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Souvenir

4th International Conference on
**Teaching, Learning
and Education Development**

(TLED-2021)

4th International Conference on Teaching, Learning and Education Development (TLED-2021)

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About Conference

4th International Conference on Teaching, Learning and Education Development (TLED-2021)

During the worldwide lockdown due to COVID 19 pandemic, a lot of important activities have come to a halt. However, when we look at the brighter side, all of us have more time for adding to our knowledge and insights.

With this aim, to keep contributing to learning and motivation International research and development Center for publication is going to organize a two-day International Conference with the title “**4th International Conference on Teaching, Learning and Education Development (TLED-2021)**” on Feb 25-26, 2021 through online mode.

We hope, this online mode of the conference in COVID-19 pandemic will be an appreciable step in promoting the research activities and new information between researchers, developers, students, academicians and practitioners working in and around the world by keeping the social distance in view to stop the spread of COVID-19 disease. This conference aims is to present the current researches being carried out in the field of social science and education development around the globe.

Prospective authors from academia as well as industry are invited to submit their abstracts that illustrate original/unpublished works and industrial applications describing advances and significant innovations in the field.

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Message

I am extremely pleased to share that International Research and Development Center for Publication (IRDCP) is organizing a two days **4th International Conference on Teaching, Learning and Education Development (TLED-2021)** on Feb 25-26, 2021.

I am sure the state of art lectures from the invited experts and the research findings of researchers, academicians, utility engineers will enrich the knowledge of all the participants. It will provide an excellent opportunity for students to learn new ideas.

I offer my best wishes to the whole team of the organizing committee, the participants, and volunteers for the grand success of the conference.

Dr. Elsey
Convenor TLED-2021

Message

I am happy to know that International Research and Development Center for Publication (IRDCP) is organizing a two days **4th International Conference on Teaching, Learning and Education Development (TLED-2021)** on Feb 25-26, 2021. I am sure that, this conference would provide an ideal platform for the academicians, scholars and experts to present and exchange their research findings and Ideas.

I wish the conference a great success.

Mr. Anjan Kumar Das
Independent Entrepreneur
Vietnam

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Abstract of TLED-2021

Mathematical Ability, Level of Science Misconceptions and Science Performance of First Year Students

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Abstract— This survey-correlational research aimed to ascertain the mathematical ability, level of science misconceptions and science performance of first year college students of Capiz State University, Dayao Satellite College, Dayao Roxas City, Capiz, Philippines. Mathematical Ability and Science Performance researcher made test questionnaires and the revised American Association for the Advancement of Science (AAAS) Assessment Questionnaire 2013 instrument were used to determine the science performance of the respondents based on their mathematical ability and level of science misconceptions. In general, the respondents are mathematically “fairly able” ($M=29.15$, $SD=4.087$). In particular, out of 71 respondents, 73% are “fairly able”, 24% are “able” and only 3% are “highly able”. Respondents level of science misconceptions are “moderately high/low” ($M=28.83$, $SD=3.179$). Of the 71 students, 35% are with “low” level of misconceptions and 65% are with “moderately high or low” level of science misconceptions. As a whole, respondents have “satisfactory” performance in science ($M=26.68$, $SD=3.179$). Particularly, 89% of 71 students have “satisfactory” performance, 7% with “very satisfactory” performance and only 4% have “poor” performance in science. Inferential data analysis revealed that there is a significant difference in the science performance of first year college students when grouped according to their mathematical ability ($F(2,68) = 111.463$, $p<0.05$). Science performance of students differed significantly among the mathematically “highly able”, “able” and the mathematically “fairly able” students. Also, results showed that there is a significant difference in science performance of students when grouped by their level of science misconceptions. In addition, students have misconception on how the process of condensation works, heat and temperature, different states of matter, plant cells, zoology, motion, weather and climate. Furthermore, data revealed that students performance in science is significantly related with their mathematical ability ($r=0.334$, $p<0.01$) and level of science misconceptions ($r=1.000$, $p<0.01$). As found out that there are significant relationships among science performance, mathematical ability and level of science misconceptions, it appears that mathematical ability and level of science misconceptions are factors affecting science performance.

Keywords—mathematical ability, science misconceptions, science performance.

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Virtual learning environment in pedagogical management in private educational institutions in Huancayo, Peru

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Abstract— Over the years, information and communication technologies have specialized, the same extent as virtual training. So, “Virtual learning environments have taken a step into pedagogical evolution by improving teaching– learning processes” (Silva, 2011, p6g.58). However, we observed that the global crisis in which we are immersed by the Coronavirus (COVID-19) has required immediate changes in the teaching practice. Accelerating entry into the virtuality that few teachers knew in Huancayo province (Yangali, 2020, p6g.7). Hence, this research study was developed to determine the relationship between the virtual learning environment and pedagogical management in private educational institutions in Huancayo, Peru. It responds to quantitative approach research, with a descriptive level, of basic type, with correlational cross-cutting non-experimental design. The sample made up of 108 teachers of both sexes between 20 and 65 years old from Huancayo province. This study was based on intentional non-probabilistic sampling by accessibility. The technique was the survey and two questionnaires were administered: a questionnaire to measure the variable virtual learning environment consisting of 36 items and another related to the pedagogical management of 19 items. The validity and reliability of the instruments was obtained through Cronbach's Alpha technique and expert judgement. The results when it was applied the Pearson statistical test indicate that there is a high correlation (0.884) between virtual learning environment and pedagogical management, curriculum planning (0.759), learning units (0.742), learning sessions (0.784) and media and teaching materials (0.825). In conclusion, we affirm that the virtual learning environment is positively related to pedagogical management in private educational institutions in Huancayo, Peru. We conclude this tool that provides synchronous and asynchronous communication in the management of materials, management of all participants and offering from the teaching field, technological support to teachers and students in terms of: teaching process – learning. (Bautista, Borges and For6s, 2006).

Keywords— Coronavirus, pedagogical management, teaching process- learning, TICS, virtual learning environment.

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Stress and academic performance in the area of mathematics in students of the specialty of initial education, Pisco Peru.

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Abstract— Nowadays stress has become a very frequent problem in society, since it negatively affects the physical and psychological aspect of people. According to Lazarus and Folkman (1984), they point out that: “Psychological stress is the relationship that exists between the human being and its context, and that the human being is the one who assigns the level of stress generated by an environment, being able to be positive or negative since it puts your overall well-being at risk. Hence, it is indicated that the negative assessment that the human being gives to a certain situation is the trigger of stress, resulting in a reduction and waste of energy, mental and nervous diseases, which limits an adequate development of the individual in the face of any situation that demand your day to day. (cited by Paipay, 2017, pp. 26) Due to these stressors, said discomfort forces the student to perform actions to cope with the problem so that the systemic balance is restored. According to Lamas (2015) he defines academic performance as “school aptitude, academic performance or school performance, but, generally, the concept differences are only explained by semantic issues since they are used as synonyms” (p. 315). More important should not be the discussion of the synonyms of this term, but emphasize that studying the academic performance of students is important. Therefore, the existence of a relationship between stress and academic performance was investigated taking as a population the students of the third cycle of the specialty of initial education in the area of mathematics, with a sample of 30 students. The research was quantitative, basic theoretical, descriptive level and cross-correlational design. It was concluded that no direct relationship was found between stress and academic performance in the area of mathematics in students of the initial education specialty (P-value = 0.246) with a correlation of 0.469. So it is stated that academic stress is not a determining factor for academic performance.

Keywords—stress, academic performance, stressors.

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Computer Resources in the area of communication in future teachers of initial education, Pisco Peru

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Abstract—The importance for the educational system of the teaching-learning process in the area of communication for future professionals at the initial education level, part of a sociocultural cognitive approach where how to make use of computer resources is the key to the processes of teaching, through the development of capacities, abilities and skills as well as the adequate management of the knowledge of the area of communication, which allows to measure the performance of the students, the achievement of significant learning of the same who will receive the methodological strategies to learn with ease using these technological means. Computer resources have been taken as useful tools in educational processes, according to Ramírez Montoya & Burgos Aguilar, (2012) mention that "open educational resources are a great support to carry out training processes", (p. 9), with which we could say how important these computer-based resources have become today. Students handle computer tools, make use of technology to discover knowledge and apply study strategies making use of networks, the internet, where they find updated information, and learn to discriminate information. In this regard, Paricio, Royo & Allueva, (2013), say "each student starts from a different degree of motivation that affects the development of the competence, likewise, they have different aptitudes and abilities from their peers", (p. 36). Thus, we were motivated to investigate how computer resources influence the area of communication in future teachers of Initial Education in Pisco. The method used was descriptive-hypothetical-deductive. The design was non-experimental, basic and correlational. (Hernández et al, 2014). We worked with a sample of 30 future teachers of the specialty of initial education. The data that were obtained were through two questionnaires for each variable. The results show a significant influence at 80% of the coefficient of computing resources in the area of communication, with a Spearman Rho of 0.826; being this high and significant where computer resources significantly influence 80% in the area of communication.

Keywords—computer resources, communication area, future teachers.

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ISO 9001: 2015 certification and student satisfaction in a private educational institution in Peruvian

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Abstract—The ISO 9001 standard and its QMS adapted appropriately in educational settings, achieve immediate and lasting results, which contribute to the improvement of education. These results support and advise its use in other educational organizations. (Arribas Díaz, J.A. and Martínez-Mediano, C., 2017, p.1137). The implementation of the ISO 9001 standard in primary schools actually produces the expected objectives. Espiñeira-Bellón, E. M., Mato Vázquez, D., & Mariño Barral, M. del C. (2016, 103). There are many qualitative and quantitative benefits that ISO 9001 quality management standard brings to companies. Continuous improvement of the quality of products and services. The kind and timely attention to the needs and expectations of the users, the transparency in the development of processes, the best assurance in the fulfillment of the objectives. Lizarzaburu Bolaños, Edmundo R. (2016, 51). This research aimed to determine the relationship of ISO 9001: 2015 certification in student satisfaction. The research is quantitative, basic, correlational and has a non-experimental cross-sectional design. The technique was the survey and the instrument a questionnaire, focused on the variables and dimensions of the study. The sample was 253 students from an educational institution. The results when applying the Rho Spearman statistical test indicate that there is a significant correlation (0.696) between ISO 9001: 2015 certification and student satisfaction; there is a significant correlation (0.537) between the dimensions of customer focus and teaching-learning; there is a significant correlation (0.573) between the customer focus and student service dimensions; there is a significant correlation (0.573) between the dimensions continuous improvement and teaching-learning; there is a significant correlation (0.639) between the dimensions continuous improvement and service to the student. We affirm that there is a direct and significant influence of ISO 9001: 2015 certification and student satisfaction. We conclude that the implementation of a quality management system, ISO 9001: 2015, in educational centers, will generate better results in teaching-learning and quality in educational service.

Keywords—ISO 9001: 2015, continuous improvement, student satisfaction, quality management system.

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Evaluation by competencies and learning achievements in students of a public technological institute, Ica-Peru

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Abstract—In recent times, there has been a lot of questioning about how to evaluate at school, at the institute and even at the university. Although there are several pedagogical models and theories that benefit competency work, there is some resistance to their implementation in the educational field. According to Martínez, Cegarra, Rubio (2012) tells us that "evaluation of competences is a process of analysis and issuance of value judgments with an internal and external dimension of the transformations systematically produced in the personality of the students in their performance for the solution of problems, integrating knowledge, skills and ethical values ". This is how Tejada; Ruiz (2016, p.37) defines competence as "a set of knowledge, procedures and attitudes combined, coordinated and integrated in professional practice, definable in action, where experience is shown as unavoidable and context is key". But the reforms of the Peruvian education system applied in recent periods encompass all levels, from initial to university; whose reforms have a common mechanism that cooperates throughout the teaching process: through the curriculum with a competency-based approach. According to Tobón (2006) cited by MINEDU (2010) "evaluating by competencies is the process that involves a variety of ways of measuring student performance, with the purpose of establishing the degree of mastery of a competency based on evidence criteria to determine the achievements and aspects of improvement through meta cognition". To all the foregoing, it was proposed in the investigation to determine the influence that exists of the evaluation by competences in the achievement of learning in computer science students. We worked with a sample of 30 students. The study is descriptive explanatory of non-experimental design. Data collection was done using the evaluation technique, through the pedagogical test. It was concluded that the evaluation by competences influences the learning achievements in students by up to 85%, since it produces less stress and allows self-reflection in the student due to the clarity of the results of their performance.

Keywords—assessment by competencies, learning achievements.

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Effect of Gallery Walk Strategy towards Primary School Pupils' Achievement in Learning Malay Language Composition

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Abstract—This study was conducted to determine the effect of implementing Gallery Walk strategy of Malay language composition writing on national primary school pupils' achievement. This study used quasi-experimental method by applying Gagne's Learning Process Model as the theoretical framework. The sample was 60 Year Five primary school pupils who were divided into two groups, namely control group and experiment group. The pre-test and the post-test were used as the instruments. The results revealed that there was an increasing in academic achievement of the experiment group that performed better than the control group after implemented the Gallery Walk strategy. The *t*-test analysis showed that there was a significant difference between test scores before and after the implementation of the Gallery Walk strategy for experiment group with small size effects. However, the findings indicated no significant difference between the mean scores of post-test of the control group and experiment group. In a nutshell, implementation of Gallery Walk strategy in teaching and learning the Malay language is still at its infant stage. Therefore, all parties need to play an important role in determining the success of this strategy in the future.

Keywords—motivation, achievement, composition, attitude, Gallery Walk strategy

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University academic tutoring and professional training in times of COVID-19

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Abstract—Tutoring is a process of formative guidance action that according to López [2] “marks the change in our higher education institutions” (p. 259), which if carried out responsibly, affirms Pérez [4] “enhances the integral development of the student in its academic, personal and professional dimensions ”(p.19) and requires an academic organization where “the figure of the tutor constitutes an essential element ”Díaz et al. [1] (p.479). In these last two years it has been relevant because the needs of the students have been greater because we are in quarantine, following sanitary measures and restrictions due to the Covid 19 pandemic. This situation, Ordorika points out [3] “has deeply affected the institutions, actors and processes that take place in higher education ”(p.7), and showing alterations in mental health, which requires support not only in the academic field, but also in a more specialized field. Hence, this research set out to establish the relationship between tutoring and professional training of university students in the situational context that exists worldwide. The research is quantitative, basic, descriptive-correlational level and non-experimental cross-sectional design. The technique was the survey and the instrument, two questionnaires applied to 225 students from the Faculty of Administration and Engineering of a public university. The results when applying Pearson's statistical test indicate that there is a high positive correlation (0.728) between academic tutoring and professional training of university students, the same relationship exists between its dimensions: personal (0, 712); professional (0, 671) and academic (0, 679). We conclude that academic tutoring must follow an organizational process that allows individual and group counseling and co-reference activities to be carried out when specialized help is required, especially in the context of Covid 19, where the mental health of adolescents is affected. Likewise, tutors must meet certain qualities that allow an empathic approach with their tutors, in addition to having continuous training to improve their case treatment strategies that allows them to provide a better service.

Keywords—Academic tutoring, professional training, personal dimension, professional dimension, academic dimension.

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predicting students withdraw in High Education Institute: Case of Colleges of Technology

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Abstract—Student retention is important in any educational institutes. Now a day's researcher focuses on study the student's retention in higher education fields. In Oman, students join higher educational institutes after completing secondary school. They must complete five years to be certified. In some cases, students leave their study before they complete the program. This study uses data mining algorithm to predict students withdraw from colleges of technology during the first year.

Keywords—Retention, higher education, data mining, withdraw, colleges of technology.

1. INTRODUCTION

Student retention has become indication of academic performance of higher education institutes in Oman. Different kind of systems used in higher education in saving student's data. Colleges of technology used college information management system (CIMS) to record all student's data. Using this data may help the college management to take many decisions or implement new rules in the college. Data mining techniques is one of the methods used to analysis and predict the students withdraw.

Many researchers studied student's retention using data mining. Data mining has several algorithms to analysis and predict student performance, student retention and student withdraw. This study focuses on comparison between neural network and decision tree in withdraw predication.

2. BACKGROUND AND LITERATURE REVIEW

Many researchers have been used data mining methods in different application areas. Many studies done in education area in predicting student performance, student retention and student withdraw at higher education institutes. Predictive model developed to predict student at risk. Farshid Marbouti (Marbouti, F.,2016) studied the possible way to identify at risk student early and both student and instructors can be notifying early. The objective of this study was predicting a method for at risk student using the academic performance data. This study compares different comparative methods to identify at risk student in

course using grading standard. Logistic regression, support vector machine, decision tree, multi-layer perceptron (MLP), naïve Bayes classifier (NBC) and k-nearest neighbour (KNN) used to identify the best predictive model.

Learning objective scores and graded assessment may give good advantage in prediction model. From the seven prediction methods used to show the accuracy and usability of course. Naïve Bayes classifier was the best method used, which identify 86.2% of student who failed in the course. “The NBC only misidentified four at-risk students and has the highest F1.5 score. NBC has the lowest overall accuracy (86.9%) and lowest accuracy for identifying students who passed the course (87.0%). Support Vector Machine was the second-best model for identifying at-risk students. However, the SVM's accuracy in identifying at-risk students was less than the NBC accuracy; the SVM could not identify eight out of 29 at-risk students. The NBC and the SVM, have the lowest misidentification of grade D and F. While the two methods have the high false positive error, the SVM performs better for grade A and C and NBC get better for B grade”. The limitation of this study was due to some decision made by instructor including the course design, assessments and course grading. The research suggests that to find the optimal time to utilize the predication model during full semester. Chi-squared automatic iterative detection (CHAID) decision tree model is another predictive method was studied by (Seidel, E., & Kutieleh, S., 2017). The population divided into subset using CHAID according to student characteristics. In addition to that, this approach can handle missing data that needs to be treated. The predictive model was built using five years of historical data from 2009 to 2013.

Large amount of data is stored in an educational database, which contains useful data that can used for decision making by college management. Course performance data stored the database that used to track student performance in their course. Abeer Badr El Din Ahmed and Ibrahim Sayed Elaraby attempted to predict student's performance using classification methods (Abeer Badr,2014). This study found large number of records, documents and images is store in an educational database. With the help of Data mining techniques, a pattern extracted from this information that help in predict student performance. Using Weka software, ID3 decision tree build to get the measure of information gain. A set of rules was generating from the decision tree. An example of this rule is (IF Midterm='Excellent' AND LG='Good' AND SP='No' AND HW='No' AND SEM='Good' Dep='Scientific Mathematics' THEN FG='Very Good'). Qasem A. Al-Radaideh and Emad Al-Shawakfa stated in their study how to apply decision trees in mining student data (Al-Radaideh, Q. A.& Al-Shawakfa, E,2006). Data mining process used to improve the quality of the higher education system. Evaluating student data to study the main attributes that may affect student course performance. The study predicts the final grade in a course. A questionnaire made to collect the data from undergraduate students. Weka toolkit used to rank the 12 attributes they found it based on the questionnaire. CRISP-DM (Cross Industry Standard Process for data mining) methodology used to build the classification model. The higher management can use some of the classification model to improve the outcome of the course according to the extracted knowledge.

3. METHODOLOGY

Based on the recommendation of the previous studies done in this area, this study uses data mining algorithms to predict student withdraw in colleges of technology institutes. The method will be in four stages, which are collecting data, pre-processing the data, analysing data and building and evaluating the models. Data set collected from CIMS (college information management system) for past nine years. The description of the data set variables as shown in Table (1.1). The dataset was prepared using data mining. After preparing and cleaning the data analysis phase start. In the stage of model building decision tree and neural network are build based on the recommendation of the previous studies. In decision tree CART algorithm used since this algorithm can create generalized models. A neural network applied in educational area as other data-mining algorithm. A neural network is collection of connected nodes, which called artificial neural network or units. A neural network used to solve the problem as human brain is doing. The information fed from input units, then the hidden units will trigger, and the pattern arrive at output units. This what it called feedforward network. Cross validation used in this study to evaluate the performance of the algorithm used.

Table (1.1). Data set variables description

Variable Type	Variable	Data Type	Description
Demographic variable	Gender	Object (Text)	Male / Female
	Region	Object(Text)	region student from
	Student category	Object(Text)	Low income / Social welfare /other
	Disability	Object(Text)	Yes / No
College variable	allowance	Numeric	Student allowance 90/45
	Study status	Object(Text)	Withdraw / Completed
	College Name	Object(Text)	College name the student left from
	Placement test	Numeric	English placement test score

4. FINDING

This study uses data mining technique to find the best prediction method used to predict the students withdraw from colleges of technology in the first year. The dataset collected from the CIMS (College information management system) for the period of [2009-2018]. The dataset is prepare using data mining techniques. In this step, the variables identification is defining into input (predictor) and output (target).

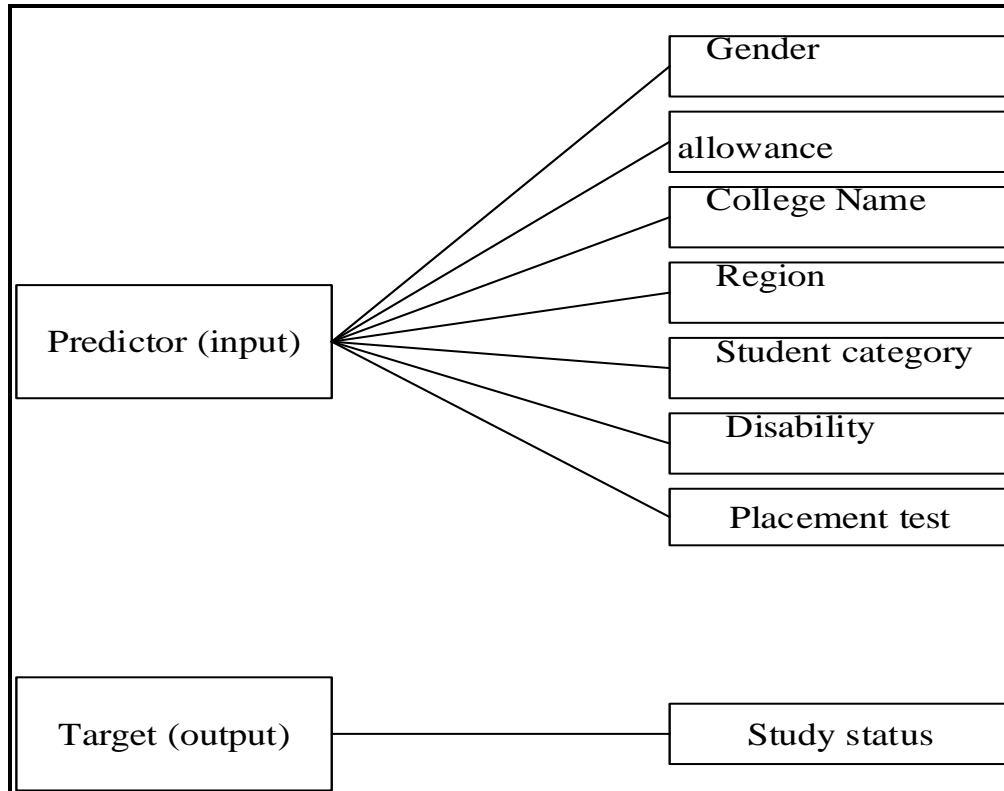


Figure (1.1): Variables Identification

In decision tree dataset is split into two set train and test as 70% in the training set and testing is 30%. and to calculate the accuracy of the model. Entropy feature used to classify the data based on the class. Confusion matrix is implementing to validate the performance of this model as shown in Table 1.2.

Table (1.2): Confusion Matrix

	Predicted: No	Predicted: Yes
Actual: No	1833	1015
Actual: Yes	3901	10741

Table (1.3): Precision & recall calculation for dataset class.

	<u>Precision recallf1-scoresupport</u>		
<u>Complete</u>	0.32	0.64	0.432848

<u>Withdraw</u>	0.91	0.73	0.8114642	
<u>avg / total</u>	0.82	0.72	0.75	17490

Feedforward network is applying in neural network where in the information fed from input units, then the hidden units will trigger, and the pattern arrive at output units. Keras model used to build the neural network. As an activation function relu used for input layer and hidden layers. In output layers' sigmoid activation function used. As mentioned earlier confusion matrix is applied to evaluate the model performance which is shown in Table 1.4.

Table (1.4): Confusion Matrix result

	Predicted: No	Predicted: Yes
Actual: No	3973	118
Actual: Yes	609	297

Table (1.5): Precision, recall result.

	Precision	recall	f1-score	support
0	0.87	0.97	0.92	4091
1	0.72	0.33	0.45	906
avg / total	0.84	0.85	0.83	4997

As a comparison, result of the two algorithms classification methodology was follow, which contain training and testing model. Confusion matrix used to check the performance of both algorithms. It found that the algorithm Neural Network get best result than decision tree.

5. CONCLUSION

Data mining used in education areas to predict the student performance and student retention. Different kinds of methods and algorithms used to solve most of the issues in the education area. In order to identify the accurate result, the data must be collected for the long term as it is recommended by many researchers. This study was use data mining algorithm to predict the student withdraw. From the two algorithms used in this study, neural network was the best algorithm in predicting the student withdraw, as the accuracy of this model was the highest. The limitation of this study was the course performance data was missing of the first year. I believe that if these variables added to this study it will help more in improving the predicting the student withdraw.

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Training nursing students in information skills

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Abstract—The challenges of technologies in daily life, education and career require specific skills defined as 'digital skills'. Today, digital literacy encompasses different types of literacy based on the competence to work with computer equipment, such as computers, information, internet, media, visual literacy and interactive communication skills. Computer literacy is now at the basis of information literacy – a broader concept of ability to search, retrieve, evaluate, use, process and present information. A number of international studies, show that despite the proven need for digital skills, they are not acquired in pre-graduate health education.

This study aims to investigate nursing students opinion about acquiring information skills in their pre-graduate training. The survey is cross-sectional, observational and anonymous, carried out in December 2020 among 44 first-year nursing students.

The opinion of the students is that the informatics course is efficient for achieving the educational goals. The greatest progress students report in the ability to use information legally and ethically, quoting correctly. Their progress in applying criteria for assessing information in terms of quality and reliability is also significant. Although much of web browsing is related to information search and users have built skills to do so from their day-to-day activities, the course contributes significantly to improving these skills by introducing students to search strategies and to the facilities of search engines to apply restrictive conditions.

Nearly a half of the respondents believe that the skills acquired for handling information are important to them. Good information skills are a part of the so called “soft skills”, which are not directly linked with the healthcare profession, but are a prerequisite for practicing evidence-based care and successful professional realization.

The following conclusions can be drawn from the results:

- Despite the different level of information skills derived from secondary education, students upgrade them in the pre-graduate training in nursing;
- Advanced information skills are assessed by students as useful for both learning and future professional realization.

Keywords—digital, information, nursing, students, skills

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Nursing - Professional Choice, Satisfaction and Realization of Young People

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Abstract—The nursing profession is a vocation, dedication, responsibility to the patient, his family, friends and society. In a pandemic, many people appreciate the importance of those who stand closest to patients and care for them in times of hardship.

This study aimed to reveal basic motives and factors for the choice of the profession “Nurse” and the opportunities for realisation for young people.

The obtained results show that 13 of the studied motives for choosing a profession have a very strong influence. They can be ranked as follows: the opportunity to work abroad, interest in the profession, usefulness for the family, help and care for people, appropriate youth environment, respect for others etc.

All four intrinsic motives were strongly expressed: interest in the profession – 87%, help and care for people – over 88%, job satisfaction – 81%, possession of the necessary skills - 65%.

The main factors significantly influencing the professional choice of the respondents were: the opportunity to work abroad, the opportunity to find a job in the country, as well as personal impressions of the profession. The choice of the profession was also influenced by friends, parents, famous charming people in medicine and a family tradition.

Over 67% of the students had a positive dynamics of interest in the speciality during their training. These students were highly motivated to take care of people's health, had a spontaneous interest in the profession and gave the highest evaluation of the degree to which training contributes to successful professional realization and the acquisition of modern scientific knowledge.

There was considerable resilience to career orientation. More than 60% of students had no intentions to change the profession.

More than 78% of students had optimistic generalized expectations for professional realization.

Conclusions:

1. Strongly related to the profession were students who had made a more definite professional choice.
2. Students had sustainable intentions for realization in the speciality.
3. They had a strong identification with the profession and a high level of intrinsic motivation.

4. Respondents had high self-esteem for possessing professionally significant qualities and skills.

Keywords—factors, motives, nursing, professional choice, professional realisation

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Investigating the Process of Learning and Relationship Building on the Social Media

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Abstract— This study investigates the learning activities and social relation construction on the social media. Technology which plays a crucial role on balancing human actors and non-human actors provides a public platform for people to socialize and learn across time and space in the process of information sharing. “Social media tools facilitate media and information sharing, collaboration, and participation” (Evans, 2014, p.3). In this regard, the purpose of this research is to see the practice of learning on the social media. Besides, through collaboration, relationship building is also crucial in social learning process. In order to facilitate learning, people also tend to use some strategies to establish and maintain the relations. In this case, learning and relationship construction couldn't be separated in the process of knowledge construction. Thus, this research explores the social learning process on the Social Networking Service from the following two perspectives, learning perspective and the social relation perspective. The purpose of this research is to answer the following questions:

What and how can people learn through social media?

How are social relations constructed on the social media?

My research data mainly includes online chatting and qualitative interviews, collected from two applications which are “Sina Weibo” and “Hellotalk”. The data represents communication among people from diverse backgrounds, reflecting interaction particularly between my participants and me, and with others. In this study, I explore the learning process on the social media and the relationship construction at a micro level utilizing qualitative methods. I believe that, theoretically, my research adds knowledge to our understanding of social behavior online in general and of the process of learning and social relationship building on the social media in particular. Methodologically, I also provide a qualitative micro level model for the analysis of such social practice.

Keywords—human and non-human factors, learning, relationship construction, technology

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Social Media Exposure of Students in Relation to Academic Performance

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Abstract—This study aimed to determine the level of academic performance of the college students in relation to their level of social media exposure. Descriptive-correlational research design was used. The study was conducted during the First Semester of 2018-2019 in CapSU Dayao Satellite College utilizing the 186 randomly selected 4th year college students from the four curricular (4) programs. Researcher-made questionnaire was utilized. Gathered data were analyzed and interpreted using mean, standard deviation, t-test, One-way ANOVA and Pearson r. Results revealed that the respondents were 18-20 years old age, females and with family income below the poverty threshold level. Respondents' level of social media exposure is "sometimes" and their academic performance is "good." Further, no significant difference was found in the level of social media exposure when grouped according to sex and monthly income, however, significant difference was found when grouped according to age. On the other hand, no significant difference was found in the respondents' academic performance when grouped according to age, sex and monthly family income. Further, no significant association or relationship was found between the level of social media exposure and academic performance of the respondents. This implies that even though the respondents were exposed to social media they were able to maintain a good academic performance. Therefore, the time spent by students on the different social media platforms or the number of gadgets used, is not indicative and determinant of how they will perform in their academics as a whole.

Keywords: academic performance, social media exposure, social media platforms

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The Information and Communication Technologies in a University Learning Context During the Health Emergency

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Abstract—The present research has as a general objective to determinate the influence of using information and communication technologies in a university learning context on the subject of math during the health emergency. The research had a quantitative approach, applied, experimental and pre-experimental design, with only one group. The population was made up of 240 students; for ethical reasons, the name of the participants will be kept confidential; being the probabilistic sampling. The instrument used was the test and the questionnaire, which was submitted to Ayken's validity test and Cronbach's Alpha reliability, which were favorable having a closeness to 1. The research concluded that, the use of information significantly influences conceptual, procedural and attitudinal learning in Mathematics II students of the university where the study was realized.

Keywords: technology, information, communication, learning

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