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**12th International Conference on Teaching, Education
and Learning (ICTEL) in Mauritius^{*}**

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Abstract. The 12th International Conference on Teaching, Education and Learning (ICTEL) was held on the 25th and 26th November 2016 at Middlesex University. In this hectic time closing this year, eight academics who also wrote research papers made a formal presentation of their work. Dr Banally of Global Research and Development Services (GRDS) acted as the moderator for all the presentations that took place on both days. The conference invited topics from various spheres of tertiary education while it allowed for a panoply of subjects to be treated. There could be a high level of convergence seen from the fact that traditional teaching methodology, though still persistent, should leave the way for modern student-focused learning. This should be coupled with high level of student interaction, the use of online technology, new methods of motivating modern learners and the need to understand generational shifts. A selective notes of conference is provided in the following paragraphs to highlight the diversity of topics treated by the various academics in this conference.

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Conference Notes

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Teacher learning and development in tertiary education

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Nathalie Congo-Poottaren of the Department of Educational Administration and Management, Mauritius Institute of Education, presented the theme: Turning the flashlight on human resources in schools: A case study in a secondary school in Mauritius. In her exposé, she mentioned that educators had to teach in an effective way where they have to set directions. They also have to develop human resources, refine and align the organisation. Furthermore, they have to promote and participate in teacher learning and development and ensure an orderly and supportive environment. Until now, much attention was given to four of these core practices, but little has been written on the fifth one which consists of developing the human resources in schools. This practice is important as it involves building capacity which in turn leads to collective efficacy. This enables the human resources to contribute greatly in the school improvement process.

Using technology to improve learning competence in higher education

Rakhi Gupta of the Banaras Hindu University, who was also the key speaker of the conference addressed the theme: A scaffold of cognitive framework of higher education in India. The study was undertaken from the perspective of students who are the best judge and the foremost learners. A model created using SPSS reflected the various causes which reveals the most popular and evenly accepted causes of decline in quality of education in our country. Higher education is becoming a global, Internet-based business. But few universities are equipped to fully embrace the potential that this offers. The authors identified the various manifestations of the higher education (both classroom and e-learning) and the need for educators to use a combination of learning techniques to improve the quality of teaching in higher education.

Improving communication for second language (L2) learners

Matodzi Nancy Lambani of the Department of English, University of Venda, South Africa spoke on selected common errors committed by second year university English students. Her paper examined certain negative trends identified in language usage by Second Language English (ESL or L2) second year university students. It was therefore intended to identify these errors, pinpoint their causes, classify and analyse them. The occurrence of these errors impairs attempts by L2 students to communicate effectively in the target language. It is in this regard that error analysis plays a crucial role as it has positive implications for both L2 students and teachers. For students, error analysis is needed in pointing out the grammatical features that impact adversely in their efforts to improve their English proficiency. On the other hand, teachers benefit in error analysis in that they will be able to identify the errors and come up with the necessary remedial measures.

Thinking out of the box: Mental health for sound education

Samuel Som of Psychology Institut, Bonn, Germany, addressed the impact of MSN (Movement, Sleep, Nutrition) and Sustainable Health. The MSN Circle viewed Movement, Sleep & Nutrition as a condition for mental health. Mental health is an integral part of health; indeed, there is no health without mental health (World Health Organization, 2010). In this model he assumed that certain minimum requirements existed at the biological level in order that man is ever able to be healthy. Defects in these minimum requirements led not only encourage spiritual unhealthiness, but primarily to physical suffering. But this feeling about the existence of a pathological condition which includes a mental suffering, is not perceived by most patients as mental suffering. The MSN model reflected the dependence of the main factors exercise, sleep and nutrition interdependently as a basis for mental health. Movement Several Studies concluded that physical activity is also good for mental health.

Generation X and Generation Y cultural gap

Juaneé Cilliers of the Unit for Environmental Sciences and Management, North-West University, South Africa, addressed that we are living in a time of incredible technology changes and technology is bringing all spatial elements closer together. The increasing technological changes are impacting on our approach to society, to planning and to breaking new ground in terms of research and education. There is a rise of a new generation that is 'location-aware' (based on virtual environments) and speaks a 'technological-language' via social media and networks. This also impacts on the teaching-learning environment within the current university structures, as students known as the generation Y learners are more equipped with technology, and even 'talk a different language' than generation X (tutors, lecturers and study-leaders).

Industrial placement on students' employability skills in tertiary education

Nirmal Kumar Betchoo of the Faculty of Business and Management, Mauritius, addressed the impact of industrial placement on students' employability skills in the tertiary education sector in Mauritius. Long-time neglected and considered as accessory to academic learning, industrial placements nowadays a necessity for this category of students. In a competitive world where there needs be a suitable match between employment skills and job demands, industrial placement is rightly considered as a stepping stone to the forthcoming work-life career of the individual. The research stated that students undergoing industrial placement in suitable companies learn the various skills and techniques in a job environment, gain greater confidence and maturity prior to embarking on a job. This study approved that industrial placement was relevant in tertiary academic learning in that it bridges the gap between school and the immediate work environment.

Financial literacy in contemporary India

Vaibhav of the Faculty of Commerce, Banaras Hindu University, made his exposé on financial literacy as the process by which investors improve their understanding of financial markets, products, concepts and risks. Through information and objective advice, they develop the skills and confidence to become more aware of financial risks and opportunities and make informed choices to improve their financial position. Financial literacy goes beyond the provision of financial information and advice. It is the ability to know, monitor, and effectively use financial resources to enhance the well-being and economic security of oneself, one's family, and one's business. Financial literacy has assumed greater importance in the recent years, as financial markets have become increasingly complex and as there is information asymmetry between markets and the common person, leading to the latter finding it increasingly difficult to make informed choices.

Behind the seams

Claire Gaillard of the University of KwaZulu-Natal, South Africa, presented her research on school drop-out rates in democratic South Africa by citing school uniforms among the predominant causes of high school children from impoverished contexts dropping out of school. In light of her findings, her paper offered a critical examination of a school's uniform rules against South Africa's National School Uniform Guidelines policy. Research data presented and discussed in this paper were drawn from a small scale case study conducted in a working class South African school. The findings unearthed social injustices which have become embedded in the school's dress code, when South Africa's National Uniform Guideline policy is translated into school rules by the school's leadership. While the findings could not be generalised to other schools, they provided some insight into how some children could be unfairly labelled, unjustly treated –and

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consequently possibly drop out of school-on account of the biased way in which a school's dress code expectations are decided on and enforced by a school's leadership against schoolchildren from impoverished contexts.



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