WCCI 16th World Conference on Education

Integrating Education for a Lasting Culture of Peace and Care of Planet Earth.

August 17-24, 2014

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ACKNOWLEDGEMENTS

WCCI Secretariat, Officers and Members of the Executive Board wish to acknowledge with sincere appreciation and gratitude the support and contributions of the following universities and institutions for making the WCCI 16th World Conference in Education held at the Regency Conference Center, Town and Country Resort and Convention Center, a successful world event and the first one to be held in the United States since it was established in 1970 in Asilomar, California.

> Alliant International University
> Hufstedler School of Education, Alliant International University
> United Nations Association of the United States of America (UNA) – San Diego Chapter
> E. C. Matriano, Friends of Global Education Endowment Fund
> College of Education – University of Cincinnati
> School of Education – Indiana University
> Louise Berman – Teachers College, Columbia University
> Patricia Shieh – Miramar College
> Joel Pilco – Lincoln International Academy
> Shigekasu Takemura
> Carol Danao – St. Dominic College of Asia
> Julius Robinson – Union Bank
> Tony Olaes – ODM Enterprises
> Kyle Bergman – Pacific Rim Parks
> Teresita Pedrajas – Metrobank of the Philippines
> Paul Cuero -American Indian – Kumeyaay Nation
> Samahan Filipino American Performing Arts and Education Center
> Alliant Faculty and Staff
> UNA – Staff
> Chairpersons of the Concurrent Sessions
> Volunteers
> and friends and supporters of WCCI
August 19, 2014

Dear World Council for Curriculum and Instruction:

It gives me great pleasure to lend my support to the World Council for Curriculum and Instruction (WCCI). The World Council for Curriculum and Instruction is a transnational education organization that strives to achieve a just and peaceful world community. With the hosting of the 16th World Conference in Education this week, the WCCI will continue to ensure that education contributes to the promotion of equity, peace and the universal realization of human rights.

I congratulate the Board of Directors, Executive Committee and all members of the WCCI for their outstanding efforts. I thank them for their hard work and contributions to better our community.

Sincerely,

Scott Peters
Member of Congress
US House of Representatives
California, 52nd District
KEVIN L. FAULCONER
Mayor

WELCOME TO THE

16th WORLD CONFERENCE IN EDUCATION

August 17-24, 2014

On behalf of the citizens of San Diego, it is my distinct pleasure to extend a warm welcome to the international delegates and guests of the 16th WCCI World Conference.

San Diego is an international city rich in education, arts, culture and diversity. I hope you find time to enjoy our beautiful weather while visiting the many attractions San Diego offers including the world famous San Diego Zoo, Balboa Park with its many museums and culture shows along with a wide variety of international cuisine.

Please accept my warmest wishes for an enjoyable and memorable time in America’s Finest City.

Best personal regards

Kevin L. Faulconer
Mayor
Dear Colleagues:

It is a special privilege to welcome you to the 16th World Conference of WCCI. I have the honor of welcoming you to the first WCCI conference to be held in the United States, and in Alliant’s hometown of San Diego. We are proud of our city, and we are pleased to share its extraordinary beauty and spirit with you.

We are also proud of our longstanding association with WCCI, both as home of its Secretariat and as a collaborator in its work. The search for international understanding is more urgent than ever, and we share your commitment to serving the cause of global peace through education. Here can be no doubt that the promotion of communication across borders and cultures is a necessary precondition for a healthier and safer world.

California is known as a global center of innovation—a front door to the future. And Californians are uniquely aware that this innovative energy depends on two sources, in particular. One of these is the extraordinary collection of colleges and universities that are found in this state, each of which is a source of new ideas and new leaders. California’s second great resource is the diversity of its people—the myriad cultures and backgrounds represented in every community in the state. This is a grand social experiment, nearly unprecedented in human history, and the evidence so far suggests that it produces amazing outcomes.

I hope that our city provides inspiration for your meetings this week. My colleagues at Alliant and I are proud of our association with WCCI, and delighted to play a part in supporting your work. We share your commitment to a “Lasting Culture of Peace and Care for Planet Earth.” I wish you a productive meeting and a pleasant stay in San Diego.

Sincerely,

Geoffrey M. Cox, PhD
President
Dear Global Citizen,

It is our great pleasure to welcome you to San Diego; we are honored you are joining us for the 16th World Conference of WCCI hosted for the very first time in the United States of America.

As a community member of a city celebrated as the birthplace of “life” for modern day California and home to an incredible tapestry of diverse communities, we understand education is a major driving force for human development. Education not only opens doors to the job market it combats inequality, improves maternal health, reduces child mortality, fosters solidarity, and importantly promotes environmental stewardship.

WCCI’s timely conference on Lasting Culture of Peace and Care for Planet Earth is a tremendous opportunity for cross-cultural exchange and deepening relationships. We, the United Nations Association of the United States of America, San Diego Chapter (UNA-USA San Diego) are proud to partner with WCCI on this important gathering. As a program of the U.N. Foundation our organization is dedicated to inform, inspire and mobilize the American People to support the principles and vital work of the United Nations. Respectively, we seek to foster the well being of our global community through mutual respect, tolerance and acceptance as manifested in the UNESCO initiative Culture of Peace and Non-Violence. Our goal is to assist in raising global citizen that fully comprehend and cultivate the capacity for peace building and its necessity for our shared peaceful future.

It is in this spirit, we wish you a successful conference with meaningful learning opportunities, with existing and new colleagues from across the globe. We hope you return home rejuvenated in your efforts to continue the important work of educating future generations.

With warm regards,

Bettina Hausmann
President & CEO
UNA-USA San Diego | UN Foundation
Message from Dr. Rhonda Brinkley-Kennedy
Interim Dean, Hufstedler School of Education
Alliant International University

On behalf of the faculty, staff, and students of Alliant International University, I would like to welcome you to San Diego, California, for the World Council for Curriculum and Instruction’s 16th World Conference on Education. California has long led the United States in social and environmental initiatives, and the Hufstedler School of Education and Alliant International University thoroughly embody the state’s emphasis on multiculturalism, community engagement, and social and environmental responsibility. As such, the 16th World Conference on Education alights in a perfect location for the intersection among academia, internationalism, and environmentalism.

As we enjoy San Diego’s pleasant summer weather, I encourage you to remember this year’s theme: “Integrating Education for a Lasting Culture of Peace and Care of Planet Earth.” Given the current and persistent challenges to political and social goodwill and to Earth’s environment, our mission as transnational educators plays a key role in developing a climate that facilitates peaceful problem-solving and environmental stewardship. WCCI enables the exchange of ideas, dialogue, and collaboration that will lead us to the just and peaceful world we desire.

The Hufstedler School of Education remains honored to be the academic home of the WCCI Secretariat and to have among our valued colleagues Dr. Estela Matriano, Professor of Cross-Cultural Studies and Executive Director of WCCI, and Ms. Carole Caparros, WCCI Executive Assistant. Further, I would like to congratulate the conference program committee for their outstanding commitment to WCCI and their fellow educators: Dr. Jerold Miller, Chairperson and Systemwide Director of Undergraduate Education with Alliant International University; Dr. Patricia Hsieh, Co-Chair and President of San Diego Miramar College; Bettina Hausmann, President and CEO of the San Diego chapter of the United Nations Association of the United States of America; and Dr. Dina Pacis, professor of Educational Administration and School Counseling at National University.

I would also like to recognize the faculty and staff at Alliant International University and the people of San Diego for their hospitality and work in support of the conference. We are grateful also to the United Nations Association of the United States of America: San Diego Chapter for joining Alliant in cosponsoring the conference. With the support of these institutions and people, the leadership of WCCI, the devotion of the conference organizers, and the attendance of participants from the world around, we can become inspirational educators and cultivate global peace and justice.

Rhonda Brinkley-Kennedy, Psy. D.
Message from WCCI President

World Council for Curriculum and Instruction (WCCI)

Dear Participants and Guests:

As WCCI President I have the honor and the privilege to welcome each and every one of you to the 16th World Conference in Education which for the first time is being held in America where our organization was born in 1970 at Asilomar, California. We are happy to be back to California and hold this historic conference in San Diego.

It is with much delight that I extend to each one of you my appreciation for coming to this conference for a week-long sharing of ideas and fact–based presentation on a very challenging and timely theme: Integrating Education for a Lasting Culture of Peace and Care for Planet Earth.

Everyone who attends this conference is a resource person. Each person is ready to share his/her personal and professional experiences, dreams, and advocacy to protect mother earth and maintain lasting culture of peace for our present and future generations. The challenges are great but the rewards can be greater.

Congratulations to our invited plenary speakers, our paper presenters, workshop facilitators from all over the world who are willing to share their expertise and experiences aligned to our theme.

Annual and Biennial WCCI Conferences feature Special Interest Groups (SIGs). Our SIGs are the blood life of the WCCI, very vital concerns for everyone to get actively involved in discussing, deciding, planning, leading and concretely scheduling and sharing our united acts, initiatives, advocacies related to our theme. We shall network with other groups in the local, national and international levels. We look forward to continued communications among all of us. Let us publish our work and maintain our international website. We encourage all the national chapters to publish and maintain their websites too.

We acknowledge with sincere gratitude the President of Alliant International University, Dr. Geoffrey Cox for being the Co-Sponsor of this 16th World Conference together with the whole hearted support of the administrators, faculty members, personnel and the continuous hosting of the WCCI Secretariat Office. We are ever grateful to Dr. Estela C. Matriano, WCCI Executive Director and Ms. Carole I. Caparros, WCCI Executive Assistant for their countless years of dedicated volunteer service and leadership roles at the Secretariat and in working with the Executive Board and the national chapters on conferences and related matters. My sincere thanks to the Program Committee Chairperson, Dr. Jerold Miller and his Committee; to Dr. Joyce Pitmann new Newsletter Editor and Board Secretary, Madeleine Wiener, new Treasurer and to all the wonderful colleagues who have been sharing the responsibility to ensure the success of this conference.

My grateful commendation to all the members of the Executive Board —“Together, our passion and commitment to maintain lasting culture of peace and to protect Mother Earth will ensure the success of this gathering.” Thank you for wonderful support and cooperation.

Mabuhay! Long Live WCCI!

Teresita Paed-Pedrajas, EdD
WCCI President 2013-2015
Message from WCCI Secretariat
World Council for Curriculum and Instruction (WCCI)

Dear WCCI Family and Friends:

Welcome to America.

Our warm welcome to all of you who came to join us in this historic WCCI 16th World Conference in San Diego, California. It is historic because this is the first world conference to be held in the United States at this 44th year anniversary of WCCI. In 1970 the organizational meeting of an International Committee that gave birth to WCCI was held in Asilomar, California. We wanted to bring this conference to Asilomar. But difficult logistics to this original place made us decide to hold it instead here in San Diego, the seat of the WCCI Secretariat. This was a decision inspired by the founders of WCCI. It gives us great pleasure to bring the WCCI World Conference to its home state this year. We are grateful to our host institution, the Shirley Hufstedler School of Education together with the United Nations Association of the United State (UNA-USA), San Diego Chapter for being the Co-sponsors of this conference.

Once more we come together as a WCCI family in a Biennial reunion and meeting our educational and academic responsibility to one another in a person-to-person relationship, exchanging curriculum and instructional ideas and projects through program presentations and dialogue. We also come together as family and friends to renew the loving ties that bind us which we have developed through the years and which we should extend warmly to the new members, as our new WCCI brothers and sisters. As a pledge, from one conference to another, we hope to continue to bring a member or two or more each time until we see a good increase in our membership.

Technology also brings us closer together. Let the social media work positively for us. Use technology to super accelerate the activities and connection of WCCI as a world organization. Keep us in the Secretariat up-to-date and informed. We love to hear from you especially about your projects that are WCCI initiatives. Let us know how we can help you in the completion of your project. We applaud those who really keep us informed and updated. This gives more meaning to our gathering every two years and refresh ourselves with our mission and actions that keeps the spirit of WCCI always alive and well.

Lastly, we hope you will enjoy the WCCI 16th World Conference and your visit to San Diego. The conference program has a rich variety of offerings that are relevant to the theme and San Diego is a city which is rich in socio cultural heritage that are multicultural and global. Enjoy the conference. Enjoy the city and its panoramic views of the ocean, beaches, mountains, parks and the hospitality of its people.

Peace and blessings to everyone,

Estela C. Matriano, EdD
WCCI Executive Director

Carolina I. Caparros, MEd
WCCI Executive Assistant
WCCI Friends and Colleagues:

Welcome to the WCCI 16th International Conference on Education

I am truly fortunate to have experienced the exemplary exchange of ideas presented in the Papers, Workshops, and Panel Presentations submitted by the WCCI International Community. These presentations encompass every Theme and Sub-Theme of the Conference Program and promise to inform, inspire, and enlighten all Conference participants.

This August the World is gathering in San Diego and I am sure the content of the Conference presentations will ignite meaningful collaborations and conversations concerning all facets of education, peace, freedom, and care for planet earth. These discussions promise to contribute suggestions for the resolution of many complex issues and interactions currently occurring worldwide. Sharing your voice in this important conversation is truly important and meaningful.

I am truly grateful and humbled by the experience of interacting with my WCCI friends over the past months and I look forward to the opportunity to meet you in San Diego!

The 16th World Conference on Education: Integrating Education for a Lasting Culture of Peace and Care of Planet Earth is poised to join the long and prestigious list of WCCI International Conferences.

Jerold Miller, EdD
WCCI 16th World Conference Program Chair
Hufstedler School of Education, Alliant International University
San Diego, California, USA
WCCI Greetings
Norman Overly, EdD
President, 1987 – 1990
Member, Founding Committee

It is with great pleasure that I extend greetings to the participants in the 16th international meeting of WCCI. A host of faces and events race across my mind as I reach back to 1967 when a small group of ASCD members on the Commission for International Education began considering the possibility of a world conference of curriculum leaders. A few of the participants in that conference may still be in attendance at this meeting. After the initial meeting in 1970 at the Asilomar Conference Center on the Monterey Peninsula, it took only a year before a cadre of attendees suggested the formation of an organization to continue the connections started there. Since then I enjoyed directing two of the conferences in Keele, England and in Hiroshima, Japan and attending many of the other gatherings. Enthusiasm for nurturing close relationships with colleagues around the globe has continued to invigorate the lives of participants both professionally and personally. To friends old and new I send best wishes as I look forward to joining you in exploration of education and international relationships as platforms for a more peaceful co-existence on a nurtured planet.
Message from a member of the Founding Committee and WCCI Past President 1979-1981

One never knows what a day will bring!

In the late 60’s I was working in the Washington Office of the Association for Curriculum and Instruction. In walked a gentleman with a basic question: What is the Association doing in the area of the international or cross-national education? I invited the person to take a seat. I responded with another question: What should the Association do? What followed was a three hour conversation resulting in the 1970 World Conference in Asilomar, California: In the Minds of Men: Educating the Young People of the World. Planning was undertaken by a committee headed by Alice Miel and a variety of persons from various parts of planet earth. A great deal of time was devoted to trying to insure that the emerging organization was world based and that issues considered were ones affecting a variety of nations. Thoughtful thinking and some sustained financial support were provided by the gentleman who earlier asked a provocative questions.

Now many years later and after a variety of conferences in various parts of the world and regional endeavors carried out by WCCI’s members and friends, I am sharing some queries that come to my mind as I think about the conference theme: “Integrating Education for a Lasting Culture of Peace and Care of Planet Earth.”

How shall we think about building lasting cultures of peace? What do we need to change in our educational and social systems so that truly critical themes can merge and become part of our cultures?

- How shall we think about building lasting cultures of peace? What do we need to change in our educational and social systems so that truly critical themes can emerge and become part of our cultures?

- How do we as individuals discern what energizes us to give sustained attention to the immediate dilemmas which face us regarding the care of planet earth?

- How can we learn to collaborate with researchers and educators in caring for a planet whether at home or in distant places?

My gratitude to all those who helped bring this conference into being.

My best wishes to each of you as you find refreshment of spirit and fresh insights in this beautiful part of planet earth.

Louise M. Berman

Louise M. Berman, EdD
Washington, DC
United States of America
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Congratulations to WCCI for the 16th World Conference on Education

Louise M. Berman is a student of Alice Miel at Teachers College, Columbia University, New York City

The Teachers College, Columbia University is the oldest and largest graduate school in the United States of America. Consistently ranked among the nation’s best, its goals include exciting and inspiring programs to prepare Educational leaders to meet the practical, policy, and research challenges of learners of diverse backgrounds and circumstances.
The engaging professor may be retired, but his work continues to influence the field. A gentleman and a scholar; A mentor and a generalist; An explorer and a champion of learning. Not the norm – just overly motivated.

Congratulations on your Lifetime Achievement Award!

NOT THE NORM

NORMAN OVERLY
HOW IT ALL BEGAN | ALICE MIEL

To understand the origins of the World Council for Curriculum and Instruction it is necessary to go back to events in the early history of the Association for Supervision and Curriculum Development, USA. Every year from 1950 to 1964 that organization had in operation a committee on international understanding. Successive chairs and members had worked valiantly to promote among fellow curriculum workers greater awareness of the world context of their educational problems. When no such committee was appointed for 1964-1965 and 1965-66, some ASCD members expressed great disappointment.

Louise Berman, an associate secretary of ASCD at the time, saw to it that an ad hoc committee would meet in San Francisco at the annual conference of ASCD, spring 1966, to formulate recommendations to the Executive Committee on the future role ASCD should play in furthering international understanding.

International Understanding Broadened to International Cooperation

The ad hoc committee early in its deliberations agreed that a fresh approach might help to ensure an international dimension in the program of ASCD. One difficulty seemed to be the international understanding is an ambiguous term. Also, education for international understanding, while important, was deemed a limited objective. It was decided, then, to recommend an ASCD commission on international cooperation in education. Such a commission was to have a longer term and a broader charge than previous committees on international understanding appointed on a one-year basis:

1. In addition to education for international understanding, the concerns of the commission would include caring about and helping others beyond national borders.

2. Instead of aiming to develop a global perspective only in citizens of the U. S. A., the new commission would cooperate with other educators in the world in attempting to develop such a broad perspective in citizens of many nations.

3. The charge would include working with educators from other nations to improve all facets of education worldwide.

Let's Have a World Conference

It happened that Alice Miel, chair of the ad hoc committee formed by Berman, had attended a ten-day international conference in Askov, Denmark, just the year before. Sponsored by the World Education Fellowship, the conference was held at a folk high school far from any large city. Conference participants from many countries are their meals together in a large dining hall, heard speakers of different nationalities, held group meetings all over the grounds, and socialized till late hours in the evening. Miel coveted such experiences for fellow educators in her own country and began to dream of a similar conference in the USA. The invitation to serve on the ad hoc committee provided a change to test this idea for use by ASCD.

The chair’s proposal of a conference with participants from around the globe appealed to the committee as a dramatic first step in developing world cooperation in education. The committee decided to include the prospect of such a conference in its recommendations to the Executive Committee and even went so far as to suggest that the conference site be Asilomar, a rustic conference center on the Pacific Ocean near Carmel, California, some distance from a large city. The committee also indicated the need for a working conference of ten days to lay the groundwork for future cooperation among world educators.

The Executive Committee approved the recommendations and appointed a Commission on International Cooperation in Education for a three-year term, 1966-69.
By September 1966 the new Commission, in session in Washington, DC, made a firm decision to hold a world conference in Asilomar. The year chosen was 1970, slated to be an international education year. The dates set, March 5-15, fell in the ten days prior to the annual conference of ASCD, again scheduled for San Francisco, the city where the United Nations was founded. After that, meetings of the Commission were held semi-annually until the Asilomar conference was over and annually in two subsequent years. ASCD funded the fall meetings in Washington. Commission members paid their own expenses for the spring meetings held in connection with the annual conference of ASCD.

Since the 1970 conference turned out to be a precursor of a series of world conferences on education involving Asilomarians and others and since that conference became the exemplar for the conferences to follow, a record of how the conference was planned and conducted should be of value.

Strategic decisions were made in early meetings:

1. To aim at a conference of 300 persons.

2. To restrict participants from the USA to no more than half the total.

3. To conduct the conference in English and require the each participant be able to communicate in that language. Reasons for this decision were that (a) the cost of simultaneous translation in plenary sessions would be prohibitive, (b) much of the program was to be devoted to small group work, and (c) informal interchanges at meals and in-between times would be a most valuable feature of the conference.

4. To involve international as well as American educators in planning the conference.

5. To bus all Asilomar participants to San Francisco at the close of the conference so they might take part in the national conference of ASCD. This would give ASCD members unable to attend the Asilomar conference opportunities to meet some of the visitors from other lands.

6. To secure invitations for international participants to be guests of an ASCD member for a meal during the conference or for a stay in a home in some community following the San Francisco conference, for the mutual benefit of hosts and visitors. A scholar-in-residence plan was also worked out for universities and school systems to secure the service of international participants before or after the conference.

After all these years, the tradition of WCCI since 1970 has been followed with modest modification.
INFORMATION ABOUT WCCI

PURPOSE OF THE ORGANIZATION

WCCI is a transnational educational organization committed to advancing the achievement of a just and peaceful world community. It is a Non-governmental Organization (NGO) of the United Nations. It promotes person-to-person contacts and professional relationships.

WCCI encourages and facilitates collaboration in curriculum and instruction projects, dialogue in global educational and social issues, exchange of ideas, concerns and solutions to problems, and learning from one another cross-culturally and transnationally.

ALICE MIEL, FOUNDER OF WCCI

Born in Six Lakes, Michigan, Alice Miel was a former elementary and secondary school teacher, principal, and curriculum coordinator. She spent most of her professional career as a professor in the Department of Curriculum and Teaching at Teachers College, Columbia University, New York. She has held teaching and consulting positions in Japan, Uganda, Tanzania, and Afghanistan.

Alice Miel generously gave her wisdom, hospitality, financial resources, vision, and caring to all aspects of the organization. She served as a link with its parent organization, the Association for Supervision and Curriculum Development having served as co-chair of the world role in drafting the constitution, which helped created WCCI. Alice was a founder of WCCI.

Alice’s life was characterized by a vision of diversity of peoples united by common principles and purposes. Her writing, teaching, and organizational work all had themes of education’s role in promoting cooperation among persons of the world. She devoted her whole life to enhancing the learning achievement of children and the development of values such as equity, human rights, and democracy. With her interest in achieving peace on a global scale, she encouraged overall multi-dimensional and diversified approaches to curriculum and instruction, and linked these with the values specific to each person and each country by promoting inter-country transfer of experience and cooperation. She kept the vision of mobilizing WCCI on the level of persons as resources. Recognized around the world for her humanitarian interests, Alice received the National Education Association’s Committee on Human Rights Award, the Teachers College, Columbia University Medal for Distinguished Service, and kappa Delta Pi’s election to its Laureate Chapter.

The above excerpts were taken from memorial tributes by Louise Berman and Shigekazu Takemura, past-Presidents of WCCI, printed in WCCI Newsletter, 30.

THE ALICE MIEL SCHOLARSHIP FUND

The Alice Miel Scholarship Fund has been established as a fitting tribute to Alice Miel. It provides scholarships to attend the WCCI world conferences. Criteria for awarding the scholarships, developed by the Board, are available from the WCCI Secretariat.

WCCI urges each member to send their contributions to this fund, so that representative participation by educators from around the world will continue to grow at our world conferences. Make checks payable to WCCI, indicating that it is for the Alice Miel Scholarship Fund. Send to WCCI Secretariat, Shirley M. Hufstedler School of Education, HSOE RM 306, Alliant International University, San Diego, CA 92131-1799 or visit www.wcci-international.org
WCCI WORLD CONFERENCES

WCCI world conferences are primarily organized to promote person-to-person contact and transnational educational experiences and exchanges through collaboration with colleagues from other professional organizations around the world sharing the same educational concerns, activities, projects, and practices in education. WCCI conferences also offer the opportunity to work with officials from the United Nations, UNESCO, and other NGO’s specifically focused on educational matters.

WCCI world conferences have been held in:

- KEELE, ENGLAND, 1974
- ISTANBUL, TURKEY, 1977
- EDMONTON, CANADA, 1983
- HIROSHIMA, JAPAN, 1986
- NOORWIJKERHOUT, THE NETHERLANDS, 1989
- CAIRO EGYPT, 1992
- AMRITSAR, INDIA, December 29, 1995-January 4, 1996
- BANGKOK, THAILAND, 1998
- MADRID, SPAIN, 2001
- WOLLONGONG, AUSTRALIA, 2004
- MANILA, PHILIPPINES, 2006
- ANTALYA, TURKEY, 2008
- PÉCS, HUNGARY, 2010
- SAN DIEGO, CALIFORNIA, USA, August 17-24, 2014

WCCI SPECIAL INTEREST GROUPS AND NETWORKING

Membership initiative and interests determine topics for networking together during and after the conferences. Currently these topics are:

- Community Development
- Culture, Arts and Language
- Early Childhood
- Environmental Concerns
- Ethics and Values
- Global Education
- Lifelong Education
- Media and Technology
- Peace Education
- Women in Education

WCCI is a conduit to promote person-to-person contact and transnational experiences, and collaboration with other professional organizations around the world on mutual concerns and projects. Sharing your interests, research, and professional activities will help WCCI in promoting this person-to-person contact and further our goals of developing an enriching professional relationship through an exchange of ideas that further cross-cultural and transnational dialogue.

If you would like to become part of this exciting networking process, please register with your interest group.
SUBMISSION OF PAPERS TO CONFERENCE PROCEEDINGS

The conference organizers are planning to compile selected papers from this conference for a publication as we have done with past conferences. If you are interested in submitting your paper for possible inclusion in the 16th San Diego Conference Proceedings, please follow the instruction below.

> The manuscript, including all references, tables and figures, should not exceed 25 pages. Tables and figures should be kept to a minimum and should be included at the end of the text.

> All text, including title, headings, references, quotations, figure captions, and tables, must be typed DOUBLE SPACED with one-inch margins all around and fit on a regular letter size 8 ½ x 11 inch paper.

> For writing and editorial style, authors should follow the APA (American Psychological Association) style manual.

> The proceedings will be printed in English, therefore non-native speakers of English should have the language of their paper checked before submitting the manuscript to ensure that it will require no editing.

> The editorial board reserves the right to make minor editorial changes to the manuscript.

> The cover page should include the following information: author's names, titles, institutional affiliations, mailing addresses, home and work phone, and FAX numbers, e-mail addresses.

> The original manuscript, 3 clear photocopies, and a diskette of the paper in Microsoft Word should be handed to the editor of the proceedings, Dr. Jerold Miller or placed in a box at the registration table labeled WCCI 16th WORLD CONFERENCE PROCEEDINGS SUBMISSIONS. However, if your paper is not submitted on site, then you are given the chance to meet the deadline of September 30, 2014.

> Only one paper per participants will be considered for inclusion in the proceedings.

Please note that there is no guarantee that your paper will automatically appear in the proceedings. Each paper will be carefully reviewed and screened by the editorial board.

Should you have any further questions concerning your submission, please feel free to contact Dr. Jerold Miller by e-mail at wcci.conference@att.net
CONFERENCE INFORMATION

REGISTRATION DESK

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>August 18</td>
<td>1:00 pm – 5:00 pm</td>
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<tr>
<td>Tuesday</td>
<td>August 19</td>
<td>9:00 am – 5:00 pm</td>
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<tr>
<td>Wednesday</td>
<td>August 20</td>
<td>9:00 am – 5:00 pm</td>
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<tr>
<td>Thursday</td>
<td>August 21</td>
<td>9:00 am – 12 noon</td>
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<tr>
<td>Friday</td>
<td>August 22</td>
<td>9:00 am – 12 noon</td>
</tr>
<tr>
<td>Saturday</td>
<td>August 23</td>
<td>9:00 am – 12 noon</td>
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</table>

SPECIAL ACTIVITIES

Please indicate your participation at the time of the registration.

- **Day 2**  Monday, August 19 | Special Interest Groups.
- **Day 3**  Tuesday, August 20 | Special Interest Groups.
- **Day 4**  Wednesday, August 21 | Tour of the City.
- **Day 5**  Thursday, August 21 | Special Interest Groups
- **Day 6**  Friday, August 22 | Special Interest Groups
- **Day 7**  Saturday, August 23 | International Banquet and Cultural Night
- **Day 8**  Sunday, August 24 | Tour of Los Angeles

PROGRAM UPDATES

Check the PROGRAM UPDATES board each day, which is located by the Registration desk for any changes in the program.

INFORMATION DESK

Should you need information about the conference or any of its special events, please go to the REGISTRATION DESK or MESSAGE BOARD

Conferees can leave messages on this board for other participants.

MEETINGS OF REGIONAL CHAPTERS

**Day 7**, Saturday, August 23 | 4:00pm – 5:00pm | any available room

INTERNATIONAL BANQUET

Saturday, August 23 | 7:00pm – 11:00pm | Windsor and Hampton Ballroom
# INTEGRATING EDUCATION FOR A LASTING CULTURE OF PEACE AND CARE OF PLANET EARTH

## PROGRAM AT A GLANCE

<table>
<thead>
<tr>
<th>AUGUST 17, 2014</th>
<th>SUNDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00 am – 4:00 pm</td>
<td>Board of Directors’ meeting</td>
<td>Windsor Rose</td>
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### DAY 1

<table>
<thead>
<tr>
<th>AUGUST 18, 2014</th>
<th>MONDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>Board of Directors’ meeting</td>
<td>Windsor Rose</td>
</tr>
<tr>
<td>1:00 pm – 5:00 pm</td>
<td>Conference Registration</td>
<td>Sheffield</td>
</tr>
<tr>
<td>7:00 pm – 9:00 pm</td>
<td>Welcome Reception/ Hawaiian Night</td>
<td>Poolside</td>
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</tbody>
</table>

- **Introductions:** Bettina Hausmann, MC President, United Nations Association of the United States of America (UNA) San Diego Chapter
- **Opening Remarks:** Estela Matriano, WCCI Executive Director
- **Welcome:** Russ Newman, Provost and VP, Alliant International University
- **Greetings and Introduction:** Rhonda Brinkley-Kennedy, Dean, HSOE, Alliant International University
- **Hawaiian Dance and Music:** Georgia Mugol, Coordinator of Hawaiian Dance Group
- **Conference Program Overview:** Jerry Miller, Chairperson

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<thead>
<tr>
<th>AUGUST 19, 2014</th>
<th>TUESDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>6:00 am – 9:00 am</td>
<td>Breakfast</td>
<td>Windsor</td>
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<tr>
<td>9:00 am – 5:00 pm</td>
<td>Conference Registration</td>
<td>Sheffield</td>
</tr>
<tr>
<td>9:00 am – 10:30 am</td>
<td>Opening Ceremony</td>
<td>Windsor/Hampton</td>
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</table>

- **National Anthem:** Star Spangle Banner, Chula Vista High School Choral Group
- **Opening Prayer:** H. Paul Cuero, Vice Chairman of the Campo Kumeyaay Nation, Campo, California, USA
- **Introductions:** Rodney Lowman, MC; Distinguished Professor, Organizational Psychology, Alliant International University, San Diego, California, USA
- **Welcome Remarks:** Geoffrey Cox, President, Alliant International University
  - Bettina Hausmann, President, United Nations Association of the United States of America (UNA) San Diego Chapter, California, USA
  - Teresita P. Pedrajas, WCCI President, Dean of College of Education, St. Dominic College of Asia, Bacoor City, Cavite, Philippines
- **Inspirational Talk:** Welcome to America Congressman Scott Peters (District 22)
- **Cultural Presentation:** The Dance Group as Kumeyaay Bird Singing and Dance Group
- **Program Overview:** Jerold Miller, Chairperson, WCCI Conference Program

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<thead>
<tr>
<th>AUGUST 18, 2014</th>
<th>MONDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00 pm – 10:00 pm</td>
<td>Special Interest Groups/ Sessions Chairperson’s Orientation</td>
<td>Windsor/Hampton</td>
</tr>
<tr>
<td>10:30 am – 11:00 am</td>
<td>COFFEE BREAK</td>
<td>Sheffield</td>
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<tr>
<td>DAY 2</td>
<td>AUGUST 19, 2014</td>
<td>TUESDAY</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>General Session 1</td>
<td>Windsor</td>
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<tr>
<td><strong>Introductions</strong>: Rodney Lowman, MC, Distinguished Professor, Organizational Psychology, Alliant International University</td>
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<tr>
<td><strong>Introduction of Keynote Speaker</strong>: Geoffrey Cox, President, Alliant International University</td>
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<tr>
<td><strong>Keynote Address</strong>: Veerabhadran Ramanathan, Distinguished Professor, Scripps Institution of Oceanography, University of San Diego-San Diego. <em>Global Warming and Climate Change: Mitigating the Impacts on the Bottom Three Billion</em></td>
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<tr>
<td><strong>Open Forum</strong>: Rodney Lowman, Moderator</td>
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<tr>
<td><strong>Closing Remarks</strong>: Benedicta Agusiobo, WCCI Vice President, Hubert H. Humphrey Fellow</td>
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<tr>
<td>12:30 pm – 2:00 pm</td>
<td>LUNCH</td>
<td>Windsor</td>
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<tr>
<td>2:00 pm – 3:30 pm</td>
<td>Concurrent Sessions 1.1 Education</td>
<td>Ascot</td>
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<tr>
<td>2. Evaluation of an Innovative Online Learning Program to Develop Strategies for Lifelong Learning in One Course on ‘Program Evaluation’ in Pedagogy</td>
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<tr>
<td>Concurrent Sessions 1.2: Citizenship Education</td>
<td>Brittany</td>
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<tr>
<td>1. Problematizing Youth Radicalization in Canadian Educational Spaces</td>
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<tr>
<td>2. Pre-Service Teachers’ Preparation on Digital Citizenship: Its Implications to 21st Century Teaching</td>
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<tr>
<td>3. Values Education in Japan: An Exploration into the Use of Developmental Assets</td>
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<tr>
<td>Concurrent Sessions 1.3 Entrepreneurship</td>
<td>Crescent</td>
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<tr>
<td>1. Addressing Global Sustainability Issues in Teacher Education: Resources for Curriculum Integration</td>
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<tr>
<td>2. ICT Skills Needs of Nigerian Secondary School Leavers towards Sustainable Economy and Peaceful Co-Existence</td>
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<tr>
<td>Concurrent Sessions 1.4: Global Education</td>
<td>Clarendon</td>
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<tr>
<td>1. Transnational Education in St. Paul University, Manila, Philippines: A Sense of Advocacy and Augmented Awareness for a Just Ecological Existence</td>
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<tr>
<td>2. Integration of Micro-Teaching Programme and English Teaching Practice Skill of Students: A Framework for Global Education</td>
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<tr>
<td>Concurrent Sessions 1.5: Health and Nutrition Education</td>
<td>Eaton</td>
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<tr>
<td>1. Psychological Variables, Teacher Effectiveness, Academic Performance of Community Health Education in Primary Health Care Examination in Nigeria</td>
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<tr>
<td>2. Analysis of Effect of Reproductive Health Education and Normal Curriculum Teaching Health Care Examination in Nigeria</td>
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<tr>
<td>Concurrent Sessions 1.6: Human Rights</td>
<td>Fairfield</td>
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<tr>
<td>1. Teaching for Social Justice: An Exploration of Ethnic Discontent in Nigeria</td>
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<tr>
<td><strong>Workshop 1</strong>: A Grassroots Approach in Education for Lasting Peace on Earth</td>
<td>Garden Salon One</td>
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<tr>
<td>3:30 pm – 4:00 pm</td>
<td>COFFEE BREAK</td>
<td>Sheffield</td>
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<tr>
<td>Bazaar – collection of items</td>
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</tbody>
</table>
## PROGRAM AT A GLANCE

### AUGUST 19, 2014 | TUESDAY

<table>
<thead>
<tr>
<th>Concurrent Sessions 2.1</th>
<th>Play for Peace</th>
<th>Room</th>
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<tbody>
<tr>
<td>4:00 pm – 5:30 pm</td>
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<tr>
<td>1. Inculcating a Culture of Discipline in the Primary School Pupils in Cross River State, Nigeria through some Traditional Games</td>
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</table>

**Concurrent Sessions 2.2: Climate Change**

1. In-Service Teachers’ Perception of Climate Change and Classroom Practices: Implications to Curriculum Planning
2. Environmental Ethics among Higher Secondary Students
3. Analysis of Climate Change Curriculum (CCC) in Nigeria: Implications for Teacher Preparation and Peaceful Living

**Concurrent Sessions 2.3: Earth and Science**

1. Effect of Integrating Ecology Fieldwork with Theory on Students’ Achievement and Attitude towards Environmental Care
2. Designing an Environmental Monitoring Program for St. Paul College, Pasig (SPCP) in Barangay Ugong, Pasig City, Philippines

**Concurrent Sessions 2.4: Global Environmental Change**

1. Global Environmental Change: A Scientific Approach to Awareness of Harmful Effects of Environmental Changes on Human Health
2. Perceived Causes and Effect of the Changing Global Environment and the Way Forward
3. Metaphores Used by Pre-Service Teachers about Environment

**Concurrent Sessions 2.5: Global Sustainability and Growth**

1. Global Sustainability and Growth: A Boom of Societal Peace
2. Capacity Building of Rural Women for Sustainable Development in Nigeria

**Concurrent Sessions 2.6: Recycling Awareness**

1. Building Waste-Recycling Capacity of Basic Education Science Teachers in Nigeria

**Workshop 2: Nature Earth**

Gathering of the Goddesses: Power of Transforming Intentions in Peacemaking and Caring for our Planet

<table>
<thead>
<tr>
<th>Special Interest Groups (SIG) Meeting 1</th>
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<tbody>
<tr>
<td>5:30 pm – 7:00 pm</td>
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<tr>
<td>Community Development</td>
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<tr>
<td>Culture, Arts and Language</td>
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<tr>
<td>Early Childhood</td>
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<td>Environmental Concerns</td>
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<td>Ethics and Values</td>
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<td>Global Education</td>
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<td>Media and Technology</td>
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<td>Lifelong Learning</td>
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<td>Human Rights and Peace Education</td>
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<tr>
<td>Women in Education</td>
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<tr>
<td>Community Development</td>
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<tr>
<td>Culture, Arts and Language</td>
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<tr>
<td>Early Childhood</td>
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<p>| 7:00 pm – 10:00 pm                    |
| DINNER ON YOUR OWN                    |</p>
<table>
<thead>
<tr>
<th>DAY 3</th>
<th>AUGUST 20, 2014</th>
<th>WEDNESDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>6:00 am – 9:00 am</td>
<td>Breakfast</td>
<td>Windsor/Hampton</td>
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<tr>
<td>9:00 am – 10:30 am</td>
<td>Concurrent Sessions 3.1 Education</td>
<td>Ascot</td>
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<tr>
<td>1. Using Open and Distance Education to Provide Access to Higher Education: The Nigerian Experience</td>
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<tr>
<td>2. Folklore: A Means for Curation of Culture and Peace in the Indian Educational Context</td>
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<tr>
<td>Concurrent Sessions 3.2: Global Education</td>
<td>Brittany</td>
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<tr>
<td>1. The Tree of Earth: An Activity Promoting Reflection on Global Problems</td>
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<tr>
<td>2. Perspectives on Integrating Soft Skills Training in Teacher Education in the Context of Global Education</td>
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<tr>
<td>3. Building Bridges for Global Educators without Borders Through Student Practice Teaching Exchange</td>
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<tr>
<td>Concurrent Sessions 3.3: Human Rights</td>
<td>Clarendon</td>
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<tr>
<td>1. Peace Education Curriculum in the Nigerian Education System</td>
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<tr>
<td>2. Grade Appeals: A Source of Mediating Perceived Inequities</td>
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<tr>
<td>Concurrent Sessions 3.4: Arts, Culture, and Language,</td>
<td>Eaton</td>
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<tr>
<td>1. The Role of Filipino Language in Unifying Global Filipinos: An Instrument towards a Culture of Peace</td>
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<tr>
<td>2. What Language Does Peace Speak?</td>
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<tr>
<td>3. Integrating the Tenets of Peace and Care of Planet Earth in Reading Comprehension Passages of the English Language Curriculum for Junior Secondary Schools in Nigeria</td>
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<tr>
<td>Concurrent Sessions 3.5: Multiculturalism</td>
<td>Garden Salon One</td>
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<tr>
<td>1. Factors Impacting the Educational Experiences and Salient Identity of Muslim American Students</td>
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<tr>
<td>2. Placing Culture at the Center of Transnational Online Education: A Case Study of Instructional Technology Preparation for In-Service International Teachers in Mexico</td>
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<tr>
<td>Concurrent Sessions 3.6: Women and Education</td>
<td>Fairfield</td>
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<tr>
<td>1. Enhancing Rural Women’s Skills, Knowledge and Access to Information through Self Help Groups</td>
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<tr>
<td>2. Gender Discrimination, Women’s Empowerment and Education</td>
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<tr>
<td>3. College Girls Perception of Women Empowerment</td>
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<tr>
<td>10:30 am – 11:00 am</td>
<td>BREAK</td>
<td>Cultural Bazaar</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>General Session 2: Alice Miel Lecture: Presidential Address</td>
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<tr>
<td>Introductions: Estela C. Matrano, Executive Director &amp; WCCI President, 1985-1987</td>
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<td>Opening Remarks: Piyush Swami, WCCI President 2000-2002</td>
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<td>Reflection and Prayer: Vincent Shieh, WCCI President, 2009-2011</td>
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<td>Tribute to Alice Miel: Norm Overly, Founder and WCCI President, 1988-1990</td>
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<tr>
<td>Introduction of the Speaker: Ismail Mirici, WCCI President, 2011-2013</td>
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<td>Alice Miel Lecture: Teresita Paed-Pedrajas, WCCI President, 2014-2016</td>
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<tr>
<td>Cultural Number: Poems and Songs of Peace</td>
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<tr>
<td>Greeting: Shigekazu Takemura, WCCI President, 1997-1999</td>
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<td>2:00 pm – 3:30 pm</td>
<td>Concurrent Sessions 4.1 Education</td>
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<tr>
<td>1. Achieving a Culture of Peace through Small Group Cooperative Community Science Projects among Pre-Service Teachers in Nigeria</td>
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<td>2. Engagement Competence</td>
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<tr>
<td>3. Teachers’ Perception of the Efficacy of In-Service Cluster Training Initiatives on Quality Control of Classroom Teachers</td>
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</table>
### PROGRAM AT A GLANCE

#### AUGUST 20, 2014 | WEDNESDAY

**Concurrent Sessions 4.2 Citizenship Education**

1. Importance in Creating and Maintaining High Quality, Sustainable Healthy Learning Environments for Students and Teachers in Global Schools
2. Institutionalizing Culture of Peace in Basic Education through Appropriate Curriculum Implementation
3. Teachers’ Perception of the Efficacy of In-Service Cluster Training Initiatives on Quality Control of Classroom Teachers

**Concurrent Sessions 4.3: Entrepreneurship**

1. Sex, Employment Status and the Labour Force Contribution of Polytechnics Graduates
2. Mindful Entrepreneurship
3. Pedagogy of Integrating Entrepreneurship Education for Entrepreneurship Culture

**Concurrent Sessions 4.4: Global Education**

1. Towards Achieving Global Education through Open and Distance Learning
2. Convergence of Bio-Info-Nano-Eco-Education to Create a Knowledge Society for Upholding the Culture of Peace
3. Comparative Analysis of Instructional Technology (IT) Utilization among Higher Education Students in Botswana and Nigeria: Implications for Global Learning

**Concurrent Sessions 4.5: Health and Nutrition Education**

1. “Healthy Heart, Healthy Family” Program Evaluation
2. Life Skills of Young Adults through Sexuality Education

**Concurrent Sessions 4.7 Arts, Culture and Language**

1. Integrating Foreign Language Education for Culture of Peace and Environmental Awareness
2. Mother-Tongue Interference on English Language Pronunciation of JSS Students of Creative Demonstration College

**Workshop 3: The Classroom as Community**

3:30 pm - 4:00 pm COFFEE BREAK Collection of the Bazaar items will take place

**Concurrent Sessions 5.1 Sports Education**

1. Perceptions of a Physical Education Program
2. Sport for All and Sports Tourism in Turkey

**Concurrent Sessions 5.2: Women and Education**

1. Women, Mental Health and Education
2. Women’s Education in India: A Vision
3. Gender Pattern in Participation and Performance at Mathematics Olympiads

**Concurrent Sessions 5.3: Earth Science**

1. New Mexico Harvests the Wind
2. The Green Chemistry and Filipino Approach to High School Experiments

**Concurrent Sessions: 5.4: Global Sustainability and Growth**

1. Caring of the Planet Earth – An Educational Challenge
2. Education and Technology for Sustainable Development

**Workshop 4: Play for Peace: Creating a Culture of Peace Makers**
<table>
<thead>
<tr>
<th>DAY 3</th>
<th>AUGUST 20, 2014</th>
<th>WEDNESDAY</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>5:30 pm – 7:00 pm</td>
<td>Special Interest Groups (SIG) Meeting 1</td>
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<td>Community Development</td>
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<td>Culture, Arts and Language</td>
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<td>Ethics and Values</td>
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<td>Media and Technology</td>
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<td>Lifelong Learning</td>
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<td>Human Rights and Peace Education</td>
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<td>Women in Education</td>
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<td>7:00 pm – 10:00 pm</td>
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<th>AUGUST 21, 2014</th>
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<tr>
<td>6:00 am – 9:00 am</td>
<td>Breakfast</td>
<td>Windsor</td>
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<td>9:00 am – 5:00 pm</td>
<td>Conference Registration</td>
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<td>9:00 am – 10:30 am</td>
<td>Concurrent Sessions 6.1: Play for Peace</td>
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<td>2. The Relationship Between Satisfaction and Attending of Professional Baseball Game Day Promotional Activities of Spectators</td>
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<td>Concurrent Sessions 6.2: Global Education</td>
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<td>1. Leadership and Intrinsic Motivation through the Internalization of Social Issues</td>
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<td>2. Promoting the Participation of the Local and World Community in the Assessment of Online Projects</td>
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<td>3. Selecting Accommodations to Teach Global Education to Students with Disabilities</td>
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<td>Concurrent Sessions 6.3: Arts, Culture and Language</td>
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<td>1. Environmentally Friendly Reading Classrooms for Young EFL Learners</td>
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<td>3. Spiritual Domain: The Domain of Learning for Cultivating a Spiritually Intelligent Culture</td>
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<td>Concurrent Sessions 6.4: Global Sustainability and Growth</td>
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<td>1. Environmental Concerns: An Innovative Approach Towards Global Environment Sustainability</td>
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<td>2. Global Environmental Sustainability: The Way Forward</td>
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<td>3. A Scientific Approach to Increase Environmental Awareness: Science Projects</td>
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<td>Concurrent Sessions: 6.5: Earth Science</td>
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<td>1. Analysis of a Middle School Speed and Velocity Lesson: Implications for Students with Learning Disabilities</td>
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<td>Panel Presentation 1: Using Social Media to Facilitate International Communication</td>
<td>Garden Salon One</td>
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<td>Workshop 5: Education on Nuclear Disarmament and our Environment</td>
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<td>Workshop 6: Moot Mediations in Global Transboundary Water Disputes: Teaching Peaceful Problem-Solving in International Water Relations</td>
<td>Garden Salon Two</td>
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<td>10:30 am–11:00 am</td>
<td>BOX LUNCH</td>
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<td>11:00 am – 10 pm</td>
<td>City Tours: Old Town / Balboa Park / Seaport Village / Seaport Village / Coronado Island Shelter Island / Cabrillo National Monument / La Jolla Cove</td>
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## PROGRAM AT A GLANCE

### AUGUST 22, 2014

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<th>Room</th>
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<tbody>
<tr>
<td>6:00 am – 9:00 am</td>
<td>Breakfast</td>
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<td>9:00 am-12:00</td>
<td>Conference Registration</td>
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<td>9:00 am – 10:30 am</td>
<td><strong>Concurrent Sessions 7.1: Mathematics on Planet Earth</strong></td>
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<td>1. Effective Instruction Technology for Secondary School Mathematics</td>
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<td>Teaching in Nigeria: Way Forward for Integration</td>
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<td>11:00 am-12:00</td>
<td><strong>Concurrent Sessions 7.2: Global Education</strong></td>
<td>Clarendon</td>
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<td>1. Social Media Collaboration in the Care of Planet Earth</td>
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<td>2. WCCI International Student Practice Teaching Partnership Program</td>
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<td>12:30 pm – 2:00 pm</td>
<td><strong>Concurrent Sessions 7.3: Health and Nutrition Education</strong></td>
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<td>1. Cognitive Aspects of Pupil’s Emotional Self-Control and Self-Regulation</td>
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<td>2. International Edible Schoolyards</td>
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<td>2:00 pm – 3:30 pm</td>
<td><strong>Concurrent Sessions 7.4: Arts, Culture and Language</strong></td>
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<td>1. Integrating Drama Education into Nigerian Education Curriculum for</td>
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<td>Enhancement of Culture of Peace in Nigeria</td>
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<td>2. The Relationship among Mother Tongue, English and French Languages</td>
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<td>Proficiency Skills of Junior Secondary</td>
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<td>3 Ethnomathematics and Oral Literature: An Effective Link for Reducing</td>
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<td>the Eurocentric-Bias in School Mathematics</td>
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<td>3:30 pm – 4:30 pm</td>
<td><strong>Concurrent Sessions 7.5: Sports Education</strong></td>
<td>Brittany</td>
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<td>1. Creatively Teaching Science through Sports</td>
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<td>4:30 pm – 5:00 pm</td>
<td><strong>Panel Presentation 2: Beyond Bullying: An Integrated Program to</strong></td>
<td>Garden Salon Two</td>
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<td>Create Lifelong Peaceful Problem Solvers</td>
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<tr>
<td>5:00 pm – 6:00 pm</td>
<td><strong>General Session 3: The United Nations</strong></td>
<td>Windsor/Hampton</td>
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<td>Welcome Remarks and Introductions: Bettina Hausmann, President,</td>
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<td>United Nations Association of the United States, San Diego Chapter</td>
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<td>SpecialPresentation:</td>
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<td></td>
<td>Ambassador Anwarul K. Chowdhury, Former Undersecretary-General and</td>
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<td>High Representative of the United Nations –</td>
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<td><em>Essential Role of United Nations in Today’s World</em></td>
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<td>Panel Presentations:</td>
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<td>WCCI at the UN Commission on the Status of Women (CSW58) Session,</td>
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<td>UN Headquarters, New York City, March 2014</td>
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<td>Jessica Kimmel, UN Representative, Member, WCCI Executive Board</td>
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<td>Saba Ozyurt, Alliant Representative to WCCI, Alliant International</td>
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<td>Closing Remarks: Ambassador Anwarul Chowdhury:</td>
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<td>What WCCI can do as UN Partner</td>
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<td>Announcement: Professor Jay Heffron,</td>
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<td>Soka University of America (SUA), Aliso Viejo, California, USA</td>
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<td>7:00 pm – 8:00 pm</td>
<td><strong>LUNCH</strong></td>
<td>Regency Patio</td>
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<td>8:00 pm – 9:30 pm</td>
<td><strong>Concurrent Sessions 8.1: Culture of Peace</strong></td>
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<td>1. Balanced Scorecard Model for Educational Institutions: A Framework</td>
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<td>for the Integration of Peace</td>
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<td>2. Optimizing the Peace Education Needs of Basic Education Pupils for</td>
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<td>National Integration Role in Nigeria</td>
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<td>3. Developing some Negotiation Skills for Early Childhood Children</td>
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## DAY 5
### AUGUST 22, 2014

#### FRIDAY

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<thead>
<tr>
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<tbody>
<tr>
<td>2:00 pm – 3:30 pm</td>
<td>Concurrent Sessions 8.2: Peaceful Problem Solving</td>
<td>Brittany</td>
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<tr>
<td></td>
<td>1. Managing Education for Peace and Conflict Resolution in Northern Zone of Nigeria</td>
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<td>Concurrent Sessions 8.3: Education</td>
<td>Eaton</td>
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<td></td>
<td>1. Integrating Emotional Intelligence into Primary School Curriculum for a Lasting Culture of Peace</td>
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<td>2. Child Abuse and Violence against Women in Nigeria: Implication for Effective Health Education Program</td>
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<td>3. Achieving Culture of Peace through Teacher Education in Nigeria</td>
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<td>Concurrent Sessions 8.4: Citizenship Education</td>
<td>Clarendon</td>
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<td>1. Parental Socio-Economic Status as Predictor of Vocational Aspirations of Secondary School Students in Nigeria</td>
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<td>2. Effect of Simulation Game Teaching Strategy on Achievement of Junior Secondary School Students</td>
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<td>3. Service Learning: An Essential Component in Leadership and Citizenship Training For Global Peace and Prosperity</td>
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<td>Concurrent Sessions 8.5: Entrepreneurship</td>
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<td>1. History Education a Tool for Curbing Youth Restiveness in Nigeria</td>
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<td>2. Youth Empowerment through Entrepreneurial Skills Acquisition</td>
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<td>3. Entrepreneurship – A Capacity Building Process for Educating and Empowering Rural Women</td>
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<tr>
<td>3:30 pm – 4:00 pm</td>
<td>Panel Presentation 3: Internationalizing Multiculturalism: A Challenge for Global Education</td>
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<td>COFFEE BREAK</td>
<td>Sheffield</td>
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<td>4:00 pm – 5:30 pm</td>
<td>Concurrent Sessions 9.1: Health and Nutrition Education</td>
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<td></td>
<td>1. Awareness of AIDS Among Student-Teachers</td>
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<td>2. Educational Awareness – Expanding Hepatitis B Screening Among Asian Populations in San Diego County</td>
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<td>Concurrent Sessions 9.2: Language, Arts and Culture</td>
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<td>1. Flashpoints in Africa: Language Education as a Tool for Lasting Peace and Development</td>
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<td>2. Integrating Education for a Lasting Culture of Peace in Nigeria</td>
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<td>3. Pax Linguis, Lingua Pax: An Appraisal of the Prospects of Language Education for a Culture of Peace in Nigeria</td>
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<td>Concurrent Sessions 9.3: Women in Education</td>
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<td>1. Effect of Marriage on Female Student’s Academic Development</td>
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<td>2. The Influence of Multi-Dimensional Programs for Peaceful Problem Solving and Empowerment of Women</td>
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<td>Concurrent Sessions 9.4: Peaceful Problem Solving</td>
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<td>1. Assessment of Peace-Related Tendencies Exhibited by Upper Basic Science Students During Group Projects</td>
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<td>Concurrent Sessions 9.6: Earth Science</td>
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<td>1. Environmental Awareness Among Higher Secondary Students</td>
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<td>2. Mapping the Evolution of Galveston, Texas Coastline: Apfell Park and San Luis Pass</td>
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<td>3. Culture of Peace and Care of Planet Earth as Predictors of Students’ Understanding of Chemistry Concepts</td>
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<td>DAY 5</td>
<td>AUGUST 22, 2014</td>
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<td>4:00 pm – 5:30 pm</td>
<td>Concurrent Sessions 9.7: Education</td>
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<td>1. Lifelong Learning Tendencies of Prospective Teachers in Turkey</td>
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<td>2. Pedagogical Changes for Millennial Students- Indian Perspective</td>
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<td>5:30 pm – 7:00 pm</td>
<td>Special Interest Groups</td>
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<td>Human Rights and Peace Education</td>
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<td>Women in Education</td>
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<td>7:00 pm – 10:00 pm</td>
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<th>AUGUST 23, 2014</th>
<th>SATURDAY</th>
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<td>6:00 am – 9:00 am</td>
<td>Breakfast</td>
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<td>9:00 am – 10:30 am</td>
<td>Concurrent Sessions 10.1: Citizenship Education</td>
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<tr>
<td>1. Teaching Global Citizenship</td>
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<td>2. Civil Society in Citizenship Education: An Overview form Matabeleland, Zimbabwe</td>
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<td>3. Values Among High School Students</td>
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<td>Concurrent Sessions 10.2: Global Education</td>
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<td>1. We are in Charge (Person-Centered Workshops in Hungary)</td>
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<td>2. Too Much Information – Won't Read: The Challenge of Skilling a Highly Qualified Workforce in the 21st Century</td>
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<td>Concurrent Sessions 10.3: Global and Health Education</td>
<td>Clarendon</td>
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<tr>
<td>1. Exploring Strategies Towards Enhancing Marital Mediation Among Couples in Akwa Ibom State of Nigeria</td>
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<tr>
<td>Concurrent Sessions 10.4: Climate Change</td>
<td>Fairfield</td>
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<tr>
<td>1. Children’s Voices on Climate Change, Adaptation and Disaster Risk Reduction</td>
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<td>3. Integrating Climate Change into Nomadic Education Program in Nigeria: The Challenges of the Teacher Preparation</td>
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<td>3. Integrating Climate Change into the English Language Curriculum</td>
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<td>Workshop 7: Culture of Peace: The Council of all Being</td>
<td>Eaton</td>
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<td>10:30 am – 11:00 am</td>
<td>COFFEE BREAK</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>Concurrent Sessions 11.1: Global Sustainability and Growth</td>
<td>Ascot</td>
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<td>1. Environmental Racism: An Antithesis to Environmental Justice</td>
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<td>2. Education for Sustainable Culture-An Indian Perspective</td>
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<td>3. Transformative Journey toward Earth-Consciousness: A Phenomenological Inquiry</td>
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## PROGRAM AT A GLANCE

### DAY 6  
**AUGUST 23, 2014**

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<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>11:00 am – 12:30 pm</td>
<td><strong>Concurrent Sessions 11.2: Peaceful Problem Solving</strong>&lt;br&gt;1. Creating a Culture of Peace through Service Learning: Curriculum Initiatives for Teacher Education to Address Social Problems&lt;br&gt;2. Strategies for Peaceful Problem-Solving in Nigeria</td>
<td>Brittany</td>
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<td><strong>Concurrent Sessions 11.4: Global Education</strong>&lt;br&gt;1. Basic Teachers’ Awareness of the Challenges of Global Education: Implications for Inculcating a Lasting Culture of Peace in Nigeria&lt;br&gt;2. Nigerian Universal Basic Education in the Era of Global Education</td>
<td>Fairfield</td>
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<td><strong>Concurrent Sessions 11.5: Climate Change</strong>&lt;br&gt;1. Impacts of Climate Change in Nigeria, with Special Focus on Education and Development and Suggestions of Care of Mother Earth&lt;br&gt;2. Assessment of Junior Secondary School (JSS) Students’ Awareness of Climate Change and Sustainable Development</td>
<td>Clarendon</td>
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<tr>
<td>12:30 pm – 2:00 pm</td>
<td><strong>Workshop 8: Human Rights: Global Footprints: Developing Forensic Models to Save Lives</strong></td>
<td>Garden Salon One</td>
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<td>2:00 pm – 3:00 pm</td>
<td><strong>WCCI General Membership Meeting</strong></td>
<td>Windsor-Hampton</td>
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<td>3:00 pm – 4:00 pm</td>
<td><strong>Special Interest Groups Reports</strong></td>
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<td>4:00 pm – 7:00 pm</td>
<td>Free time</td>
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<td>7:00 pm – 11:00 pm</td>
<td><strong>International Banquet – Cultural Programs</strong></td>
<td>Windsor/Hampton</td>
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<td>7:00 pm – 9:00 pm</td>
<td><strong>Song: Prayer</strong>&lt;br&gt;<strong>Dinner</strong>&lt;br&gt;<strong>Music: Samahan Filipino American Performing Arts and Education Center Rondalla Ensemble</strong></td>
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<td>9:00 pm – 11:00 pm</td>
<td><strong>Cultural Presentations:</strong>&lt;br&gt;Chinese Classical Song: Happy Water Festival and Peacock Girl; Junqiao Xiao&lt;br&gt;Samahan Dance Group&lt;br&gt;Awards&lt;br&gt;<strong>A Word of thanks and appreciation: Russ newman; Bettina Hausmann and Teresita Pedrajas</strong>&lt;br&gt;<strong>Surprise Numbers</strong>&lt;br&gt;Cultural Presentations from the Chapters</td>
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### DAY 7  
**AUGUST 24, 2014**

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<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tr>
<td>8:00 am – 10:00 am</td>
<td>Farewell Breakfast</td>
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<td>Bon Voyage</td>
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<td>See you in Santiago, Chili</td>
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PRECONFERENCE | SUNDAY, AUGUST 17

11:30 am – 4:00 pm

WCCI BOARD OF DIRECTORS MEETING
WINDSOR ROSE 9TH FLOOR REGENCY TOWER

DAY 1 | MONDAY, AUGUST 18

10:00 am – 12:00 pm

WCCI BOARD OF DIRECTORS MEETING
WINDSOR ROSE, 9TH FLOOR REGENCY TOWER

1:00 pm – 5:00 pm

CONFERENCE REGISTRATION SHELTER

7:00 pm – 9:00 pm

WELCOME RECEPTION – POOL SIDE
HAWAIIAN NIGHT

Opening Remarks and Greetings
INTRODUCTION
Bettina Hausmann, MC, President, United Nations Association of the United States of America (UNA)
San Diego Chapter, California, Co-Sponsor of the Conference

OPENING REMARKS
Estela C. Matriano, WCCI Executive Director,
Hufstedler School of Education (HSOE),
Alliant International University, Conference Sponsor

WELCOME
Russ Newman, Provost and Vice President for Academic Affairs, Alliant International University, WCCI Host Institution and Conference Co-Sponsor

Rhonda Brinkley-Kennedy, Dean, HSOE,
Alliant International University,
WCCI Host Institution and Conference Co-Sponsor

GREETINGS & INTRODUCTIONS
Teresita P. Pedrajas, WCCI President, Conference Sponsor,
Dean of School of Education an Arts and Sciences,
St. Dominic College of Asia, Bacoor, Cavite, Philippines

HAWAIIAN DANCE AND MUSIC
Georgia Mugol, Coordinator of Hawaiian Dance Program,
Treasurer, Philippine American Club for Teens (PACT),
San Diego, California, USA

Hawaiian Dancers
Denise Arco, Kealohilani Dance Group
Alexa Mugol, Motu Nehenehe & Kealohilani Dance Group

CONFERENCE PROGRAM OVERVIEW
Jerry Miller, WCCI, Chair, Conference Program
HSOE, Alliant International University

9:00 pm – 10:00 pm

SPECIAL INTEREST GROUPS ORIENTATION
WINDSOR
Benedicta Agusiobo, Special Interest Groups Coordinator,
Hubert Humphrey Fellow, CWIFIF, Garki, Abuja, Nigeria,
WCCI Vice President
DAY 2 | TUESDAY, AUGUST 19

9:00 am – 5:00 pm
CONFERENCE REGISTRATION SHEFFIELD

9:00 am – 10:00 am
OPENING CEREMONY WINDSOR

Opening Ceremony

NATIONAL ANTHEM
Star Spangle Banner: Chula Vista High School Choral Music, Tony Atienza, Director

OPENING PRAYER
American Indian H. Paul Cuero, Vice Chairman of the Campo Kumeyaay Nation, Campo, California, USA

INTRODUCTIONS
Rodney Lowman, MC; Distinguished Professor, Organizational Psychology, Alliant International University, San Diego, California, USA

WELCOME REMARKS: CONFERENCE SPONSORS
Geoffrey Cox, President, Alliant International University, San Francisco, California, USA

Bettina Hausmann, President, United Nations Association of the United States of America (UNA) – San Diego Chapter, San Diego, California, USA

Teresita Pedrajas, WCCI President together with the WCCI Officers and Executive Board

INSPIRATIONAL TALK:
Welcome to America: Congressman Scott Peters (District 52)

American Indian Cultural Presentation: The Dance Group as Kumeyaay Bird Singing and Dance Group

PROGRAM OVERVIEW:
Jerry Miller, Chairperson, WCCI Conference Program, Professor of Education, Alliant International University, San Diego, California, USA

Chula Vista High School Choral Rendition:
America the Beautiful & We are the World

10:30 am – 11:00 am
Coffee Break - Sheffield

11:00 am – 12:30 pm
GENERAL SESSION 1 Windsor/Hampton

OPENING SPEAKER
Rodney Lowman, MC, Distinguished Professor, Organizational Psychology, Alliant International University, San Diego, California, USA

INTRODUCTION OF SPEAKER
Geoffrey Cox, President, Alliant International University, San Diego, California, USA

12.30 pm – 2:00 pm
LUNCH Charlie's Patio

KEYNOTE ADDRESS
Veerabhadran Ramanathan is a Distinguished professor of Atmospheric and Climate Sciences at the Scripps Institution of Oceanography, University of California, San Diego, La Jolla, California, USA

Open Forum: Question and Answer:
Rodney Lowman, Moderator, Distinguished Professor, CSPP Organizational Psychology, Alliant International University, San Diego, California, USA

Closing Remarks:
Benedicta Agusiobo, WCCI Vice President, Hubert H. Humphrey Fellow and Founder of Children and Women’s First International
2:00 pm – 3:30 pm

CONCURRENT SESSIONS 1  Ascot
Chairperson: Anna Guisela Chupina, Associate Professor, Alliant International University, San Francisco, California, USA

1.1 Education

Academic, Social, and Economic Benefits of High-Quality Early Childhood Education: Implications for Global Impact
Dominic F. Gullo, Drexel University, Philadelphia, USA
This presentation will define high-quality early childhood education and discuss the global impact of these programs on academic, social, and economic outcomes that are beneficial for children, families and society.
Key words: early childhood education, citizenship, global education, social justice, economic benefits

Evaluation of an Innovative Online Learning Program to Develop Strategies for Lifelong Learning in One Course on ‘Program Evaluation’ In Pedagogy
Catalina Martinez-Mediano, Nuria Rioperez and Marta Lopez-Jurado Puig, Universidad Nacional de Educación a Distancia, (UNED)
Situating students in a professional real-simulated scenario, identifying the performance-task, its important outputs, work in-group, defining the performance assessment criteria by rubrics, giving narrative feedback, teachers are preparing students for LLL.

Pre-Service Teachers’ Preparation on Digital Citizenship: Its Implications to 21st Century Teaching
Mercelita Jandayan-Labial, Lourdes College/MJLABIAL
Speech Training, Consulting, and Review Center, Cagayan de Oro, Philippines
This paper explores the relevance and implications of teaching digital citizenship to pre-service teachers in teacher education institutions to better prepare teachers for the 21st century teaching.

Values education in Japan: An exploration into the use of Developmental Assets
Amy Wilson, Yamaguchi Prefectural University, Yamaguchi, Japan
Overview of Japanese values education, with a consideration of the applicability of the Search Institute’s Developmental Assets in Japan. Results of A&B and DAP surveys in Japan will be introduced briefly.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 1  BRITTANY
Chairperson: Minerva Ladores, Associate Professor, Frostburg University, Cumberland, Maryland, USA

1.2 Citizenship Education

Problematizing Youth Radicalization in Canadian Educational Spaces
Ashley Manual, McGill University, Montreal, Canada
Home grown political violence, fuelled by radicalization, is challenging the culture of peace in many Western countries. This presentation explores how educational spaces influence the radicalization process among youth in Canada.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 1  CRESCENT (UPSTAIRS)
Chairperson: Gary Martin, Graduate Student, Alliant International University, San Diego, California, USA

1.3 Entrepreneurship

Addressing Global Sustainability Issues in Teacher Education: Resources for Curriculum Integration
Judy A. Leavell, St. Edward’s University, Austin, Texas, USA
Teacher Education requires extensive preparation in multiple content and pedagogical areas to enhance future teacher success. The issues of global sustainability are important to infuse into the curriculum to affect these teachers and the lessons they present to their future students.

ICT Skill Needs of Nigerian Secondary School Leavers towards Sustainable Economy and Peaceful Co-Existence
Nnenna Ekpereka Ibezim, University of Nigeria, Nsukka, Nsukka, Nigeria
High rate of youth unemployment in Nigeria threatens social peace, hence, this study to identify the ICT skill needs of Nigerian secondary school leavers towards sustainable economy and peaceful co-existence.
2:00 pm – 3:30 pm
CONCURRENT SESSIONS 1   CLARENDON

Chairperson: Joyce Pittman, Drexel University and Pennsylvania Association of School Administrators, Philadelphia, USA

1.4 Global Education

Transnational Education in St. Paul University Manila, Philippines: A Sense of Advocacy and Augmented Awareness for a Just Ecological Existence

Sr. Flordeliza Deza, SPC, St. Paul University, Manila, Philippines

The presentation will show how St. Paul University Manila, a Catholic school, addressed the education needs of transnational students, striking the balance between equality and justice in a diversified, multi-cultural milieu.

Integration of Micro-Teaching Programme & English Teaching Practice Skill of Students: A Framework for Global Education

Wisdom Inibehe Jude, College of Education, Afaha Nsit, Akwa Ibom, Nigeria

Qualitative teacher education is instrumental in understanding complexity of globalization as it develops knowledge, skills and attitude among student-teachers for participation in educational advancement. The study examined the relationship between Micro-teaching program implementation and teaching practice performance of English Language students in Nigeria.

2:00 pm – 3:30 pm
CONCURRENT SESSIONS 1   EATON

Chairperson: Anandi Martis, St. Thomas College of Teacher, Pala, Kottayam, India

1.5 Health and Nutrition Education

Psychosocial Variables, Teacher Effectiveness, Academic Performance of Community Health Students in Primary Health Care Examination In Nigeria

Inyang Maurice Asuquo, University of Calabar, Cross River State, Nigeria

The study sought to determine the relationship between students’ psychosocial factors, teacher effectiveness variables and academic performance in Primary Health Care examination among Community health students in South-South Nigeria.

Analysis of Effect of Reproductive Health Education and Normal Curriculum Teaching Health Care Examination in Nigeria

Christiana Ihejiamaizu, University of Calabar, Cross River State, Nigeria

Comparative analysis of effect of reproductive health education and the normal curriculum teaching on undergraduate students’ sexuality in South-South Nigeria, given their access to the mass media and socio-economic background.

2:00 pm – 3:30 pm
CONCURRENT SESSIONS 1   FAIRFIELD

Chairperson: Jessica Kimmel, University of Incarnate Word, San Antonio, Texas, USA

1.6 Human Rights

Teaching for Social Justice: An Exploration of Ethnic Discontent in Nigeria

Donald Bette Enu, University of Calabar, Cross River State, Nigeria

The session will begin with historical review of ethnic struggles, militaristic activities and terrorists attacks on lives and properties. Factors responsible for social and economic discontentment will be identified.

Step in Perspective Taking: Promoting peace and Collaboration

Dina Pacis, and Lisa Spencer, National University, La Jolla, California, USA

Scenario exercises in two online courses in Educational Leadership and Counseling were implemented as a pilot addressing concerns over student achievement and safety increasing demands on schools professionals to collaborate.
2:00 pm – 3:30 pm

WORKSHOP 1 GARDEN SALON ONE (UPSTAIRS)

Chairperson: Jacqueline Magat-Lapid, Bell High School, San Diego, California, USA

A Grassroots Approach in Education for Lasting Peace on Earth
Sardar Tanveer, Umama Alam, and Hinna Ahmad, International Academy of Cincinnati, Cincinnati, Ohio, USA

Currently our global community is faced with many political and social conflicts that need to be addressed by current leaders and people in power. At the International Academy of Cincinnati, an innovative educational approach was introduced at the middle grades where students were presented with ways to engage with students of other faiths and cultures. Activities included shared readings, letter exchanges, book studies, visits to each other’s schools, music program and partnership with an international school. The session will conclude with participants developing a plan for peace for future generations in their own learning communities.

3:30 pm – 4:00 pm

COFFEE BREAK
Collection of the Bazaar items will take place

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 2 ASCOT
Chairperson: Craig H. Dobkin, Co-Founder and Lead Trainer, Play for Peace Global, Chicago, Illinois

2.1 Play for Peace

Inculcating a Culture of Discipline in the Primary School Pupils In Cross River State, Nigeria Through Some Traditional Games.
Obinna I Enukoha and Bernadette Cornelius-Ukpepi, University of Calabar, Cross River State, Nigeria

Discipline plays prominent role in peaceful co-existence of members of society. This session examines inculcation of a culture of discipline in primary school pupils in Nigeria through some traditional games.

Nurturing and Sustaining Peace and Environmental Education among Nations: A Holistic Paradigm
Joseph Fatoga, Bolanie Tajudeen Opoola, Federal College of Education, Obudu, Nigeria

This paper intends to conceptualize peace and environmental education, and in the Nigerian context, discusses causes of conflicts and violence with a view to proffering solution to it.

2.2 Climate Change

In-service teachers’ perception of climate change and classroom practices: Implications to Curriculum planning
A.C. Omoogun & Dr. Donald B. Enu, University of Calabar, Cross River State, Nigeria

The School Curriculum is one of the comprehensive measures to deal with Climate Change. The study examined how in-service teachers’ perception shaped the conversation about Climate Change in the classroom and suggest some implications to Curriculum Planning.

Environmental Ethics among Higher Secondary Students
S. Mani and V.Palani, Meston College of Education, Tamil Nadu, India

Human beings of the rapid changing world need to develop a sense of ethics to conserve the environment as the world suffers from a serious environmental threat. A study was conducted on 300 Higher Secondary students to find out their Environmental Ethics, by adopting an Environmental Ethics Scale.

Analysis of Climate Change Curriculum (CCC) In Nigeria: Implications for Teacher Preparation and Peaceful Living
Edna. N. Ogwu, J.U. Akabogu, and E.N. Nwokenna, University of Nigeria, Nsukka, Nigeria

Climate change curriculum (CCC) in Nigeria seems invisible and not much is covered for youth’s awareness in schools. Review indicates that CCC is still within the integration stage under subjects like social studies, agriculture, geography and science starting from basic to tertiary educational level.
4:00 pm – 5:30 pm

CONCURRENT SESSIONS 2 CLARENDON
Chairperson: Piyush Swami, University of Cincinnati, Cincinnati, Ohio, USA

2. 3  Earth and Science

Effect of Integrating Ecology Fieldwork with Theory on Students’ Achievement and Attitude towards Environmental Care
Theresa F. Ekanem, Aks College of Education, Afaha Nsit, Akwa Ibom, Nigeria
Godwin Ikitde University of Uyo, Uyo, Nigeria

The study will discuss the link between variables involved; establish some research comparisons and research procedure adopted. Findings based on formulated hypotheses will be highlighted and recommendations made.

Designing an Environmental Monitoring Program for St. Paul College, Pasig (SPCP) in Barangay Ugong, Pasig City, Philippines
Sr. Joseline R. Lasala, SPC, Mother Earth Foundation, Manila, Philippines

A presentation of St. Paul College, Pasig’s (SPCP’s) Environmental Monitoring Program, the sampling and parameters for testing land, water and air quality, and noise for the school’s sustainable operation.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 2 EATON
Chairperson: Josolyn Hill, Alliant International University, San Diego, California, USA

2.4  Global Environmental Change

Global Environmental Change: A Scientific Approach to Awareness of Harmful Effects of Environmental Changes on Human Health
Amtul Haseeb Wajiha, Dr. Ambedkar College of Education, Bangalore India

Protecting health from global environmental change requires management at many levels from the Social and Economic drivers of environmental change to the resulting hazards and exposure for human population.

Perceived Causes and Effect of the Changing Global Environment and the Way Forward
Edet O. Bassey and A.E.O. Esu, University of Calabar, Calabar, Nigeria

Global environment is changing. These changes are caused by man-made factors. The effect is alarming and do have significant implication for life on earth. The research paper is set out to identify the causes and their impacts on human beings and proffer corrective measures.

Metaphores Used By Pre-Service Teachers about Environment
Fuson Eyidogan, Baskent University, Ankara, Turkey

The aim of this study is to understand how pre-service teachers, who receive or do not receive training on environmental issues, perceive environmental issues and how this training affects their perception and awareness. This study was designed as qualitative experimental design.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 2 FAIRFIELD
Chairperson: Genevieve Balance-Kupang, St. Paul College – Pasig City, Philippines

2.5  Global Sustainability and Growth

Global Sustainability and Growth: A Boom of Societal Peace
Jemimah Ndudi Mbakwem, IMO State University, Owerri, Nigeria

Lasting Peace is a prerequisite for global sustainable development and growth. Emphasis is on strategies for integrating education into the socio-economic and environmental dimensions for a balanced peace and sustainable growth.

Capacity Building of Rural Women for Sustainable Development in Nigeria
Grace Offorma, University of Nigeria, Nsukka, Nigeria
Oby Obi, Nwafor Orizu College of Education, Nsugbe, Nigeria
Calistus C. Eke, Imo State Polytechnic, Nsukka, Nigeria

The post 2015 development agenda of the United Nations focus mainly on poverty alleviation. Focus Group Discussion was used to identify the required skills for empowering rural women for survival.
4:00 pm – 5:30 pm

CONCURRENT SESSIONS 2 CRESCENT (UPSTAIRS)

Chairperson: Bengu Aksu-Atac, Nevsehir University, Faculty of Education, Nevsehir, Turkey

2.6 Recycling Awareness

Building Waste-Recycling Capacity of Basic Education Science Teachers in Nigeria
Alice Eta Asim, University of Calabar, Cross River State, Nigeria
James Ibe and Okorn Ebey Osam, Cross River University of Technology, Cross River State, Nigeria
Okang Eta Asim, University of Port Harcourt, River State, Nigeria

Solid, liquid and gaseous wastes are generated through daily human activities. The disposal of such wastes sometimes has global consequences. This awareness has resulted in huge expenditure in waste management by different nations.

4:00 pm – 5:30 pm

WORKSHOP 2: GARDEN SALON ONE
NATURE EARTH (UPSTAIRS)

Chairperson: Saba Ozyurt, International Relations, Alliant International University, San Diego, California, USA

Gathering of the Goddesses: Power of Transforming Intentions in Peacemaking and Caring for our Planet
Myrna RH Araneta, University of Phoenix, Las Vegas, Nevada, USA

Workshop unpacks scientific research in using intention to manifest in our reality; understand meaning of our “goddess archetype” as we take action to transform our consciousness in peacemaking and caring for world eco-systems.

5:30 pm – 7:00 pm

SPECIAL INTEREST GROUPS MEETING 1

Arts, Culture and Language Ascot
Community Development Brittany
Early Childhood Clarendon
Environmental Concerns Eaton
Ethics and Values Fairfield
Global Education Galleria One
Media and Technology Galleria Two
Lifelong Learning Garden Salon One
Peace Education Garden Salon Two
Women in Education Crescent

7:00 pm – 10:00 pm

DINNER ON YOUR OWN
DAY 3 | WEDNESDAY, AUGUST 20

9:00 am – 10:30 pm

CONCURRENT SESSIONS 3  ASCOT

Chairperson: Carol Danao, St. Dominic College of Asia, Bacoor City, Cavite, Philippines

3.1 Education

Using Open & Distance Education to Provide Access to Higher Education: The Nigerian Experience
Uche Mercy Okonkwo, National Open University of Nigeria, Victoria Island, Lagos, Nigeria

Introduction of free primary education in Nigeria increased secondary school enrollment and consequently more demand for higher education. The paper discusses how Nigeria tackled the problem of access to higher education by establishing the National Open University of Nigeria.

Folklore: A Means for Curation of Culture and Peace in the Indian Educational Context
N.C. Jessy, P. K. M. College of Education, Madampam, Kannur, Kerala, India
Sr. Mercy Chum Mar, St. Josephs Generalate, Kannur, India

The present study is to examine the impact of Folklore for the creation of culture and peace in the Indian educational context. It is possible that Folklores can be instrumental for enhancement of the existing culture of a nation. Through this study in the Indian context how far the importance of folklore is emphasized and how it can be integrated is revealed.

9:00 am – 10:30 am

CONCURRENT SESSIONS 3  BRITTANY

Chairperson: Mary Ann Weegar, National University, San Diego, California, USA

3.2 Global Education

The Tree of Earth: An Activity Promoting Reflection on Global Problems
Inane Karagoz, Gaziomspanpa Universitesi, Tokat, Turkey

Presentation of a language activity in which students brainstorm about the roots of global problems. It entails concept-mapping in the shape of a tree. Students suggest approaches that might relieve the problematic situation.

9:00 am – 10:30 am

CONCURRENT SESSIONS 3  CLARENDON

Chairperson: Anne Hoiberg, President, International Museum of Human Rights, San Diego, California, USA

3.3 Human Rights

Peace Education Curriculum in the Nigerian Education System
Cyril K. Evey, Federal College of Education-Obudu, Obudu, Nigeria

The need for peace education in the curricula of Nigeria educational system for national transformation: perspective on Nigeria. Concept of peace education, the curriculum and its relevance to peace education. Nigeria education at present, strategies for national transformation, the importance of peace education and general perspective on Nigeria.

Grade Appeals: A Source of Mediating Perceived Inequities
Cindy Sytsma, Dina Pacis, Penelope Keough, National University, La Jolla, California, USA

This paper will explore one University’s process of grade appeals as a source of mediating perceived inequities informing best teaching practices to reduce the number of grade appeals submitted.
9:00 am – 10:30 am

CONCURRENT SESSIONS 3

Chairperson: Mary Rose Peralta, Principal, Chula Vista High School, Chula Vista, California, USA

3.4 Arts, Culture, Language

The Role Of Filipino Language In Unifying Global Filipinos: An Instrument towards a Culture of Peace
Rosalina Idos and Salvador Idos, San Diego Unified School District, San Diego, California, USA

This presentation will show how the teaching and learning of Filipino language and culture is becoming the instrument of unifying the Filipino people in 153 countries of the world. The presenters will briefly trace how it started in the school system in San Diego, how it expanded and how educators in some countries have used our program as an example to unite Filipinos living in other parts of the globe. They will also talk about how the language program has affected the students themselves, their families and the communities as a whole and learning and accepting the concept that language is an instrument towards nation building in the Filipino diaspora.

What Language Does Peace Speak?
Louisa Etebom Uwatt, Calabar, and Eucharia Obiekezie, University, Nigeria, Cross River State, Nigeria

This paper examines the language peace speaks by looking at language special features and usages that support and nurture mutual interaction in workplace for the attainment of organizational goals.

Integrating the Tenets of Peace And Care Of Planet Earth in Reading Comprehension Passages of the English Language Curriculum for Junior Secondary Schools in Nigeria
Hanna Onyi Yusuf, University of Zaria, Kaduna, Nigeria

The author developed reading comprehension passages on tenets of peace and care of planet earth that can be integrated into the English Language curriculum for Junior Secondary schools in Nigeria.

9:00 am – 10:30 am

CONCURRENT SESSIONS 3

Chairperson: Vittoria Gali-Tognota, Doctoral Student, Educational Leadership Management, Alliant International University, San Diego, California, USA

3.5 Multiculturalism

Factors Impacting the Educational Experiences and Salient Identity of Muslim American Students
Sharifa Sheryl Steinberg-Abukar, University of California, San Diego, USA

This session serves to increase the cultural competency of teachers, administrators, and teacher educators by providing an awareness of factors impacting the academic and identity achievement of Muslim American students. The influence of school environments, social networks, and families upon the development of a salient religious identity will be explored.

Placing Culture at the Center of Transnational Online Education: A Case Study of Instructional Technology Preparation for In-Service International Teachers in Mexico
Ana Guisela Chupina, Alliant International University, Mexico City Bailong Jiao, Alliant International University, San Diego, California, USA

This case study of instructional technology preparation for in-service international teachers in Mexico underscores the need to re-envision pedagogy in transnational online education in order to accommodate culturally-rooted learner preferences.

9:00 am – 10:30 am

CONCURRENT SESSIONS 3

Chairperson: Saba Ozyurt, International Relations, Alliant International University, San Diego, California, USA

3.6 Women in Education

Enhancing Rural Women’s Skills, Knowledge and Access to Information through Self Help Groups
C.A Igbo and Grace.C. Offorma, University of Nigeria, Nsukka, Nigeria
I.P. Unachukwu, CEDEC group of international schools, Lagos, Nigeria

This session will focus on enhancing the access of women to information through self-help groups. Specifically the communication needs and approaches, challenges faced by women, and the solution to these challenges.
Gender Discrimination, Women’s Empowerment and Education

Noorjehan N. Ganihar, Karnataka University, Dharwad, India

Gender is a common term where as gender discrimination is meant only for women, because females are the only victims of gender discrimination. To solve the gender discrimination problem the E4SD factor would be very useful. If we eliminate gender discrimination, women will deliver all the potentials, skills, knowledge to develop the family, the nation and the whole world.

College Girls Perception of Women Empowerment

V. M. Suneela Shyam and S. Mani, Ethiraj College for Women, Chennai, Tamilnadu, India

In spite of tremendous changes in all spheres of human life in the modern India, due to male chauvinism women are not treated equally. Unless women are empowered, gender justice will remain only a dream. To identify the college girls’ perception of women empowerment, a self developed tool – Perception of Women Empowerment Scale was administered to 300 samples.

10:30 am – 11:00 am

COFFEE BREAK
CULTURAL BAZAAR

11:00 am – 12:30 pm

GENERAL SESSION 2  WINDSOR/HAMPTON

Alice Miel Lecture: Presidential Address
Introductions: Estela C. Matrano, Executive Director and WCCI President, 1985-1987

Opening Remarks: Piyush Swami, WCCI President, 2000-2002, University of Cincinnati, Cincinnati, Ohio, USA

Reflection and Prayer: Vincent Shieh, WCCI President, 2009-2011, National Kaohsiung Normal University, Kaohsiung City, Taiwan

Tribute to Alice Miel: Norm Overly, WCCI President, 1988-1990, Indiana University, Bloomington, Indiana, USA

Introduction of the Speaker: Ismail Mirici, WCCI President, 2011-2013, Hacettepe University, Ankara, Turkey

Cultural Presentation: Poems and Songs of Peace

Greetings: Shigekasu Takemura, WCCI President, 1997-1999, Hiroshima University, Hiroshima, Japan

2:00 pm – 3:30 pm  
CONCURRENT SESSIONS 4  ASCOT

Chairperson: Henri Migala, Director, International House, University of San Diego, San Diego, California, USA

4.1. EDUCATION

Achieving a Culture of Peace through Small Group Cooperative Community Science Projects Among Pre-Service Teachers in Nigeria

Gladys Esiobu, University of Lagos, Lagos, Lagos, Nigeria

Ethnic rivalries, competitions and subtle hostilities appear to characterize the behavioral interaction patterns between ethnic groups in the Nigerian society generally. In tertiary institutions, ethnic distrust and suspicion are also clearly evident. These negative behaviors often deepened leading to absence of peace in the work. In this study, pre-service science teachers were exposed to cooperative community projects. Implications of the findings for a culture of peace are discussed.

Engagement and Competence

Sandor Klein and Zsolt Nemeskeri, University of Pecs, Pecs, Hungary

There is a widespread agreement among very different organizations that their most important asset is the competencies of their people. There are a number of generic high-level competencies (initiative, problem-solving ability, the ability to work with others) that are hard to identify, difficult to nurture, and still harder to assess using conventional psychometric methods.

Alice Miel Lecture

Teresita Paed-Pedrajas
WCCI President, Dean, School of Arts, Sciences and Education, St. Dominic College of Asia, Bacoor City, Cavite, Philippines

A Historical Reflection on the Important Role of WCCI and the Challenges We Face in the Next Decade and Beyond
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Teachers’ Perception of the Efficacy of In-Service Cluster Training Initiatives On Quality Control Of Classroom Teachers
Sarah Nicholas Oden, Uchenna E. Ajake, and Nonso N. Bisong, University of Calabar, Cross River State, Nigeria

The study is geared towards determining teachers’ perception of the efficacy of in-service cluster training initiatives on quality control of classroom teachers in Calabar Educational Zone of Cross River State, Nigeria.

2:00 pm – 3:30 pm
CONCURRENT SESSIONS 4  BRITTANY
Chairperson: Tomi Onibue-Johnson, IMERIT, Alliant International University, San Diego, California, USA

4.2 Citizenship Education
Importance in Creating and Maintaining High Quality, Sustainable Healthy Learning Environments for Students and Teachers in Global Schools
Joyce Pittman, Drexel University and Pennsylvania Association of School Administrators, Philadelphia, USA

The research is on relationships between ecological and health conditions in learning environments involving 1) teacher effectiveness, 2) student achievement, and 3) health of teachers and students. We argue these conditions present implications for transforming learning environments into healthy, safe places for teachers and learners.

Institutionalizing Culture of Peace in Basic Education through Appropriate Curriculum Implementation
Lilian-Rita I. Akudolu, Nnamdi Azikiwe University, Enugu, Nigeria

The aim of this study was to reveal the extent to which teachers implement peace education curriculum. The study was a survey which covered junior secondary Schools in Enugu North and South Local Government Education Authorities in Enugu State, Nigeria. Questions that guided the study were based on how frequently teachers engaged in peace-prone instructional activities involving Interactive instruction, Cooperative learning, Conflict resolution and Empathy.

2:00 pm – 3:30 pm
CONCURRENT SESSIONS 4  CLARENDON
Chairperson: Chip Vazquez, Doctoral Student, Alliant International University, San Diego, California, USA

4.3 Entrepreneurship
Sex, Employment Status and the Labour Force Contribution of Polytechnics Graduates
Patrick Abam Arikpo, University of Calabar, Cross River State, Nigeria

The study investigated the influence of sex, and employment status on labour force contributions of polytechnic graduates. Three null hypotheses guided the study. Five (5) Likert type questionnaires were used to collect data on variables under investigation, and percentages, t-test, and chi-square statistics were used to analyze data collected.

Mindful Entrepreneurship
Louise Kelly and Marina Dorian, Alliant International University, San Diego, California, USA

Mindfulness practice has potential for increasing personal well-being, compassion, and ethical decision making in the workplace. The application of mindfulness training for entrepreneurs and business leaders will be explored.

Pedagogy of Integrating Entrepreneurship education for Entrepreneurship Culture
Joy C. Duruamaku-Dim, University of Calabar, Cross River State, Nigeria

This research paper focuses on the relationship between the pedagogy of entrepreneurship education and entrepreneurship culture. It involves 300 primary six pupils in Calabar Municipality, Calabar. Data are collected with the use of questionnaire, journals and other materials. Findings are documented and conclusion is drawn.
2:00 pm – 3:30 pm

CONCURRENT SESSIONS 4

Chairperson: Miles Beauchamp, Alliant International University, San Diego, California, USA

4.4 Global Education

Towards Achieving Global Education through Open and Distance Learning

Patrick E. Eya, National Open University of Nigeria, Victoria Island, Lagos, Nigeria

Global Education is described and importance of education explained. The case of Nigeria experience is discussed. Paper concludes by recommending Open and Distance Learning for achieving global education especially in developing nations.

Convergence of Bio-Info-Nano-Eco-Education to Create a Knowledge Society For Upholding The Culture Of Peace

Alex George, St. Thomas College of Teacher Education, Pala, Kottayam, India.

Our education system should adopt new strategy to contribute to the ever changing dynamic socio-economic scenario in the world. The major challenge before the Indian higher education is to create new policies of revolutionary nature to establish a system which is based on quality, social commitment, equity, cultural integration, values and culture of peace.

Comparative Analysis of Instructional Technology (IT) Utilization among Higher Education Students In Botswana and Nigeria: Implications For Global Learning

Edna N. Ogwu, Justina U. Eze, Omobola Adedoyin and Francis Joseph Ogwu, University of Nigeria, Nsukka, Nigeria

In view of the implications of global knowledge in contemporary classrooms, this study compares the IT utilization for learning from 373 Higher education students’ from two institutions each in Botswana (193) and Nigeria (180) using simple random sampling technique.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 4

Chairperson: Christina Ihejamaizu, University of Calabar, Cross River State, Nigeria

4.5 Health and Nutrition Education

"Healthy Heart, Healthy Family" Program Evaluation

Ofelia Dirige, Kalusugan Community Services and Graduate School of Public Health and Center for Asian Pacific Studies, San Diego State University, California, USA

Cardiovascular disease is the number one killer of all Americans and is one of the leading cause of death in Filipino Americans. People can lower their risk by making some lifestyle changes. The National Heart, Lung, and Blood Institute, developed a manual, “Healthy Heart, Healthy Family” that provides all the information one needs to reduce heart disease risk factors.

Life Skills of Young Adults through Sexuality Education

Joanna L. Israel, University of the Philippines, Manila, Philippines

The purpose of the study was to identify the level of life skills, as defined by WHO (2001) of young adults towards sexuality education in Philippine public high school curriculum. Normative survey had been conducted to identify the respective level of skills with self-constructed questionnaire.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 4

Chairperson: Joane Tawfilis, Co-Founder, www.artmiles.org, San Diego, California, USA

4.6 Arts, Culture, and Language

Integrating Foreign Language Education for Culture of Peace and Environmental Awareness

Ismail Hakkı Mirici, Hacettepe University Faculty of Education, Ankara, Turkey

In the foreign language learning/teaching process, the concepts of culture of peace and environmental awareness can be promoted through various language activities or materials during vocabulary teaching, teaching four skills or teaching intercultural elements. In this study various sample materials or activities will be evaluated in terms of their contribution to promote culture of peace and environmental awareness besides their functions as educational tools to develop language competences.
Mother-Tongue Interference on English Language Pronunciation of JSS Students of Creative Demonstration College
Tessy Ese Torru, Creative Demonstration College, Warri, Nigeria
Eke Ogbu Eke, University of Uyo and Abia State University, Nigeria
This study investigated mother-tongue interference on English Language pronunciation of JSS students of Creative Demonstration College, Warri, Delta State, Nigeria. Recommendations made include the use of modeling, minimal pair, and word content in the teaching of English Language to JSS students.

2:00 pm – 3:30 pm

WORKSHOP 3
GARDEN SALON TWO
(UPSTAIRS)

Chairperson: Mary Kennedy, I-MERIT, Alliant International University, San Diego, California, USA

The Classroom as Community
Gwendelle Cooper, San Diego State University, San Diego, California, USA
An Indigenous interactive workshop resulting in: 1) a way of engaging elders, parents, and students in communicating with each other; organizing and relating their needs and concerns to the schools serving the children of their community. 2) A way for teachers to establish interactive involvement of student during school hours.

3:30 pm – 4:00 pm

COFFEE BREAK
COLLECTION OF BAZAAR ITEMS WILL TAKE PLACE

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 5
ASCOT

Chairperson: Ismail Mirici, Hecettepe University, Beytepe, Turkey

5.1 Sports Education
Perceptions of a Physical Education Program
Cynthia Salazar, Saint Paul University Manila, Manila, Philippines
The St. Paul University System is administered by the Sisters of St. Paul of Chartres committed to forming persons into becoming integrated and compassionate. Formation looks at the development of persons and is congruent with holism. Physical Education (PE) delves into the person’s well-being. This study aimed to assess PE and how it contributes to the holistic formation of students as perceived by faculty and students.

Sport for All and Sports Tourism In Turkey
Erdal Zorba, Gazi University School of Sport and Physical Education, Ankara, Turkey
Sports for all was defined by Sport Progress Committee of Council of Europe as “an expression meaning; providing opportunities to people who desire to do sports in their leisure times to go and participate sports activities with no limitations due to social status, origins and disabilities”. The purpose of this study is to discuss how sports for all and the sport tourism concepts are perceived and which activities and organizations support those concepts in Turkey.

COFFEE BREAK

CONCURRENT SESSIONS 5
BRITTANY

Chairperson: Myrna Araneta, Phoenix University, Las Vegas, Nevada, USA

5.2 Women and Education
Women, Mental Health and Education
Nazimuddin A. Ganihar, Karnatak University, Dharwad, India
Gender considerations in health promotion and healthcare have to consider the socio-economic and cultural determinants of mental health. Economic independence, physical, sexual, emotional safety and security are primarily needs for good mental health.

Women’s Education in India – A Vision
Tarannum Shaikh, Karnatak University, Dharwad, India
Women education in India plays a key role in the social and economic development of the country. The right of every individual to education is one of the first provisions of the Universal Declaration on Human Rights. Necessity of girls’/women’s education: Education is a right, Cultural changes, Better health and Poverty reduction.

Gender Pattern in Participation and Performance at Mathematics Olympiads
Anne Meremikwu and Obinna Innocent Enukoha, University of Calabar, Cross River State, Nigeria
The wealth of mathematical materials is versed in our environment but we lack the knowledge of their uses in communicating mathematics. This paper focuses on the perception, knowledge and appreciation of innovative mind among Nigeria secondary school mathematics students in southern Nigeria.
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4:00 pm – 5:30 pm

CONCURRENT SESSIONS 5 EATON

Chairperson: Mary Kennedy, I-MERIT, Alliant International University, San Diego, California, USA

5.3 Earth and Science

New Mexico Harvests the Wind

Jessica Kimmel and Lawrence Kimmel, University of the Incarnate Word, San Antonio, Texas, USA

From 25 miles away, one can see the 350 foot tall Wind Turbine located on the campus of Mesalands Community College in Tucumcari, New Mexico. MCC has instituted an innovative program in Wind Energy that utilizes the tower with a classroom at the top! In a two year program, they can become certified as Wind Energy Technologists.

The Green Chemistry and Filipino Approach to High School Experiments

Ronald G. Santos, Saint Paul College, Pasig City, Philippines

The experiment presented in this paper is a proof to the possibility of tailor-made experiments that integrate principles of green chemistry. Integrating green chemistry concepts in the design of high school chemistry experiments makes students aware of the responsibility that goes with the use and production of chemicals. Moreover, the experiment was designed to consciously integrate aspects of Filipino culture, values, and traditions.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 5 FAIRFIELD

Chairperson: Jemimah Ndudu Mbakwem, Imo State University, Owerri, Nigeria

5.4 Global Sustainability and Growth

Caring Of the Planet Earth – An Educational Challenge

Sudesh Ahlawat and Preeti Jain, Dristhi Dr. R. C. Jain Innovative Sr. Sec Public School, Punjab, India

Environmental sustainability is at risk. Global warming, greenhouse effect, extinct species, melting snow, deforestation, increasing carbon dioxide emissions, unprecedented economic growth and demographic pressures are alarming.

Education and Technology for Sustainable Development

Vijay K. Didolkar and Ragini V. Didolkar, National Institute of Technology, Nagpur-Maharashtra, India

Due to improper use of Science and Technology and unsound activities there is serious impact on the life of the earth. The extent of awareness of various aspects of pollution among the students of different educational backgrounds also influences the sustainability. Education of use of technology to minimize the industrial waste from the thermal power plants lead to the inference that the column flotation technique for highash content of Indian coals was beneficial.

Entrepreneurial Attitude and Knowledge of Youths in Secondary Schools: An Initiative to Broadening Opportunity for Producing Potential Entrepreneurs

Dorothy Uchenna Akubuilo and Francis Ekene Akubuilo, Enugu State University of Science and Technology, Enugu, Enugu State, Nigeria.

In this survey study students in Enugu State responded to a twenty-item questionnaire-Students’ Entrepreneurial, Attitude and Knowledge Questionnaire. Findings showed that students had positive attitude but were deficient in entrepreneurial knowledge.

4:00 pm – 5:30 pm

WORKSHOP 4 GARDEN SALON ONE

PLAY FOR PEACE

(UPSTAIRS)

Chairperson: Daniel Blumberg, Alliant International University, San Diego, California, USA

Play for Peace: Creating a Culture of Peace Makers

Craig H. Dobkin – Co founder and Lead Trainer,
Livier Anyon – Lead Trainer, Play for Peace Global, Chicago, Illinois
Loren Rubin – Lead Trainer, Play for Peace Global, Chicago, Illinois

Play for Peace creates a culture of peace by bringing children, youth and organizations together, from communities in conflict, through cooperative play, allowing for laughter, compassion and peace. Using PFP-Activities participants will have awareness for the joy of PFP, facilitating for peace and accomplishments over 19 years that have been realized. Find out how you can tap Play for Peace’s global network and create joyful learning in your community.

5:30 pm – 7:00 pm

SPECIAL INTEREST GROUPS (SIG) MEETING 1

Arts, Culture and Language
Community Development
Early Childhood
Environmental Concerns
Ethics and Values
Global Education
Media and Technology
Lifelong Learning
Peace Education
Women in Education
Ascot
Brittany
Clarendon
Eaton
Fairfield
Galleria One
Galleria Two
Garden Salon One
Garden Salon Two
Crescent

5:30 pm – 7:00 pm

DINNER ON YOUR OWN
DAY 4 | THURSDAY, AUGUST 21

9:00 am – 10:00 am
CONFERENCE REGISTRATION

9:00 am – 10:30 am

CONCURRENT SESSIONS 6

Chairperson: Lionel Remesha, International Students Services, Alliant International University, San Diego, California, USA

6.1 Play for Peace

Play: A Mechanism for Developing Peaceful Behaviour among Elementary School Pupils For Sustainable Peace
Rita A. Ndifon and Bernedette U. Cornelius-Ukpepi, University of Calabar, Cross River State, Nigeria

This session is aimed at determining the relevance of play as a means of developing peaceful behaviour among elementary school pupils for sustainable peaceful co-existence in Cross River State, Nigeria.

The Relationship between Satisfaction and Attending of Professional Baseball Game Day Promotional Activities of Spectators
Tsung-I Pai, Chia Nan University of Pharmacy, Tainan City, Taiwan

Baseball is the most popular sports in Taiwan. The purpose of this study was to investigate the relationship between satisfaction and attending of professional baseball game day promotional activities of spectators.

9:00 am – 10:30 am

CONCURRENT SESSIONS 6

Chairperson: Cindy Greatrex, CEO, HATECH, San Diego, California, USA

6.2 Global Education

Leadership and Intrinsic Motivation through the Internalization of Social Issues
Tim Ratliff and Louise Kelly, Alliant International University, San Diego, California, USA

Intrinsic motivation and the internalization of extrinsic motivators and social influences, can create change on a global scale. This paper considers leadership education as an important element in the development of social and economic equality to enhance individual well-being.

Promoting the Participation of the Local and World Community in the Assessment of Online Projects
Cynthia Pancer, Alliant International University, San Diego, California, USA

In contrast to designing a course around tests and papers, designing an online course around a project and its authentic assessment challenges students to apply the course content to an authentic problem. This presentation explores ways to structure course projects and their formative assessment so the projects are revised iteratively, by the intended audience for the project, as well as by the instructor and fellow-students within the course. This presentation will provide specific examples of assessment practices that invite the critique of practicing experts from the local and world community.

Selecting Accommodations to Teach Global Education to Students with Disabilities
Denise Skarbek, Saint Leo University, Saint Leo, Florida, USA

The purpose of this presentation is provide a framework, based on reflective thinking, which educators from around the world can use to identify, select, implement, and evaluate assessment and instructional accommodations. Five key words: instructional accommodations, reflective thinking, assessment accommodations, disabilities, types of accommodations.

9:00 am – 10:30 am

CONCURRENT SESSIONS 6

Chairperson: Vicky Davis, National University, San Diego, California, USA

6.3 Arts, Culture, and Language

Environmentally Friendly Reading Classrooms for Young EFL Learners
Bengu Aksu Atac, Nevsehir Haci Bektas Veli University, Nevsehir, Turkey

Since natural world is the first place where children have adventures and become explorers, children are sensitive to the world surrounding them and this makes them excellent defenders of the environment. Most of today’s teachers believe in the importance of protecting our planet. As for English language teachers, they are in a unique position to promote environmental awareness while teaching English.
Prospects of Using Photovoice for Sustainable Development in the Indigenous Community: The Case of Aetas in the Philippines

Genevieve Balance-Kupang, Saint Paul College, Pasig City, Philippines

This research is a community based mapping documenting the assets, strengths, Indigenous Knowledge, Systems and Practices (IKSP), dreams, threats and concerns of the Aetas in a Resettlement site of Subic, Zambales. It also evaluates the impact of the Immersion Program of St. Paul College Pasig from the perspective of the Aetas which leads towards enhanced services and sustainable help towards their further empowerment. The see-judge-act framework and photovoice as methodology provided opportunity for critical dialogue on issues through the discussion of photographs.

Spiritual Domain: The Domain of Learning for Cultivating a Spiritually Intelligent Culture

Prasanth Mathew, Bethlehem Educational Research Foundation, Kottayam, Kerala, India

The presentation highlights various formal and informal ‘pedagogic means’ to nurture the qualities of spiritual intelligence in pupils, a long-term process, by kindling their spiritual dimension in the process of curricular transaction and incorporating sustainable practices in personal lives to build up a spiritually intelligent culture for a peaceful world.

Global Environmental Sustainability: The Way Forward

Peter Amba Neji and Hope Amba Neji, University of Calabar, River State, Nigeria

The paper describes the concept of natural capital and uses the concept to present four alternative definitions of environmental sustainability, the paper presents criteria for analyzing environmental sustainability by examining the impact of ‘Population,’ ‘Affluence,’ and ‘Technology’ on ES. Environmental accounting as a sure principle for ES.

A Scientific Approach to Increase Environmental Awareness: Science Project

Semra Mirici, Professor of Biology, Gazi University, Faculty of Education Department-Biology Education, Ankara, Turkey

This study focuses on a sample project which was developed and implemented so as to increase Biology teachers’ competencies in supervising and guiding their students during the project studies. One of the main components of this project is nature and environmental awareness due to the recent increase students’ interest in ecological researches.

9:00 am – 10:30 pm

CONCURRENT SESSIONS 6

Chairperson: Piyush Swami, University of Cincinnati, Cincinnati, Ohio, USA

6.5 Earth Science

Earth and Science: Analysis of a Middle School Speed and Velocity Lesson: Implications for Students with Learning Disabilities

Gregory Taylor, University of Cincinnati, Cincinnati, Ohio, USA, Casey Hord, Purdue University, Indianapolis, Indiana, USA

A qualitative analysis was conducted on a lesson on speed and velocity that directly aligns with the Next Generation Science Standards from a popular publisher and described the implications for students with learning disabilities. We offer general, research-validated, instructional supports that could help students with learning disabilities succeed despite some of the problematic aspects of the curriculum.

9:00 am – 10:30 pm

PANEL PRESENTATION 1

Using Social Media to Facilitate International Communication

Miles Beauchamp and Wendy Chung, Alliant International University, San Diego, USA

Social media and international enterprise social communication can facilitate education and peaceful problem solving. It is a developing edge of communication and directed use will benefit education and peace.
9:00 am – 10:30 pm  

WORKSHOP 5  
CRESYENT

Chairperson: Tomi Onibuwe-Johnson, I-MERIT, Alliant International University, San Diego, California, USA

Education on Nuclear Disarmament and our Environment  
Emilie McGlone, Director of Peace Boat US, International NGO Peace Boat, New York, NY, USA

Young people need to be aware of the dangers associated with nuclear power and to feel empowered to participate in the debate on how best to respond to the threats they pose to our environment and international peace and security.

9:00 am – 10:30 pm  

WORKSHOP 6  
GARDEN SALON ONE  
(UPSTAIRS)

Chairperson: Teresita Paed-Pedrajas, St. Dominic College of Asia, Bacoor City, Cavite, Philippines

Moot Mediations in Global Transboundary Water Disputes: Teaching Peaceful Problem-Solving in International Water Relations  
Charles Porter, St. Edward's University, Austin, Texas, USA

History of worldwide transboundary water conflicts with special focus on two locations: the Indus River dispute between India and Pakistan and the dispute between Mexico and the United States over the All-America Canal. All students participate in moot mediations of simulated international water disputes.

10:30 am – 11:00 am  

PICK UP BOX LUNCH  
WINDSOR

11:00 am – 10:00 pm  

CITY TOURS  
> Old Town  
> Seaport Village  
> Shelter Island  
> La Jolla Cove  
> Balboa Park  
> Coronado Island  
> Cabrillo National Monument

Historic Old Town  
Hotel del Coronado  
The World Famous San Diego Zoo  
Sea World
DAY 5 | FRIDAY, AUGUST 22

9:00 am – 12:00 pm
CONFERENCE REGISTRATION

9:00 am – 10:30 am
CONCURRENT SESSIONS 7 - ASCOT
Chairperson: Victor Fang, National Kaohsiung Normal University, Kaohsiung, Taiwan

7.1 Mathematics on Planet Earth
Effective Instructional Technology for Secondary School Mathematics Teaching In Nigeria: Way Forward For Integration
Cecilia Olunwa Ekwueme, Anne Meremikwu and Chizoba Oladayo, University of Calabar, Cross River State, Nigeria

Indigenous technical knowledge entails rich innovative mind in our environment. Culturally produced materials found within our environment generates a lot of creativity in an aspect of mathematics known as ethnomathematics.

9:00 am – 10:30 am
CONCURRENT SESSIONS 7 - CLARENDON
Chairperson: Jacqueline Cardenas, Graduate Student, National University, San Diego, California, USA

7.2 Global Education
Social Media Collaboration in the Care of Planet Earth
Rosalynn Carmen, Asia Media America and the Asian Heritage Society and Leonard Novarro, SD Union Tribune and Reuters News Service, San Diego, California, USA

Take a peek into the future – 50 years from now. How will social media have changed the way we care for the environment and affect global education, based on developments of the last twenty years? Cell phones, computers, IPods and IPads are so much a part of this generation’s M.O. more than any form of media has ever been in the past. The call to the Boomer generation was “turn on, tune in and drop out.” So what turns on this generation of twenty-somethings known as Generation Y? Are they more tuned in or are they dropping out?

9:00 am – 10:30 am
CONCURRENT SESSIONS 7 - EATON
Chairperson: Cynthia Pancer, HSOE, Alliant International University, San Diego, California, USA

7.3 Health and Nutrition Education
Cognitive Aspects of Pupil’s Emotional Self-Control and Self-Regulation
Iveta Kovalcíková, University of Presov, Slovak Republic

The paper analyses the concepts of executive function and pupil’s self-regulation. Both constructs are examined as cognitive mechanisms for emotional self-control. Self-regulation functions are involved in everything we perceive, feel, think or do in every waking moment of every day. Environmental awareness, the degree of social responsibility and trust, as well as the quality of social capital are, in our viewpoint, determined also cognitively.

International Edible Schoolyards: An Edible Schoolyard has an organic garden planted by students supervised by a Garden teacher and organic cooking classes for students supervised by a Chef.

Jody McKinney, San Diego City Schools, San Diego, CA, USA
Students have a working laboratory for their future health, nutrition, research, and potential careers. They learn skills to connect with other teachers, students, community members, and their families. School curriculum is connected through the garden and kitchen to science, math, history, geography, art, and cultures.

9:00 am – 10:30 am
CONCURRENT SESSIONS 7 - GARDEN SALON ONE (UPSTAIRS)
Chairperson: Joanne Tawfilis, Co-Founder, www.artmiles.org, Member, National Commission, US National Commission for UNESCO, San Diego, California, USA

7.4 Arts, Culture, and Language
Integrating Drama Education into Nigerian Education Curriculum for Enhancement Of Culture Of Peace In Nigeria
Mike Adeyi, Federal College of Education, Kano, Nigeria

The integration of drama education into the Nigerian Education curriculum with the aim of evolving the culture of peace in Nigeria is analysed. The perspective of the peace in Nigeria, especially in the northern part with the activities of the insurgent militant group, called the Boko Haram is also x-rayed.
The Relationship among Mother Tongue, English and French Languages Proficiency Skills of Junior Secondary
Carol Opara and Patience C. Ezeana, University of Lagos, Lagos, Nigeria
This study investigated the relationship among mother tongue, English and French languages proficiency skills of junior secondary school students.

Ethnomathematics and Oral Literature: An Effective Link for Reducing the Eurocentric-Bias In School Mathematics
Obinna I. Enukoha and Anne Meremikwu, University of Calabar, Cross River State, Nigeria
Nigeria, like most colonised countries of the world adopted English language as a means of classroom instructions, mathematics was taught with euro-centric bias as if the Nigeria environment was bereft of mathematical concepts. In this paper, ethno mathematics with oral literature is used as a pedagogy which reflects the culture of the child to reduce the abstractness in school mathematics and de-mystify mathematics as a eurocentric subject.

9:00 am – 10:30 am
CONCURRENT SESSIONS 7 BRITTANY
Chairperson: Joyce Pittman, Drexel University, Philadelphia, USA
7.5 Sports Education
Creatively Teaching Science through Sports
Penny L. Hammrich, Penn State University, Pennsylvania, USA,
This program addresses the creative diversity inherent in learning by using sports as the context through which scientific principles can be explored. Through the vehicle of sports not only are students learning the underlying principles of science embedded in the mechanics of performing a sport; but also, they are learning the scientific principles in an atmosphere that embraces the psycho-social-creative-emotional connection to learning.

9:00 am – 10:30 am
PANEL PRESENTATION 2 GARDEN SALON TWO (UPSTAIRS)
Chairperson: Daniel Blumberg, Alliant International University, San Diego, California, USA
Daniel Blumberg, Eden Steele, Sean Chumbley, Lydia Scinski, and Amanda Roussell, Alliant International University, USA
School-based program that breaks the cycle of bullying is presented by a panel of educators. Cultural shift is fostered whereby teachers, students, administrators, staff, and parents build a caring, compassionate community through increased awareness, education, and action.

10:30 am – 11:00 am
COFFEE BREAK SHEFFIELD
CULTURAL BAZAAR – LAST DAY

11:00 am – 12:30 pm
GENERAL SESSION 3 WINDSOR/HAMPTON
The United Nations
Welcome Remarks and Introductions:
Bettina Hausmann, President, United Nations Association of the United States of America (UNA) San Diego Chapter

Special Presentation:
Ambassador Anwarul K. Chowdhury, Former Undersecretary-General and High Representative of the United Nations

Essential Role of the United Nations in Today’s World
Panel Presentations:
WCCI at the UN Commission on the Status of Women (CSW58) Session, UN Headquarters, New York City, NY, USA
Jessica Kimmel, Member, WCCI Executive Board, Professor, University of Incarnate Word, San Antonio, Texas, USA
Saba Ozyurt, Alliant Representative to WCCI, Assistant Professor, Alliant International University, School of Management, San Diego, California, USA

Closing Remarks:
Ambassador Anwarul Chowdhury: What WCCI can do as UN Partner
Announcement:
Professor Jay Heffron, Soka University of America (SUA), Aliso Viejo, California, USA

12:30 pm- 2:00 pm
LUNCH CHARLIE’S PATIO
2:00 pm – 3:30 pm

CONCURRENT SESSIONS 8

ASCOT

Chairperson: Daniel Blumberg, Alliant International University, San Diego, California, USA

8.1 Culture of Peace

Balanced Scorecard Model for Educational Institutions: A Framework for the Integration of Peace
Sr. Ma. Evangeline L. Anastacio, SPC, St. Paul University Manila, Philippines

A presentation of the process of building a spirituality-integrated Balanced Scorecard Model through a consensus among 39 Catholic schools using the Delphi Technique.

Optimizing the Peace Education Needs of Basic Education Pupils for National Integration Role in Nigeria
O.O. Nwaubani and V.O. Nwaubani, University of Nigeria, Nsukka, Nigeria

Peace education is means of promoting national co-existence. This justifies its teaching in schools. This paper articulates the peace education needs of Nigerian youths. To address the issues, a proposal will be put forward on how to enhance the teaching of peace education at the basic education level, bearing in mind the needs and role of the youths in nation building process.

Developing some Negotiation Skills for Early Childhood Children
Emily Sadek Hanna, University of Alexandria, Egypt
Kariman Mohamed Bedir, Taibaha university- Saudi Arabia

Human Civilization has witnessed many phases of the use of violence and threat as means to distribute and redistribute fortunes and resources. However, today Civilization witnesses a massive distribution process of different kinds of services and products without use of violence or threat. Negotiation is one of these means. No one can satisfy his needs a part from others. All peoples need each other.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 8

BRITTANY

Chairperson: Tomi Onibue-Johnson, I-MERIT, Alliant International University, San Diego, California, USA

8.2 Peaceful Problem Solving

Managing Education for Peace and Conflict Resolution in Northern Zone of Nigeria
Perpetua Ememe and Nkechinyere Amadi Martha, University of Lagos, Akoka, Nigeria

Educational institutions no doubt provide a melting pot for different cultures and languages. This therefore makes education a veritable tool for peaceful coexistence of all people irrespective of who they are and where they come from. Through education also people acquire knowledge, information, attitudes, skills and abilities that enable them to live, appreciate and respect each other’s view points, beliefs and opinion.

2:00 pm – 3:30 pm

CONCURRENT SESSIONS 8

EATON

Chairperson: T. C. Thankachan, St. Thomas College of Teacher Education, Pala, Kerala, India

8.3 Education

Integrating Emotional Intelligence into Primary School Curriculum for a Lasting Culture of Peace
Eyiuche Ifeoma Olibie and Kate Oge Ezeoba, Nnamdi Azikiwe University, Awka, Nigeria

This study sought to identify strategies for inculcating emotional intelligence across the primary school curriculum for a lasting culture of peace in Nigeria.

Child Abuse and Violence against Women in Nigeria: Implication for Effective Health Education Programme
A. O. Mumuni, University of Port-Harcourt, Rivers State, Nigeria
Adelakun, Kayode, Federal College of Education, Omoku, Rivers State, Nigeria

This paper looks at various forms child abuse and violence against women in modern day Nigeria. The paper examines how health education can be used to protect these vulnerable groups against all forms of abuse where legal framework has failed.

Achieving Culture of Peace through Teacher Education in Nigeria
Margaret Uchenna Chukwurah and Eucharia Obiageli Obiekezie, University of Calabar, Cross River State, Nigeria

The paper examines ways peace culture could be achieved in Nigeria through teacher education by considering the integration of peace pedagogy in teacher preparation and training.
2:00 pm – 3:30 pm
CONCURRENT SESSIONS 8  CLARENDON

Chairperson: Anne Hoiberg, President, International Museum of Human Rights, San Diego, California, USA

8.4. Citizenship Education

Parental Socio-Economic Status as Predictor of Vocational Aspirations of Secondary School Students in Nigeria

Ngozi Obiyo and Celestine Eze, University of Nigeria, Nsukka, Nigeria

The study examined parental socio-economic status as predictors of vocational aspirations of secondary school students in Nigeria and the implications for peace, curriculum planners and special educators.

Effect of Simulation Game Teaching Strategy on Achievement of Junior Secondary School Students

Samuel Agozie Ezeudu and Grace Ogechukwu Idu, University of Nigeria, Nsukka, Nigeria

The study investigates the effect of simulation game teaching strategy on achievement of students in selected contents of citizenship education.

Service Learning: An Essential Component in Leadership and Citizenship Training for Global Peace and Prosperity

Gary Stewart, Austin Peavy State University, Clarksville, Tennessee, USA

Education of the future must provide experiences that allow for the development of a deeper understanding and appreciation of the uniqueness of world cultures. Experiences that allow students and educators to gain unique insights into the lives of others are Service Learning.

2:00 pm – 3:30 pm
CONCURRENT SESSIONS 8  FAIRFIELD

Chairperson: Tim Ratliff, Alliant International University, San Diego, California, USA

8.5. Entrepreneurship

History Education A Tool For Curbing Youth Restiveness in Nigeria

Ayuba Guga, Ahmadu, Bello University, Zaria, Nigeria

Nigeria has been faced with youth restiveness and several strategies have been proposed to solve the problem including education but little has been thought of history Education as a way out. This paper discusses the incidence of youth unrest in Nigeria and the relevance of history to curbing it.

Youth Empowerment through Entrepreneurial Skills Acquisition

Jacinta Njideka Emesue and Helen Ngozi Mbonu, Industrial Training Fund, Jos, Nigeria

Youth Empowerment is pivotal to economic growth and national development. The goal of entrepreneurship is to impart students and youths with the right knowledge, skills and attitudes.

Entrepreneurship - A Capacity Building Process for Educating and Empowering Rural Women

Sangeetha R. Mane, Karnatak University, Karnatakka India

The session addresses the empowerment of rural women through self-help groups (SHGs) and the success of SHGs in mobilizing, building capacity, expanding livelihood options, building skills, self-employment, as well as socio-economic and political transformation of self/family/community at large.

2:00 pm – 3:30 pm
PANEL PRESENTATION 3  SALON GARDEN ONE (UPSTAIRS)

Internationalizing Multiculturalism: A Challenge for Global Education

Chair: Rodney L. Lowman
Louise Kelly, Wendy Chung, Alliant International University, San Diego, California, USA

Discussant: Estela Matriano, Alliant International University, San Diego, California, USA

This symposium will address ways that multiculturalism needs to become internationalized if it is to remain relevant to new realities of a world without boundaries and of an increasingly internationalized “domestic” multicultural environment. Many of the presenters to the symposium contributed chapters to the recent APA book edited by Rodney L. Lowman, Internationalizing Multiculturalism: Expanding Professional Competencies in a Globalized World, which focused on three applications: education, mental health, and business.

3:30 pm – 4:00 pm
COFFEE BREAK  SHEFFIELD
4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  GARDEN SALON ONE
(UPSTAIRS)

Chairperson: Cynthia Sistek Chandler, National University, San Diego, California, USA

9.1 Health and Nutrition Education

Awareness of AIDS Among Student-Teachers
V. M. Suneela Shyam, S. Mani, and P. Sekar, Ethiraj College for Women, Chennai, Tamilnadu, India

The strength of a nation is also measured in terms of healthy human resources. There are many killing diseases haunting the world community, one of the fast spreading and a challenging disease to the medical fraternity is AIDS. To identify the awareness of future teachers on AIDS, a study was conducted on 300 student-teachers, by adopting an AIDS Awareness Inventory.

Educational Awareness – Expanding Hepatitis B Screening Among Asian Populations in San Diego County
Robert Gish, Binh Tran, Karen Yu, and, Asian Pacific Health Foundation, San Diego, California, USA

Asian Pacific Health Foundation focuses on Hepatitis B screening at health fairs and community outreaches. Since 2011, APHF collaborates with UCSD to screen at risk individuals in San Diego County.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  ASCOT

Chairperson: Dina Pacis, National University, San Diego, California, USA

9.2 Arts, Culture, and Language

Flashpoints in Africa: Language Education as a Tool for Lasting Peace and Development
Catherine Alex Agbor, University of Calabar, Cross River State, Nigeria

The presentation addresses Africa as a continent in constant instability and the language teachers’ position for a lasting culture of peace. It advocates a conflict-free continent, through more support of global education and interdisciplinary curricula.

Integrating Education for a Lasting Culture of Peace in Nigeria
Aliyu Yaya Aliyu, Federal College of Education, Kano-Nigeria

A fundamental goal of formal education in Nigeria is to inculcate the desired knowledge, skills and behaviors to live in harmony with oneself, with others and with the natural environment. In spite of this, peace continues to be elusive for Nigeria.

Pax Linguis, Lingua Pax: An Appraisal of the Prospects of Language Education for a Culture of Peace in Nigeria
Anthonia Maduekwu and Victor Owhotu, University of Lagos, Lagos, Nigeria

In this study, the perceptions and prescriptions for a culture of peace in Nigeria were sought. Additionally, the outcomes of the Pax Linguis and Lingua Pax project in resolving the Nigerian ethnic conflicts were investigated. The principles of Pax Linguis and Lingua Pax were also briefly discussed.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  BRITTANY

Chairperson: Saba Ozyurt, International Relation, Alliant International University, San Diego, California, USA

9.3 Women in Education

Effect of Marriage on Female Student’s Academic Achievement
Babayyo Shuaibu, Jigawa State College of Education, Gumel, Nigeria

This study was conducted to discover whether or not there is any significant effect between academic achievement and marriage among female students.

The Influence of Multi-Dimensional Programs for Peaceful Problem Solving and Empowerment of Women
T. C. Thankachan, St. Thomas College of Teacher Education, Pala, Kottayam (Dt.) India

Multi-dimensional programs for women is an extension of education, beyond the school going age, to improve the quality of life through equivalency education, income generation, individual interest promotion, life quality improvement, agricultural extension and peace value model training.

Marvita Gowdy, Alliant International University, Fresno, California, USA

Minority women face challenges on the road to success in higher education, and they are underrepresented in higher education as well. The purpose of this presentation is to investigate this phenomenon for a better understanding of why minority women face challenges in higher education and why they are not well represented in higher education.
4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  CLARENDON

Chairperson: Sr. Lydia Fernandes, The Apostolic Carmel Educational Society, Karnataka, India

9.4. Peaceful Problem Solving

Assessment of Peace-Related Tendencies Exhibited By Upper Basic Science Students during Group Projects

Martin Afen Olofu, Alice Eta Asim and Akon Esu, University of Calabar, Cross River State, Nigeria

The security vote in Nigeria has increased in an unprecedented manner due to peace-related issues, to the detriment of other sectors of the economy. It is the view of these authors that strategies for minimizing conflicts can be approached through teaching.

The Education of Ethical Values and Transcendent Motives

Marta López-Jurado Puig, Catalina Martínez Mediano, and Nuria Rioperez Losada, Universidad Nacional de Educación a Distancia, Madrid, Spain

The concept of transcendent motives – together with the extrinsic and intrinsic motives – opens a channel to unite theory and practice in the realm of moral education. The conceptual axis of the analysis is the decision-making process, framed in a context where there are “others” that receive the impact of our actions.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  FAIRFIELD

Chairperson: Hanna Onyi Yusuf, University of Zaria, Kaduna, Nigeria

9.5. Earth and Science

Environmental Awareness among Higher Secondary Students

Maria Caroline and V. M. Suneeula Shyam, Loyola College of Education, Chennai, Tamilnadu, India

Global Warming is one of the major threats to the life on the earth. To find out the Higher Secondary School awareness on Global Warming, a study was conducted to a sample of 300 students with a self developed tool.

Mapping the Evolution of Galveston, Texas Coastline: Apfell Park and San Luis Pass

Cherith Letargo, Lone Star College, Kingwood, Lone Star, Texas, USA

This paper focuses on a teaching strategy that has integrated traditional mapping methods and new technological applications to engage students in understanding the evolutionary changes of the coastline in Galveston, Texas, USA.

4:00 pm – 5:30 pm

CONCURRENT SESSIONS 9  CRESCENT (UPSTAIRS)

Chairperson: Cindy Greatrex, CEO, HATECH, San Diego, California, USA

9.6 Education

Lifelong Learning Tendencies of Prospective Teachers in Turkey

Semra Demir, Erciyes Universitesi Melikgazi/Kayseri, Kayseri, Turkey

Considering lifelong learning individuals' features like motivation, perseverance, self-regulation and curiosity; it is aimed to determine prospective teachers' lifelong learning tendencies in Turkey universities. “Lifelong Learning Tendency Scale” developed by Diker Coskun and Demirel (2012) was used to determined these tendencies.

Pedagogical Changes for Millennial Students–Indian Perspective

Piyush Swami and J.S. Negi, University of Cincinnati, Cincinnati, Ohio, USA

Millennial students, born in 1980’s and beyond, have experienced a life that is quite different from previous generation of students. In India, this period has been remarkably free from major wars, and seen unprecedented expansion of technology in all segments of society. The presentation will focus on the changes that are occurring in pedagogies used in colleges and schools as a result of societal shifts impacting students’ lives.

5:30 pm – 7:00 pm

SPECIAL INTEREST GROUPS (SIG) MEETING 3

Arts, Culture and Language
Community Development
Early Childhood
Environmental Concerns
Ethics and Values
Global Education
Media and Technology
Lifelong Learning
Peace Education
Women in Education

Ascot
Brittany
Clarendon
Eaton
Fairfield
Galleria One
Galleria Two
Garden Salon One
Garden Salon Two
Crescent
DAY 6 | SATURDAY, AUGUST 23

9:00 am – 10:30 am

CONCURRENT SESSIONS 10 | ASCOT

Chairperson: Sr. Flordeliza Deza, St. Paul University-Manila, Manila, Philippines

10.1. Citizenship Education

Teaching Global Citizenship
Minerva Ladores, Frostburg State University, Cumberland, Maryland, USA and Elif Bengu, Istanbul, Turkey

In a global society immersed in technology, students need to learn about the responsible use of technology as well as the norms for appropriate behavior. Digital citizenship is the concept of educating students on the responsible use of technology.

Civil Society in Citizenship Education: An overview from Matabeleland, Zimbabwe
Tobias Guzura, Zimbabwe Open University, Bulawayo, Zimbabwe

Zimbabwean society lacks agreement on national ethos and values. Thus, civil society has embarked on a number of initiatives to foster good citizenship. Against this background, adopting a qualitative approach, the paper assesses the nature; extent and effectiveness of CSO run citizenship education programs run by civil society organizations.

Values among High School Students
G. Visvanathan, S. Mani, and V.M. Suneela Shyam, Tamilnadu Teachers Education University, Chennai, Tamilnadu, India

In the post modern age people are so engrossed with multifarious activities aiming for more materials and comforts which leads erosion of values. To find out the core values among the high school students, a self developed instrument – Value Inventory was administered on a sample of 260 high school students.

9:00 am – 10:30 am

CONCURRENT SESSIONS 10 | CLARENDON

Chairperson: Linda Richardson, Alliant International University, San Diego, California, USA

10.3. Global and Health Education

Exploring Strategies towards Enhancing Marital Mediation among Couples In Akwa Ibom State Of Nigeria
Comfort Usoroh and Elizabeth Anyakoha, University of Uyo, Uyo, Akwa Ibom State, Nigeria

The study explored strategies for enhancing marital mediation among couples in Akwa Ibom State of Nigeria. Specifically, the study determined; the causes of marital conflicts; marital mediation options used by couples for conflict resolution; mediation process of the most frequently used option and strategies for enhancing mediation in the study area.

9:00 am – 10:30 am

CONCURRENT SESSIONS 10 | FAIRFIELD

Chairperson: Edna Ogwu, University of Nigeria, Nsukka, Nigeria

10.4 Climate Change

Children’s Voices on Climate Change, Adaptation and Disaster Risk Reduction
Gladys Esiobu and O.M. Alade, University of Lagos, Lagos, Nigeria

Integrating Climate Change into Nomadic Education Program in Nigeria: The Challenges of the Teacher Preparation
Saidu M. Moruppa and Zira M. Kamkwis, Adamawa State University, Mubi, Nigeria

Teacher preparation is uppermost in educational discourse all over the World including Nigeria. The achievement of the goals of integrating climate change into nomadic education program therefore rests squarely on teacher preparation that has to do with recruitment training, retraining and motivation.
Preparing for 2015 ASEAN Integration

School of Arts, Science & Education (SASE)
Dr. Teresita P. Pedrajas
Dean SASE and President of WCCI International Board
- BS Psychology
- AB Communication
- BS Education

School of Health Science Professions (SHSP)
- BS Pharmacy
- Medical Laboratory Science (Med Tech)
- BS Radiologic Technology
- BS Physical Therapy
- BS Nursing
- BS Occupational Therapy
- Doctor of Dental Medicine (Dentistry)*
- Caregiving NCII

School of International Hospitality & Tourism Management (SIHTM)
- BS Hospitality Management
  Major in Cruiseline Operations
  Culinary Arts & Kitchen Operations
- BS Tourism Management
- Commercial Cookery NCII
- Bread & Pastry Production NCII
- F & B Services NCII & IV
- Bartending NCII
- Housekeeping NCII
- Front Office Services NCII

School of Business & Computer Studies (SBCS)
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- BS Business Administration
  Major in: Operation Management
  Human Resource Management
  Marketing Management
  Financial Management
- BS Information Technology
- AB Multimedia Arts

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MAEPRA FATIMA SCHOOL
Bangkok, Thailand

BSE Ed/BSE Internship Program
Integrating Climate Change into the English Language Curriculum
Patricia Nkechi Uzoegwu, University of Nigeria, Nsukka, Nsukka, Nigeria

In Nigeria, climate change is not taught as a subject, but is integrated into the secondary school geography curriculum with peripheral themes. The subject that used to transmit this knowledge at the secondary school level should be the English Language which is a core subject. The opinions of 500 English Language teachers in secondary schools in Enugu State of Nigeria were sought with regard to climate change themes that can be integrated in the English Language curriculum as well as the strategies for integrating them.

9:00 am – 10:30 am

WORKSHOP 7 EATON

The Council of All Beings
Stephanie Knox Cubbon, Director of Education, Metta Center for Nonviolence and San Diego City College, San Diego, California, USA

Participants will experience “The Council of All Beings,” an activity developed by Joanna Macy, John Seed, Arne Naess and Pat Fleming in the book, Thinking Like a Mountain. The facilitator, Stephanie Knox Cubbon, uses this activity in the course she teaches on Sustainability, Justice, and Ethics, and has found it to be one of the most transformative and impactful activities for her students, as it deepens their understanding of the interconnectedness of all life and broadens their understanding of sustainability. This activity gives participants the opportunity to become an aspect of the nonhuman world and participate in a council-style dialogue.

10:30 am – 11:00 am

COFFEE BREAK SHEFFIELD

11:00 am – 12:30 pm

CONCURRENT SESSIONS 11 BRITTANY

Chairperson: Sr. Lydia Fernandes, The Apostolic Carmel Educational Society, Karnataka, India

11.2 Peaceful Problem Solving
Creating a Culture of Peace through Service Learning: Curriculum initiatives for Teacher Education to address Social Problems
Flosy C.R. D’Souza, Saint Ann’s College of Education, Mangalore, India

Curriculum initiatives for Integrating Service Learning in Teacher Education to sensitize and enable student teachers to address the social Problems through the Partnership of local agencies for a lasting Culture of Peace.

Strategies for Peaceful Problem-Solving In Nigeria
Bernedette Cornelius-Ukpepi, Rita A. Ndifon, & E. E. Emanghe, University of Calabar, Cross River State, Nigeria

Peaceful problem-solving is key to peaceful co-existence. When society is wrath with chaos, terrorism and religious conflict, no meaningful developments occur. This study explored strategies for peaceful problem-solving in Nigeria.

11:00 am – 12:30 pm

CONCURRENT SESSIONS 11 EATON

Chairperson: Gwendalle Cooper, San Diego State University, San Diego, California, USA

Education for Sustainable Culture-An Indian Perspective
Stephen T.A., P. K. M. College of Education, Kannur, Kerala, India

The life sustaining system of planet earth need to be preserved, for that we should adopt a sustainable living style. The paper proposes an outline of a module, emphasizes a culture of Sustainability which is rooted on ancient Indian Culture and its associated values such as respect, Peace and care of all life forms, calls for a shift from anthropocentrism to ecocentricism and the need for a global ethics with a spiritual outlook.

Transformative Journey toward Earth-Consciousness: A Phenomenological Inquiry
Remedios Nalundasan-Abijan, Pamantasan ng Lungsod ng Maynila, Manila, Philippines

This paper is an inquiry into our lived experiences as students and teachers in our journey toward earth-consciousness. At one point in our lives we bonded together in one movement - caring for the earth and loving nature in all its diversity.

11.1 Global Sustainability and Growth
Environmental Racism: An Antithesis to Environmental Justice
Josolyn Hill and Estela Matriano, Alliant International University, San Diego, California, USA

Global definition of the concepts of Social and Environmental Justice as critical issues for a timely dialogue and case study analysis among educators concerned about the Mission of a Culture of Peace.
11.3. Human Rights

Status of Child Right Violation within Nigerian Families and Ameliorating Strategies

Elizabeth Anyakoha and Comfort I. Usoroh, University of Calabar, River State, Nigeria

Children’s rights are violated in Nigeria. This study determined status of violation of children’s rights to health and education in Nigerian families; causes of violation, factors influencing violation; strategies for ameliorating violation. It was a survey that covered urban and rural areas. It involved a mixed population of parents, children, teachers and health workers.

Social Justice Participation for Developing Resilience among Adolescents

Sibichen K. K., St. Joseph’s Training College, Kottayam, India

The present empirical study examined adolescent’s Social justice participation for developing resilience. The method adopted was survey. The population of the study was school going adolescents of Kerala State. The sample size was 1126. Tools used were social justice participation scale and psychological resilience scale for adolescents, developed and validated by the investigator.

11:00 am – 12:30 pm

CONCURRENT SESSIONS 11 FAIRFIELD

Chairperson: Myrna Araneta, Phoenix University, Las Vegas, Nevada, USA

11.4 Global Education

Basic Teachers’ Awareness of the Challenges of Global Education: Implications for Inculcating a Lasting Culture of Peace in Nigeria

Ebele Maryanne Maduekwe and Anthonia N. Maduekwe, Lekki British School, Lagos State, Nigeria

Global education involves the symbiotic inter-relationship of all societies on the planet. This qualitative research investigates the basic teachers’ awareness of challenges of global education and its implications for inculcating the culture of peace in Nigeria.

Nigerian Universal Basic Education in the Era of Global Education

Love M. Nneji, Adeneye and O. A. Awofala, Nigerian Educational Research and Development Council Abuja, Nigeria

In Nigeria, basic education has been extended to cover nine years of continuous and compulsory schooling and is an inalienable right for every Nigerian child. This paper discusses, giving an overview of global education and universal basic education and highlighting the changing context of Nigerian universal basic education.

11:00 am – 12:30 pm

CONCURRENT SESSIONS 11 CLARENDON

Chairperson: Cynthia Pancer, HSOE, Alliant International University, San Diego, California, USA

11.5 Climate Change

Impacts of Climate Change in Nigeria, With Special Focus on Education and Development and Suggestions for Care of Mother Earth

Benedicta Chiwokwu Agusiobo, Children and Women’s First International Foundation, Nigeria, Abuja, Nigeria


Assessment of Junior Secondary School (JSS) Students’ awareness of Climate Change and Sustainable Development

Njoku Chimezie, University of Port Harcourt, Port Harcourt, Nigeria

The study investigates the extent to which junior secondary school students in Port Harcourt Local Government Area of Rivers State Nigeria are aware of issues related to climate change and sustainable development.

11:00 am – 12:30 pm

WORKSHOP 8 GARDEN SALON ONE (UPSTAIRS)

Chairperson: Jim Turner, Alliant International University, San Diego, California, USA

Global Footprints: Developing Forensic Models to Save Lives

Erick Hickey, Mark Songer, Alliant International University, Fresno, California, USA, Yolanda Tanigue, De La Salle University-Dasmarinas, Cavite, Philippines

As our world becomes increasingly accessible so does our capacity to create global footprints. Forensics, like language, can provide venues of common interests to improve safety and quality of life. From criminals and victims to crime labs to policing to courts, to jails and prisons, to psychiatric institutions, to restorative justice, what does a global footprint look like? We must find mutually beneficial ways to collaborate, share our resources and overcome human inefficiencies in order to succeed. Let us together shape these footprints.

12:30 pm – 2:00 pm

LUNCH CHARLIE’S PATIO
2:00 pm – 3:00 pm
WCCI GENERAL MEMBERSHIP MEETING

3:00 pm – 4:00 pm
SPECIAL INTEREST GROUPS REPORTS
All participants are requested to attend the meeting.

4:00 pm – 7:00 pm
FREE TIME

7:00 pm – 11:00 pm
INTERNATIONAL BANQUET AND CULTURAL NIGHT
Richard Gardner, MC, Alliant International University, San Diego, California

Opening Remarks:
Estela C. Matriano, WCCI Executive Director, Alliant International University

Cultural Presentations:
Chinese Classical Song: Happy Water Festival and Peacock Girl, Junqiao Xiao
Samahan Filipino American Performing Arts and Education Center

Awards and Recognition
A word of thanks and appreciation from the hosts:
Russ Newman, Provost and Vice President for Academic Affairs, Alliant International University, San Diego, California, USA
Bettina Hausmann, President, United Nations Association of the United States (UNA) San Diego Chapter, California, USA
Teresita Pedrajas, WCCI President, Dean of School of Education and Arts and Sciences, St. Dominic College of Asia, Bacoor City, Philippines

Cultural Presentations from the Chapters

Presiding Officer
Teresita Pedrajas, WCCI President, Dean, School of Arts, Sciences and Education, School St. Dominic College of Asia, Bacoor, Cavite, Philippines

WCCI Secretariat Reports
Estela C. Matriano, WCCI Executive Director Alliant International University, San Diego, California, USA
Carole I. Caparros, WCCI Executive Assistant Alliant International University, San Diego, California, USA
Madeleine De Torsiac, Treasurer

Special Interest Groups Reports
Benedicta Agusiobo, WCCI Vice President, Hubert H. Humphrey Fellow, Children and Women First International Foundation (CWFIF) Garki, Abuja, Nigeria
EMBRACING THE WCCI MISSION, EMBODYING THE OUTCOME:

Lincoln International Academy (LIA) is a private high school located in San Diego, California. Our curriculum focuses on international perspectives on learning and teaching, while fully exploring student’s culture(s) and language(s). LIA’s holistic approach to education nurtures intellectual, emotional and social development. We teach our students to make decisions with integrity, to think critically, to behave as global citizens and to graduate with a sense of purpose.

We are seeking teachers and school sites (facilities) to partner with us in bringing Lincoln International Academy to countries around the globe. Teachers and administrative team leaders will be provided with training at our location in San Diego, California. Upon completion of our program, approved teachers and administrators will return to their home countries to replicate the Lincoln model at a partner facility. At schools around the world, students who pass Lincoln International Academy’s rigorous curriculum will earn a LIA high school diploma issued by our WASC accredited American high school. Our comprehensive academic program will give students the tools they need to seek admission to American colleges and universities, plus the knowledge and skills required to succeed in their undergraduate studies.

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MAY 1 | SUNDAY, AUGUST 24

8:00 am – 10:00 am

FAREWELL BREAKFAST

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The Pacific Rim Park (PRP) is a nonprofit organization created to build friendship parks around the Pacific Rim. The PRP project is a way of bridging cultures, establishing new connections, and helping define an emergent Pacific Rim community. Each park includes a pearl element in its design. In contrast to a "ring of fire," we envision the Pacific draped with a "string of pearls".

The Pacific Rim Park organization has built seven parks to date: in Russia, Mexico, China, the Philippines, South Korea, Taiwan and the United States. The organization is based in San Diego, California and works in cooperation with partners around the pacific.

www.pacificrimpark.org
A LASTING LEGACY OF PHILANTHROPY

As the founder of Metrobank, the Philippines’ premier universal bank and Chairman of one of the country’s biggest conglomerates, Dr. George S.K. Ty has businesses in various industries including banking, real estate development, power generation, auto manufacturing and life and non-life insurance, all of which make up GT Capital Holdings Incorporated. While he is well-known and respected for being a tycoon, he is also admired as one of the country’s top philanthropists. In the last 5 years, he has donated over USD$30 million to support social and humanitarian projects.

“Leadership in business implies leadership in community service.” This is the philosophy by which Dr. Ty lives and it is evident in his philanthropic work. Aside from his businesses, he has also established foundations that aim to make meaningful contributions to the development of the nation. GT Capital has three corporate social responsibility arms, namely the Metrobank Foundation, GT-Metro Foundation and Toyota Motors Philippines Foundation.

Dedication to Community
Education being one of the most important causes for Dr. Ty, the Toyota Motors Philippines School of Technology was founded to serve as a training hub that will mold Filipino workers into globally competitive technical professionals. As the country’s top vehicle manufacturer, Toyota gives back to society by equipping Filipinos with the necessary skills to be successful technicians in Toyota’s service centers both in and outside the country. He also donated the GT-Toyota Asian Cultural Center to the University of the Philippines, a one-square-hectare complex to house meetings, forums and conferences related to the Asia Pacific’s changing sociopolitical landscape.

Aside from molding minds, Dr. Ty makes healthcare a priority as well. The Manila Doctor’s Hospital (MDH), majority-owned by the Metrobank Foundation, stems from his vision to provide marginalized and underserved communities with quality health services. Through a partnership with the Department of Health and local government units, MDH empowers Filipinos not only by ensuring their overall wellness, but also by engaging the public in global health and environmental issues.

Commitment to Country
In the effort to foster nation building, the Metrobank Foundation annually honors teachers, soldiers, policemen, artists and journalists who have shown excellence in their respective crafts and played a vital role in the country’s development. By recognizing these outstanding citizens, Filipinos are given real-life examples of people to emulate. Dr. Ty’s foundations are also active in relief and rehabilitation operations across the country. In the wake of Typhoon Haiyan, an amount of USD$1.76 million was donated to provide relief and reconstruct of churches, schools and hospitals, extending help to over 27,500 families in calamity-stricken provinces. In the badly hit area of Palo, Leyte, a commercial building is being constructed as a sustainable form of economic aid. The Metrobank Center will serve as a facility where the people of Palo can properly conduct their businesses and pick up where they left off.

Love of God
Dr. Ty recently carried out a personal philanthropic mission by building a church named Mary the Queen in Nanjing, China. As a devout Catholic, it was part of his efforts to spread the love of God in the area.

More than his vast experience and success in business, Dr. Ty has built an even greater legacy through his philanthropic endeavors.
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