **Professor Stephen McKinney, University of Glasgow, UK** – Conference Chairman
2. **Dr Peter Gray, Norwegian University of Science & Technology, Norway**
3. **Professor Suresh Kumar Sharma, Panjab University, Chandigarh, India**
4. **Professor Margaret Solomon, La Sierra University, USA**
5. **Dr Milosh Raykov, University of Malta, Malta**
6. Dr Sarita Parhi, London School of Management Education, UK
7. Dr Dolly Jackson, London School of Management Education, UK
8. Mr Sree Vallipuram, London School of Management Education, UK
9. Dr Ravi Kumar, London School of Management Education, UK – Conference Convener

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<td>Hassan Shifau</td>
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<td>Shantha Retnasingam</td>
<td>Chief, Section for Mobilizing</td>
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<td>Leader of Creativity, Culture and</td>
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<td>Mr Martin McAreavey</td>
<td>Lecturer in Business &amp; Management, School of Business, Accountancy and Law, University of Bolton.</td>
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GUESTS OF HONOUR

Chief Guest
The Rt Hon The Lord Dholakia PC OBE DL

Mr Hassan Shifau
Acting High Commissioner, High Commission of Maldives, UK

Mr Thomas Chan DL
Representative Deputy Lieutenant for the London Borough of Redbridge.

Mrs Margaret Lesuuda
Counsellor (Education), Kenya High Commission, UK.

Mr Shanta Retnasingam
Chief, Section for Mobilizing Resources from Multilateral and Private Partners, Bureau of Strategic Planning, UNESCO.

Professor Stephen McKinney
Leader of Creativity, Culture and Faith (Research and Teaching Group) School of Education, University of Glasgow.

Dr Peter Gray
European Projects Adviser, Programme for Teacher Education Norwegian University of Science & Technology, Norway.
MESSAGE TO CONFERENCE

International Conference on Responsible Research
In Education and Management and its Impact

This International Conference is the second such conference organized by the London School of Management Education and I am informed that the organizers are making this an annual event in the Institution’s calendar of events. This is a very laudable intent indeed, as it brings together delegates from global institutions around the world to actively participate in these Conferences and build an expanding base for advancing educational research, practice and policy.

I also understand that many delegates at this Conference are researchers from developing or under developed countries and that some of them work at the grass roots levels. This is a great opportunity for all delegates who come from diverse backgrounds to share and benefit from each other’s experiences and research. It also enables the delegates to interact with each other and gain some awareness of opportunities to become involved in collaborative efforts that are taking place in many parts of the world.

I congratulate the London School of Management Education and the Conference Committee for providing a platform through these International Conferences to strengthen research capacities, educational capacities, knowledge management/sharing capacities as well as management and governance of educational institutions.

I wish all the delegates every success in their endeavors at the Conference and hope that those who are visiting London take the opportunity to visit the many interesting places that this great city has to offer.

I look forward to meeting you during this important conference.

Deputy Leader
Liberal Democrats
CONFERENCE PROGRAMME

This was the second International Conference organised by LSME. The International Conference on “Responsible Research in Education and Management and its Impact” was organised over three days, from 13th to 15th January 2016, at the Grange City Hotel, 8-14 Cooper’s Row, London EC3N 2BQ, UK. The Conference mostly featured Plenary Sessions. Only the Networking Sessions were held in small groups of up to 5 Delegates.

DAY ONE OF THE CONFERENCE

The first day of the Conference began with the registration of all participants and the registration desk was kept open until mid-day as there were overseas Delegates who were arriving in London during the course of the morning. All Delegates were served with pastries and hot beverages on arrival.

The Guests of Honour were ushered to a VIP-Annex and introduced to each other. Individual and group photographs of the Guests of Honour were taken in the Annex.

All other Delegates were ushered to their seats in the Main Conference Hall and the Master of Ceremonies delivered the standard Health and Safety Announcements and a list of house rules, including a request that all delegates switch their mobile phones to the silent mode.

The VIP Guests were then ushered to their seats in the Main Conference Hall. Professor Stephen McKinney, the Conference Chairman, called the Conference to order and introduced the VIP Guests to the Conference.

The Opening Ceremony began with a Welcome Address by Dr. Ravi Kumar who was the Conference Convener. Dr. Kumar who is also the Director of LSME welcomed all the Distinguished Guests and Delegates. He explained the overarching aims and rationale behind the reasons as to why LSME has embarked upon organising this series of International Conferences on an annual basis and he urged all present to take the opportunity to network and collaborate with each other for future Responsible Research. He also informed the Conference Delegates that at the next International Conference, Lord Dholakia had agreed to host one plenary session comprising research presentations at the House of Lords, in the Palace of Westminster. The Delegates gave a rapturous round of applause to this announcement. Dr. Kumar’s full Welcome Address appears later in this report.

Professor McKinney then introduced the Chief Guest, Lord Navnit Dholakia, who is the Deputy Leader of the Liberal Democrats in the UK House of Lords. Lord Dholakia welcomed all the Delegates and he spoke of his past experiences when he was involved in a number of social researches which ultimately became part of the legislative programmes of government. He told Delegates to never underestimate the importance of the research work that they do as it plays an important part in uplifting the social welfare of their countries. He also explained why he felt that it was important for an International Conference to bring together delegates from all over the world to discuss their research and to share that knowledge. In this regard, Lord Dholakia also reiterated his offer to host a plenary session of the 2017 International Conference at the House of Lords in order to facilitate the sharing of knowledge. Lord Dholakia’s full speech appears later in this report.
Professor McKinney thanked Lord Dholakia and introduced Mr Thomas Chan, the Deputy Lieutenant for the London Borough of Redbridge. Mr Chan welcomed all the Delegates and started off by saying that he felt very encouraged from what he has heard thus far from the earlier speeches. He said that the emphasis on ‘Networking’ was an important message at this Conference. He explained that face to face encounters, not through electronic media, will promote greater understanding. He also stressed that when information is not shared, it is very discriminatory against those who are not aware of the information and he gave examples of this. He welcomed the opportunity presented by this Conference to foster the sharing of knowledge and how this sharing will act as an agent of change for the benefit of society at large. Mr Chan’s full speech appears later in this report.

Professor McKinney thanked Mr Thomas Chan and introduced Dr Sarita Parhi, the Principal of LSME. Dr Parhi delivered the Vote of Thanks on behalf of LSME to the Chief Guest, the Guests of Honour, as well as to the Chairman and members of the Conference Committee. There was a presentation of gifts to the Chief Guest and Guests of Honour.

The Master of Ceremonies then invited all the Delegates to proceed to the ancient “Roman Wall” located at the rear of the hotel for a group photography session. The LSME Student Ambassadors led the Delegates to the Roman Wall and placed them in orderly rows. The Chief Guest and Guests of Honour joined the Delegates and the photography session took place without any delays whatsoever. Fortunately, the weather was fine as it had been raining earlier.

After the photography session, the Chief Guest, Guests of Honour and Delegates were ushered to their respective lounges for the mid-morning tea break.

The 2nd Plenary Session began immediately after the mid-morning tea break and the Master of Ceremonies introduced Mr Alan Bradshaw who was the Chairperson of this Session.

The Chairperson introduced Mr Shantha Retnasingam who is the UNESCO Chief in charge of the Section for Mobilizing Resources from Multilateral and Private Partners in the Bureau of Strategic Planning. The topic of Mr Retnasingam’s Special Lecture was “Mobilising Resources for Sustainable Development”. After the conclusion of the Special Lecture, Mr Bradshaw facilitated a Question & Answer (Q&A) Session. Many Delegates had various questions but as the time set aside for the Q&A was insufficient, it was agreed that Delegates could approach Mr Retnasingam during the break. Mr Bradshaw thanked Mr Retnasingam for his very informative and interesting Lecture.

The Master of Ceremonies then introduced Dr Peter Gray who was the Chairperson of the Research Paper Presentation Session. Dr Peter Gray facilitated the presentation of three Research Papers. Each Research Paper Presentation was followed by a short Q&A session to enable delegates to seek clarifications. Dr Peter Gray concluded the 2nd Plenary Session by thanking all the presenters.

The Conference adjourned for lunch.

The 4th Plenary Session commenced immediately after the lunch break. The Master of Ceremonies introduced Mr. Paul Loranger, the Chairperson of the 1st Keynote Address, which was delivered by Professor Stephen McKinney. The topic of Professor McKinney’s Keynote Address was “Responsible Research in Education and Management”. There was a short Q&A Session at the end of Professor McKinney’s Keynote Address and Mr Loranger thanked Professor McKinney for covering the depth and breadth of the topic and for sharing this knowledge and experience with the Conference. The 4th Plenary
Session ended after the Chairperson’s concluding remarks and was followed by a short mid-afternoon tea break.

Immediately after the tea break, the Master of Ceremonies invited Mr Martin McAreavey to Chair the 5th Plenary Session of the Conference. Mr McAreavey facilitated the presentation of three research papers. Each research paper presentation was followed by a short Q&A session. At the end of the final research paper presentation, Mr McAreavey thanked all the presenters and the 4th Plenary Session concluded on time.

Due to the excellent time management by the Chairpersons of all the Plenary Sessions, there was sufficient time for a ‘formal networking session’ to commence at the tail end of day one.

At this Conference, LSME introduced a new initiative called the ‘formal networking sessions’. All the Delegates were split into eight different groups and as far as possible delegates from the same country were not placed in the same group. Taking into account the gender and geographical spread, delegates were divided into these groups and each group had a senior person so as to enable the concept of ‘leaders of today meeting leaders of tomorrow’ to be effected. Each group was also facilitated by an LSME Ambassador. The LSME Ambassadors are student volunteers from LSME who were assigned to each group and they were trained to manage their respective groups in order to ensure that the various sessions in the Conference Programme functioned in an orderly and timely manner. During the formal networking sessions, each group held round table discussions where each member of the group talked about their interests including any future research plans. Members get to know one another and they begin interacting throughout the Conference to foster closer relationships, with a view towards engaging in collaborative research efforts in the future.

Day one of the Conference closed after the first formal networking session ended.

An overview of the first day’s conference programme is shown in a schematic form below:

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**Professor Mokgale Makgopa**  
Opportunities, Challenges and Dilemmas on The Teaching and Learning of Folklore in South African Schools and Universities: A Case Study.

**Dr. Alexandra Okada, Dr. Dury Bayram-Jacobs & Yael Schwartz**  
Opportunities and Challenges for Equipping the Next Generation for Responsible Citizenship Through the ENGAGE HUB.

**Dr K.C. Baiju**  

**Mid-Day Lunch: Grange Hotel Banqueting Hall**

**4th Plenary Session - Keynote Address**

Chairperson: Mr. Paul Loranger

First Keynote Address: Professor Stephen McKinney

**Afternoon Tea Break**

**5th Plenary Session: Research Paper Presentation**

Chairperson: Mr. Martin McAreavey

Jan H. Apotheker, Ron Blonder, Sevil Akaygün, Pedro Reis, Lorenz Kampeschulte & Antti Laherto  
The Project Irresistible: Introducing Responsible Research and Innovation into The Secondary School Classroom.

Dr Hue Ming-tak  
Promoting Teachers’ Multicultural Competency and Cultural Responsiveness in Hong Kong Schools.

Dr J.V. Asha  
Social Responsiveness of Secondary School Students in Kerala.

**Formal Networking Session**  
End of Day One of Conference
The 1st Plenary Session of Day One began with a Welcome Address by Dr Ravi Kumar and was followed by Addresses by Lord Navnit Dholakia and Mr Thomas Chan. Their full speeches are provided below.

**Day One – 1st Plenary Session**

**Welcome Address by Dr Ravi Kumar**

The Right Honourable the Lord Dholakia, Deputy Lieutenant Thomas Chan, Mr Hassan Shifau, Learned Fellows, Ladies and Gentlemen,
it gives me great pleasure to welcome all of you to this International Conference at which the theme of the Conference is ‘Responsible Research in Management and Education and Its Impact’.

This is the second International Conference being organised by the London School of Management Education. The inaugural Conference was held in January 2015 and due to the success of that Conference, we have decided to host annual Conferences for the foreseeable future.

The first Conference was held over two days and because there were 25 papers selected for presentation, the paper presentations were held over parallel sessions. However, delegates at that Conference expressed some disappointment because that they were unable to attend all the presentations that were of interest to them. As a result of that, we decided that at this second Conference, where a similar number of papers will be presented, there will only be plenary sessions and the Conference will be hosted over 3 days to facilitate this format.

One of the overarching aims of LSME is to provide a platform through International Conferences to facilitate the exchange and sharing of research and knowledge. We have not only selected research papers from high profile EU linked groups of researchers like those involved in the ENGAGE Hub and Project Irresistible, we have also invited emerging researchers from various overseas institutions. There are delegates from over nineteen different countries who have registered to attend this Conference. If we take into account the co-authors of the papers which have been submitted, we would have over 25 nationalities. Hence it is of note that this is a truly International Conference indeed.

We are very privileged to have amongst us today, some very eminent leaders from the fields of Politics, Diplomacy, International Government, Academia and the Private Sector. This will give an opportunity to many of you who will be leaders of tomorrow, to meet the leaders of today.

This Conference is also a serious attempt to provide all of you who are presenting papers to be able to do so at as low a cost as possible, for a Central London location. LSME provided the first Conference at no charge to any delegate and this time round a small Conference Registration Fee was charged. We will continue to ensure that the Conference Registration Fees be kept very low so as to allow access to as many deserving delegates as possible.

Furthermore, the Conference Proceedings, Presentations, Abstracts and Full Research Papers will be published on the LSME website under an ‘Open Access’ policy. There will be no subscriptions or fees for access to the material.
I must at this juncture say that, all this is only possible, because those of you who are attending the Conference to contribute as Keynote Speakers, Special Guest Lecturers, Chairpersons of Sessions and Rapporteurs, are doing so on a pro bono basis – where no fees are charged for the public good. A big thank you to all of you who have worked very hard to prepare and contribute as resource persons for this Conference.

Though many of you are here to present your research findings, I wish to urge all the delegates at the Conference, to grasp this opportunity to interact with one another and gain some awareness of opportunities to become involved in collaborative efforts that are taking place in many parts of the world. To facilitate this, we have organised delegates from diverse backgrounds into groups led by LSME Ambassadors, who have been trained to facilitate and start the process of networking. I know that many of you would like to sit with your friends and colleagues, but please join your respective groups and get to meet all the delegates. I want all of you to exchange views and begin collaborating on new research ideas, and perhaps attend one of the future LSME Conferences to present your research findings.

Moreover, I am very pleased to announce that for the International Conference that will be held in 2017, Lord Dholakia has very kindly agreed to host one morning session of the research paper presentations at the House of Lords in the Palace of Westminster. We anticipate that we could have six to seven paper presentations for the time that will be allocated for that morning session. For this special session, we will select the most interesting research papers and balance this with gender and geographical spread. It will be an important milestone for those of you who are selected to present your research papers at the Palace of Westminster and hence I encourage all of you to present excellent papers for the next Conference.

The success of these series of International Conferences is entirely dependent on all of you. LSME has stepped up to provide the platform. I ask all of you to come aboard and participate with responsible and impactful research.

Finally, I end by expressing my very grateful thanks to the Conference Committee that has stood steadfastly behind this initiative. They have contributed many hours of their valuable time in various aspects of the Conference.

Distinguished and Learned Guests, Ladies and Gentlemen, - I thank you.

Dr Ravi Kumar
Director, LSME
and Conference Convener
Address by Lord Navnit Dholakia PC OBE DL

Professor McKinney, Acting High Commissioner Mr. Hassan Shifau, my friend Thomas whom I have met after a long time, Distinguished Guests, Ladies and Gentlemen, good morning. You Professor said that coming from Scotland to London, you were coming to a hot climate. I flew last night at 11pm from India and arrived in London where it felt like the North Pole. I am very privileged to be asked to make this particular contribution. I am not an academic. I will learn from you rather you learn from me. I have been involved in a number of social researches with the ultimate outcome of impacting legislative programmes of the government. So never underestimate what you do and how important it is for the social welfare of the country. Secondly, I want to say that I want to be brief. Politicians are paid to speak but I have come here for free and will restrict myself to no more that 7 or 8 minutes.

Let me say why it is a privilege for me, because whenever I speak in Parliament, my qualifications are very much based on the criminal justice process in this country, unlike you where you have dealt with the educational aspects of it. Much of what I do must have relevance and I think you sir quite rightly pointed out, and Ravi quite rightly pointed earlier, on how important it is to share knowledge. The great difficulty that I had in my involvement was to justify why certain things will happen. How many of you would remember that in the 50s and 60s, the United Kingdom had three major pieces of race relations legislation. That didn’t come about because of the rightness of treating everyone equal. It came about with sound results of the research produced by a number of external organisations asking the government to look at the issues of discrimination and what legislation could effectively do. Similarly in the 80s there was concern about the treatment of ethnic minorities by the criminal justice system. As an example, there was a major research that was undertaken by the Centre for Criminological Research at Oxford University under Professor Roger Hood to look at how discrimination can occur in the criminal justice system. Just to give you a brief outline, on reviewing a sample of over 3000 cases through the courts, looking at all the sentence variables and measuring it against all the variables that apply to prison sentences, they were able to identify a clear indication that when all the variables were taken into account for the white control group and the minority control group, the minorities were disadvantaged. The only reason for that was because certain courts and certain judges in this country behaved beyond their professional etiquette in dealing with sentencing. That resulted in a substantial number of changes including the training of presiding judges, magistrates, QCs, basically the whole field of legislators. So never underestimate the potential that you have in dealing with your particular subject.

I am delighted that the organisers of this particular event want to make it an annual event. It has been rightly pointed out that the next stage must be to hold a session in the House of Lords. This is for two reasons. One of the difficulties is that if you simply do things within the academic institution, you will not achieve the higher profile that the people involved deserve. I very much hope that a session organised at the House of Lords would actually give the next Conference a higher profile than had been possible in these last two Conferences. I am also delighted that many of you are from abroad and that you have done your own particular research, and that you are going to present your own particular papers. The purpose of the conference is to bring delegates from global institutions around the world to acquire and share knowledge as well as expand on research practice policy. You know, every time I have spoken and
every country I have visited, I am amazed that the old days of confining yourself to your little country, not exchanging information with each other, still continues in some places and this is a great disadvantage. Effectively, isolation results in losing out on many good things that are possible in a global economy. A global economy and a global representation require the cooperation at global levels within which your contribution must never ever be underestimated. Responsible research and innovation and the actors involved in the research are of great importance. One of the things I have discovered that many of us very often want to talk about are the successes that we have in the projects in which we are involved. However, one has to be cognisant of those research projects that you carry out where it does not necessarily deliver the outcomes that you would have imagined in the first place. Failures in research and not achieving the outcomes are also important as that is an indicator as to what can be done and what cannot be done. Being able to come together to collaborate on how to move forward is to me, an important aspect of the Conference. In this respect, I hope very much that the Conference will give you particular insights into your research areas. For those not only coming to simply deliver their particular papers today, but going on to what I commonly call networking, is very important. The principles of talking to your colleagues, trying to find out from them about their particular involvement, trying to find out their successes, their failures, and to move forward on the basis that we can effectively promote something that is for the creation of a healthy society, is an important aspect of networking. One of the things I would say about politics is that many of the decisions that politicians take tend to be rushed. I am not trying to be political here although if you support my party, the Liberal Democrats, I will always be very happy. There is generally a knee jerk reaction to headlines of papers or international affairs on matters that suddenly spring up on radio or television, and you then see within weeks of this, legislation being formulated. I am a firm believer that any sound policy must have a sound research basis on which we can move forward. It is not that we are just privileged in the United Kingdom to know everything that is going on. We have to learn from other people as well. Do not underestimate the potential of some of the under developed countries in the type of research being carried out or in the type of issues they can identify. If poverty was simply left to be dealt with by those who are very rich, then the right solutions may not always be forthcoming. Those who are victims and those who suffer because of disadvantages, can often better demonstrate what is possible and what is not, by themselves.

So I wish you success in your three day Conference over here. If you do not find me being present with you all the time, I just want to say that last night when I came home, there were four mail bags waiting for me because I was abroad for the last three weeks. So if you see me rushing out after a little while, please excuse me, but good luck to all of you. I intend to get not only the Conference report but also be in contact with some of you from time to time in order to bounce some ideas with you. In this way I would be able to take some of your ideas to the British parliament.

Thank you very much.

Lord Navnit Dholakia
Deputy Leader, Liberal Democrats
House of Lords, UK
Address by Mr. Thomas Chan DL

My Lord Dholakia, Distinguished Guests, Ladies and Gentlemen, good morning and a very warm welcome to all of you.

Lord Dholakia said he came back to London from India. I too came back from a short break in Portugal a couple of nights ago and was not affected by climate change or anything like that but nonetheless today we are blessed with sunshine and let’s hope it will remain that way.

Before I go on to what I have prepared earlier, I just want to have some reflections of what has been said already. I think we are very lucky today - it is the first day of the Conference and we are already getting some strong messages. The first message I get is on networking. In this day and age, family members, friends and even couples do not communicate properly. When I visited Singapore in June, I observed a couple sitting outside a bar and they were not talking to one another but instead they were both texting on their phones. Whether they were communicating with one another, I don’t know. A very disturbing situation, isn’t it? Face to face encounters rather than via electronic media will help to bridge the gap of understanding. There is a disconnection which I shared briefly with Lord Dholakia earlier. Family members do not talk to one another at dinner tables these days. I observed an even worse scenario at one Chinese dinner not so long ago. When one mobile phone starts to ring, everyone at the table were reaching into their inside coat pocket as if in a scene about the mafia where everyone was trying to pull out a gun – when in fact it is only their mobile phones. It is also very disconcerting when we hardly meet and talk to find out what’s happening. Hopefully we will all get some inspiration from this Conference by having face to face networking sessions.

Secondly, I didn’t realise until Dr Kumar mentioned earlier, today’s conference is also an assessment process for next year’s Conference which will be held in Parliament. So strut your stuff on the catwalk and hopefully you will get picked for the next Conference.

Thirdly, His Lordship mentioned about discrimination. We both actually sat on various Home Office Forums advising the good, the bad and the indifferent Home Secretaries on equality issues. I remember a research on housing allocations in the late 70’s in London. Some borough councils were actually found to be discriminatory because all the minority applicants were not informed that they could make two further choices if they were not happy with the first allocation. Local residents who applied for housing and who spoke better English were informed of the allocation system and as a result, what we have now is that some of the minority residents who were not informed would find themselves living in less desirable estates and locations. Withholding information for no particular reason other than it might take more time to explain to residents who did not speak English as a first language was proven to be discriminatory.

The fourth observation is that from our travels, we know for a fact that the world is actually a global village nowadays, isn’t it? When China’s Stock Exchange sneezes, President Obama’s Stock Exchange would feel the shivers. The global climate change decision agreed not so long ago in Paris hopefully will deliver but we have to wait and see.

Now, I would like to get to what I have prepared to share with you. I would like to pay tribute to the London School of Management Education for it is under the leadership of Dr Kumar and his team that this second International Conference has come to fruition. Despite the fact that the School is based
in the London Borough of Barking & Dagenham and as you can see I am the Representative Deputy Lieutenant for the London Borough of Redbridge which is a neighbouring borough, I was nevertheless able to visit the School not so long ago. I discovered for myself that the School was a fine education and nurturing institution. I am delighted that so many distinguished scholars are here this morning for the Conference. Your very presence here today, may I humbly suggest, is for three very good reasons.

First, on the basis of the success of the first inaugural International Conference last year which concentrated on the examination of the Quality of Management in Education.

Second, we all recognise how important Responsible Research will impact on our global community.

Third, we are all here to learn from the insights of our eminent speakers and share our views on how best to ensure the outcomes of your research which will be agents of change for better policies and actions that will benefit the many and not the few. I understand that there are many leaders in the academic field of research, in politics and diplomacy here today. We have various delegates from UK, Europe, the Commonwealth, the Middle East and I don't know anyone from the Far East or perhaps with papers from them as well that will be covered. As someone involved in local government and community engagement for some time now, I think Responsible Research is needed on a whole range of public policy areas. The management of changes in our economy, trade, innovation, technology, health and community care, social care, education, transport, migration, equality and climate is crucial. Impacts, if any, are not for the present but for the long term well being of human kind as well.

The conference today may I say so, is most timely because when I looked up on what was available on the topic of Responsible Research, I discovered that under the European Union Horizon 2020 Programme, they have Responsible Research and Innovation as a funding item up to 2020. The EU encourages researchers to undertake Responsible Research in science with the objective of looking into public engagement, open access, gender, ethics and science education. Again there is a disconnection here. For whilst there are innovations around us, they are not reaching the communities in developing nations. Some years ago, Taiwan donated little solar panels to an African state so children living in very remote places can have lighting for their reading and writing in the evening. The development of more railway lines in Africa would certainly help with transport but at the same time very simple ideas can help young children to learn and make progress as well. It proves that there is a need for carefully planned research in order to deliver real improvements on the ground.

The EU Horizon 2020 has a budget of 79 billion Euros. If you have your i-phones and ipads with you, then you can immediately find out more information about the Horizon 2020 Programme and apply for grants to undertake your Responsible Research. I hope the outcomes of your contributions will enable policy and decision makers, business leaders and third sector organisations to come together and align themselves to the values and expectations of society.

So once again allow me to take this opportunity to wish all of you a successful Conference.

Thank you.

Mr. Thomas Chan DL
Representative Deputy Lieutenant
for the London Borough of Redbridge
Day One – 2\textsuperscript{nd} Plenary Session

The 2\textsuperscript{nd} Plenary Session was chaired by Mr. Alan Bradshaw and he introduced Mr. Shantha Retnasingam who is the UNESCO Chief in charge of the Section for Mobilizing Resources from Multilateral and Private Partners in the Bureau of Strategic Planning. Mr. Retnasingam delivered a Special Lecture entitled ‘Mobilizing Resources for Sustainable Development’.

\textbf{Summary of the Special Lecture - Mr. Shantha Retnasingam}

Mr. Retnasingam gave an insightful Special Lecture on UNESCO’s Strategic Development Goals (SDGs) and its work in promoting Education, Sciences, Technology and Innovation, Culture, Creativity and Freedom of Expression. He pointed out that UNESCO’s Global Priorities were Africa and Gender Equality, and that its Overarching Objectives are Culture, Peace and Sustainable Development. He explained in great detail about UNESCO’s SDGs which have replaced the Millennium Development Goals (MDGs) and how UNESCO aimed to achieve the following three extraordinary outcomes in the next 15 years: 1). End extreme poverty, 2). Fight inequality & injustice, and 3). Fix climate change. The SDGs seek to build on the MDGs and complete what these did not achieve. SDGs are more comprehensive in scope, more integrative in the approach to development, and hence they are holistic. More importantly, Mr Retnasingam pointed out that the SDGs were produced in an inclusive participatory process, compared to MDGs that were created by means of a top-down process.

Mr Retnasingam then explained that tackling complex, global challenges required innovative and far-reaching partnerships between the public and private spheres and provided a few case studies of what value proposition UNESCO offered these partnerships as well as what positive outcomes were derived from these partnerships. It was very clear from the presentation that the number and the nature of partnerships have increased and developed over the past few years from patronage and traditional philanthropy to more integrated strategic cooperation including pooling resources and skills.

This Special Lecture generated a lot of interest amongst the Delegates as there were numerous hands being raised during the Question & Answer (Q&A) Session that followed. The Chairman was mindful of the time and he brought the Q&A Session to a close after allowing a reasonable number of questions and Delegates were informed that they could speak to Mr Retnasingam during the break. The Chairman thanked Mr Retnasingam who received a rapturous ovation for his presentation.

The end of the Special Lecture concluded the 2\textsuperscript{nd} Plenary Session and this was immediately followed by the 3\textsuperscript{rd} Plenary Session which was the 1\textsuperscript{st} Research Paper Presentation Session of the Conference.
Day One – 3rd Plenary Session: Summaries of Research Papers

This Session was chaired by Dr Peter Gray and there were three presentations. The summaries of these presentations are as follows:

Professor Mokgale Makgopa presented a paper entitled ‘Opportunities, Challenges and Dilemmas in the Teaching and Learning of Folklore in South African Schools and Universities: A Case Study’. Professor Makgopa’s presentation described the concept of Folklore and explained how it differed from Indigenous Knowledge Systems. He explained that the education system in South Africa was under the purview of two ministries which are the Basic Education Ministry and the Higher Education Ministry. He derived a problem statement using the Five Ws: Who, What, Where, When and Why, to focus on the challenges faced by folklore in both Basic and Higher Education. He provided a brief global overview on the study of folklore in countries like the USA, India, UK and his native South Africa. He then covered the study of folklore in South Africa in some detail and outlined a number of challenges faced by the folklore studies programme as per his findings. He made references to the Eurocentric and Afrocentric approaches to the teaching of folklore and recommended the development of new approaches which are Afrocentric by nature. He provided a number of constructive suggestions which he hopes are taken up by the relevant policy makers in South Africa. There was a short Q&A session after the presentation.

Dr Alexandra Okada presented a joint paper she co-authored with Dr Dury Bayram-Jacobs and Yael Schwartz entitled “Opportunities and Challenges for Equipping the Next Generation for Responsible Citizenship through the ENGAGE HUB”. Dr Okada’s presentation began with a description of the European Project – ENGAGE, which aims to spread the teaching and learning of Responsible Research and Innovation (RRI) by connecting cutting-edge Science and Technology with educative materials. The ENGAGE CPD framework is based on three phases, which are the “Adopt phase”, the “Adapt phase” and the “Transform phase”. The adopt phase helps teachers use dilemma and group discussion to make learning authentic, the adapt phase provides problem-solving and conversation to build reasoning and understanding, and the transform phase has open ended projects comprising scenario-based learning and performance assessments to teach knowledge and skills. The RRI curriculum in ENGAGE is based on four areas and ten RRI inquiry skills targeting three components which are: students’ interest, science knowledge and inquiry skills. The researchers analysed RRI projects in 10 countries and their findings show that teachers are open to try and use innovative RRI-support materials. However, it was important to design the materials in a way that fits the curriculum in different countries as well as be easy to use, not require much preparation time and related to varied topics and subjects of science. The qualitative analyses from the teacher’s comments highlight various students’ achievements, for example, applying their knowledge to increasing their understanding, willingness to spend more time studying the topics, ability to elaborate persuasive arguments, applying numeracy, self-regulated learning, and practicing various inquiry skills to make their own conclusions or decisions. This presentation generated quite a lot of interest amongst Delegates and many would continue to have a dialogue with the authors after the Conference. There was a short Q&A session after the presentation.

Dr K.C. Baiju presented a paper entitled “Multidimensional Poverty in Kasaragod District, Kerala, India - A Micro Level Study”. Dr Baiju explained that by measuring deprivation using the Multidimensional Poverty Index (MPI) he was able to get a broader picture of poverty in the Kasaragod District in Kerala, India. He gave a detailed explanation of the three dimensions and ten indicators of poverty in the Human Development Framework that could be appropriately weighted and applied to a complex formula which
was explained in a simplified manner, to calculate the Multidimensional Poverty Index. The calculations provided an insight into which dimensions among the ten indicators make a society deprived. He noted that a micro level study on different social groups and on rural–urban areas using MPI could enable policy makers to formulate appropriate strategies to tackle the incidence of poverty among households. He demonstrated how to apply the MPI to a rural-urban specific micro level study on poverty and how the results lend significance to micro level planning and governance. From his results, he came up with seven recommendations. Two of these are: 1). The governing authority of a rural area should resolve the problem of irregular water supply; and 2). Provide free electricity to the most deprived SC-ST households which are un-electrified. Hopefully, the research findings and recommendations are taken up by the relevant policy makers and Dr Baiju’s work ends up having a positive impact on the lives of the affected people in Kasaragod, Kerala, India. There was a short Q&A session after the presentation.

At the end of the 3rd Plenary Session, the chairperson thanked all the presenters and the Conference adjourned for lunch.

Day One – 4th Plenary Session: 1st Keynote Address

The 4th Plenary Session began after lunch and it was chaired by Mr. Paul Loranger who introduced the Keynote Speaker, Professor Stephen McKinney. The title of the 1st Keynote Address was “Responsible Research in Education and Management”.

Summary of the 1st Keynote Address – Professor Stephen McKinney

Professor McKinney explained that the rationale for Responsible Research and its Impact was that it acts as a catalyst to encourage researchers to identify, and to listen to, the users of research and to demonstrate how end-users’ needs would help to shape the aims, design and implementation of research projects. In this context, he stated that Responsible Research, especially in the human sciences, refers to Research where positive impact on end-users or society in general is considered to be as important as the impact on research communities. This involves opening up all stages of the research process, and includes a wider range of actors in the direction, methods, ethics and reporting of research. It also provides opportunities for under-represented groups to become engaged in research and to make the case for new research topics to be developed. It therefore challenges academic norms and criteria for success in research. Furthermore, in the field of innovation, or commercialisation of research, a responsible approach implies a more inclusive approach to the development of products, systems, services and policies. Such an approach will demonstrate that social justice, equity and sustainability have been considered in line with the needs of all relevant actors.

Professor McKinney then outlined some objectives of this Conference. He said that the Conference:

- Supports the emerging movement towards Responsible Research;
- Encourages researchers, especially research students and early career researchers, to develop new ways of thinking about dissemination, impact and social responsibility; and
- Provides examples of Responsible Research as an inspiration to others.

He also provided some possible outcomes for the Conference: 1). Recognising participating researchers as ‘Responsible Researchers’, 2). A Conference Proceedings that reflects the importance of the inclusion of both ‘results’ and ‘impact’, 3). A network of Researchers committed to Responsible Research and Social Impact, and 4). Recognition of LSME as a leading institution in Responsible Research.

The potential Impact of this Conference is the possibility of impact on international policy, government or local government policy; impact on stakeholders and agencies, as well as practice in Schools, Further Education and Higher Education. This conference aims to help researchers and early career researchers to identify impact, or potential impact, and progress towards thinking more carefully about Responsible Research and articulating the practical applications and possibilities of research results.

Professor McKinney informed the Conference that in 2015, the Research Council of UK stated that Research impact is the ‘demonstrable contribution that excellent research makes to society and the economy’. Research can help to: Improve the effectiveness and sustainability of public, private and third sector organizations; Improve social welfare and cohesion; Increase economic prosperity, wealth creation and regeneration; and Enhance cultural enrichment and quality of life. Researching with impact in mind can help researchers with: Early feedback – to help shape research agenda and improve methodologies; Relevance – ensuring the research is meaningful, timely and useful; Recruiting participants, for example for focus groups or surveys; and Developing new skills and raising the researcher’s profile.

Professor McKinney also explained that the Economic and Social Research Council (ESRC) invests in research that is excellent, independent and which has impact. This can involve academic impact, economic and societal impact or both. Academic impact is the demonstrable contribution that excellent social and economic research makes to scientific advances, across and within disciplines, including significant advances in understanding method, theory and application. Economic and societal impact is the demonstrable contribution that excellent social and economic research makes to society and the economy, of benefit to individuals, organisations and nations. The impact of research be it academic, economic or social, can be Instrumental in influencing the development of policy, practice or service provision, shaping legislation, and altering behaviour. It could be conceptual, contributing to the understanding of policy issues and reframing debates. It could also include capacity building through technical and personal skill development.

Professor McKinney extended Responsible Research into the entire research process which includes Choice of Theme or topic, Aims of research, Implementation of research (and ethical procedures), Dissemination, and Impact. He also provided detailed advice on the preparation of research proposals.

Professor McKinney then passionately launched into very specific aspects of Responsible Research in Education. He spoke about Poverty and Education and pointed out the external factors that influence schooling and described the Interventions that could apply. He stated that Curriculum Development must include all abilities and help all attain/achieve. He stressed the importance of the inclusion of children with disabilities as well as new arrival children. He placed great emphasis on leadership and management in education. He spoke of the different styles of leadership be it: Heroic, Charismatic or Tyrannical. He questioned how effective leadership and management are evaluated and what criteria are applied to the evaluation. He also spoke about distributed leadership and who is involved with the distribution.

Professor McKinney wrapped up his Keynote Lecture by summarising how users’ needs have helped
to shape the aims, design and implementation of research projects resulting in positive impact on end
users or society and social justice, equity and sustainability. He surmised that new ways of thinking
about dissemination, impact and social responsibility broadens the participation of under-represented
groups as well as enhances cultural enrichment and quality of life.

The Conference adjourned for the mid-afternoon tea break after the Keynote Address.

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**Day One – 5th Plenary Session: Summaries of Research Papers**

The 5th Plenary Session commenced immediately after the tea break. This Session was chaired by Mr. Martin McAreavey and there were three presentations. The summaries of these presentations are as follows:

**Mr Jan Apotheker** presented a paper which he jointly co-authored with Ron Blonder, Sevil Akaygün, Pedro Reis, Lorenz Kampschulte & Antti Laherto. The paper was entitled “The Project Irresistible: Introducing Responsible Research and Innovation (RRI) into the Secondary School Classroom”. The project IRRESISTIBLE designs activities that foster the involvement of students and the public in the process of RRI. The authors explained how cutting edge research could be introduced in secondary education together with discussions about RRI connected to that research. Researchers, teachers, experts from science centres and educational researchers worked together in the design of educational material and these thematic modules are based on an Inquiry Based Science Education approach. They used the 5 E method designed by Bybee as a starting point but added a 6th E called Exchange - to foster the transfer of knowledge between the students, as well as between students and other stakeholders. These modules were developed and used successfully in ten countries, introducing cutting edge research and connected RRI issues. The modules were successful in introducing science research at a level understandable for school students and also to a much broader audience, through the students’ exhibits.

This project clearly demonstrated the possibilities of bringing both current research as well as connected RRI issues into the secondary classroom and in non-formal contexts.

There was a short Q&A session after the presentation.

**Dr Hue Ming-tak** presented a paper entitled “Promoting Teachers’ Multicultural Competency and Cultural Responsiveness in Hong Kong Schools”. Dr Hue stated that the percentage of ethnic minorities in Hong Kong schools has been growing as a result of continuous immigration. The majority of these students are academically among the lowest-achievers. They come from low socio-economic backgrounds, and experience learning difficulties in the second languages of Chinese and English. He examined how practicing teachers modify their teaching strategies to make their classroom responsive to students’ diverse needs, and what strategies they adopt to create a culturally responsive environment for students’ learning. The researcher identified that there was a wide range of teachers’ multicultural competencies and teachers had to deal with the domination of the monoculture as well as cultural incongruities.

He reported on his findings on the implications for the creation of a culturally responsive classroom and the promotion of teachers’ multicultural responsiveness. These included redressing the ethos of
difference and equity, learning and re-learning of cultural knowledge, as well as promoting cultural congruities between school, home and the community.

There was a short Q&A session after the presentation.

**Dr Asha J. V.** presented a paper entitled “Social Responsiveness of Secondary School Students in Kerala: A Comparison of State and CBSE Curricula”. She explained that social responsiveness is the imitation of behaviour that is shaped in response to the actions of other persons and accomplishes social functions. The study aimed to determine the social responsiveness of secondary school students who study in state schools following the critical pedagogy and issue based curriculum and their counterparts who follow the CBSE curriculum which is based on the constructivist approach and activity curriculum. Her research determined the social responsiveness of secondary school students through a normative survey using the social responsiveness scale. Policy makers and school curriculum designers should note that the study found that the majority of the secondary school students using the state syllabi had high levels of social responsiveness than their counterparts who followed the CBSE curriculum. Both curricula were found to be gender neutral in promoting social responsiveness. Though the issue based curriculum was more effective, it needs further improvements. Other recommendations were also proposed by the author to improve the social responsiveness of Students and she expressed hope that the respective policy makers would take note of this.

There was a short Q&A session after the presentation.

At the end of the 5th Plenary Session, the chairperson thanked all the presenters.

Delegates were then invited to a formal networking session where they were separated into their respective groups and taken to a breakout area for group round table networking. Each group networking session was facilitated by an LSME Ambassador.

Day One of the Conference concluded at the end of the networking session.

**DAY TWO OF THE CONFERENCE**

On the second day of the Conference, the registration desk remained open as there were a few overseas delegates arriving on that day. The Conference Programme was organised into six Plenary Sessions. The day’s first Plenary Session, which was actually the Conference’s 6th Plenary Session, comprised of two parts. It began with opening remarks by the Conference Chairperson Professor Stephen McKinney and he then introduced Mrs. Margaret Lesuuda who delivered a Welcome Address. Mrs. Lesuuda is the Education Attaché at the Kenyan High Commission in London. Professor McKinney thanked Mrs. Lesuuda when she concluded her Address and then handed over to Professor Mokgale Makgopa who chaired the next part of the Session comprising a Keynote Address by Dr. Peter Gray who is the European Projects Adviser at the Norwegian University of Science & Technology. The topic of Dr Gray’s Keynote Address was “Responsible Research in Education: What is the Difference”? Professor Makgopa thanked Dr Peter Gray at the conclusion of the Keynote Address.

The 7th Plenary Session of the Conference was a Research Paper Presentation Session which was chaired by Professor Suresh Sharma. There was only sufficient time set aside for one research paper to be presented followed by a Q&A session. After the 7th Plenary Session concluded, the Conference was
adjourned for the mid-morning tea break.

The 8th Plenary Session commenced immediately after the tea break and it comprised a Research Paper Presentation Session which was chaired by Dr Heather Mbaye. Four research papers were presented at this Session. Each presentation was followed by a Q&A Session. The Conference was adjourned after the 8th Plenary Session for the lunch break.

The 9th Plenary Session began after the lunch break and it comprised a Guest Lecture. The Session was chaired by Mr. Dave Roberts who introduced the Guest Speaker, Dr. Dave Exton who is the Marine Research Manager at Operation Wallacea which is a network of academics from European and North American Universities, who design and implement biodiversity and conservation management research expeditions. The topic of Dr. Exton’s Lecture was “Field based research for students and its impact on biodiversity research and conservation”. At the end of the Lecture, Mr. Roberts thanked Dr. Exton.

The 10th Plenary Session was a Research Paper Presentation Session chaired by Dr. Snehal Donde. Two research papers were presented during this session and each session was followed by a Q&A Session. The Conference was adjourned after the 10th Plenary Session for the mid-afternoon tea break.

The 11th Plenary Session commenced immediately after the tea break. It was a Research Paper Presentation Session chaired by Dr. Dan Exton. Three research papers were presented during this session and each session was followed by a Q&A Session.

All the Plenary Sessions on day two of the Conference concluded within the allocated time and this enabled all the Delegates to participate in another ‘formal networking session’. Day two of the Conference closed at the end of the networking session.

An overview of the second day’s conference programme is shown in a schematic form below:

<table>
<thead>
<tr>
<th>Day Two - 14th January 2016</th>
<th>Main Conference Hall</th>
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<tbody>
<tr>
<td><strong>6th Plenary Session: Welcome Address</strong>&lt;br&gt;Chairperson: Professor Stephen McKinney</td>
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<tr>
<td>Welcome Address by</td>
<td>Mrs. Margaret Lesuuda</td>
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<td><strong>Keynote Address</strong>&lt;br&gt;Chairperson: Professor Mokgale Makgopa</td>
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<td>Keynote Address</td>
<td>Dr. Peter Gray</td>
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<tr>
<td><strong>7th Plenary Session : Research Paper Presentation</strong>&lt;br&gt;Chairperson: Professor Suresh Sharma</td>
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<tr>
<td>Miikka de Vocht, A. Laherto &amp; Ilka Parchmann&lt;br&gt;Teachers’ interests and concerns related to the teaching of‘Responsible Research and Innovation’: Applying theConcerns-Based Adoption Model or C-BAM.</td>
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<tr>
<td><strong>Morning Tea Break</strong></td>
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<tr>
<td><strong>8th Plenary Session : Research Paper Presentation</strong>&lt;br&gt;Chairperson: Dr. Heather Mbaye</td>
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Dr. Alexandra Okada, Dr. Alexandre Marino Costa, Raquel Kowalski, P. Torres, M. Nakayama & K. Souza
Open Educational Resources for Responsible Research and Innovation: A Case Study with Brazilian Universities and Schools.

Dr. Arundhati Agnihotri & Dr. Snehal Donde
A Gender Wise Study of Relationship of School Type and Self-Esteem of Muslim Students.

Professor Suresh Sharma, Dr. Sarita Parhi & Dr. Ravi Kumar
Sample Size and Ethical Issues in Responsible Research.

Mrs. Anfal Al-Wahaibi
“Clearing the Path”: From the Perspectives of Female Omani Academic Leaders.

Mid-Day Lunch - Grange Hotel Banqueting Hall

9th Plenary Session – Guest Lecture
Chairperson: Mr. Dave Roberts

Guest Lecture by Dr. Dan Exton

10th Plenary Session: Paper Presentations by Delegates
Chairperson: Dr. Snehal Donde

Dr. Zingiswa Jojo
Learners’ Interpretation of Geometric Concepts in the Intermediate Phase: The Case of Limpopo Province.

Dr. Heather Mbaye
Responsible Research in Social Science: Academia in Service to Stakeholders?

Afternoon Tea Break

11th Plenary Session: Paper Presentations by Delegates
Chairperson: Dr. Dan Exton

Dr. Judith Soares, Cecelia Batson-Rollock, Joan Cuffie & Andre Joseph
Providing the Tools of Empowerment for Rural Women through Education and Training: The Case of La Pointe, St. Lucia in the West Indies.

Dr. Rohini Sudhakar
Research in Lifelong Learning In India.

Afrah Manna Al-Ajmi & Dr. Abdulaziz al-Mhelby
Head Teacher as a Transformational Leader: A Case Study.

Formal Networking Session
End of Day Two of Conference

The first Plenary Session of Day Two was the 6th Plenary Session of the Conference and it was chaired by Professor Stephen McKinney who introduced Mrs. Margaret Lesuuda and invited her to present her Welcome Address.
Good morning Ladies and Gentlemen. I am from the Kenyan High Commission. I wish to sincerely thank the organisers for inviting me to such an impressive Conference. Firstly, ladies and gentlemen, on behalf of the London School of Management Education I wish to welcome all of you to this International Conference on Responsible Research in Education and Management and its Impact. Yesterday, you had some very special guests, including a guest speaker from UNESCO. I reviewed the presentation and was disappointed that I missed it as I always wanted to know the link between the MDGs and SDGs. I look forward to receiving the UNESCO Address and the Keynote Address by Professor Stephen McKinney. Today you have a Keynote Address from Dr. Peter Gray and a Guest Lecture from Dr. Dan Exton.

I wish to congratulate all of you who are presenting at this Conference. It requires a lot of effort and diligence to respond to the ‘Call for Abstracts’ and you have taken time off your busy schedules to write your abstracts and papers for this Conference. Many of you have come from distant destinations, I am told that there are about 19 countries represented here and that is very impressive and knowing LSME, I am sure in the future we will have even more countries. So I wish to say that Responsible Research cannot be underestimated. It is something that will definitely have an impact in the world. I am told there are people from Far East, Middle East, West Indies, Asia, Africa, US and off course Europe. It is through International Conferences like these that opportunities arise for strengthening research capacity, educational capacities and knowledge sharing. I would say something later especially about cooperation which is an area that the Diplomats are asked to ensure that as our Countries interact together with the rest of the world, we ensure that we are strengthened.

I wish to take this morning to reiterate the fact that one of the main aims of this conference is to ensure that delegates interact with each other and foster a strong network that should continue to develop and flourish well after this conference is over.

Ladies and gentlemen, everyone at LSME hopes that you may have already started taking steps to get to know each other and to continue to develop the research fraternity throughout the remaining two days. Perhaps you will explore opportunities to collaborate with one another in future research and present a research paper at one of the forthcoming LSME conferences. I spoke with one of the LSME Directors and advised him that they needed to develop the next Conference theme early to enable those who have missed this Conference or those who are already here, to start planning and completing their research papers for the next Conference in 2017. I wish to remind everyone that in this era of Globalisation, especially of our Higher Education, we should all strive to be the best in research and produce top academicians and scholars. I quote Antony the Saint who said “As for the future your task is not to foresee, but to enable it”. 

Ladies and gentlemen you should strive to be an enabler, an enabler of Responsible and Quality Research, an enabler of quality teaching, an enabler of peace which we most desperately need in the
world today, an enabler of collaborative partnerships which is an area that I am going to mention very briefly about. As Diplomats, we are charged with the responsibility to ensure that wherever we go, we link our countries to the rest of the world. I stand before Delegates from 19 countries who are seated here. It would be great if LSME or any other representative has a branch in Kenya or has some research collaboration in Kenya or any other type of partnership. I was reading a paper by Gill Knight and it was seeking to ask the question as to whether partnerships and collaborations in the world today are for better or worse. Those of you presenting your research papers or even as you go further to do your research should continue asking yourself what this partnership is bringing as an institution or as an individual. What can you do in Kenya or in Africa or in India that can help you to collaborate and to link and to answer many questions that can help to address the challenges that are faced by society today?

I am a graduate of Education and a Postgraduate in Peace Studies. I am currently pursuing my PhD in Higher Education Management and I have never stopped asking myself as to how many Universities are linked together in the world. During the last 3 years I have been in UK, I have been able to link ten Universities and I want to link as many as possible. The reason being, in the era of e-Learning, you can be the supervisor sitting here in London and you can supervise a PhD student in Kenya or in India or in the USA. So let us use forums like this to interact, to get to know one another and to collaborate further after this Conference is over.

I convey the apologies of our High Commissioner who was also interested but unable to attend, when I told him I was giving a brief address to this Conference organised by LSME. Last year, he was the Guest of Honour at the LSME Convocation Ceremony. He said that LSME is going far. One reason why LSME will go far is because very few colleges organise international conferences. I also know we have great researchers here today, especially those who are presenting at this Conference. I have already looked at some papers and am very interested in some of the topics being presented today

Thank you so much for inviting me today and if you have any questions especially on the role of Diplomacy and Higher Education as well as partnerships, I will be glad to answer.

I wish to officially declare that Day Two of the Conference is now open.

Mrs Margaret Lesuuda
Counsellor (Education)
Kenyan High Commission, London.
The 6th Plenary Session ended after Professor McKinney thanked Mrs. Margaret Lesuuda for her Welcome Address. It was immediately followed by the 7th Plenary Session.

Day Two – 7th Plenary Session: Keynote Address – Dr. Peter Gray - Presentation of One Research Paper.

The 7th Plenary Session was chaired by Professor Makgopa Mokgale and he introduced Dr. Peter Gray who delivered the 2nd Keynote Address of the Conference. The topic of Dr. Gray’s Keynote Address was “Responsible Research in Education: What is the Difference”?

Summary of the 2nd Keynote Address - Dr. Peter Gray

Dr. Peter Gray began by describing Educational Research as a Belief System that was bound by a set of practices loosely bounded by convention, and that it had certain rituals of research which often comprised robustness, integrity and consent. He also pointed out that belief systems can change. He gave some examples of the catastrophes that resulted due to various failures in Responsible Research, namely the disaster that occurred at Chernobyl in 1986, the failure of the Royal Bank of Scotland in 2009, and the emission fraud scandal that hit VW in 2015.

He explained that Responsible Research and Innovation (RRI) has five keys and five elements. The five keys (EC. 2012) are: Public Engagement, Gender, Ethics, Open Access and Science Education. The five elements (adopted from Owen et al 2013) are: Anticipation, Reflection, Deliberation, Inclusiveness and Responsiveness. He went on to describe Responsibility as a shared opportunity and that it should not be an individual burden.

Research is for: Public good (science with and for society), Career development/qualification, Commercial or competitive advantage, Institutional funding, Curiosity, and perhaps Serendipity.

Research, responsibility and governance - RRI is not about dictating research content or methods, it is about collaborative governance of research and innovation.

Dr. Gray also briefed the Conference about the Grand Challenges that are a major component of the EU Horizon 2020 Programme and these Challenges are a way of incorporating values in research/innovation: e.g. “climate change” as well as a way of developing research questions. It includes:

- Health, demographic change and wellbeing;
- Food security, sustainable agriculture;
- Secure, clean & efficient energy;
- Smart, green & integrated transport;
- Climate action, resource efficiency;
- Inclusive, innovative & secure societies.

Dr. Gray then spoke about the Grand Challenges in education as:
• Universal literacy/numeracy;
• Teacher overload;
• Reducing underachievement;
• Moving from education as competition to learning as a way of collaboration;
• Taking responsibility for learning;
• Inclusion.

He explained that Education should be treated as a purposeful activity where there are collaborative purposes of education defined by stakeholders including teachers, pupils, parents, wider public, government, academia, etc. Very often the views of pupils are often ignored and this should not be the case.

He also stated that Research may reveal what is, but Responsible Research reveals what might be. He talked about five questions to ask when thinking about Research.

• Will my research benefit anyone? Yes or No?
• If yes, who will it benefit?
• In what way will it benefit them?
• Have I consulted all relevant groups about the purpose, methods and possible outcomes of the research?
• What will happen once the research is complete?

He then elaborated on how Responsible Research and Innovation should be implemented. The implementation should involve collaboration across researchers/disciplines, involvement of under-represented groups, programmes for collaboration, topic maps, outcomes first and publications second (cures not careers), and the need for a cultural shift across research ecosystems.

Dr. Gray drew parallels between RRI and the Dinosaurs. If there is no change in the way RRI is implemented, it will one day just wither away and become extinct.

The second Keynote Address by Dr. Peter Gray was immediately followed by a Research Paper Presentation Session.

Summary of Research Paper Presentation

There was one Research Paper Presentation in the 8th Plenary Session which was chaired by Professor Suresh Sharma. The summary of this presentation is as follows:

Miikka de Vocht presented a paper which he jointly co-authored with A.Laherto & Ilka Parchmann. The paper was entitled “Teachers' interests and concerns related to the teaching of ‘Responsible Research and Innovation’: Applying the Concerns-Based Adoption Model or C-BAM”. Teachers play a vital role in the adoption of a novel teaching innovation and hence this study aims to find out the issues teachers may have with the teaching of Responsible Research and Innovation (RRI). The study analysed the interests and concerns of 52 teachers from 10 countries who were participating in the IRRESISTIBLE
project. Interests and concerns towards RRI teaching were measured using the Stages of Concern questionnaire and open-ended questions. Teachers focused on their informational, consequential and collaboration-related interests and concerns, as well as voicing many personal concerns about their ability to teach RRI. The authors noted that the success of adopting RRI into teaching depends on three things. Firstly, teachers must understand and accept the importance of the core ideas behind RRI. Secondly, teachers must overcome any personal difficulties they face, for example, in relation to their competency, efficacy or motivation. Finally, the success of adopting RRI depends on providing teachers with a useful and effective environment, including the provision of resources about teaching RRI or the provision of practical designs of interactions between various members involved in a training programme. There are still a host of other questions that have to be addressed about the nature of RRI and the authors are looking forward to address these.

There was a short Q&A Session after the presentation. The chairperson thanked the presenter at the conclusion.

The Conference adjourned for the mid-morning tea break at the end of the 7th Plenary Session.

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**Day Two – 8th Plenary Session: Summaries of Research Papers**

The 8th Plenary Session began after the mid-morning tea break and it was chaired by Dr. Heather Mbaye. There were four Research Paper Presentations and the summaries of these presentations are as follows:

Raquel Kowalski presented a paper which she jointly co-authored with Alexandra Okada, Alexandre Marino Costa, P. Torres, M. Nakayama and K. Souza. The paper was entitled “Open Educational Resources for Responsible Research and Innovation: A Case Study with Brazilian Universities and Schools. The presenter talked about the work developed by the COLEARN research network which investigated Open Educational Resources (OER) on Responsible Research and Innovation (RRI) that could be easily disseminated to foster the development of ten RRI inquiry skills described by the ENGAGE framework. This study identified key strategies on how to increase RRI awareness at scale through OER in countries beyond Europe. The researchers focused on the OER available in the ENGAGE Hub about genetically modified food (termed “GM decisions”), which were deployed through the COLEARN research network for a period of 4 weeks, in 3 states in the north and south of Brazil. The researchers found that the OER GM decisions were easily embedded in the Brazilian curricula in the various states and it engaged a participatory community of students and researchers from schools and universities. They found that that the GM dilemma promoted open-ended discussion and engaged participants to co-investigate the issue beyond the face-to-face lessons. Technologies were useful and relevant for promoting digital literacy integrated to scientific literacy. Teachers who participated in the CPD workshop found that the activities allowed interdisciplinary and collaborative work among different professionals, educators and age-group learners. The tasks introduced based on dilemma and group discussions helped students generate more questions and arguments resulting in very reflective face-to-face and online interaction with significant learning outcomes.

There was a short Q&A session after the presentation.
Dr. Arundhati Agnihotri presented a paper which she jointly co-authored with Dr. Snehal Donde. The title of the paper was “A Gender Wise Study of Relationship of School Type and Self-Esteem of Muslim Students”. Dr. Agnihotri informed the Conference that in India, many Muslim students attend Muslim Minority schools, where they get an integrated education. That means they maintain their Muslim religious identity whilst being prepared for modern professional life. However, some Muslim students attend General schools where students from all religions study together. The Researcher carried out a study on the impact of schools’ characteristics on the self-esteem of Muslim male & female children. They examined the impact of Muslim Minority and General Schools in the city of Mumbai, on the self-esteem of Muslim male and female students.

Their study showed a clear gender difference in the self-esteem of male and female Muslim students studying in both types of schools. There was a strong relationship between Type of school and self-esteem of male Muslim students. Muslim male students studying in Minority Schools show lower self-esteem than those studying in General schools. There was no significant relationship between the self-esteem of Muslim female students and the type of school they attended. The self-esteem of Muslim female students was found to be significantly higher than that of male students in both types of schools.

The authors made a number of recommendations for both minority and general schools to uplift the self-esteem of minority students.

There was a short Q&A session after the presentation.

Professor Suresh Sharma presented a paper which he jointly co-authored with Dr. Sarita Parhi & Dr. Ravi Kumar. The paper was entitled “Sample Size and Ethical Issues in Responsible Research”. Professor Sharma highlighted the contributions of research to the advancement of economic, political and social developments, and how statistics often had an important role in determining the outcome of the research. When conducting responsible research using statistics, the presenter pointed out that determining the correct sample size was often difficult and he discussed some suggestions to determine successful and meaningful sample sizes.

The presenter also raised another important aspect of Responsible Research which is ethics. In order to achieve research excellence, ethics should be an integral part of every aspect of the research. The presenter explained that once the optimal sample sizes and ethical issues were in place, the research could be used to discover new facts as well as verify and test the newly discovered facts. All these would lead to greater confidence in the resulting concepts and theories. There was a short Q&A session after the presentation.

Mrs. Anfal Al-Wahaibi presented a paper entitled “Clearing the Path: From the Perspectives of Female Omani Academic Leaders”. Mrs. Anfal Al-Wahaibi’s presentation provided an overview of why there were no very senior appointments of women in Higher Education in Oman and especially so in senior academic positions in the Sultan Qaboos University in Oman. Despite enormous improvement of the place of women in the field of Higher Education in Oman, it was unclear how much they will be able to leverage their educational success to obtain the senior faculty positions to progress in their careers and meet the challenges posed by socio-cultural and religious practices as well as discourses in particular. The study identifies the limitations and challenges of existing models of leadership in conservative, male dominated work environments.

The researcher highlighted the impact of cultural, economic, and educational factors on academic
females in Higher Education. Her review revealed the barriers faced by women in Higher Education, including delayed introduction to Higher Education, lack of structured networking and mentoring programs, aggression from relatives, and differences in communication between genders. When she finally publishes her thesis, she hopes that the policy makers and advocacy groups in Oman will pick up on the findings and bring about positive change to the current situation. There was a short Q&A session after the presentation.

At the end of the 8th Plenary Session, the chairperson thanked all the presenters and the Conference was adjourned for the lunch break.

**Day Two – 9th Plenary Session: Summary of Guest Lecture – Dr Dan Exton**

The 9th Plenary Session comprising a Guest Lecture commenced after the lunch break and it was chaired by Mr. Dave Roberts.

The presenter of the Guest Lecture was Dr. Dan Exton and his topic was entitled “Field based research for students and its impacts on biodiversity research and conservation”. Dr. Dan Exton started his lecture by talking about the revolution of environmentalism and the generation gap. He explained about the emergence of the “Blue Planet Generation” which showed a great willingness to participate in conservation volunteering and the financial power of student research. He then explained how organisations began to maximise scientific rigour through the optimised use of students and the global impact of expedition research. He then gave examples of how scientists began thinking outside the box to achieve conservation success.

Environmentalism is not a new phenomenon, but its appearance as a global movement is new. One of the earliest examples of true environmental conservation was Cuthbert of Lindisfarne’s legislative protection for birds on the UK’s Farne Islands in 676AD. However, further examples are generally limited to more anthropocentric motives (e.g. not throwing waste into rivers so as not to pollute human drinking water supply) right up until the industrial revolution. At this point the unprecedented exploitation of natural resources and production of environmental pollution raised the voices of scattered individuals.

The 1970s was a decade of international co-operation, beginning with the founding of Greenpeace and Friends of the Earth in 1971. Even more significant, the first ever Earth Summit was held in Stockholm in 1972 and the United Nations Environment Programme (UNEP) was established as a result. In 1992 the most famous Earth Summit of all took place in Rio, Brazil. Here environmental concerns were linked to the global economy, and global warming was high on the agenda. This led to the introduction of the Kyoto Protocol, where signatories pledged to cut carbon dioxide emissions. Although the protocol contained significant flaws, it also represents the first international acceptance that something had to be done. This decade also saw recycling enter everyday lives, due to a lack of landfill space, while green products created a new niche in modern consumerism.

Environmentalism has grown from a few isolated seeds, gaining momentum along the way, but the vast majority of progress has come in the past few decades. This has left younger people who form the
“Blue Planet Generation” with a greater understanding and appreciation of environmental concerns and resulting lifestyle choices. Never before has wildlife conservation had such mainstream popularity. The current young generation has unprecedented knowledge and exposure to environmental issues and show a willingness to contribute and make sacrifices. They form a vital resource and significant hope for the future.

Dr. Exton then spoke about Operation Wallacea and its Biodiversity Research Expeditions. It has scientific biodiversity research expeditions in 14 countries and these are overseen by 200+ academics managing more than 120 projects. Thirty new vertebrate species have been discovered. There are large temporal and spatial data sets. Data is used to design and assess conservation management interventions. It has a tuition fee funded model for students wishing to carry out research. The importance of these expeditions was due to a general lack of real world practical experience in tertiary education and these expeditions plug the gap. It was vital to produce the next generation of conservation leaders and this was especially true in tropical conservation due to a lack of local expertise and resources. The research is designed and overseen by lead academics. Volunteers are trained and supervised by experienced staff. The most promising volunteers were recruited as future staff and the highest performing staff progress to PhD studies. There is a clear training progression for gifted individuals. There was historical scepticism towards non-expert data but there is an important distinction between citizen science and expert-led volunteering. Studies have shown that under the right circumstances, volunteer data is perfectly valid. The benefits outweigh limitations related to manpower, cost and enthusiasm.

Appropriate survey methods have been designed to fit the expertise and manpower available, to minimise observer bias through automation and use of technology, and to simplify data collection, especially in harsh environments.

The indirect benefits of volunteer tourism are that these expeditions are a pre-cursor to mainstream ecotourism as they pioneer new locations, provide stable tourism in the face of geopolitical concerns, provide income stream for local economies and communities as well as provide employment for local communities, and typically remove the local communities from natural resource exploitation.

Dr. Exton rounded up his presentation with a case study of the introduction of seaweed farming and processing in a local community in Indonesia. The study highlighted environmental benefits where there was a sustainable reduction in fishing pressure, waste used as fertiliser was not a polluting effluent, and there was a reduction in the carbon footprint of the industry due to localisation. The benefits to industry include EU approval for import of the product and the local nature of the product provided a competitive advantage. The economic benefits are that the process is highly profitable to investors and therefore sustainable. It also provides tax income into the local economy which has led to a boost to the local infrastructure and the value to the Indonesian economy was estimated to be up to US$1 billion per year. The social benefits are that the seaweed farmers earned factory-gate prices and a share of the dividends. The fishermen also own valuable licenses to a closed resource, and agricultural contribution to food security has been increased.

Mr. Dave Roberts thanked Dr. Dan Exton for his Guest Lecture and concluded the 9th Plenary Session of the Conference. This was followed immediately by the 10th Plenary Session.
Day Two – 10th Plenary Session: Summaries of Research Papers

The 10th Plenary Session was chaired by Dr. Snehal Donde and there were two Research Paper Presentations. The summaries of these presentations are as follows:

Dr. Zingiswa Jojo presented her paper entitled “Learners’ Interpretation of Geometric Concepts in the Intermediate Phase: The Case of Limpopo Province”. Dr. Jojo provided a fascinating insight into verbs, nouns, grammar and sentences that existed in Mathematics and in Geometry in particular. She explained how Geometry is learnt and described the concepts underpinning Geometric Thinking. Her study aimed at identifying how learners interpret geometric concepts in the intermediate phase. She used an exploratory design to determine the current level at which learners' geometric thinking could be classified. Her study was based on the Van Hieles’ Theory of Geometric Thinking and it offered a model for explaining and describing how learners think as they engage with geometry problems. The theory offers five levels of learning geometry which learners must pass in order to obtain an understanding of a geometric concept. Her study found that some learners did not understand the questions but would respond to questions based on a word or diagram that they associated with a particular concept.

Dr. Jojo’s paper offered a number of conclusions, some of which included: the need for teachers to deliver teaching to the learners in a language that is terminologically appropriate to the learners' thinking levels; the need for adequate development of interpretation skills for geometric diagrams; and that visual learning could be enhanced by introducing geometric concepts which allow learners to investigate various features that distinguish objects from others.

Her presentation was followed by a short Q&A session.

Dr. Heather Mbaye presented a paper entitled “Responsible Research in Social Science: Academia in Service to Stakeholders”? Her paper brought to the surface, a number of factors that worked against Responsible Research. She explained that the ongoing struggle to find an interesting and novel question to study, has led researchers to increasingly tackle smaller, often trivial, research problems, rather than tackle questions of a more fundamental nature and broader reach. Some academics failed to ask the questions to which stakeholders needed answers because they had to convince two or three experts that a novel contribution was being made. Basic, practical questions were less likely to impress their peers.

Dr. Mbaye pointed out that political scientists have developed so many formal models and have not been able to meaningfully compare their empirical performance. They are evaluated on the basis of their mathematical elegance, the complexity of their notation, the journals they appear in, or based on the reputations of those who design them.

She also stated that the academic structures within some institutions are not conducive for those who exceed a certain mindset that operates within those institutions. Scholars who present knowledge in a relevant and practical way are not taken seriously as researchers.

The author made some very valid recommendations, for example: Open Access to Research; Open Communication by hosting workshops to bring theorists and practitioners together to discuss needs and collaborate on issues; Underwriting a series of Lectures & Workshops to facilitate knowledge sharing and dissemination. It was nearly everything that this Conference aimed to do.
Her presentation was followed by a short Q&A session.

Dr. Donde then thanked the two presenters and concluded the 10th Plenary Session. The Conference was adjourned for the mid-afternoon tea break.

Day Two – 11th Plenary Session: Summaries of Research Papers

The 11th Plenary Session was chaired by Dr. Dan Exton and there were three Research Paper Presentations. The presentation by Dr Judith Soares was done via Skype as she was not able to travel at the very last moment despite having made all the preparations for the presentation. The summaries of the three presentations are as follows:

**Dr Judith Soares** presented a joint paper she co-authored with Cecelia Batson-Rollock, Joan Cuffie and Andre Joseph entitled “Providing the Tools of Empowerment for Rural Women through Education and Training: The Case of La Pointe, St. Lucia in the West Indies”. Her paper examined the Women and Development Unit’s contribution to the strengthening of women’s capacity to improve their quality of life and by extension, to build the socioeconomic standing of the La Pointe community in St. Lucia through informal education and training. It also assessed the impact of such development initiatives in the community by the Women and Development Unit (WAND) and the La Pointe Development Committee Partnership. The research provided some guidance for further conceptualisation and implementation of community learning programmes which were agreed with the women and other community members under the leadership of the La Pointe Development Committee. The researchers concluded that WAND should continue to work with the La Pointe Development Committee to assist in effecting the kind of change that locates women at the centre of analysis, and the community as the basis of that change. They noted that people-centered change meant more to the community than the trickle-down effect.

Dr. Soares’ presentation was followed by a short Q&A session.

**Dr Rohini Sudhakar** presented her paper entitled “Research in Lifelong Learning in India”. Her paper was based on a review of various research work undertaken in the field of adult and continuing education and lifelong learning in India. The conclusions derived from this work were that Grants for financing research for Lifelong Learning should be made available from central, state and local governments; and Academic institutes and other agencies need to be encouraged and motivated to carry out interdisciplinary and multidisciplinary research related to Lifelong Learning. Furthermore, to improve research governance, accreditation agencies should be established to accredit research undertaken on Lifelong Learning.

Dr. Sudhakar’s presentation was followed by a short Q&A session.

**Dr Abdulaziz al-Mhelby** presented a joint paper which was co-authored with Afrah Manna Al-Ajmi. The paper was entitled “Head Teacher as a Transformational Leader: A Case Study.” The authors stated that Transformational Leadership had a positive influence on schools’ improvement and teachers’ commitment to change. They explored the Transformational Leadership Behaviour of a Head Teacher of an intermediate school for girls. The Head Teacher set up and led an ‘IPAD Class Team’ comprising ten teachers who were highly committed to the use of technology in the teaching and learning process. They evaluated the Head Teacher’s leadership by employing the Bass model in terms of the four dimensions:
Idealised Influence, Inspirational Motivation, Intellectual Stimulation, and Individualised Consideration.

They used the Creswell approach to analyse the data and found that the project’s success could be attributed to the Head Teacher demonstrating several Transformational Leadership behaviours including high levels of behaviours in terms of inspirational motivation and individualised consideration. They also found that the Head Teacher was less effective in the area of idealised influence but on balance, the other strong attributes were sufficient to ensure that the IPAD project was successful. Dr. al-Mhelby’s presentation was followed by a short Q&A session.

Dr. Dan Exton then thanked the three presenters and concluded the 11th Plenary Session. The Conference then broke up for the “Formal Networking Session”. Day Two of the Conference concluded at the end of the Networking Session.

**DAY THREE OF THE CONFERENCE**

The Conference Programme for the third day of the Conference was organised into four Plenary Sessions. The day’s first Plenary Session was the Conference’s 12th Plenary Session, and it comprised the remaining six Research Paper Presentations. The session was chaired by Mr. Martin McAreavey. At the conclusion of this session, the Conference was adjourned for the mid-morning tea break.

The Conference’s 13th Plenary Session began immediately after the tea break and it comprised a Guest Lecture by Mr. Paul Loranger whose topic was entitled “Terrorism – Where did we go wrong in the Education of our Youth”? This session was chaired by Professor Stephen McKinney. After the Guest Lecture, the Conference adjourned for the lunch break.

The 14th Plenary Session of the Conference began after the lunch break and it was a Conference Feedback Session chaired by Professor Stephen McKinney. The headline caption for this Feedback Session was “What do Delegates want from future conferences”. The session was facilitated by a panel comprising Professor McKinney who was the chairperson, Professor Suresh Sharma, Dr. Ravi Kumar and Dr. Peter Gray. After the conclusion of the Feedback Session, the Conference adjourned for the mid-afternoon tea break.

The 15th Plenary Session of the Conference began after the tea break and it was chaired by Dr. Peter Gray. This was the Valedictory Session and the Valedictory Speech was delivered by the Guest of Honour, Mr. Hassan Shifau, who was the Acting High Commissioner of the Maldives in London. After delivering his Valedictory Speech, Mr. Hassan Shifau presented Certificates to all the Delegates. At the end of the Presentation Ceremony, Mr. Sree Vallipuram delivered the final Vote of Thanks and the Conference was brought to a close by Dr. Peter Gray.

There was a photography session after the close of the Conference.

An overview of the third day’s conference programme is shown in a schematic form below:
The first Plenary Session of Day Three was the final Research Paper Presentation Session of the Conference. It was chaired by Mr. Martin McAreavey, who introduced the presenters and moderated the Q&A sessions which followed each presentation.
Day Three – 12th Plenary Session: Summaries of Research Papers

Six Research Papers were presented during this Plenary Session. The summaries of the Research Paper Presentations are as follows:

Dr. Masilo France Machaba presented his paper entitled “Subject Specialists’ Views on the Praxis of Mathematics and Mathematical Literacy in the South African Secondary Schools”. The author stated that Mathematical Literacy and Mathematics are taught as separate subjects and in parallel since 2006 in South Africa’s Training & Education band which covers grades 10-12. The differences and similarities between Mathematical Literacy and Mathematics are still being debated by academicians and the author reports on the tensions between the two subjects and considered the views of subject specialists who are expected to support teachers in the implementation of both Mathematics and Mathematical Literacy.

The data analyses suggested that there were different ways of behaving, acting and doing, which are associated with the teaching of Mathematics and Mathematical Literacy. The data also showed some differences in the discourses of the two subjects. The researcher found that from the facilitators’ perspective, ways of working in Mathematics were seen as specific and only applicable to Mathematics and not to Mathematical Literacy and vice versa. This anomaly raised the question of whether it was possible for the same teacher to teach both Mathematics and Mathematical Literacy. The study argues that it is possible for the same teacher to teach both Mathematics and Mathematical Literacy, because, although the discourses are different they should not be inconsistent with the identity of the teacher. If they are inconsistent, it meant that the two subjects would require two different identities from the same teacher. The presenter concluded that the discourses should be consistent as the same teacher was expected to teach Mathematics and Mathematical Literacy. There was a short Q&A session after the presentation.

Dr. Susheela Narang presented her paper entitled “Effect of Traditional and Computer Assisted Instruction on Achievement in Science at Secondary level”. Dr. Narang’s research investigated if there was a difference between Computer Assisted Instruction as opposed to traditional teaching, on students’ achievement in science.

The results showed that there was a significant improvement in achievement when students were taught by Computer Assisted Instruction method than the traditional method. Students exposed to Computer Assisted Instruction performed significantly better on their achievement in science than the students exposed to traditional teaching. Though the research concluded that Computer Assisted Instruction proved to be significantly superior to the traditional lecture method, it could not replace good teachers but complements them and enables easier and faster learning of content.

There was a short Q&A session after the presentation.

Dr. P. K. Mohapatra presented a paper he co-authored with Dr. D. Dash entitled “Effectiveness of Story Telling Approach in inculcating values identified by NCERT among the 6th grade learners of Odisha State”. The researchers carried out their research by comparing values of a pre-experimental group of 360 students & a post-experimental group of 360 students comprising 6th grade boys and girls from rural, urban, and tribal areas of Odisha State, who attended private and government schools. Their research highlighted some main findings: Regardless of where students were located, be it in the rural, urban or tribal areas, and regardless of whether they attended private or government run schools, and regardless of what gender these students were, the Story Telling approach had resulted in a significant positive
effect on the development of their values when compared to the traditional teaching approach.

The authors concluded that Story Telling was a potent way of imparting values and communicating positive messages in an integrated and implicit manner. They recommended that special attention be given for including stories in the curriculum.

There was a short Q&A session after the presentation.

Dr. Yashika presented her paper entitled “Healthcare Management: Managerial Challenges Faced by Healthcare Professionals”. Dr Yashika found that healthcare administrators faced new and unprecedented challenges which included managing escalating costs as well as access and quality of care provided to patients. Her research paper focused on the challenges which may obstruct healthcare managers from executing their objectives and functions in practice. Healthcare managers also have had to deal with new organisational rules and initiatives as well as employees’ emotions, immediate actions and integrity. The target towards performance of employees and their professional satisfaction in dealing with healthcare managers has brought about resistance from employees to change and has led to a lack of commitment in the work environment.

The study found that the challenges faced by professionals and practitioners included state and federal laws, introduction of new technology, changing patient demographics, lack of skilled workforce and a growing awareness of public rights. The researcher concluded that the modern healthcare manager needed to be competent in developing traditional practices of management as well as developing knowledge and strategic skills in adapting their organisation to change management. The paper pointed out the need for improved managerial capabilities in order to have effective delivery, performance and professional satisfaction in the healthcare system.

There was a short Q&A session after the presentation.

Dr. Snehal Donde presented her paper entitled “Status Study of Mumbai City Higher Education Institutions in View of Internationalisation: Urgent Need to Formulate Effective Domestic and Internal Policies in India”. The Indian Higher Education system is undergoing rapid changes and further reforms are in the pipeline. Some of these reforms are to enable the Indian Higher Education system to face challenges brought about by greater demand for quality Higher Education and the fact that overseas institutions are attracting a large number of Indian students. A raft of new policies has been released and more policies are being formulated by the Indian Government to revamp Higher Education in India.

The Study assessed the awareness levels of higher education service providers towards international practices and the General Agreement on Trade in Services also known as GATS which was signed under the auspices of the WTO. A number of worrying trends were found, including the absence of proper regulations related to the internationalisation of Higher Education. There was a lack of regulations resulting in chaotic growth in the sector. The study also reflected on the changing trends in international education, i.e. instead of the movement of students to universities abroad, foreign universities provide higher education in partnership with local institutions or by themselves, either through an in-country presence, or through a virtual presence. The study called for more research to assist with policy formulation in the education sector.

There was a short Q&A session after the presentation.
Dr. Dinesh Chahal presented a joint paper he co-authored with Dr. Raj Kumar entitled “Perception of Secondary School Teachers Towards Teaching Practice of Prospective Teachers”. The purpose of their study was to examine the perception of qualified secondary school teachers towards the teaching practice of pupil teachers, with respect to time-table management, discipline management, teacher-pupil relationships, management of co-curricular activities, performance of school students, methods adopted by pupil teachers and application of skills learnt during teaching practice. The perception of in-service teachers helps prospective teachers to progress in their teaching and management skills. As the pupil teachers are in the process of learning how to work in the real classroom situation, guidance of in-service teachers helps them to become dedicated, skillful and efficient teachers. The study concludes that prospective teachers should follow the same time table as set by the school, teachers should teach all the subjects, learning by doing must be encouraged, and since visual effects increase learning, lessons should be delivered through power point or something similar. It also recommended that co-curricular activities should be continued along with curricular activities.

There was a short Q&A session after the presentation.

The Conference adjourned for the mid-morning tea break at the end of the 12th Plenary Session.

Day Three – 13th Plenary Session: Guest Lecture – Mr. Paul Loranger

The 13th Plenary Session was chaired by Professor Stephen McKinney and he introduced Mr. Paul Loranger who delivered the 2nd Guest Lecture of the Conference. The topic of Mr. Loranger’s Guest Lecture was “Terrorism – Where did we go wrong in the Education of our Youth”?

Summary of the 2nd Guest Lecture - Mr. Paul Loranger

Mr. Paul Loranger gave an overview of how to develop creative problem solving within a global context. He explained that basic problem solving involves a number of steps:

Objective Finding (OF) – Identify Goal or Wish or Challenge
Fact Finding (FF) - Gather Data
Problem Finding (PF) – Clarify the Problem
Idea Finding (IF) – Generate Ideas
Solution Finding (SF) – Select & Strengthen Solutions
Acceptance Finding (AF) – Plan for Action

He then talked about using a Comparative Model to describe the changing world. The Comparative Model involves an iteration of the basic problem solving steps:

Explore the Challenge (OF, FF, PF) => Generate Ideas (IF) => Prepare for Action (SF, AF)

He also described a Projected System Model which involves
Clarification ==> Transformation ==> Implementation

He then elaborated on a Dynamic Creative Problem Solving Model to describe the Dynamic World.

Describe your Dynamic World è Dynamic Creative Problem Solving

He talked at length about Dynamic Creative Problem Solving within the global context based on the schematic shown above. He then concluded his presentation by raising some points on what UNESCO could offer that no other school system could. He referred to an injection against Terrorism which included the sharing of student information in regards to their problems that can make our global village a more friendly place to live and to rejoice in the diversity of its regions.

The Chairperson thanked Mr. Paul Loranger and adjourned the Conference for Lunch.

Day Three – 14th Plenary Session: Conference Feedback Session

The Conference Feedback Session was led by a panel which was chaired by Professor Stephen McKinney. The other members of the panel were Professor Suresh Sharma, Dr. Peter Gray and Dr. Ravi Kumar. All the Delegates were given the opportunity to freely express their opinions about what they would prefer the next conference format to be as well as to provide feedback on the positive and negative aspects of the current Conference.
The panel members shared their experiences of other conferences they had attended in the past and the kind of sessions that could be incorporated in the LSME Conference formats in the future. Dr. Peter Gray consolidated all the feedback and provided the points below.

The following points from the Feedback Session were collated by Dr. Peter Gray

1. **Main Positive Features (from the floor).**
   a. Professionally and efficiently organised.
   b. Commitment of speakers.
   c. Central theme was very good, and allowed a wide range of ideas to be presented and discussed.
   d. High energy levels!
   e. Fostered understanding, great relationships between participants.
   f. Learning from a wide range of presenters.
   g. Adherence to the theme – well done!
   h. Thought-provoking papers.
   i. Good forum for networking.
   j. Networking/discussion sessions were much appreciated.
   k. Freedom to make mistakes and good support from colleagues.
   l. A genuine international conference.
   m. Great Venue for testing ideas.

2. **New Ideas**
   a. Workshops on Responsible Research and Innovation, and other topics of special interest to emerging Researchers/PhD students, including themes identified from presentations.
   b. Posters could be used to increase range of presenters without extra time.
   c. Social events, including a conference dinner, and scenic tours.
   d. Panel discussions/debates on conference theme.
   e. Widespread dissemination of proceedings and other outputs.
   f. Vary composition of networking groups.
   g. Stimulate internal collaboration between participants, including funding bids.
   h. Book of abstracts could be provided pre-conference to inform participants.
   i. Symposia – short papers on a theme, providing more discussion time.
   j. Roundtable discussions – no formal presentations but involving more participants in debate.
   k. Finding solutions to educational challenges/problems.
l. More time for presenters.

m. Should we return to parallel sessions in order to allow greater numbers as presenting is often a funding requirement for those delegates attending the conference?

n. Presentations should be research based, but there could be convergence between groups of presenters

o. Use of Pecha Kucha or other radical style of presentation.

Pecha Kucha (Japanese for “chatter”), applies a simple set of rules to presentations where exactly 20 slides are displayed for 20 seconds each. The presenter has to say what is needed to be said in six minutes and 40 seconds of exquisitely matched words and images. The result, can be very interesting, especially in the hands of masters of the form, who are able to combine a business meeting and poetry slam to transform corporate cliché into surprisingly compelling beat-the-clock performance art. (Daniel H. Pink – wired.com).

3. Theme Suggestions for Next Year (2017)

a. Contexts and authentic situations for learning (including online learning).

b. Collaborative learning in contexts.

c. Teaching and learning skills.

d. Responsible Research as a discipline.

e. The regional mandate – incorporating learning from the Conference in Teacher Education and action research.

f. Exploring collaborative issues in contemporary education.

g. Final Agreed Theme for the 2017 International Conference
   “Responsible Research and Transformation in Education”

Dr. Peter Gray summarised the Feedback Session with his own thoughts and comments:

1. The conference retains its very special international character.

2. The theme of responsibility in research worked well and has great possibilities for the future.

3. The conference should recognise the strengths of all forms of research but should encourage reflection and critical thinking, even in the context of highly structured research with statistical results.

4. We should make the best possible use of the time available within the overall duration of the conference, but sometimes this means fewer papers per hour, with more discussion time.

5. A diversity of formats is good but we should be careful not to use formats such as the symposia to squeeze more papers into the available time!

6. The Conference Committee should work out a draft programme with blank spaces where papers, etc. will go, so as to establish the number of papers that can be accepted in the review
process. Probably max 12 papers in one day, allowing for keynotes etc., or 24 papers with parallel sessions. No more than three papers in one 90 minute slot, allowing 20 minutes + 10 minutes for discussion.

7. Symposia (if any) – 90 minute slot with a coordinating chair who sets the theme, liaises with authors and arranges a discussant. No more than 5 presenters and maximum 10 minutes each, 10 minutes for discussant and 30 minutes overall discussion.

8. Roundtables: 90 minutes slot, coordinating chair sets topic and arranges two/three very short (5 minutes maximum) oral introductions to topic, maximum 10-12 participants in total to allow discussions.

9. Workshops: One lead presenter + co-presenter/facilitator, maximum 10-12 participants in total to allow discussion. Should include a high proportion of group/hands-on activity, i.e. not a lecture!

10. Workshops could be grouped as a pre-conference event for emerging researchers, with relevant themes (including statistics!)

The chairperson of the Conference Feedback Session, Professor McKinney, who was also the chairperson of the Conference Committee, described the session as very valuable. He informed Delegates that all the points raised would be given due consideration when it came to organising the format for the next Conference. He thanked everyone for their very constructive comments.

The Conference adjourned for the mid-afternoon tea break after the conclusion of the Feedback Session.

Day Three - 15th Plenary Session: Valedictory Session

The Valedictory Session was chaired by Dr. Peter Gray. The Valedictory Speech was delivered by the Guest of Honour, Mr. Hassan Shifau.

Valedictory Speech by Mr. Hassan Shifau

Learned and Distinguished Guests – Good Afternoon.
Firstly, I would like to start by saying that I have attended and participated in numerous Conferences in my professional life and I found this Conference to be very well planned and executed. The credit for this lies plainly with Dr. Kumar and Dr. Sarita and of course the support provided by the Conference Committee chaired by Professor McKinney. The LSME team and its Student Ambassadors deserve a lot of credit for the smooth day to day running of the Conference Programme. They created a wonderful collegiate atmosphere for academic engagement. What’s more, they facilitated networking sessions so that delegates from different parts of the globe had the opportunity to interact and get to know one another.

The inaugural Conference in 2015 and this second Conference were a much needed panacea to counter the lack of opportunity for early career researchers to present and engage in critical debate at an International Level. Many of the International Conferences are open only to very senior academic and
research personnel. These series of Conferences provide an excellent and easily accessible platform for many emerging researchers from all over the world to come together and share and learn from one another. The other added advantage is that very eminent professionals from the political, diplomatic and academic fields have readily joined the Conference to share their cutting edge experiences and thoughts.

In this regard we had a Senior Parliamentarian and a Representative of Her Majesty the Queen, to address the Conference. Lord Dholakia and Mr. Thomas Chan spoke of the changes they had seen taking place in the UK since the 1960s and 70s, when equal opportunity and access to public services and information were not delivered in a transparent and equitable manner. There have been huge changes since, and there has been greater progress in how information has become more accessible. We also had a very informative and insightful presentation about UNESCO from Mr. Shanta Retnasingam. I noticed that this presentation generated a lot of interest from many delegates who wanted to instantly add Mr. Retnasingam to their social network.

But now to the more serious scholarly discussions on Responsible Research in Education and Management and its Impacts. Over these past three days, despite the variety of topics that were presented at the Conference, a number of common strands emerged that linked the different research papers that were presented. In fact, I noticed that from the very outset, the speeches by the Guest Speakers provided a preamble to the research work presented at each day’s proceedings.

We learned that Responsible Research and Innovation and the Ethics involved in the entire research process are of great importance to society. We are well aware that Research and Innovation is very important as it brings progress to human kind and solves a multitude of problems. However, to ensure that Research is conducted in a Responsible and Ethical manner, we now understand the need for transparent reporting of data, promoting dialogue and debate between research colleagues as well as between researchers and society. More importantly, we also need to support scientific self-correction.

The point on the need for dialogue and debate between researchers and society is very important as very little is known outside of research circles as to what exactly is involved in research and to make matters worse, very often there is no easy access to research findings. It has been clearly put to Conference that the Research Process normally involves 7 steps, i.e., 1). Define the Research Problem, 2). Review Concepts, Theories and Previous Research Findings, 3). Formulate Hypothesis, 4). Design Research, 5). Collect Data, 6). Analyse Data, and finally 7). Interpret and Report. We were advised by the Keynote Speakers that Responsible Research involves applying the same level of scrutiny throughout the whole research process. Responsible Research entails Engagement, Gender Equality, Science Education, Open Access, Ethics and Governance. There was also a brief master class in the correct application of statistics to research so that the appropriate conclusions are derived.

Engagement, Open Access, Ethics and Governance, are very significant aspects of Responsible Research and Its Impacts because all too often, what the public hear is that vested interests have taken control of the research process and findings. This often leads to distrust and ridicule. We were given three very good examples of failure of Responsible Research with reference to the Chernobyl disaster, the collapse of the Royal Bank of Scotland and the recent discovery of the deception by VW on exhaust emissions. We must ensure that research takes societal values into account. In a democratic society, everyone should have the right to participate in decisions that influence their future. The Impacts of Research can have social, ethical, cultural and environmental consequences and hence all research
should be carried out in a responsible and ethical manner.

Professor McKinney had provided some broad objectives for this Conference:

- Encourage researchers, especially research students and early career researchers, to develop new ways of thinking about dissemination, impact and social responsibility.
- Provide examples of responsible research as an inspiration to others.
- Recognition of participating researchers as ‘responsible researchers’.
- A conference proceedings that reflects the importance of the inclusion of both ‘results’ and ‘impact’.
- A network of researchers committed to responsible research and social impact.
- Recognition of LSME as a leading institution in responsible research.

Without any hesitation, I think all of you present today would whole heartedly agree with me that these objectives are on their way to being met. Well, we will only know when we receive your feedback forms. So be honest, forthright and constructive with your opinions.

To all those who presented your research papers, I congratulate you on the excellent work you have carried out. You must now go back and plan your next research work and incorporate all of the principles that you have picked up at this Conference.

LSME and the Conference Committee have to compile all the work presented at this Conference and begin the process of reviewing and publishing the research papers.

Moreover, I am sure that all of you will agree that it is very magnanimous of LSME to provide Open Access to all the Conference material. All too often, Abstracts and Journals are only accessible by subscription or some other means of payment. In fact, I am reliably informed that it is very expensive to maintain a Journal and keep it up to date. In order to avoid the high costs of registering and maintaining journals, LSME will publish all the Research work in a book with an ISBN number and call this the LSME Conference Report on Responsible Research in Management and Education and Its Impact. All of us no doubt, look forward to the Open Access that has been promised to all the Conference material. This would proof invaluable to not only the Conference delegates but to everyone in the World who has Internet access.

I look forward to the next Conference in 2017 and I sincerely hope that many of the delegates present here today with join together to collaborate on Responsible Research and Innovation and send in papers for selection.

I wish all of you who have travelled from afar, a safe journey home.

Mr. Hassan Shifau
Acting High Commissioner
Maldives High Commission, UK
Certificates Presentation Ceremony

Mr. Hassan Shifau was then called upon to award Certificates to all the Delegates who presented
Research Papers as well as those who were Chairpersons, Rapporteurs and LSME Ambassadors.

Photographs were taken as each certificate was presented.

**Final Vote of Thanks and Conference Close**

Mr. Sree Vallipuram gave the final Vote of Thanks. He thanked Mr. Hassan Shifau and Dr. Peter Gray. He also thanked all the Delegates and the LSME Ambassadors for their diligent participation in the Conference. The Conference was formally closed and all Delegates were invited to join in a photography session before heading back to their final destinations.
OPPORTUNITIES, CHALLENGES AND DILEMMAS IN THE TEACHING AND LEARNING OF FOLKLORE IN SOUTH AFRICAN SCHOOLS AND UNIVERSITIES: A CASE STUDY.

Mokgale Makgopa, MER Mathivha Centre for African Languages, Arts and Culture, University of Venda, South Africa.

Aims: The paper postulates on the challenges faced by the teaching and learning of folklore in South African schools and universities. In order for the goal to be accomplished, the researcher will critically survey on the historical development of the teaching of folklore in South African schools and universities before and after the first democratic elections in South Africa. The presentation will further peruse the role played by the South African policies that are supposed to protect and safeguard the Indigenous Languages, Arts and Culture of the previously sidelined and oppressed majority of South Africa.

Relevance: This presentation much relevant to the International Conference themed on Responsible Research in Education and its Impact organized by the London School of Management Education (LSME) based on the following reasons:

- The topic identified for presentation addresses issues that are fundamental in the Humanities and Social Sciences.
- Folklore as a Social Science discipline is not properly taught, this will always affect its preservation, promotion and dissemination within the African communities while the discipline is known for its uniqueness.
- The Four key words on the theme of the conference namely; Research, Education, management and Impact are satisfactorily captured in this topic.
- And finally the recommendation of the presentation based on the survey conducted will benefit the entire community, something which is outlined in the mission statement of LSME.

Methodology: For the purpose of this presentation, mixed mode approach will be used as both qualitative and quantitative research design are crucial. The methodology used in the collection of data shall be a case study. How many universities are offering a full fleshed programme at both undergraduate and post graduate focusing on folklore? Is folklore taught as an appendage of African Languages in the South African schools? Data will be accumulated by using a mixed mode research design whereby the policy statements of the African languages for schools under the Department of Basic Education (DBE) and the calendars of universities under the Department of Higher Education and Training (DHET) shall provide information on the programme offered.

Findings: The following are some of the findings were have discovered based on the method of data collection and analysis:

- The future of folklore looks bleak in South Africa.
• The concepts Indigenous Knowledge Systems (IKS) and African Studies (AFC) are preferred to folklore.

• The Department of Science and Technology (DST) provides funding under IKS.

• Folklore is not a standalone programme and its interdisciplinary nature is not recognised.

• Folklore is still an appendage within the African languages.

• Attempts to recognise the status of folklore as an independent discipline.

**Conclusions and Recommendations:** And finally, findings and recommendation will be provided about the topic under investigation. The presentation intends to provide recommendations and suggestions how the status quo could be challenged as a way of promoting multilingualism in a multicultural and diversified South Africa. Some of the examples are as follows:

• **Folklore can be used to address some crucial challenges within African communities.**

• **Clarification of the confusion brought about by the usage of concepts (Folklore, IKS, Oral Folklore).**

• **Recommendation of some new approaches which majority are Afrocentric by nature should be developed.**

**D1-2**

**OPPORTUNITIES AND CHALLENGES FOR EQUIPPING THE NEXT GENERATION FOR RESPONSIBLE CITIZENSHIP THROUGH THE ENGAGE HUB.**

**Okada, A., Knowledge Media Institute – The Open University, UK.**

**Bayram-Jacobs, D., Science Educ. & Communication Dept. - Delft University of Technology, Netherlands.**

**Shwartz, Y., Department of Science Teaching - The Weizmann Institute of Science, Israel.**

This work presents opportunities and challenges for equipping the next generation for responsible citizenship at scale during the first year of the European project ENGAGE. ENGAGE aims to spread the teaching and learning of Responsible Research and Innovation (RRI) by connecting cutting-edge Science and Technology with educative materials (Sherborne et al, 2014). Our goal is to reach 12,000 teachers and 300,000 students in 14 countries within 3 years. For that, the ENGAGE Hub platform (EngagingScience.eu) combines Open Educational Resources (OER) for students, Open Online Courses (MOOC) and Community of Practice (CoP) for teachers. It was developed based on the CPD framework and RRI curriculum.

The ENGAGE CPD framework is based on three phases, which indicate the degree to which science and society content is integrated with traditional science content for learning: First, “Adopt phase” refers to minor change to embed little RRI content for motivational purposes to be applied in short lessons. Second, “Adapt phase” consists of significant changes through a casual infusion of more RRI content but with no explicit purpose. Third, “Transform phase” comprises major changes based on a
purposeful infusion giving even more time to RRI. ENGAGE provides three sets of easy-to-use tools based on inquiry pedagogies for each phase. The adopt materials help teachers use dilemma and group discussion to make learning authentic. The adapt sequences suggest problem-solving and conversation to build reasoning and understanding. The transform open ended projects indicate scenario-based learning and performance assessments to teach knowledge and skills.

The RRI curriculum in ENGAGE (Okada, 2016) is based on 4 areas and 10 RRI inquiry skills. It targets three components: students’ interest, science knowledge and inquiry skills. The four RRI areas are technology impact, big science, values thinking and science-media. The ten RRI inquiry skills are: devise questions, interrogate media, examine consequences, estimate risks, analyse patterns, draw conclusions, critique claims, justify opinions, use ethics and communicate ideas.

In the Adopt step of the ENGAGE project, teachers learn strategies by downloading topical issue-based materials for classroom experimentation (Sherborne et al, 2014). All the materials are OER which can be downloaded after registration in the ENGAGE Hub. This work first analyses the usage of innovative RRI-support learning materials in 10 countries (Cyprus, France, Germany, Israel, Lithuania, Norway, Romania, Spain, Switzerland, UK) (Bayram-Jacobs, 2015). It also discusses teachers’ strategies for using RRI tools in their lessons and their achievements (Okada et al, 2015).

Our findings shows that although teachers are open to try and use innovative, RRI-support materials, it is important to design the materials in the way that they fit the curriculum in different countries, easy to use, do not need much preparation time and related to varied topics and subjects of science. The qualitative analysis from teacher’s comments in the ENGAGE Hub and MOOC highlights various students’ achievements: applying their knowledge to increasing their understanding, willingness to spend more time studying the topics, ability to elaborate persuasive arguments, applying numeracy, self-regulated learning, questioning other groups' beliefs and the level of concerns, practicing various inquiry skills to make their own conclusions or decisions.

References


MULTIDIMENSIONAL POVERTY IN KASARAGOD DISTRICT, KERALA, INDIA - A MICRO LEVEL STUDY.

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This paper studies the residential variation in the incidence of multidimensional poverty in rural and urban areas of Kasaragod District, Kerala, India. This is a micro level study conducted in Kasaragod district of Kerala, India. Multidimensional Poverty Index (MPI) is the main tool used in this study. MPI, is calculated through the formula or methodology developed by OPHI for UNDP’s 2011 HDR. (Alkaire & Santos, 2010) The study areas are selected through simple random method from one Municipality out of three Municipalities and one Grama Panchayath out of thirty-eight Grama Panchayaths. Kanhangad Municipality represents urban Kasaragod and Pilicode Grama Panchayath represents rural Kasaragod. Systematic sampling methods are used in the selection of sample households, 50 from each rural and urban area. The study elicits the disparity in the estimated values of the 10 indicators of the three broad composite indices of MPI among the households. The present study has also identified the prevailing deprivations in urban and rural segment, social groups and gender dimension. Indices wise data and the social group wise data analyses allows ramifications in policy making, decentralised governance and local development. The study could bring forth better understanding of the magnitude and dimension of poverty at grass roots level within the MPI framework and recommend the required policies.

Key words: multidimensional poverty, social groups, deprivation, decentralised governance, local development.

THE PROJECT IRRESISTIBLE: INTRODUCING RESPONSIBLE RESEARCH AND INNOVATION INTO THE SECONDARY SCHOOL CLASSROOM.

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Antti Laherto, University of Helsinki.

Aims: The project IRRESISTIBLE designs activities that foster the involvement of students and the public in the process of responsible research and innovation. We raise awareness about RRI in two ways:

- Increasing content knowledge about research by bringing topics of cutting edge research into the program
- Fostering a discussion among the students regarding RRI issues about the topics that are introduced.
Relevance: In this project we demonstrate how cutting edge research can be introduced in secondary education together with a discussion about responsible research and innovation connected to that research.

Methodology: In a so called Community of Learners - researchers, teachers, experts from science centres as well as educational researchers worked together in the design of educational material, that connects both informal as well as formal learning environments.

The thematic modules are based on an Inquiry Based Science Education approach. We used the 5 E method designed by Bybee as a starting point but added a 6 E called Exchange to foster the transfer of knowledge between the students, as well as between students and other stakeholders. In the first part of the module the science content is introduced, using a context in which the science research plays an important role. Often either a visit to a science museum or a research centre is included. In other cases, a researcher gives a guest lecture at the school. In some cases, the students are introduced in a role they have to play. In that case the RRI components are part of the whole modules. In the other modules, the six key issues of RRI are introduced to the class in the second part of the module. In the exchange phase the students build an exhibit to be shown either at school or in a science centre, demonstrating the science content, the RRI-issues and active citizenship competences.

Findings: Modules were developed in ten countries, all being successful in introducing cutting edge research and connected RRI issues.

For example, University of Delft only recently started a research project on cleaning up plastic waste from the Pacific Ocean. One of the German modules, Plastic, Bane of the Ocean, focuses on this global problem and different approaches to solve these issues.

In general, the modules were successful in introducing the science research at a level understandable for school students and also to a much broader audience, through the students' planned exhibits. The students became aware of RRI dimensions that are part of any modern scientific research and innovation and were able to link RRI issues to the introduced science research.

Conclusions and Recommendations: In line with one of the key issues in RRI both current research as well as connected RRI issues should be brought in the secondary classroom and in non-formal contexts. This project demonstrates clearly the possibilities of doing that.
the number had grown by 20% or 13,472, and in 2007 there were 28,722 ethnic minority students studying full-time in educational institutions in Hong Kong (Census and Statistics Department, 2007). Between 2007 and 2012, the number of non-Chinese speaking students in secondary schools increased by 94.77%, from 3,272 to 6,373 (SESS, EDB, 2012). The majority of these students are among the lowest-achievers academically, come from low socio-economic backgrounds, and experience learning difficulties in the second languages of Chinese and English. In response to these changes, teachers in Hong Kong schools are increasingly concerned about issues of diversity and how to enhance their multicultural competency so as to better refine their skills and knowledge in creating culturally responsive classrooms and schools, although they recognize that the Chinese traditions and values of the macro-culture are the dominant influence on the education system. In the context of Hong Kong, little is known about how cultural responsiveness could be implemented in the classroom; and how teachers’ multicultural competency can be enhanced, though many studies into this area have been conducted in western societies. Specifically, it is unclear how local Chinese teachers made sense of cultural responsiveness and multicultural competency in the context of Hong Kong schools, and what practice they adopted for this purpose. This is the focus of this paper. It reported interview study in which 20 teachers from the schools where a large number of students with ethnic minority background are accommodated, with the use of narrative and personal experience approaches. It aims to examine how practicing teachers modify their teaching strategies to make their classroom responsive to students’ diverse needs, and what strategies they adopt to create a culturally responsive environment for students’ learning. The implication for the creation of culturally responsive classroom and the promotion of teachers’ multicultural responsiveness will be given.

Social Responsiveness of Secondary School Students in Kerala, India: A Comparison of State and CBSE Curricula.

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Education creates appropriate leadership for social change by preparing an individual with a healthy and creative mind. The challenge in front of today’s techno-globalism is moulding individuals with social responsiveness. A system of education that provides opportunities to reflect and discuss on the social issues in their own way can only develop social responsiveness in young minds. Social responsiveness is the imitation of behaviour that is shaped in response to the actions of other persons and accomplishes social functions. It focuses on the nature of a person’s relationship with others and with the larger social and political world. The present study attempts to understand the social responsiveness of secondary school students through a normative survey using Social responsiveness scale (Asha & Jyothisree, 2010) so that some concrete suggestions may be forwarded for policy makers and curriculum designers. The sample for the study constituted a representative group of secondary school students selected using simple random sampling techniques. Out of the 14 (Revenue) Districts of Kerala, India, 4 districts (viz: Kasaragod, Palakkad, Eranakulam and Trivandrum) were selected as Sample Districts for the Study by choosing variant characteristics so that the chosen population effectively represents the School Education scenario in Kerala in its totality. From the 4 districts, 16 schools were selected out of which, 2 are state syllabi Schools and 2 are CBSE schools covering one from a rural and one from an urban area.
In total, from the 16 schools, 1120 students were selected using stratified random sampling; gender, locality, and type of school being the different strata. The study found that the majority of the secondary school students who studied in issue based constructivist curriculum (state syllabi) had high levels of social responsiveness than their counterparts who followed objective based activity curriculum (CBSE).

1. Key words: Social responsiveness, issue based constructivist curriculum, objective based activity curriculum, democratization of education, learner autonomy, critical pedagogy.

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TEACHERS’ INTERESTS AND CONCERNS RELATED TO THE TEACHING OF ‘RESPONSIBLE RESEARCH AND INNOVATION’: APPLYING THE CONCERNS-BASED ADOPTION MODEL.

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This study aims to find out the characteristics and emphases of teachers concerns and interests towards teaching of Responsible Research and Innovation (RRI). Teachers play a ‘make-or-break’ role in the diffusion of any new teaching approach, and often a school reform fails because there is a lack of attention towards teachers’ needs and attitudes. RRI teaching is still finding the form it should be presented to teachers and students. There is a need to reformulate RRI from the teachers’ point of view, perhaps using a bottom-up approach. Teachers might also have personal difficulties, for example, in their competency, efficacy or motivation. Finally, teachers need sufficient time and resources to effectively teach RRI.

This study analysed the interests and concerns of 52 teachers from the IRRESISTIBLE project. These teachers were from 10 countries, and each country designed a teaching module with cutting-edge content, and a focus on RRI issues and themes. Interests and concerns towards RRI teaching were measured using the Stages of Concern (SoC) questionnaire and open-ended questions. SoC questionnaire is based on Concerns-Based Adoption Model, which is a theory about the process of adopting a new innovation. Similar to other studies, which focus on the adoption of a novel teaching innovation, teachers focused on their informational, consequential and collaboration-related interests and concerns, yet also voiced many personal concerns about their ability to teach RRI. These concerns may prevent RRI instruction or be resolved during the developmental period. Most of the teachers were ‘collaborators’, which means that they lack information about RRI, feel that they are not entirely competent in teaching RRI, but are willing to collaborate on developing RRI teaching further. Teachers felt that RRI teaching is beneficial for students, but there might not be enough time to teach it because of other responsibilities. RRI shares ideas with multiple movements within science education, such as the Nature of Science, Science in Society and Inquiry-based Science Education and may be embedded into the curriculum. However, there is a need to contextualise RRI for teachers.

There are still plenty of questions to be addressed about the nature of RRI. Should RRI be implemented implicitly rather than explicitly into teaching? What aspects of RRI are easier to teach than others? What are the possible difficulties teachers face while adopting RRI teaching?
OPEN EDUCATIONAL RESOURCES FOR RESPONSIBLE RESEARCH AND INNOVATION: A CASE STUDY WITH BRAZILIAN UNIVERSITIES AND SCHOOLS.

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This work developed by the COLEARN research network investigates Open Educational Resources (OER) on Responsible Research and Innovation (RRI) that can be easily spreadable and foster the development of ten RRI inquiry skills described by the ENGAGE framework. The European project ENGAGE aims to spread the teaching and learning of RRI by connecting cutting-edge Science and Technology with educative materials (Sherborne et al., 2014). Its platform (EngagingScience.eu) combines OER for students, open online courses and community of practice for innovative teaching (Okada et al., 2105).

This study aims to identify key strategies on how to increase RRI awareness at scale through OER in countries beyond Europe (Okada, 2016). For that, our case study focuses on schools and universities in Brazil located in different in south and north. The European Commission has highlighted the importance of Responsible Research and Innovation (RRI) in Education through its Science in Society programmes FP7 and Horizon2020 (EC, 2013). Our research questions focuses inclusive engagement with responsible citizenship: “Why do it? For what purpose and goals? Are these desirable? What are the motivations? Who could benefit and how? Who might not benefit?” (Owen, 2015). This investigation focuses on the OER available in the ENGAGE Hub about genetic modified food (“GM decisions”), which was deployed in three states in the north and south of Brazil.

The ENGAGE OER - GM decision - was disseminated in three Brazilian states: Ceará, Santa Catarina and Paraná through the COLEARN research network during a period of 4 weeks. Our aims were to promote digital inclusion, authentic learning and RRI skills. In Ceará, the GM decision was deployed during the event “Virtual Learning Journey” for 300 attendees, with a webinar in three cities located in remote areas and online activities in weSPOT. This event was organised by Secretary of the CEARA states - Brazil government. The COLEARN team included 3 educators, 2 technologists and 1 Agrobiodiversity researcher. The active participants were 30 pre-service and in-service teachers, local communities who co-authored two videoclips. In Santa Catarina, the GM decision was deployed during the National meeting on Innovation in Education for 300 attendees, with a face-to-face workshop and online activities in weSPOT. This event was organised by UFSC University. The COLEARN team included 3 educators and 2 technologists. The active participants were 45 in-service educators who co-authored two posters and 1 videoclip. In Parana, the GM decision was deployed during the curriculum activities promoted by the PRAPETEC group of the University PUC-PR. The COLEARN team included 14 educators 4 PhD students and 6 researchers. The active participants were approximately 1500 social actors: educators, students and professionals from Higher Education and Secondary School. They co-authored 1 exhibition,
These initiatives involved multiple societal actors from various disciplines, higher education and secondary school, formal and informal learning, face-to-face and online events supported by technologies developed at the OU-UK. Our findings revealed key benefits which were highlighted by the facilitators of the events, educational researchers and teachers in the three initiatives. The OER GM decision can be easily embedded in the Brazilian curricula in various states and it engage a participatory community of students, researchers from schools and universities. Research coordinators mentioned that the GM dilemma promotes open-ended discussion and engages participants to co-investigate the issue beyond the face-to-face lessons. Teachers who participated in the CPD workshop showed that the activity allows interdisciplinary and collaborative work among different professionals, educators and group-age learners. Educators’ teams (teachers, lecturers, researchers and technologists) mentioned that the student’s engagement exceeded their expectations. Participants also mentioned challenges related to planning, technologies tests in remote areas in Brazil and wide dissemination. The tasks introduced based on dilemma and group discussion helped students generate more questions and arguments resulting in very reflective interaction face-to-face and online with significant learning outcomes.

D2-9

A GENDER WISE STUDY OF RELATIONSHIP OF SCHOOL TYPE AND SELF-ESTEEM OF MUSLIM STUDENTS.

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Every child must have an ability to express himself and a self-belief. Earlier researchers reported that children’s self-esteem depends upon organisational and educational characteristics of their school. Smith and Mackie (2007) define it by saying "The self-concept is what we think about the self". Self-esteem plays a very important role in building the confidence of a person. Schools will be successful in their educational mission if they integrate efforts to promote Self-esteem in the children apart from education. The adolescent years are a key period in which children develop their identity, emotional intelligence, self-esteem and personality.

India is a diversified country based on religion, caste and creed. Muslims have minority status in India. Articles 29 and 30 of the Indian Constitution give them the right to establish and administer educational institutions which are known as Muslim Minority schools. Many Muslim students attend Muslim Minority schools, where they get integrated education through which Muslim religious identity could be maintained as well as they are also prepared for modern professional life. Some Muslim students attend General schools where the students from all religious sects of society study together. The Researcher has been observing a difference in personality and confidence of Muslim male and female students and wanted to explore the factors responsible for it.

Many research studies have explored the impact of school characteristics on the self-esteem of racial and ethnic group children.
This study examined the relationship between the type of school attended and Self-esteem of Muslim male and female students. Sample consisted of 335 students (167 males and 168 females) studying in standard X, selected randomly from 15 different Muslim Minority and General Schools in the city of Mumbai.

Descriptive survey method was used to collect the data and t-test was used to find out the differences in Self-esteem of Muslim male and Muslim female students, studying in Muslim Minority and General Schools.

This study showed a clear gender difference in Self-esteem of Male and female Muslim students studying in both the schools.

Findings of the study revealed that there is strong relationship between Type of school and Self-esteem of male Muslim students. Muslim male students studying in Minority Schools show lower Self-esteem than those studying in General schools. This study also showed that there was no significant relationship between Self-esteem of Muslim female students and type of school they attend. The Self-esteem of Muslim female students was found to be significantly higher than that of male students in both the type of schools.

Key Words: Self-Esteem, Muslim Minority Schools, schools, Minority students, Muslim students.

SAMPLE SIZE AND ETHICAL ISSUES IN RESPONSIBLE RESEARCH.

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Sarita Parhi, London School of Management and Education, UK.
Ravi Kumar, London School of Management and Education, UK.

As a researcher, one makes new contributions to the existing field of knowledge and helps in the economic, political and social development of any nation. Scientists and researchers have long been regarded as the “seekers of truth”. Statistical studies (surveys, experiments, observational studies, etc.) are always better when they are carefully planned. Good planning has many aspects. The problem should be carefully determined and operationalised. Sample size determination is often an important step in planning a statistical study and it is usually a difficult one. Among the important hurdles to be surpassed, one must obtain an estimate of one or more error variances and specify an effect size of importance. This article offers some suggestions for successful and meaningful sample size determination, particularly, in responsible research. Another important issue that we discussed in the article is of ethics. Ethics is an integral part of research from the beginning to the end. It is only by getting the ethics right that research excellence can be achieved. Ethical decision-making depends on the goal of educational and managerial research and how the study relates to policy-making or interventional practices. Once the optimal sample size and ethical issues are in place, the research can be used to discover new facts, verify and test the discovered facts. This will also help us to analyse an event or process or phenomenon to identify the cause and effect relationship to develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems, find solutions to scientific, nonscientific and social problems and to overcome or solve the problems occurring in our everyday life.

Key words: Sample size, ethics, observational studies, power, significance.
International literature highlights that female academics not only experience barriers and discrimination in accessing senior leadership positions, but also face complex challenges when in such positions. According to literature, female academics are well represented in the HE and in the middle levels of leadership, but then there is an evident lack of any significant number of female academics represented in the highest levels of leadership. Women are holding leadership positions at increasing rates, except in upper management positions (Segal, 2005). The Gulf state of Oman is also a similar case. Despite enormous improvement of the place of women in the field of higher education in Oman, it is unclear how much they will be able to leverage their educational success to obtain the senior faculty positions to progress in their careers and meet the challenges posed by socio-cultural and religious practices and discourses in particular. This presentation will discuss how history, the cultural setting, and the political–ideological contexts may influence our understanding of gender and leadership from female Omani academic leaders’ perspectives and across a variety of institutional contexts in Oman. The presentation seeks to examine the multiple factors that shape women’s leadership practices in leading academic administrative posts. It aims to highlight the shifting face of female leadership in Oman in an attempt to identify the limitations and challenges of existing models of leadership in conservative, male dominated work environments. The key objective of this presentation is to measure the female academic empowerment in Oman by identifying their ability in the labor force. This study owes its significance to its practical value. From the practical perspective, the leaders of the Omani institution in the present study can serve to inspire not only future generations of higher education female academic leaders in Oman, but also those who aspire to become leaders in higher education institutes in Oman.

There are still obvious gender divisions in a country that is heavily encouraging women’s involvement in all aspects of professional life. This study seeks to understand the factors acting as barriers for females to access leadership roles in higher education. I argue that statistical numbers alone do not present the whole picture, and therefore, a qualitative study is being proposed for better understanding of this phenomenon.

[ This Abstract is part of a submission for a PhD Thesis and the full paper will not be available until after the PhD has been awarded. ]
This paper reports on an exploratory study conducted with 219 grade 5 learners from 20 randomly selected primary schools in the Limpopo province of South Africa. The Geometry and Spatial Sense strand in Grade 4 requires the learners to learn (i) properties of two-dimensional shapes and three-dimensional figures, (ii) geometric relationships and (iii) location and movement (DOE, 2011). This study is underpinned by the Van Hieles’ Theory of Geometric thinking. This is one theory that offers a model for explaining and describing how learners think as they engage with geometry problems. Van Hieles’ theory defines five levels of learning geometry which learners must pass in order to obtain an understanding of a geometric concept. These five levels are a) Information/Inquiry, b) Directed orientation, c) Explanation/explicitation d) Free orientation, and e) Integration. They are very valuable in designing activities and design instructional phases although they are not strictly sequential (Usiskin, 1982).

This paper reports specifically on the main study data collected for the Mathematics Teacher Learner Intervention Programme (MTLIP) aimed at identifying how learners interpret geometric concepts in the intermediate phase. This study is located within the interpretative research paradigm. This was an exploratory research in which qualitative methods emphasise the use of test questions and probes, which give participants an opportunity to respond in their own words. Questionnaires assessing the understanding of grade 4 mathematics concepts learnt as prescribed by Continuous Assessment Policy Statement (CAPS) were administered to grade 5 learners at the beginning of the year 2014. This paper reports only on the understanding displayed in responses to five out of twelve questions that sought interpretation of geometric concepts in the questionnaire. Interviews were then conducted with six learners on the basis of their responses in the questionnaire to gain more insight into how they constructed their geometric meanings. A discussion of the types of structures constructed by learners when learning the mathematical concepts with the view to (i) Clarifying their understanding of geometric concepts, (ii) Finding out how the lack/availability of these structures hamper or assist learners’ understanding of geometry, (iii) Determining the learners’ actual engagement with tasks and how these tasks link with the expected outcomes highlighted in the CAPS document, and (iv) Informing possible modifications to enhance learners’ understanding of geometric concepts. This was done to check whether they had a coherent understanding of geometry. Results indicated that some learners did not understand the questions but would respond to questions based on a word or diagram that they associated with a particular concept. Nonetheless, 99% learners displayed understanding and familiarity with the concept of similarity. However, the interpretation in other questions could be explained from the use of African languages that were used in the learners’ previous grades.

**Key Words:** Area, Geometry, Squares, Symmetry, Triangles.

**References:**


RESPONSIBLE RESEARCH IN SOCIAL SCIENCE: ACADEMIA IN SERVICE TO STAKEHOLDERS?

Mbaye, Heather A. D., Department of Political Science, University of West Georgia.

(a) Aims: “Responsible research” in the social sciences has come to mean connecting our research to the practical concerns of policy makers in a way that contributes to positive social change. We assume that policy makers want our results, our advice, and our insight. While this is generally true (and is reflected in much “spilled ink” complaining of an ivory-tower like academic disconnect from the real world), my research asks local and state policy makers how we can best meet their needs.

(b) Relevance: Not only is this study in support of the movement toward responsible research, its necessity and aims, the study is responsible internally: that is, the University of West Georgia is asking the impacted population what it is they need, with a view to actually accomplishing those tasks within the Murphy Center for Public Service. The research is responsible – it takes care to connect its own aims to the needs of policy makers, and it is about responsible research.

(c) Methodology: Through an expert survey of policy makers and other stakeholders in the policy process, a picture of the best way academics can do policy research in concert with our policy stakeholders will emerge. This survey is available to the broadest possible set of responders, and does not claim to be representative; indeed it is meant as an expert survey. The survey will be accomplished electronically and contains open-ended questions. State representatives, local officials, and other policy stakeholders will be asked to give their responses (along with identifying information about their position, though not their personal details).

(d) Findings: The details of the findings will emerge when the survey is closed. However, I ask questions about the utility of creating a new journal of responsible research in public policy (to be named later) in service of the goals that come out of the expert survey once it has been closed to additional respondents. This journal, to be created under the auspices of the Murphy Center for Public Service, will be created to meet the aims and goals that both academic discourse and our expert policy stakeholders deem desirable outcomes.

(e) Conclusions and Recommendations: Thus, this study aims to bolster academic infrastructure in support of responsible research by laying the groundwork for a new journal that connects academia and policy stakeholders in a practical fashion. To that end, the research will make policy recommendations to the University and to grant foundations in terms of accomplishing the goals that emerge in the study. In addition, the responsible research movement will be bolstered by the policy maker input into how academics can best help them meet their goals. We will move away from our ivory towers toward responsible social change.
PROVIDING THE TOOLS OF EMPOWERMENT FOR RURAL WOMEN THROUGH EDUCATION AND TRAINING: THE CASE OF LA POINTE, ST. LUCIA.

Soares, Judith, Women and Development Unit, University of the West Indies.  
Batson-Rollock Cecelia, Women and Development Unit, University of the West Indies.  
Cuffie Joan, Women and Development Unit, University of the West Indies.  
Joseph, Andre and the Women of the La Pointe Development Committee.

Aims: In the context of rural development and the role of women in building their communities, this paper examines the Women and Development Unit's (WAND) contribution to the strengthening of women's capacity to improve their quality of life and, by extension, to build the socioeconomic standing of the La Pointe community, St. Lucia, through informal education and training. In so doing, it also assesses the impact of such development initiatives introduced in the community by the Women and Development Unit (WAND)/La Pointe Development Committee (LPDC) partnership with a view to guiding further conceptualisation and implementation of community learning programmes agreed on with the women and other community members under the leadership of the LPDC.

Relevance: The findings from this project has allowed for an analysis of responses which are used to make a theoretical contribution to the discipline of development studies and to serve as a guide to the conceptualisation and implementation of WAND’s community intervention initiatives. It can also serve as a guide to governments, NGOs and community-based organisations with an interest in people-centred development. The work is also intended to be a critique of market fundamentalism as a paradigm of socio-economic development.

Methodology: This community-based research project which involved a representative cross-section of the entire La Pointe community is based on qualitative research methods: semi-structured methods of focus group discussions and the administered questionnaire. It is a project in which the women were the subjects, and not the objects, of research.

Findings: In response to the question on WAND’s intervention initiatives, the responses indicated that the Unit had benefitted the community by facilitating self and social development.

Hence, the findings indicate inter alia that the community is satisfied with the work of WAND because the Unit “did a lot of work to educate the children and people in the community, also to help the underprivileged”, and that “they were the first to contribute to community development”.

Some Responses:

- Satisfactory, helping those in need to help better the community;
- Did a lot of work to educate the children and people in the community;
- Also to help the underprivileged;
- Without them, I would not have an early childhood education;
• Workshops on women and health were educational and my child attended the preschool;
• I was able to retrofit my house due to a training I took;
• Helped me to manage my finances as an unemployed person;
• I learnt how to do scientific research.

Conclusions: WAND should continue to work with the LPDC to assist in effecting the kind of change that locates women at the centre of analysis and the community as the unit /basis of that change. That people-centred change means more to the community than the trickle-down effect.

Recommendations: Management of the education and training process, necessary for community development and the advancement of women.

The Women and Development Unit

The Women and Development Unit was set up in 1978 by the University of the West Indies and the Government of Jamaica to address specifically the social advancement of women in the Caribbean through community intervention initiatives, informal education, skills training, technical assistance, research and documentation. The La Pointe Development Committee is a community-based organisation which provides leadership in the community.

D2-15

RESEARCH IN LIFELONG LEARNING IN INDIA.

Rohini Sudhakar, Associate Professor and Director (Addl. Charge), Department of Continuing and Adult Education & Extension Work, SNDT Women’s University, Mumbai 20, India.

The aim of this paper is to take a review of researches undertaken in the field of adult and continuing education and lifelong learning.

It is said that life is all about learning. UNESCO International Committee for the Advancement of Adult Education (1965) endorsed the concept of lifelong education. Lifelong learning is a continuous and enriched process that enables the learners to use updated and upgraded knowledge and skills in their day to day activities to fine tune their professional skills. Now, we have reached a stage where lifelong learning is replacing simple literacy.

Literacy is the foundation of lifelong learning. Indian planners emphasized on consolidating literacy skills and harnessing them for improving the living and working conditions of the neo-literates. The Government of India has been encouraging research innovations; it has tried to replicate successful innovative practices on a wider scale.

In India there has been a weak tradition of research. It has affected the area of Adult Education to a great extent. From 1950 onwards, UNESCO has supported Indian Adult Education. It has instituted a number of awards for many literacy programs. Prof. S.Y Shah, in his book on Adult Education, mentioned that, “During 1950s, the National Fundamental Education Centre, New Delhi and Literacy House, Lucknow
undertook research studies in the area of teaching illiterate adults and development of literacy primers”. Research studies were undertaken by some Social Science Research Organizations. Evaluation of Adult Education Programs was undertaken by some agencies. Hence, there was an increase in the field of research in adult education. Data shows that during 1980’s as many as 56 evaluation studies were conducted by different institutions in India. At the national level, the Directorate of Adult Education (DAE) was established in 1971. The DAE has been the nodal agency for coordinating and promoting literacy and adult education activities in the nation. The National Adult Education Programme was launched in 1978. This enabled the Government to provide infrastructure at the national and state level to undertake training in literacy which gave way to undertake research in literacy and adult education.

Till 1980-92, more than two hundred evaluation studies on the implementation of Adult Education programmes were undertaken by a number of Social Science Research Organizations. Later in 1980, with the intervention of University Grant Commission many universities established the Department of Continuing and Adult Education and Extension Work now known as the Department of Lifelong Learning. Since then, many started taking interest in literacy, adult education and continuing education. This has facilitated reputed universities, social science research institutes, NGOs and State Resource Centers, who have expertise in the field of evaluation & research.

HEAD TEACHER AS A TRANSFORMATIONAL LEADER: CASE STUDY

Alajmi, A. M., Postgraduate Student at the College of Education, Kuwait University.
Almhelby, A. S., Professor at the College of Education, Kuwait University.

Transformational leadership (TL) has a positive influence on schools’ improvement (Hallinger, 2003) and teachers’ commitment to change (Leithwood & Jantzi, 2002). Although TL behaviours are highly preferred by head teachers, only a few practice them (Smith & Piele, 1997). An intermediate school for girls with 524 students and 92 teachers began a project termed “iPad classes” in a seventh-grade class during the academic year 2013/2014. The aim of the project was to expand the use of technology in the teaching and learning process and to make it efficient. The head teacher built a team that was highly committed to the goals of the project. The current paper is an intrinsic case study designed to explore the behaviour of the head teacher leading the iPad class team. A semi-structured interview was used as a tool to collect the study data from two participants who were purposefully selected to be the source of data. The approach suggested by Creswell (2009) was used to analyse data. Results revealed that the head teacher demonstrated high level of TL behaviours in terms of inspirational motivation and individualized consideration, and she was less effective in terms of intellectual stimulation and idealized influence.

Keywords: Transformational leadership, leadership behaviours, dimensions.
SUBJECT SPECIALISTS’ VIEWS ON THE PRAXIS OF MATHEMATICS AND MATHEMATICAL LITERACY IN THE SOUTH AFRICAN SECONDARY SCHOOLS.

France Masilo Machaba, Department of Mathematics Education, University of South Africa.

There has been a debate about the introduction, legitimacy agendas and the implementation of Mathematical Literacy alongside Mathematics since the inception of Mathematical Literacy in South Africa. These debates have been centered on teachers' views, interpretation of the curriculum teaching of mathematical literacy. To some extent, the debate skewed towards the teaching of Mathematical Literacy alongside the teaching of Mathematics. However, this debate has not been including the voice of curriculum implementers (Districts subject advisors) who are responsible for implementing the two curricular themselves and also supporting teachers in their daily teaching of the two subjects. Districts subjects’ voices were not heard in this debate. Hence, the purpose of the research in which this article is based was to examine Districts facilitators’ views on the praxis of Mathematical Literacy alongside Mathematics.

Four facilitators from three Districts in Gauteng, South Africa were interviewed on classroom implementation of Mathematics and Mathematical Literacy. Two facilitators from Mathematics (MF1 and MF2), and two from Mathematical Literacy (MLF1 and MLF2) were interviewed. These subjects’ specialists were chosen because they are specialists in Mathematics and Mathematical Literacy. Bernstein’s (1996) constructs of Recognition and Realisation rules were used to interpret facilitators’ views on Mathematics and Mathematical Literacy. The agendas foregrounded in the Mathematics (M) and Mathematical Literacy (ML) curricula were used as evaluative criteria to interpret facilitators’ views and perceptions about M and ML.

In the facilitator’s interview data, key issues emerged in relation to the respondent’s views about Mathematics and Mathematical Literacy, and the interaction between these two Learning Areas. Key to the pedagogical practices that emerged in the interview analysis relate to mathematical rules that are involved in the teaching practices of Mathematics and Mathematical Literacy.

The data analysis suggests that there are ways of behaving, acting and doing which are associated with M, for example, application of rules. Also there are ways of behaving, acting and doing which are associated with ML, for example, understanding what is going on, what the concept of an equation means. In some sense the data suggests that there are some differences in the discourses of two subjects, which also confirm the categorisation of the two subjects by the Department of Education, which raises the question of what does it mean to the same teacher who is teaching both M and ML as is the case in some of the schools. This study is arguing, therefore, that it is possible for the same teacher to teach both M and ML, because, although the discourses in M and ML are different they should not be inconsistent (in conflict) with the identities of the teacher. Because if they are inconsistent, it means that the two subjects would require two different identities from the same teacher. In this paper, we argue that, from facilitators’ perspective, ways of working in Mathematics are seen as specific and only
applicable to Mathematics and not to ML. Similarly, ways of working in Mathematical Literacy are seen as specific and only applicable to Mathematical Literacy.

In this article, we therefore suggest that the differences between the two subjects (M and ML) should not be inconsistent (in conflict), if they were in conflict what does it mean for the teacher who is teaching both? He would have split identities, which can make the task of his teaching very difficult. Again, for the teacher who is teaching both subjects, the two subjects should not have discourses which are in conflict, otherwise it would require ways of behaving which are different from the identity of the teacher.

References


Computer technology has influenced every aspect of life. The system of education is not an exception. The situation of knowledge explosion has been generated. The objectives of education have also become multidimensional. It is not possible for the teacher to give all knowledge through traditional methods of teaching. These days individualised instructional methods like Computer Assisted Instruction (CAI) has influenced the teachers to use it for achieving those multidimensional objectives of teaching. CAI in India is in its infancy stage especially in villages and very few researchers use it. Keeping in view the dearth of CAI researches for teaching science, the present experimental work was selected. In this experimental work, an attempt has been made to study the effect of traditional and computer assisted instruction on achievement in science at secondary level. Pre-post experimental design was used for the present investigation. The students exposed to computer-assisted instruction performed better on achievement in science than the students exposed to traditional teaching. In this experimental work, it was found that CAI was more effective in comparison to traditional teaching for science. This experimental work will prove more useful for teachers and administrators for implementing CAI in future classroom situations in India and the effective use of CAI will help us to uphold the potential for improving the students’ attention and academic performance.
The advances in Science and Technology no doubt have made our lives comfortable but we are far away from achieving peace and happiness. The stress and strain, crime and social problems, poverty population explosion, negative situations and restlessness are increased day by day. National policy of Education (1986) observed that India’s political & social life is passing through a phase which poses a danger of erosion of long accepted values. Materialistic culture has led to the decline in moral, spiritual & ethical values & given rise to violence in various forms. in spite of material prosperity, there is a sense of frustration, insecurity, exploitation & inequality. There is no harmony in the inner life of emotions & outer life of action. “The atmosphere is so vitiated”, says Taneja (1982 in Sahoo, R., 2003). “That the education of the mind & the heart is conspicuous by its absence. We are in the grip of narrow sectarianism, regionalism & fanaticism - emotion claims precedence over reason”. Contemplating the issue, it soon became evident that one of the most potent instruments for imparting values was story telling. The compulsions of living in nuclear families & economic pressure have, however, deprived the children of this age of the great benefits of interesting & value-laden stories (Mohajer, S.2002).

Different commissions & committees of India have emphasised on value education at different times such as: the seventh five year plan (1985-90), the National Policy on education (1986), the curriculum for elementary & secondary Education: A framework, NCERT (1988), the Report of the committee for review or national policy on education 1986, (1990, Rama Murti Committee) & the Report of care group on value orientation of education. Government of India (1992) & National curriculum framework 2005. The declining of ethical values in the education system will give rise to unskilled professionals, undisciplined students. The corruption, privatisation, absence of teacher and undue political interference are the probable causes of ethical deterioration of the Indian education system. The only way to arrest this deterioration is to provide value-orientation in the Indian educational system (Shelly and Jain, K., 2012).

So, it is clear that values are deteriorating from the human minds and for which value education is needed to maintain a peaceful life. Value education is a process of teaching and learning about the ideals that a society deems important (Department of Education, Science and Training 2005; Lovat & Toomey 2007; Robb 2008). Value education should be imparted through life long process. School period is the best time for value inculcation. Most of the students apparently acquired their value system prior to high school (Thompson & Carr 1966). Story telling is an important approach in inculcating human values. The purpose of this study is to find out the, (i) the effect of the storytelling approach on the development of values among 6th grade learners, (ii) the effect of the storytelling approach on the development of values among the 6th grade learners with reference to location, (iii) the effect of the storytelling approach on the development of values among the 6th grade learners with reference to gender. The researchers followed an experimental method by comparing values of pre-
experimental group (360) & post experimental group (360) of 6th grade boys and girls giving a total of 720 sampled from rural, urban, and tribal areas of Odisha State. For the study, two types of tools, (i) instructional tools i.e. value based stories and (ii) measuring tools like situational test were used. The hypotheses were tested statistically by using t test and f test to arrive at conclusions. The researchers found that significant differences existed among the achievement of rural, urban & tribal students before intervention, (ii) there were significant differences in achievement of rural, urban & tribal students both at pre test & post test phase of control group, (iii) there was no significant differences between private & government schools in the pre-test phase of the experimental group but significant differences were found in same the group at the post-test phase, (iv) there was no significant differences between private & government schools in the pre-test phase of the experimental group but significant difference were found in the same group at post-test phase, (v) the story telling approach has significant effect among 6th grade boys & girls. Lastly, it can be concluded that the story telling approach provides a strong means in inculcating values in the students’ mind.

D3-20

HEALTHCARE MANAGEMENT: MANAGERIAL CHALLENGES FACED BY HEALTHCARE PROFESSIONALS.

Yashika, Operations, Fortis Memorial Research Institute, Gurgaon, India.

Healthcare systems are the organisations which are established to meet the health needs of the community. According to WHO, a well-functioning healthcare system requires a robust financing mechanism, well trained adequately paid workforce, reliable information on which to base decisions and policies and well maintained health facilities and logistics to deliver quality medicine and technology. In the modern era, healthcare has faced a variety of changes caused by not only technology but also by the overall change in the health care system. Today’s health care administrators are facing new and unprecedented challenges. These challenges are more complicated than the challenges faced in the context of globalization and social, political and economic changes. The typical challenges of managing the cost, access and quality of care are still on the forefront of today’s health care leaders.

This research paper focuses on the challenges which may obstruct the health care managers while executing their functions and objectives in practice. The managerial issues include as follows: organisational rules, initiatives, employee’s emotions, immediate action and integrity. The target towards performance of employees and their professional satisfaction by healthcare managers has put great emphasis on resistance of employees to change and the lack of commitment in the work environment.

The data was collected with the help of focus group discussions involving over 100 healthcare employees and administrators in healthcare hospital in Indian province. The study was conducted at Fortis Memorial Research Institute, Gurgaon, India.

Mixed method of qualitative (focus group discussion) and quantitative (a survey with a questionnaire) approaches was applied to this study.

The finding of our data suggests that current challenges faced by professionals and practitioners include
state and federal laws, Hi-Tech IT, patient demographics, lack of skilled workforce and growing awareness of public. Today, the healthcare manager needs to be competent not only in developing traditional practices of management but also in having competence, knowledge and strategic skills in adapting their organisation to change management. Our research discusses the significance to understand the management obstacles faced by today’s healthcare managers when exercising their managerial roles so as to have effective delivery, performance and professional satisfaction. Using descriptive Analysis, our research studied the obstacles faced by the management that obstruct the healthcare managers to implement the objectives for achieving their defined goals.

STATUS STUDY OF MUMBAI CITY HIGHER EDUCATION INSTITUTIONS IN VIEW OF INTERNATIONALISATION: URGENT NEED TO FORMULATE EFFECTIVE DOMESTIC AND INTERNAL POLICIES IN INDIA.

Donde, Snehal S., Wada College of Management and Science, Mumbai - 400 065, India.

Certain facts about Higher Education are that, it is a powerful tool for achieving economic sustainable development. Foreign Education Providers’ interest is growing rapidly to explore the potential in the Indian education market. Higher Education provided by public/private and not-for profit/for profit providers and various forms of imparting education ranging from face to face education to e-learning in internationalisation scenario, all this demands for urgent strategic reforms with specific policy guidelines for the Indian Higher Education system.

Some of the recent changes, such as replacing the Planning Commission with NITI (National Institution for Transforming India) Ayog (Jan, 2015), and the Human Resource Development (HRD) Ministry’s direction to get clearance of the Ministry of External Affairs (MEA) in future for global partnership, are initiatives by the newly formed National Democratic Alliance (NDA) government in India. With the HRD Ministry’s announcement to release new policies to revamp Higher Education, and State government of Maharashtra inviting suggestions for new Maharashtra Public Universities Act, 2011, the researcher felt the need to study and contribute in terms of recommending some polices in view of internationalisation in Higher Education. This paper discusses various aspects of contemporary developments in Higher Education and recommends guidelines for formulation of appropriate policies.

The fact that the number of Indian students flying to US colleges rose to 6% to 102,673 and contributed $27 billion to the American economy, at UK it increased to 40,000 and also in many other eastern countries’ universities, the number of international students including Indian students are increasing. However the enrolment status of foreign students in Indian Universities is abysmal. The estimates are that by 2020 there will be 165 billion people seeking Higher Education, including 7.2 billion international students. These situations emphasise the need to attenuate new business requirements into the Indian education system.

The present descriptive research survey study was designed to explore the preparedness of Universities and institutions in Mumbai city in the context of internationalisation in Higher Education.
The study revealed that though India is a signatory to the WTO and GATS, yet to date there is least attention towards formulation of domestic or internal international policies. A perception study of foreign students enrolled in Mumbai city institutions revealed poor status of overall facilities, services and lack of internal policy guidelines for foreign students. Furthermore, at a workshop conducted to review the proposed new Maharashtra Public Universities Act, 2011, the participants (principals, directors, Former Vice chancellors of regular and open Universities, office bearers of teachers Union, College Managements, Non-teaching Union Leaders, Senate members and Student representatives) observed several lacunas in the draft along with missing international policy guidelines in the Act and suggested that the government incorporate polices in alignment with international polices so as to raise the quality and standard of education and to improve the global ranking of Indian universities. The study also suggested that effective measures are required in academic and administrative reforms in order to become responsive to the needs and challenges of internationalisation in Higher Education. Recommendations are given to focus on the marketing and publicity of university programmes abroad, foreign student registration and visa norms, high quality of education and training at all levels; and to make the education system more flexible and inclusive for sustainable growth.

**Key words:** Higher education institutions, Mumbai city, internationalisation, policy formulation.

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**Aim:** The purpose of this study was to examine the perception of qualified secondary school teachers towards the teaching practice of pupil teachers with respect to time-table management, discipline management, teacher-pupil relationship, management of co-curricular activities, performance of school students, methods adopted by pupil teachers and application of skills learnt during teaching practice.

**Relevance:** Teaching practice provides an opportunity for student teachers to put into practice the skills before they begin to work as professionals (Alsaid, 2001; Bhargara & Pathy, 2011). It provides an opportunity for new teachers to become socialised into the teaching profession. It is also assumed that after training, B.Ed. students have gained confidence as they have to teach in the classes. This precedes the pupil teacher towards qualitative enhancement in their personality. As trainees are gaining pre training of their profession, the perception of the qualified school teachers where the pupil teachers are practicing, contribute very much towards improving the teaching and learning of the subject as the former provide valuable suggestions and directions for the pupil teachers’ improvement. The researchers were able to carry out the study because the in-service teachers have passed from this procedure and are now fulfilling the objectives in the course of their teaching duties.

**Methodology:** The survey method was used and sample of the study involved 120 secondary school teachers of Sirsa District, who were randomly selected. A self-developed questionnaire was used to collect the data and the data percentage technique was used to analyse the data.
**Findings:** The study revealed that perceptions of teachers regarding time table managed by pupil teachers need improvement. Regarding discipline managed by pupil teachers, their opinion were positive but they suggested to avoid physical punishment. Regarding pupil teacher relationship, it was suggested to improve pupil involvement while teaching. Regarding co-curricular activities; their observation suggest to make co-ordination between theoretical and practical experiences. Regarding performance of school students, they agree that the hard work of pupil teachers uplifted the performance of students. Regarding use of method, their perception suggested language teachers to apply more teaching aids to improve vocabulary and communication skills. Regarding applicability of learnt skills, they observed that the students be motivated to adopt these skills in their character as it will help them to become professionally skilled, dedicated and efficient teachers in the future.

**Conclusions:** Perception of in-service teachers helps prospective teachers to progress in their teaching and management skills. As the Pupil teachers are in the process of learning how to work in the real classroom situation, guidance of in-service teachers will help them to become dedicated, skillful and efficient teachers. In this paper, the perception of secondary school teachers suggest prospective teachers follow same time table as made by school, all subjects should be taught, learning by doing must be encouraged, and visual effects increases learning and so lessons must be delivered through power point. Co-curricular activities should be continued along with curricular activities.
**CONFERENCE PROGRAMME - APPENDIX 1**

**LONDON SCHOOL OF MANAGEMENT EDUCATION**

International Conference on Responsible Research in Education and Management and its Impact

**Dates:** 13th-15th January, 2016  
**Venue:** Grange City Hotel, 8-14 Cooper’s Row, London EC3N 2BQ, UK

**PROGRAMME: DAY 1**

January 13th, 2016 (Wednesday)

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<tr>
<th>TIME</th>
<th>PROGRAMME</th>
<th>LOCATION: MAIN CONFERENCE HALL</th>
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<tbody>
<tr>
<td>09.00-09.45</td>
<td>Registration</td>
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<td>09.45-09.55</td>
<td>All Delegates Are Seated</td>
<td>Announcements by MC</td>
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<td>09.55-10.05</td>
<td>Arrival of Guests</td>
<td>Introductions by Chairman – <strong>Prof Stephen McKinney</strong></td>
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| 10.05-10.45  | Opening Ceremony                               | **Chair:** Prof Stephen McKinney  
**Welcome Address by Dr Ravi Kumar, Conf. Convener**  
**Address by Chief Guest: Lord Navnit Dholakia PC OBE DL**  
**Address by VIP Guest: Mr Thomas Chan DL**  
**Vote of Thanks by Dr Sarita Parhi, Principal, LSME** |
| 10.45-11.15  | Group Photographs                              | Proceed to the Roman Wall for Group Photographs                                                |
| 11.15-11.30  | Tea Break - Refreshments Lounge                |                                                                                               |
| 11.30-11.55  | Special Address                                 | **Chair:** Alan Bradshaw  
**Special Address by: VIP Guest: Mr Shantha Retnasingam**  
*Chief, Section for Mobilizing Resources from Multilateral and Private – UNESCO.  
“Mobilising Resources for Sustainable Development Goals”.* |
| 11.55-12.00  |                                                | Chairperson’s Remarks                                                                          |
| 12.00-13.00  | Paper Presentation Session                     | **Chair:** Dr Peter Gray  
**Rapporteur:** Rapporteur 1  
**Presenters**  
1. Professor Mokgale Makgopa – (S. Africa)  
2. Dr Alexandra Okada/Bayram-Jacobs et al – (UK/Europe)  
3. Dr K.C. Baiju – (India)           |
| 13.00-14.15  | Lunch Break                                    |                                                                                               |
| 14.15-15.00  | Keynote Address 1                               | **Chair:** Paul Loranger  
**Keynote Speaker:** **Professor Stephen McKinney**  
“Responsible Research in Education and Management”.  
**Chairperson’s Remarks** |

Appendix
<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
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<tbody>
<tr>
<td>15.00-15.15</td>
<td>Tea Break</td>
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<tr>
<td>15.15-16.15</td>
<td><strong>Paper Presentation Session</strong></td>
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</tbody>
</table>
|              | **Chair:** Mr Martin McAveaney  
|              | **Rapporteur:** Rapporteur 2                                               |
|              | **Presenters**  
|              | 4. Dr Jan. Apotheker – (EU)  
|              | 5. Dr Hue Ming-Tak – (HK)  
|              | 6. Dr Asha J. V. – (India)                                                  |
| 16.15-17.00  | Networking                                                                |

**PROGRAMME: DAY 2**  
January 14th, 2016 (Thursday)

<table>
<thead>
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<th>Time</th>
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<tr>
<td>09.00-10.00</td>
<td><strong>Registration</strong></td>
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<tr>
<td>10.00-10.15</td>
<td><strong>Welcome Address by VIP Guest:</strong> Mrs Margaret Lesuuda</td>
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| 10.15-10.50| **Keynote Address 2**  
|            | **Chair:** Professor Mokgale Makgopa  
|            | **Keynote Speaker:** Dr Peter Gray  
|            | “Responsible Research in Education: What is the Difference?”              |
| 10.55-10.55| **Chairperson’s Remarks and Announcements**                               |
| 10.55-11.15| **Paper Presentation Session**                                           |
|            | **Chair:** Professor Suresh Sharma  
|            | **Rapporteur:** Rapporteur 3                                               |
|            | **Presenter**  
|            | 7. Mr Miikka de Vocht – (Helsinki/EU)                                     |
| 11.15-11.30| **Tea Break**                                                             |
| 11.30-13.00| **Paper Presentation Session**                                           |
|            | **Chair:** Dr Heather Mbaye  
|            | **Rapporteur:** Rapporteur 3                                               |
|            | **Presenters**  
|            | 8. Okada, Marino, Kowalski – (UK/Brazil)  
|            | 9. Dr Agnihotri/Dr Donde – (India)                                        |
|            | 10. Professor Suresh Sharma – (India)                                     |
|            | 11. Mrs Anfal Alwahaibi – (Oman)                                           |
| 13.00-14.00| **Lunch Break**                                                           |
| 14.00-14.45| **Guest Lecture 1**  
|            | **Chair:** Dave Roberts                                                    |
|            | **Guest Speaker:** Dr Dan Exton  
|            | “Field Based Research for Students and its Impacts on Biodiversity Research and Conservation” |
| 14.45-14.50| **Chairperson’s Remarks and Announcements**                              |
Programme: Day 3
January 15th, 2016 (Friday)

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<th>TIME</th>
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<tr>
<td>09.00-10.00</td>
<td>Registration</td>
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<tr>
<td>10.00-10.05</td>
<td>Welcome Speech: Mr Hassan Shifau, Acting High Commissioner, High Commission of Maldives, London</td>
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<tr>
<td>10.05-11.45</td>
<td>Paper Presentation Session</td>
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<td>Main Conference Hall</td>
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<td></td>
<td>Chair: Mr Martin McAreavey</td>
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<td>Rapporteur: Rapporteur 6</td>
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<td>Presenters:</td>
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<td></td>
<td>17. Dr France Machaba – (S Africa)</td>
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<td></td>
<td>18. Dr Susheela Narang – (India)</td>
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<td></td>
<td>19. Dr Prasanna Mohapatra – (India)</td>
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<td>20. Dr Yashika – (India)</td>
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<td></td>
<td>21. Dr Snehal Donde – (India)</td>
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<td>22. Dr Dinesh Chahal – (India)</td>
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<tr>
<td>11.45-12.00</td>
<td>Tea Break</td>
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<tr>
<td>12.00-12.45</td>
<td>Guest Lecture 2 Chair: Prof Stephen McKinney</td>
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<tr>
<td></td>
<td>Guest Speaker: Mr Paul Loranger</td>
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<tr>
<td></td>
<td>“Terrorism - Where did we go Wrong in the Education of our Youth?”</td>
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<tr>
<td>12.45-12.50</td>
<td>Chairperson’s Remarks and Announcements</td>
</tr>
<tr>
<td>13.00-14.15</td>
<td>Lunch Break</td>
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<tr>
<td></td>
<td>What do delegates want from future conferences: Facilitated by Prof Stephen McKinney, Dr Ravi Kumar, Prof Suresh Sharma and Dr Peter Gray</td>
</tr>
<tr>
<td>15.30-15.45</td>
<td>Tea</td>
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<td>Time</td>
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<tr>
<td>15.45-17.00</td>
<td>Valedictory Session</td>
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<td></td>
<td>Chair: Dr Peter Gray</td>
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<td></td>
<td>Valedictory Speech by Guest of Honour: Mr Hassan Shifau</td>
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<td></td>
<td>Presentation of Certificates by Guests of Honour: Mr Hassan Shifau</td>
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<tr>
<td></td>
<td>Vote of Thanks by Sree Vallipuram and Conference Close</td>
</tr>
<tr>
<td>17.00-17.30</td>
<td>Networking &amp; Photography Session</td>
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## DELEGATES CONTACT DETAILS - APPENDIX 2

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation, Institution and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdulaziz al-Mhelby</td>
<td>Associate Professor, Dept. of Education Admin, Kuwait University, Salmiya; P.O. Box 1416, Kuwait 22035.</td>
</tr>
<tr>
<td>Anfal Al-Wahaibi</td>
<td>PhD Student - University of Leicester</td>
</tr>
<tr>
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<td>Coordinator Project Irresistible, Dept for Chemistry Education, Faculty of Mathematics &amp; Natural Sciences, University of Groningen, Nijenborgh 9, 9747 AG Groningen, The Netherlands.</td>
</tr>
<tr>
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<td>Research Scholar, Dept. of Education, Univ. of Mumbai, 603, Harmony, Film City Road, Yasodham, Goregaon East, Mumbai, Maharashtra, India 400 063</td>
</tr>
<tr>
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</tr>
<tr>
<td>Asha Baiju</td>
<td>Hon. Director, Curriculum Development Centre &amp; Assistant Professor (Education), University of Kerala, Thycaud (P.O.), Trivandrum, Kerala 695 014, India.</td>
</tr>
<tr>
<td>K. C. Baiju</td>
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<td>D. Dash</td>
<td>Teacher, Govt. of Odisha, Jajpur, Odisha, India.</td>
</tr>
<tr>
<td>Miikka de Vocht</td>
<td>Doctoral Student-Department of Physics, University of Helsinki, Finland.</td>
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<td>Snehal S. Donde</td>
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</tr>
<tr>
<td>Rachel Kowalski</td>
<td>Pontificia Universidade Catolica - Parana, Brazil</td>
</tr>
<tr>
<td>Raj Kumar</td>
<td>Assistant Professor, Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana, India.</td>
</tr>
<tr>
<td>Paul Loranger</td>
<td>International Educational Consultant - Canada 16 17418 98 Ave., Edmonton, Alberta T5T 6G2, Canada.</td>
</tr>
<tr>
<td>France M. Machaba</td>
<td>Lecturer, Department of Mathematics Education, Univ. of South Africa, 194 Block CC, Soshanguve 0152 Gauteng, Pretoria, South Africa.</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
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<tr>
<td>Mokgale Makgopa</td>
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<tr>
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<td></td>
<td>Thohoyandou 0950, Polokwane, Limpopo, South Africa.</td>
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<td>Heather A. D. Mbaye</td>
<td>Associate Prof. of Political Science, Dept. of Political Sc., University of</td>
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<td></td>
<td>West Georgia, 1601 Maple Street, Carrollton, GA 30118, USA.</td>
</tr>
<tr>
<td>Martin McAreavey</td>
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<tr>
<td></td>
<td>of Business, Accountancy and Law, Bolton BL3 5AB.</td>
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<tr>
<td>Stephen McKinney</td>
<td>Professor, Leader of Creativity, Culture and Faith, (Research and Teaching</td>
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<td></td>
<td>Group), School of Education, Univ. of Glasgow, 11 Eldon Street, Glasgow G3</td>
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<td>6NH, UK.</td>
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<tr>
<td>Eman Miligi</td>
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<td></td>
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<td>Riyadh, 11481, Kingdom of Saudi Arabia.</td>
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<tr>
<td>Samah Mohamed</td>
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<tr>
<td>P.K. Mohapatra</td>
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<td></td>
<td>Banki, Cuttack, Odisha 754 008, India.</td>
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<tr>
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<td>Principal, Kenway College of Education, Abohar 152116, Punjab, India.</td>
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<tr>
<td>Alexandra Okada</td>
<td>Knowledge Media Institute, The Open Univ., Walton Hall, Milton Keynes,</td>
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<tr>
<td></td>
<td>Buckinghamshire MK7 6AA, UK.</td>
</tr>
<tr>
<td>Shantha Retnasingam</td>
<td>Chief, Section for Mobilizing Resources from Multilateral and Private</td>
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<td></td>
<td>Partners in the Bureau of Strategic Planning, UNESCO, UNESCO HQ, 7 Place de</td>
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<td></td>
<td>Fonteny, 75352 Paris 07 SP, France.</td>
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<td>Hala Saied</td>
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<tr>
<td>Judith Soares</td>
<td>Director, Consortium for Social Development and Research, Women And</td>
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<tr>
<td></td>
<td>Development , The Univ. of West Indies, Open Campus, St. Michael, Barbados,</td>
</tr>
<tr>
<td></td>
<td>West Indies.</td>
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<tr>
<td>Rohini Sudhakar</td>
<td>Associate Professor and Director (Addl. Charge), Department of Continuing</td>
</tr>
<tr>
<td></td>
<td>and Adult Education, &amp; Extension Work, SNDT Women's University, Mumbai 20.</td>
</tr>
<tr>
<td>Yashika</td>
<td>Operations, Fortis Memorial Research Institute, Gurgaon (India).</td>
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</tbody>
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CONFERENCE EVALUATION - APPENDIX 3

Summary of Comments from the Conference Evaluation Forms

All Delegates were asked to complete a conference Evaluation Form to ascertain their personal reflections and perceptions of the conference. The overall comments provided suggested that a majority of delegates were satisfied with the planning, organisation and content of the conference. A summary of the evaluation responses and comments are collated below.

Reasons for attending the conference

Majority of responding delegates had more than one reason for attending the conference. The most popular reasons for attending included the desire to learn new things to facilitate academic growth (36%), participant’s interest in the theme of the conference (28%), networking and collaboration with other researchers (24%), paper presentations (8%) or were simply invited to attend as special guests of the institution (12%). Other less popular reasons included obtaining the experience of attending an international conference (4%), to meet with specific presenters (4%) and recommended by PhD supervisor (4%).

All delegates however indicated that the conference met their expectations and fulfilled their reasons for attending.

Benefits of attending the conference

For a majority of the responding delegates, the most beneficial aspect of attending the conference was networking with a diverse group of scholars and research from various countries (48%), excellent presentations (20%), good organisation (12%) and acquiring new knowledge (8%).
Recommendation of conference to others in future

All respondents expressed their satisfaction with the outcome of the conference and were happy to recommend future conferences to colleagues and friends.

Sources of information about the conference

The majority of delegates heard about the conference on the website (32%) or by word of mouth from friends (28%) or through direct mail from LSME (24%) or personal contact (12%). Only 4% found the call for abstracts on the internet.

Planning and organisation of conference

Majority of responding delegates were very satisfied with the planning and organisation of the conference (92%) and indicated that the event was very efficiently planned, exemplary with a good selection of academic research and very friendly resource persons. Two delegates abstained from this question and one individual suggested the programme felt rushed.

Duration of sessions

Fifteen (60%) delegates were satisfied with the duration of the sessions while the remaining thought the sessions were too short and required more time for discussions.

Suggestions for improvement

The following suggestions were made by responding delegates to improve the quality of future conferences. In addition to the main presentations delegates requested the inclusion of thematic plenary sessions, improve panel discussions and include workshops, increase networking time, reshuffle networking groups to improve on the quality of discussions, use static video to capture presentations for YouTube, compilation of conference proceeding booklet with ISBN with open access; include more initiatives for collaborative research and offer a facilitated break-out session with presenters for better knowledge transfer. Other suggestions included the improvement of the diversity of the conference committee. The delegates also requested a social day for a guided tour of LSME, cultural tours/ cultural
evenings with dinner parties.

**Suggested topics for future events**

Although delegates were of the view that the overarching theme (Responsible Research) is an excellent starting point for any future event, the following topics / themes were suggested for the next annual conference:

- The inclusion of youth and gender related research, especially on social issues.
- Teacher Education on the global scale.
- Using inclusive approaches to strengthen different capabilities and entitlements of individuals through education.
- Health education, coaches and mentors and education (links).
- Innovations and best practices in education and management.
- Inclusion of Mathematics and Science topics.
- Curriculum research: new methodologies in social sciences and humanities.
- Research workshops: how to influence policy.
- Tending methods to engage learners, responsible research in teaching methods to improve learner achievement.
- Effective faculty appraisal system and credit system of evaluation.
- Health care education and management.
- Teaching and learning skills for 21st century.
- Wisdom development.
- Analysis or quality research, identification and recognition of prior learning.
- Use of contexts in teaching.
- Economics, Medicine and Engineering.
- Supervision of Postgraduates.