

## THE CONFERENCE PROGRAM SCHEDULE

DAY 1 (14 December)	
9:00-9:25	Registration
9:25-9:30	Opening Remarks by Conference Chair
9:30-10:10	<p><b>Keynote Presentation</b> (Topaz II Suite)</p> <p><b>EXAMINING THE IMPACT OF A DIGITAL LITERACY PROGRAMME ON STUDENT ACHIEVEMENT IN NEW ZEALAND: THE RESULTS OF A TWO-YEAR NATIONAL STUDY</b></p> <p><b>Dr. Rachel Williamson</b> Univeristy of Auckland, New Zealand</p> <p><b>Session Chair: Zahedah Abdul Hafiz</b></p>
10:10-10:15	<b>Group Photography Session</b> - Claymore Room
10:15-10:30	<b>Morning Break</b>
10:30-11:30	<p><b>Session 1</b></p> <p><i>Topaz II Suite</i></p> <p>TASK AND RELATIONSHIP ORIENTATION OF AFGHAN AND THAI CITIZENS: TRAINING RECOMMENDATIONS FOR EFFECTIVE LEADERSHIP <b>Bahaudin G. Mujtaba</b> Nova Southeastern University, USA</p> <p>JAVANESE INDIGENEOUS KNOWLEDGE "NARIMO ING PANDUM" IN THE MIDS OF CULTURAL VALUES EROSION IN INDONESIA <b>Berta Esti Ari Prasetya, T. Arie Setiawan Prasida, Rini Darmastuti</b> Universitas Kristen Satya Wacana, Indonesia</p> <p>EXPRESSION OF ART AND IDENTITY-HONG KONG LOLITA SUBCULTURE <b>Shuk Fan Wong</b> University of Macau, Macau</p> <p><b>Session Chair: Berta Esti Ari Prasetya</b></p>
11:30-12:30	<p><b>Session 2</b></p> <p><i>Topaz II Suite</i></p> <p>STRESS AND RESILIENCE FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS CHILDREN <b>Ade Miranisa Fikri, Intan Rizkiana, Dimas Aufaris Arkandi, Fernanda Aurellia</b> Universitas Islam Indonesia, Indonesia</p> <p>A WOMAN PRINCIPAL EXEMPLIFYING SOCIAL JUSTICE LEADERSHIP IN A RURAL DISTRICT PRIMARY SCHOOL <b>Patrick Mafora</b> University of Free State, South Africa</p> <p>STUDENTS ACHIEVEMENT ON MULTIPLICATION ABILITY BY GAMIFICATION USING DIGITAL DICE ON GENDER PERSPECTIVE <b>Nuur Wachid Abdul Majid</b> Universitas Pendidikan Indonesia, Indonesia</p> <p><b>Session Chair: Patrick Mafora</b></p>



DAY 1 (14 December)	
	<p><b>Session 3</b></p> <p><i>Topaz II Suite</i></p> <p>TEACHING MATHEMATICAL CONCEPTS TO PRIMARY STUDENTS IN AN INTEGRATED CLASSROOM  <b>Yuk-Yin Kwok</b>  <i>The Hong Kong Polytechnic University, Hong Kong</i></p> <p>12:30-1:30 STUDY ON CURRENT ISSUES OF KOREAN OPEN SECONDARY SCHOOLS USING THE AHP (ANALYTIC HIERARCHY PROCESS)  <b>Sungmi Kim</b>  <i>Korean Educational Development Institute, South Korea</i></p> <p>HOW DOES E-PORTFOLIO MAKE STUDENT LEARNING VISIBLE?  <b>Sammy King Fai Hui</b>  <i>The Education University of Hong Kong, Hong Kong</i></p> <p><b>Session Chair: Yuk-Yin Kwok</b></p>
1:30-2:30	<b>Buffet Lunch Hosted by ICSAI.org – Hotel Restaurant</b>
	<p><b>Session 4</b></p> <p><i>Topaz II Suite</i></p> <p>DIGITAL MEDIA LITERATION BASED ON LOCAL WISDOM OF SALATIGA COMMUNITIES IN 4.0 ERA  <b>Rini Darmastuti, Sri Winarso Martyas Edi, Ervien Christiano, Titi Susilowati Prabawa</b>  <i>Universitas Kristen Satya Wacana, Indonesia</i></p> <p>2:30-3:30 DEMYSTIFYING THE COMMUNICATION STYLE OF PHILIPPINE PRESIDENT RODRIGO DUTERTE  <b>Augusto C. Africa, Mary Grace V. Delgado</b>  <i>University of Batangas, Philippines</i></p> <p>INDONESIAN MIGRANT WORKERS IN PENANG, MOBILE PHONES USE AND THE MANAGING OF REMITTANCE  <b>Amin Shabana, Nani Nurani Muksin</b>  <i>Universitas Muhammadiyah Jakarta</i></p> <p><b>Session Chair: Augusto C. Africa</b></p>
	<p><b>Session 5</b></p> <p><i>Topaz II Suite</i></p> <p><b>POSTER PRESENTATIONS</b></p> <p>3:30-4:30 ENHANCEMENT OF ELEMENTARY SCHOOL STUDENTS' SPATIAL SENSE ABILITY THROUGH CONCRETE PICTORIAL ABSTRACT APPROACH  <b>Hafiziani Eka Putri</b>  <i>Universitas Pendidikan Indonesia, Indonesia</i></p> <p>LEARNING CIRCULATORY SYSTEM THROUGH ENGINEERING DESIGN: INVESTIGATING STUDENTS' COLLABORATIVE PROBLEM SOLVING SKILLS  <b>Fitri Nuraeni</b>  <i>Universitas Pendidikan Indonesia, Indonesia</i></p> <p><b>Session Chair: Zahedah Abdul Hafiz</b></p>





DAY 1 (14 December) -continued	
	<p><b>Session 5</b></p> <p><i>Topaz II Suite</i></p> <p><b>POSTER PRESENTATIONS</b></p>
3:30-4:30	<p>SELF-ACCEPTANCE, HABITS OF MIND AND STUDENT ACHIEVEMENT: A STUDY FROM THE FRESHMAN AT UNIVERSITAS PENDIDIKAN INDONESIA</p> <p><b>Suprih Widodo</b></p> <p><i>Universitas Pendidikan Indonesia, Indonesia</i></p> <p><b>Session Chair: Zahedah Abdul Hafiz</b></p>
4:30-5:00	<p><b>Afternoon Coffee &amp; Networking</b></p>
END OF DAY 1	





DAY 2 (15 December)	
8.00 am	<b>Gather at Novotel Bangkok Platinum Pratunam Lobby</b>
8:30 am- 4:00 pm (Approx.)	<b>Bangkok Tour</b> <ul style="list-style-type: none"><li>• Floating Market</li><li>• Wat Arun</li><li>• Flower Market</li></ul>
	<b>NOTE:</b> <ul style="list-style-type: none"><li>• This is a tour for participants who have paid for the FULL PACKAGE</li><li>• Participants with the conference-only package may contact secretariat to upgrade their package to include this tour.</li><li>• Please check your receipt or contact the event secretariat to find out the type of package you are subscribed to</li><li>• Please visit <a href="https://icsai.org/icolet5/tour-itinerary/">https://icsai.org/icolet5/tour-itinerary/</a> or <a href="https://icsai.org/iclice17/tour-itinerary/">https://icsai.org/iclice17/tour-itinerary/</a> for booking and more information.</li><li>• <b>NO PRESENTATION SESSIONS HAVE BEEN SCHEDULED ON THIS DAY.</b></li></ul>
END OF DAY 1	



KEYNOTE SPEAKER

**Dr. Rachel Williamson**  
**University of Auckland, New Zealand**



**Background**

Dr. Rachel Williamson is an educational researcher working in the Faculty of Education & Social Work at the University of Auckland, New Zealand. She is currently based at the Woolf Fisher Research Centre on campus and, in her role at the centre, is the principal investigator and project lead on a multi-year, national study exploring the impact of participation in a digital literacy programme, the Summer Learning Journey, on the learning and achievement of students in low-income school settings. The project is currently entering its sixth phase and is a joint initiative between the University of Auckland, the Woolf Fisher Research Centre, the Manaiakalani Community of schools, NEXT Foundation and the MSA Charitable Trust.

Dr. Williamson is passionate about improving student health outcomes and has dedicated her career to the design, implementation, and evaluation of school-based programmes on student health and achievement-related outcomes. She strongly favours a pragmatic, applied approach to her research, commonly utilising multi-modal, mixed-method, and/or design-based research (DBR) methods in her studies. Much of Dr Williamson's scholarly work is underpinned by positive psychological theorising, most notably, Positive Youth Development theory.

Dr. Williamson completed her PhD in Health Education programme design and evaluation at the University of Auckland in 2015. Prior to this, she received a master of Public Health degree from Simon Fraser University, Canada (2011), a Bachelor of Education in Secondary School Science/Physical and Health Education from The University of Ottawa, Canada (2007), a Bachelor of Arts in Health/Psychology and a Bachelor of Physical and Health Education–Honours from Queen's University, Canada (2005). Rachel has spent many years living and working as a teacher in North America, the United Kingdom, Europe and Asia before moving to New Zealand with her family in 2011. She is the mother of one young son, Aronui.



## EXAMINING THE IMPACT OF A DIGITAL LITERACY PROGRAMME ON STUDENT ACHIEVEMENT IN NEW ZEALAND: THE RESULTS OF A TWO-YEAR NATIONAL STUDY

### Abstract

Evidence from existing national and international literature suggests that students' literacy learning is adversely impacted over the summer period. This decrease has been termed the 'Summer Learning Effect (SLE)' and studies indicate that it is most apparent in low socio-economic status (SES) communities (Jesson, McNaughton & Kolose, 2014; Meyer, Meissel & McNaughton, 2015). In an attempt to address this issue in New Zealand, a team of researchers from The University of Auckland have partnered with a cluster of digitally enabled schools in New Zealand to design, implement and evaluate the impact of participation in a blogging programme, the *Summer Learning Journey*, on the writing and reading achievement of Year 4-8 students attending schools in low SES communities. Results of an initial pilot ( $n = 25$  students) study and subsequent cluster-wide launch ( $n = 145$  students) indicated that participation in the programme was associated with attenuation of the SLE compared with previous years. Further, participants attained significantly higher scores on standardised measures of writing (e-asTTle) and reading (PAT test) achievement post-intervention than a matched sample (Williamson & Jesson, 2017). These findings suggested that sustained engagement in a digital, literacy programme over summer can significantly reduce the SLE in low SES communities.

On the basis of these initial results, the Summer Learning Journey programme has received funding from three large philanthropic organisations in New Zealand to enable them to move into five additional clusters of digitally enabled, low-SES schools around the country ( $n = 50$  schools; 500 – 600 students) over two successive summer holiday periods (December 2017 - January 2018 and December 2018 - January 2019). The primary purpose of this two-year 'roll-out' was to explore the scalability of the digital literacy programme and to further evaluate programme impact on student achievement and well-being.

The results of the two year national roll-out will be shared during the conference presentation, with a particular focus on the impact evaluation findings. Attention will be given to the emergence of a strong pattern between the frequency of blogging (dosage) and student achievement in national assessments of reading and writing ability (Williamson, Jesson, & Shepherd, 2019). Finally, the research team will also discuss the implications that this work may have for practitioners and educational researchers interested in promoting literacy achievement and student learning over the summer holiday period.

### References

Jesson, R., McNaughton, S., & Kolose, T. (2014). Investigating the summer learning effect in low SES schools. *Australian Journal of Language and Literacy*, 37(1), 45-55.

Meyer, F., Meissel, K., & McNaughton, S. (2015). Patterns of literacy learning in German primary schools over the summer and the influence of home literacy practices. *Journal of Research in Reading*, 00(00), 1-21. doi: 10.1111/1467-9817.12061

Williamson, R., & Jesson, R. (2017). Log on and blog: study assessing the impact of holiday blogging on student literacy achievement. *English Teaching: Practice & Critique*, 16(2), 222-237. doi: <https://doi.org/10.1108/ETPC-03-2017-0036>

Williamson, R., Jesson, R., & Shepherd, D. (2020). *The Summer Learning Journey: A Design Based Research approach to developing a Summer Learning program based on school-initiated blogging*. Accepted for publication in *Computers & Education*.



## GENERAL INFORMATION

1. **Venue**

The 17<sup>th</sup> ICLICE will be held on the 14th & 15th December 2019 at the following venue:

**Novotel Bangkok Platinum Pratunam**

220 Petchaburi Road Ratchathewi

Ratchathewi,

Bangkok 10400, Thailand

Tel: (+66)2 209 1700

Please mention "ICSAI event on 14th December 2019" whenever communicating with the hotel staff.

2. **Registration**

- The registration desk will commence operations at 9.00am on DAY 1 for registration and collection of conference kits.
- The conference kit (including ID tags, certificates and proceedings CD-ROM) may only be collected if full payment of conference fees has been made.
- Participants who have registered under the student category may be asked to show their Student ID cards before collecting their conference kits.
- Participants are encouraged to inform the secretariat in advance if they are **planning to skip any of parts** of the event. This is to ensure that all resources are being allocated optimally and to avoid wastage of food and beverages.

3. **Oral Presentation Sessions**

- The oral presentation sessions will be held in **Topaz II Suite..**
- Unless specified, papers must be presented in the sequence shown in the schedule without any
- Each presenter will be allocated 20 minutes for to present a paper.
- At least 5 minutes of the presentation time must be allocated for Q&A and/or discussion with the audience, preferably at the end of the presentation.
- Featured Papers are given an extra 10 minutes in addition to the initial 30 minutes allocated to regular papers.
- Any swapping of slots, even if mutually agreed between presenters, must be approved by the secretariat.

4. **Poster Presentation Sessions(if applicable)**

- All posters will be displayed at a designated section in the vicinity of the conference halls.
- Posters must be handed to the secretariat **no later than 10.00am on 14th December 2019** for display.
- Presenters who opted for poster presentation method are responsible in ensuring that the posters meet the event requirements. Please visit the conference website for poster dimensions.





5. **Coffee Breaks and Lunch**

- All coffee breaks will be served outside the Topaz II Suite.
- The morning coffee break will be served at 10.15am while afternoon tea will be served from 3.30pm onwards.
- Lunch will be served at the hotel restaurant between 1.10pm and 2.30 pm
- All meals are strictly for registered participants only.

6. **Session Chairs**

- Session chairs have been selected from among those who have volunteered during the online registration process.
- If there are no volunteers available in a particular session, one of the participants shall be appointed by the committee to chair the session. Some of the main responsibilities of a session chair include:
  1. Welcoming and introducing the session's presenters,
  2. Announcing the titles of each presentation,
  3. Ensuring that presenters adhere to the time limit given and;
  4. Facilitating Q&A sessions.
- Each session chairperson will be awarded a special certificate of appreciation by the conference chair.

7. **City Tour**

- A city tour will be provided to participants who have PAID for the FULL PACKAGE on DAY 2 of the event. **NO PRESENTATION SESSIONS HAVE BEEN SCHEDULED ON DAY 2.**
- Purchase of additional tickets:
  1. Additional tickets are available for booking. Please contact [iclce@icsai.org](mailto:iclce@icsai.org) or [icolet@icsai.org](mailto:icolet@icsai.org) for details.
  2. Participation in this tour must be confirmed and paid in advance via credit card before 9<sup>th</sup> December 2019
- Meals have not been included in the cost of tour.

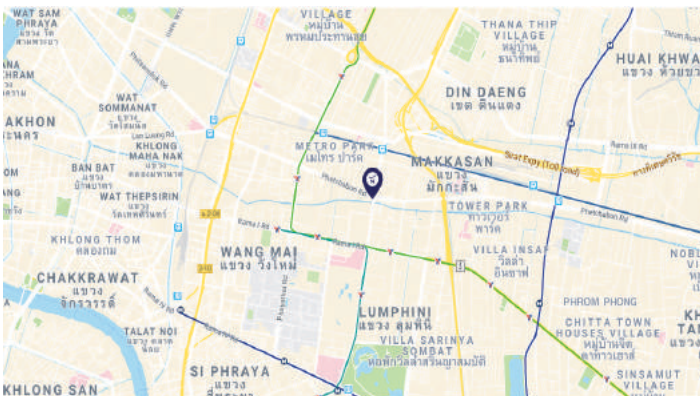
**This conference schedule and other information contained within this document are subject to change without prior notice.**





## NOVOTEL BANGKOK PLATINUM PRATUNAM

The 17th ICLICE and the 5th ICOLET 2019 will be held at the Novotel Bangkok Platinum, a 4 Star International Hotel located next to the Pratunam Shopping zone in the heart of Bangkok.



## NOVOTEL BANGKOK PLATINUM PRATUNAM

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