

# 2019 IEDRC Madrid Conferences

Madrid, Spain

August 02-04, 2019

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Session 2

Topic: Electronic Education and Education Research

Time: 16:15-18:30

Venue: Rosales III

Session Chair: Prof. Joy Kutaka-Kennedy

National University, USA

\*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

\*\*After the session, there will be a group photo for all presenters in this session.

<p>16:15-16:30 UA0006</p>	<p>The Design of an Online Information System of the Check Stage in Plan-Do-Check-Act Cycle for Evaluation of Student Learning in Taiwan Preschools <b>Huei-Ting Huang</b> and Winai Wongthai Tamkang University, Taiwan</p> <p><b>Abstract:</b> It is a hard job for two teachers to deal with 30 students in a preschool classroom in Taiwan. Teachers need to take photos and manage paper documents related to each student's activities and assessments, then print all of them to show to their parents. This is not an efficient and effective working style. In order to support e-education and mitigate these issues in the education domain via application of the Plan-Do-Check-Act (PDCA) cycle, this paper thoroughly investigates appropriate features of previous studies related to e-education and the PDCA computing system. It then proposes the design of an online information system for the "check" stage in the Plan-Do-Check-Act cycle or OISC for evaluating Taiwanese preschool students' learning. The design is simple and equipped with current technologies such as mobile applications. We provided the details of all components and technologies in this design and how the design works, which is arranged for participants to use as a blueprint of an e-education system such as OISC that can be built upon the participants' requirements. We believe that a system based on our design can help teachers to work effectively and efficiently. Thus, this paper can be regarded as an example of adopting an e-education approach to evaluating and enhancing students' learning performance.</p>
<p>16:30-16:45 UA0014</p>	<p>Cognitive Model of eLearning, eBusiness, and eCommunication <b>Tatiana Tchoubar</b> New York University, USA</p> <p><b>Abstract:</b> This article presents a new, four-channel model of eLearning that suggests avenues for improving learning via addressing innovative ways of thinking influenced by digital readiness. The present work has a purpose to analyze existing theoretical foundations of eLearning in order to synthesize the processes by which learning happens today. The new eLearning model and five studies supporting this model, described in this article, can inform policy makers of the importance and possibility of teaching the skills necessary to develop digital readiness. Digital readiness empowers people to use virtual data and participate in online education, business and communication.</p>

<p>16:45-17:00 UA0008</p>	<p>Evaluation of Student Skills in Unix Base Scripting Course Jiří Kašpar and <b>Zdeněk Muzikář</b> Czech Technical University in Prague, Czech Republic</p> <p><b>Abstract:</b> As UNIX-like operating systems are widespread in computing environments, UNIX scripting course is an important part of the first semester of our IT study program. The aim of this course is to provide basic understanding and experience with Linux command line; students learn how to automate repeated tasks required for running various lab experiments. Hands-on lab assignments are prepared for review and evaluation of the student learning process. Two web evaluation services for scripting skills checking were investigated. This paper presents the challenges faced when implementing and fine-tuning the course. It discusses three student skills evaluation methods used in the course.</p>
<p>17:00-17:15 UA2007-A</p>	<p>Research on Knowledge Sharing Behavior of Virtual Community Based on Social Network Analysis <b>Yuxi Jin</b> Beijing University of Technology, China</p> <p><b>Abstract:</b> The development of Internet technology has enriched the way of knowledge sharing. The virtual community which based on user content generation has become an important platform for knowledge sharing and information transmission. Understanding the motives and processes of user sharing of knowledge in virtual communities, and motivating users to participate in behaviors are conducive to the prosperity and development of virtual communities, thereby generating revenue in long terms. In this study, we proposed a conceptual model to discuss the objective structure of the social network of the virtual community and the impact of the user's perception of the network structure on the user's knowledge sharing behavior. This configuration includes virtual community social network density, structural holes and network cohesion, and the impact of user perception on user content generation behavior. In the sample part, it is expected that 200 valid data of whom have had virtual community content generation behaviors through online survey in BBS.DXY. The hypotheses proposed in this study will be tested by the structural equation model (SEM) method using smartPLS 2.0 software.</p>
<p>17:15-17:30 UA0023</p>	<p>Group Affect Recognition: Completed Databases &amp; Smart Uses <b>Andreas M. Triantafyllou</b> and George A. Tsihrintzis University of Piraeus, Greece</p> <p><b>Abstract:</b> This paper presents the next step in our research on the detection of emotion and sentiment of a group-of-people in computer enhanced education and learning. Specifically, a series of researches and experiments of ours have formed the basis for the creation of a research infrastructure and subsequent smart tutoring systems, that will be able to adjust their courses based on the emotional state and sentiment of the students. Continuing the development and presentation of our system called GRAFFER (Group Affect Recognition), we present in here the completion of the collection sub-system of group sample data and discuss specific implementations, database schemes and data fields. Our purpose is to collect and make available</p>

	<p>extensive training datasets for use in the follow-up of our and other people's research. Additionally, we present extensions of previous implementations of GRAFFER in relation to data extraction and comparison with the training sets. We also present the addition of specific fields to the database schemes that are important for the continuation of our research in relation to the creation of intelligent methodologies that draw conclusions on the group emotion and sentiment. With these fields as well as with some of our suggestions for future work, we are paving the way for further research into the use of GRAFFER in educational and learning applications, as well as in more general group affect recognition applications.</p>
<p>17:30-17:45 UA0009-A</p>	<p>Role and Impact of Social Media in the Latino Achievement Gap <b>José Carlos del Ama</b> Central Connecticut State University, USA</p> <p><b>Abstract:</b> This study focuses on the penetration and impact of social media among the U.S. Latino students. It establishes a correlation between social media usage and academic performance among this group of the population. It also analyzes how the use of social media helps us understand the decline of traditional media, the development of cultural habits and finally the impact on academic values. The disparities in terms of health, incarceration or education, just to mention some basic social areas, are growing in the USA. The Latino and African American minorities particularly stand out in the negative spectrum of this trend. They seem to be the collectives who suffer the consequences of the disparities. Above all the Latino population is a reason for concern, since its demographic growth has been very strong in the last years. According to U.S. Census Bureau, Latinos will make over 30% of the US population in 2060. This study focuses on the area of education. It tries to shed some light into the so-called achievement gap among Latino students. The author of this research project works at Central Connecticut State University. As it is the norm in most higher education institutions in the U.S., with the exception of community colleges, Latinos are underrepresented at this university. When it comes to academic performance, retention rates and graduation time, the figures of the Latino student population are significantly lower. Thus, Central Connecticut State University could be considered a paradigmatic case of the Achievement gap among Latino students. Mass Media usage has seldom been studied in association with the achievement gap. The rapid penetration of social media raises questions about its impact on education. This study shows a negative correlation between frequency and time of social media usage and academic performance. It also shows that students who spend more time with social media tend to be less interested in cultural activities and have a poorer of school.</p>
<p>17:45-18:00 NJ2019-A</p>	<p>Pregnancy-Related High School Dropouts among Hispanic Teenage Girls in the United States <b>Gulsah Dost</b> King's College London, UK</p> <p><b>Abstract:</b> The birth rate among young people aged 15-19 years in the United States has shown a tendency to decrease over the past few years. Nevertheless, when compared to developed countries, it is seen that the rate of pregnancy and parenthood is higher among young people at school age in the US. The rate of fertility among young girls of Hispanic origin is higher than that</p>

	<p>of Black girls and studies show that it is lower than white non-Hispanic young girls. Because of socio-economic status, parental relationships, lack of sex education, aggressive sexual behavior, this rate is very high among Hispanic groups, and it causes many problems which are important for adolescent parents, children and families, hence it has important physiological, psychological and social consequences. Because of to many prenatal and postnatal complications such as preterm delivery, low birth weight, newborn and maternal deaths, many Hispanic young girls do not attend classes or drop out. This, combined with low income, unemployment and increased inclination towards crime, constitutes a chain of negativity. Therefore, this study aims to examine the effects of teenage pregnancy among Hispanic girls during and after this period and the impact of this on school attendance. In addition, this study examines the ratio of teenage pregnancy among Hispanic girls compared to other groups in America, the factors that cause pregnancy and the resulting problems, Hispanic young girls' reasons for leaving the school and adverse consequences that may follow.</p>
<p>18:00-18:15 UA0017</p>	<p>Reaching Across the Institutional Aisle: Student Motivation to Navigate Higher Education Fenobia I. Dallas, Shawn Wilson, <b>LaMarcus Howard</b> and Raven Williams Eastern Michigan University, USA</p> <p><b>Abstract:</b> The challenge in the retention world is the one-size-fits-all approach, which negates the differences in student backgrounds, student choice, student preparation, and ultimately student motivation. The differences in student backgrounds, student choice, and student preparation seem to dissipate once students matriculate at the university. The dependence on predictive analytics, forecasting, econometric modeling, predictive modeling, data analysis, and other scientifically-generated methods tend to be the opposite extreme from humanistic-based initiatives. To address this dichotomy, we chose to pursue a path that combines academic empowerment and student success strategies for supporting our students and their goals. This study examines college students' self-reported successes and barriers that guide them to graduation or keep them from being successful. These differences in student motivation for persistence to graduation are seen from the perspective of African American students at a U.S.A. mid-western, predominantly white institution of higher education. These ideas can be applied to student engagement with academic excellence and social success in that involvement in a social community is key to being academically successful. This study, similar to other student support endeavors, can provide higher education faculty a better understanding of the motivation for college students, which can translate to academic success and not be another barrier to African American students.</p>
<p>18:15-18:30 NJ2018</p>	<p>Some evaluations of intuitive scoring in interview selections: Students' academic achievement in a statistical course <b>Susumu Shibui and Kazumasa Mori</b> NIAD-QE, Japan; Bunkyo University, Japan</p> <p><b>Abstract:</b> In this study, we evaluate the relationship between the intuitive scoring of students and their academic achievement. More precisely, for 108 university students we use intuitive scoring on interview selection on the one hand and term-end examination scores as academic achievement on</p>

	<p>the other. We also measure students' Big Five personality traits using the Japanese Version of the Ten-Item Personality Inventory. Additionally, we analyze the relationship between intuitive score, academic achievement, and the Big Five personality traits. Finally, we found that one of intuitive score predict the term-end examination scores and that intuitive evaluation is concerned with conscientiousness of the participants.</p>
<p>18:30-18:45 UA0025</p>	<p>Learning Management Systems as Platforms for Increasing the Digital and Health Literacy <b>Natasha Blazheska-Tabakovska</b>, Blagoj Ristevski, Snezana Savoska and Andrijana Bocevaska FIKT-Bitola, R.Macedonia</p> <p><b>Abstract:</b> Today, information and communication technology (ICT), that covers a wide plethora of various software applications and hardware devices, plays role as an integrated part and routine of the everyday lives, hence rapidly changing the manner of approaching to the useful information. In order to function effectively in the contemporary digital society, individuals need appropriate skills to be digitally literate and these skills need to be updated for information evaluation and knowledge gathering. Beside these digital literacy skills, another skills covering the ability to obtain, read, understand, and use healthcare information for addressing or solving various health problems are needed. In order to increase these both skills between population, especially between people with disabilities and elderly people, easiest way is to provide e-learning courses. Choosing the appropriate learning management system (LMS) in accordance with the Web Content Accessibility Guidelines (WCAG) standard in order to increase the digital and health literacy is a challenging task. In this paper we analyze and compare the key differences of the 8 most commonly used LMSs, according to the WCAG standard predefined criteria.</p>
<p>18:45-20:00</p>	<p>Dinner</p>

## Poster Presentations

UA1002	<p>The Practical Exploration of Student Affairs Management in the Higher Vocational Colleges based on the Mode of O2O Wanting Zhang and Yangqing Sun School of Computer and Software, Nanjing Institute of Industry Technology, China</p> <p><b>Abstract:</b> In the context of "Internet Plus", the application of new media technology in Higher Vocational Education keeps maturing. At present, it is the key point of the ideological work in colleges and universities to customize the individualized strategy of publicity in a way that is popular with students. Giving the current problems of publicity in student affairs management, such as not very down to earth, poor timeliness, weak pertinence and small influence, this paper tries to introduce the O2O (online to offline) models on the student affairs management in Higher Vocational Colleges. This paper designs the practice scheme for "four modules" and the implementation method of "six modules" to open up a new realm of student affairs management in Higher Vocational Colleges. Among them, the practice scheme for "four modules" includes the establishment of the calendar of publicity, the insight of the object of publicity, selecting the content of the publicity and analyzing the effect of publicity. The implementation methods of "six modules" include triggering events, subdivision of people, selection of schemes, channel model fit, evaluation results, and process optimization.</p>
UA0016	<p>Perception of MOOC pedagogical tools and learners' learning styles in MOOC blended teaching: a case study Lixin Zhao, Wu-Yuin Hwang and Dan Lu National Central University, Taiwan / Beijing Normal University, Zhuhai, China</p> <p><b>Abstract:</b> Rapid development has been achieved since the emergence of MOOC in 2008, but there are still many defects in the popularization of MOOC. Developing blended teaching by utilizing is considered to be one of effective means to overcome these shortcomings. The existing studies on MOOC blended teaching focus on how to improve the teaching effect, but lack of in-depth studies on MOOC pedagogical tools and learners' learning styles in blended teaching. Through a case study of MOOC blended teaching, this study aims to gain an in-depth understanding of the learners' perception of MOOC pedagogical tools, and thoroughly understand the choice of learners' learning styles in this diverse learning environment. The results show that learning styles of learners can be divided into five categories in the MOOC blended teaching, and have different correlations with the perception of MOOC learning tools and curriculum satisfaction, but have no correlation with curriculum achievement. This indicates that learners will choose different learning styles according to their own characteristics and preferences, and will not affect their academic performance. The design of existing MOOC pedagogical tools cannot meet the needs of all learners. Although MOOC blended teaching can make up for some deficiencies in this area, further research is still needed to perfect it.</p>
NJ2021	<p>Construction of Curriculum System of Youth Dream Education Based on Chinese Dream Lansheng Cao, Mengqing Xu and Yamei Zhao</p>

Renmin University of China, China

**Abstract:** A nation will prosper only when its young people thrive. Dream of the Youth can lead the future of the country and the hope of the world. More than 500 million young people serve as the barometer of China's development as well as an important scale of social development and educational progress of China. Although world is changing, all countries place the education of young people in a vital position. The dream of youths is the dream of the world and the realization of world dream depends on that of the youth dream. Chinese people pursue their Chinese dream of living happily and affluently. The Youth Dream education curriculum system built on the basis of that can help young people focus on their targets on their growth roads. This system will serve social development of China and the progress of world civilization and will become a basic curriculum for the growth and development of Chinese youths.



## Listeners' List

Listener 1	Doron Tomer, Maccabident ltd, Israel
Listener 2	Ayesha Rashid Clear Creek Psychiatry, USA
Listener 3	Yaw Opoku Gyamfi Simplex Professional Studies, Ghana
Listener 4	Yang Lihua <i>Hohai University, China</i>
Listener 5	Abigail Boateng <i>Amolex University, Ghana</i>
Listener 6	Khawaja Shoukat Mehmood <i>Jubilee Life Insurance, Pakistan</i>
Listener 7	Aira Patrice R. Ong <i>University of Plymouth, UK</i>

## Upcoming Conferences



Please mark your calendars for **2019 The 3rd International Conference on Education and E-Learning (ICEEL 2019)** on **November 5-7, 2019**, which will be held in **University of Barcelona, Spain!** Our main topic is about Education and E-Learning. Now, the submission and registration is opened. If you submit the full paper or abstract, the notification letter will be issued by notification deadline. If you only want to attend the conference as a listener, please register now and inform the conference secretary.

### Publication



The accepted papers by ICEEL 2019 published in conference proceeding by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by **EI Compendex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science). **ISBN: 978-1-4503-7225-1**

### Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies

e-Learning platforms

portals and Virtual learning

Course design

Emerging and best practices

Partnerships in e-Learning

education

Academic participation and freedom

Learner autonomy

Security and confidentiality

Self-learning integrated methodology

Ambient intelligence

Assertive and assistive educational technology

Computer-aided assessment

Learning content management systems

AV-communication and other media

### Submission Methods

1. Email: [iceel@iedrc.net](mailto:iceel@iedrc.net)
2. Electronic Submission System: <http://confsys.iconf.org/submission/iceel2019>.

### Important Dates

Submission Deadline	August 05, 2019
Notification Deadline	August 30, 2019
Registration Deadline	September 20, 2019
Conference Dates	November 05-07, 2019

[www.iceel.org](http://www.iceel.org)



2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020) in Ritsumeikan University, Osaka, Japan from January 10 to 12, 2020. It is conferences like this which brings us closer as researchers and friends worldwide. My hope for this conference is, regardless of our differences, that we can learn from each other and build a more globalized scholastic platform. As researchers we should find the links between different disciplines and backgrounds. With passion and collaboration, we can reach a broader realm of understanding and benefit our societies from more holistic research results.

### Publication



The accepted papers by IC4E 2020 published in conference proceeding by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by **EI Compindex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science).

### Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies	e-Learning platforms
Practices and cases in e-education	portals and Virtual learning environments
Systems and technologies in e-education	Course design
Applications and integration of e-education	Innovative business models
e-learning evaluation and content	Enterprise application integration
Business-to-business e-commerce	Business process re-engineering
Business-to-consumer e-commerce	Virtual enterprises and virtual markets
E-government, policy and law	

### Submission Methods

- Email: [ic4e@iedrc.org](mailto:ic4e@iedrc.org)
- Electronic Submission System: <http://confsys.iconf.org/submission/ic4e2020>.

### Important Dates

Submission Deadline	September 10, 2019
Notification Deadline	October 05, 2019
Registration Deadline	October 25, 2019
Conference Dates	January 10-12, 2020

[www.ic4e.net](http://www.ic4e.net)



The 2020 International Conference on Education Development and Studies (ICEDS 2020) will be held from the 3rd to 5th of March, 2020 in Paris, France. The ICEDS is an international refereed conference dedicated to the advancement of the theory and practices in education. The ICEDS promotes collaborative excellence between academicians and professionals from Education. ICEDS aims to build strong networks of leading researchers and pioneers in education worldwide. As well, ICEDS will provide an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. Welcome all the researchers, students, scholars etc. in the related field to attend the conference.

**Publication**

Accepted excellent papers by ICEDS 2020 will be published in the International Conference Proceedings, which will be sent to be indexed by EI Compendex and Scopus. The proceedings volume will also be submitted for potential indexing to SCOPUS.

**Topics**

Topics of interest for submission include, but are not limited to:

- E-learning: projects and results
- E-learning: pedagogical strategies and tactics
- Developing e-learning methods for specific fields
- Research Methodologies
- Academic Research Projects
- Research on Technology in Education
- Links between Education and Research
- New Challenges in Education
- Acoustics in Education Environment
- APD/Listening
- Counsellor Education
- Accreditation and Quality Assurance
- Academic Experiences
- Digital Libraries and Repositories
- Evaluation and Assessment

**Submission Methods**

5. Email: [iceds@academic.net](mailto:iceds@academic.net)
6. Electronic Submission System: <http://confsys.iconf.org/submission/iceds2020>

**Important Dates**

Submission Deadline	November 05, 2019
Notification Deadline	November 30, 2019
Registration Deadline	December 20, 2019
Conference Dates	March 03-05, 2020

[www.iceds.org](http://www.iceds.org)

## Note

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