

COFERENCE PROCEEDINGS

5th ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome

01-02 May 2019

Conference Venue

University of Washington – Rome Center (UWRC), Piazza del Biscione 95, 00186 Roma, Italy

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https://eurasiaresearch.org

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Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

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Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

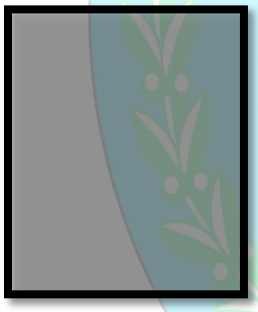
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In this context we would like to share our social media web links:
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You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

	that the teachers' favoritism was at high level. There was no significant difference in perceptions of students in terms of gender and age. However, a significant difference was found in the perception of students regarding their marital status. Moreover, a positive and medium level relation was determined between favoritism and academic sabotage. It was also concluded that teachers' favoritism is a significant predictor of academic sabotage. Based on the findings of the study, it is suggested that policy makers should develop legislation to prevent favoritism in order to make educational institutes more effective, transparent and productive for the future of nation. **Keywords: Favoritism, Nepotism, Academic Sabotage**
Naima Hamlaoui **ERCICRTEL1906145**	**Understanding Students Reluctance to Read for Learning** **Naima Hamlaoui** **Department of English, Faculty of Letters, Social and Human Sciences, University Badji Mokhtar, Annaba, Algeria** **Abstract** **Though reading is one of the most important academic tasks encountered by students (Bharutham, 2012), research carried out in the field demonstrates that only a small proportion of students read for learning purposes (Clump, Bauer, & Breadly, 2004). Algerian students are no exception. This presentation offers findings from a study that investigated reluctance to read among a group of 30 Master students from the English department at the University of Annaba in Algeria. The method adopted to examine the students' perceptions of reading and their unwillingness to read is a questionnaire extracted from the literature and modified for the purpose of the study. The results reveal that the students are disinclined to read at university level for a number of reasons related to themselves as learners, learning atmosphere, teachers and teaching, environmental factors, etc. This presentation also underlines some pedagogical implications that might be relevant to support students to read for learning.** **Keywords: Reading, Learning, Reluctance to Read, Environmental Factors, Pedagogical Implications**
 **Vildan Katmer Bayrakli** **ERCICRTEL1906152**	**Investigating Beliefs regarding Mathematics during Transition from Pre-service to in-service Mathematics Teacher: A Four-Year Qualitative Longitudinal Study** **Vildan Katmer Bayrakli** **Department of Mathematics and Science Education, Faculty of Education, Maltepe University, Istanbul, Turkey** **Yavuz Erişen** **Prof. Dr., Yıldız Technical University, Department of Educational Sciences, Turkey** **Abstract** **This study investigates beliefs regarding the nature of mathematics, and teaching and learning mathematics during transition from pre-service to in-service mathematics teacher. A longitudinal phenomenological approach was adopted to observe, describe, and analyze the change in the phenomena in depth. Participants of the study are seven elementary mathematics teachers who were interviewed as a senior student in teacher education program and in the initial years of teaching. Data were analyzed by creating their cognitive maps. Results showed that there is no major change in participants' beliefs. However, the most of participants stated that they cannot teach mathematics in their classroom as they believed because of some pedagogical factors such as their insufficient knowledge of effective mathematics teaching and some contextual factors such as inadequate instructional time, students' beliefs regarding mathematics, and expectations of colleagues, school administrators, and students' parents.** **Keywords: Beliefs, Pre-Service Mathematics Teacher, Elementary Mathematics Teacher, Longitudinal Qualitative Research, Phenomenology**
May Kristin Vespestad **ERCICRTEL1906154**	**Co-Creation Experiences: A New Practice in Higher Education?** **Kjersti Karijord Smørvik** **School of Business and Economics, University of Tromsø, The Arctic University of Norway, Harstad, Norway**

Registration ID:ERCICRTEL1906152

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Certificate of Honour

This certificate of honour is awarded to

Vildan Katmer Bayrakli

of

Department of Mathematics and Science Education, Faculty of Education, Maltepe University, Istanbul, Turkey

for

Investigating Beliefs regarding Mathematics during Transition from Pre-service to in-service Mathematics Teacher: A Four-Year Qualitative Longitudinal Study

as

PRESENTER

In technical presentation and research contribution to

5th ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, *held at University of Washington – Rome Center (UWRC), Piazza del Biscione 95, 00186 Roma, Italy*

Organized By: Teaching & Education Research Association (TERA)

Eurasia Research Conference Secretariat

01- 02 May 2019

"Collaborate to Co-create"