#TERSD2018

Program and Abstracts

Second International Conference on

Transformative Education Research and Sustainable Development

"Promoting Context-Responsive Wisdom & Knowledge for Sustainable Futures"

October 5-8, 2018
Dhulikhel, Nepal

http://tersd2018.kusoed.edu.np/

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Program and Abstracts

This conference program cum book of abstracts contains the times and locations of events as well as the authors, titles and abstracts of different kinds of presentations. We have tried out best to provide more detailed and precise information for all events as is provided in the conference program. Soft copy of this book is available on the conference website http://tersd2018.kusoed.edu.np/. Each participant is entitled to receive a print copy of this book of *Program and Abstracts* inserted into the conference bag.

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Kathmandu University School of Education, Nepal

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Host

**Kathmandu University School of Education
Lalitpur, Nepal**

Look Inside

Welcome Note

Welcome to the Transformative Education Research and Sustainable Development Community.

The Successful completion of the First International Conference #TERSD2016 opens the new avenues of #TERSD knowledge community to engage academically in the global field. It gives me great pleasure to welcome delegates to the Second International Conference on Transformative Education Research and Sustainable Development to Dhulikhel, Nepal, this October. We are delighted to be hosting the #TERSD2018.

Kathmandu University School of Education aims to nurture transformative education research and celebrates transnational links in the local and global context. I welcome all the innovative and creative research traditions which experiment ideas, approaches, methods and discoveries breaking down the colonial legacy of research and thinking in the various themes of education: Transformative Education and Innovation, Transformative Research and Creativity, Sustainable Development and Ecology, Organizational Leadership and Management, Personal Transformation and Well-being, and lastly, Teachers Professional Development. . We are sure your gracious presence during the events makes the conference a successful academic endeavor.

#TERSD2018 is a noble venue for sharing research, development, advocacy, and innovation for transformative education research, and sustainable development issues. It is indeed an exciting opportunity for all researchers, thinkers and practitioners to engage

in a meaningful participation. We are very happy to share that we are participating in about 150 engaging, informative and inspiring presentations and interacting with more than 300 participants from 20 different countries helping to each other for developing social and political capitals of adapting new research paradigms, recognizing the existing knowledge with envisioning better future and articulating new and meaningful ways of theory and practice.

I wish you all an exciting and engaging conference with the opportunity to network and create motivating contacts for the future, and hope that you will enjoy everything that the Conference, the University, and indeed Nepal has to offer you during your stay here.

Thank you everyone for selecting #TERSD2018 as a platform for sharing your research and practice on transformative education and sustainable development.

Best wishes!

Bal Chandra Luitel
Convener

Know Your Host

Kathmandu University School of Education (KUSOED), located at Hattiban, Lalitpur, is one of the seven Schools of Kathmandu University. KUSOED was established in 1997 with the aim of enhancing the quality of education of the schools in Dhulikhel Municipality through in-service teacher training program. Following this, MPhil and PhD in Educational Leadership Programs were launched in 1998. The School expanded in the ensuing years by adding new programs, thereby, escalating its scope.

KUSOED envisions transforming the educational landscape of Nepal through high quality holistic teacher education program and playing an instrumental role in developing teachers, teacher educators, educational leaders, development professionals and researchers who can contribute to social transformation. It is, therefore, the mission of the School to prepare competent educational and development professionals who are contextually engaged, innovative and, progressive in their outlook. In addition, the School also aims to nurture educational leaders who can bring transformation at tertiary, secondary and primary levels of education. The development professionals are believed to be instrumental in bringing about transformation in their respective sectors.

KUSOED is serving the Bed, PGDE, MEd, MPhil and PhD students in diverse streams. Currently, it is offering the Bachelor program in Technical Education and Chinese Language Teaching; Post Graduate Diploma programs in a) School Management, b) Primary Teacher Training, and c) Early Childhood Development; Master programs in a) Sustainable Development, b) English Language Teaching, c) Mathematics Education, d) Leadership and Management, e) Pedagogical Studies, and f) Technical Education and

Vocational Training; MPhil programs in a) Educational Leadership, b) Development Studies, c) English Language Education, and d) Mathematics Education; and PhD programs in Educational Leadership and Development Studies. The Postgraduate Diploma in Education (PGDE) program offers in-service proficiency and skill development opportunities for teachers involved in Early Childhood Education and School level teaching. The MEd program is popular among the graduates seeking a career in teaching, teacher training, research, school leadership and development sector. The MPhil and PhD programs are producing qualified educational leaders, development workers and research professionals in the education sector.

Moreover, KUSOED is expanding its activities in educational research, school support and short-term educational and management programs. Currently, it is also offering some short-term workshops and trainings for teachers and educational managers. KUSOED is also actively involved in different research projects, both national and international. Likewise, it upholds the glory of hosting different national and international seminars and conferences periodically.

KUSOED takes pride in its both in-house and visiting faculty who are dedicated and steadfast to sustain the rigor and strengths of its academic programs. KUSOED faculty are experienced educators, development professionals, leading researchers, and influential education policy advocates who are committed to raising up the next generation of transformative educational leaders and development professionals.

Contact

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Conference Concept Note

2nd International Conference on
Transformative Education Research and Sustainable Development
(TERSD)
(5-8 October 2018, Dhulikhel, Nepal)

"Context-Responsive Wisdom and Knowledge for Sustainable Futures"

Kathmandu University School of Education (KUSOED), Nepal, hosted the first international conference on Transformative Education Research and Sustainable Development (TERSD) from 21-23 October, 2016, in close collaboration with co-organizer Murdoch University School of Education, Australia and with the partial support of UNESCO Kathmandu and Ministry of Education, Nepal. The conference brought together practices, experiences and theoretically informed discussions on the need for transformative education and research. In doing so, it contributed to expanding awareness of our situatedness in the world; and created a harmonious space bringing together the wisdom traditions of both East and West. It also strengthened and enlarged the network of transformative practitioners by bringing together institutional and individual partners dedicated to share, collaborate, and co-create new ideas for integrated modes of thinking in education and related fields.

Following the aspirational first conference, KUSOED is pleased to announce that it will be hosting The Second International Conference on Transformative Education Research and Sustainable Development from 5 – 8 October, 2018. The major theme of

the conference is "Context-Responsive Wisdom and Knowledge for Sustainable Futures". It aims to provide an opportunity for the expanding community of scholars, practitioners and researchers to share perspectives on local wisdom and knowledge in education. It also aims to build collaboration amongst teachers, teacher educators, community developers, leaders, and researchers across the globe for strengthening social justice and eco-responsive sustainable development approaches in education and educational leadership.

The theme – Context-Responsive Wisdom and Knowledge for Sustainable Futures – has been envisioned to expand conscious awareness of our situatedness (e.g., humanity's troubled relationship with the Earth) in the context of a neoliberal hegemonised world, which may readily enable us to deeply understand who we are and who we might yet become, as individuals and as social beings. Further, the educational link between context-responsive wisdom and knowledge with sustainable development harnesses local cultural capital; fosters an ethic of planetary stewardship; challenges taken for granted dimensions of our lives; and explores how they impact our ways of knowing and behaving – in order to live more sustainably and with greater sensitivity towards our fellow creatures.

TERSD 2018 includes a series of keynote, oral, poster, and workshop sessions, where over 100 participants will engage deeply in discussions on these issues. We invite researchers, practitioners, activists, students and representatives of universities, educational and research institutions, government organizations, United Nations agencies, International/Non-Governmental Organizations and other agencies inside and outside their own disciplines to come together in our knowledge community through authentic engagement with other scholars and practitioners who believe in the potentiality of context-responsive wisdom, knowledge and research as integral to education for sustainable development.

Conference Theme

Promoting Context-Responsive Wisdom & Knowledge for Sustainable Futures

Conference Sub-Themes

1. Transformative Education and Innovation

STEAM education, Contemplative education; Technology-assisted open learning and digital equity; Multidisciplinary and transdisciplinary approaches to knowledge; Synthetic integrated modes of thinking; Engaged learning, Engaged literacy

2. Transformative Research and Creativity

Local cosmology and post/enlightenment thinking, Liberatory epistemologies; Non-human dimensions of meaning-making; Mindful/soulful inquiry; Place-based metaphors, logics and knowledge traditions

3. Sustainable Development and Ecology

Environmental sustainability; Sustainability in economic, social and cultural contexts; Self-governance, self-management and cultural autonomy; Arts and creativity as resources for sustainability; Education for rural transformation, SDGs

4. Organizational Leadership and Management

Organizational ethics and value systems; Entrepreneurial learning and leadership; Managing human resources; Transformative professional development; Place-based organizational leadership and technology

5. *Personal Transformation and Well-being*

Resilient thinking; Holistic living; Healthy community, Positive emotions; Spirituality and compassion; Authentic relationships; Sustainable peace and happiness

6. *Teachers Professional Development*

Teacher training; Pedagogical approaches; Transformative curriculum; Instructional designs; Assessment and evaluation; Value based education; Innovative teaching approaches

Outcomes

The conference will contribute to promoting local wisdom and knowledge heritages in the field of education, teaching, learning, training, and researching for sustainable development. It will bring together the global networks of educational practitioners dedicated to transformative education for quality, equity and relevance of teaching and learning. The participants will find their conference paper published in the conference proceedings and journal (if they meet the criteria for the journal). Further, the scholarly contents of the conference website will contribute to international dissemination and network building.

Conference Program

General Program Framework

5 October 2018: Early Career Researchers' Day- KU, Hattiban, Lalitpur

Saturday, 6 October 2018

7:00	Buses leave from Chabahil, Hattiban and Baneshwor
7:45 -8:30	Registration and Breakfast
8:30-9:00	Inaugural Session
9:00-9:40	Keynote
9:40-10:20	Keynote
10:20- 10:30	Moving Break
10:30-12:30	Oral Presentation - I (Parallel Sessions)
12:30-13:50	Lunch
13:50-14:30	Keynote
14:30-14:40	Moving Break
14:40-16:20	Workshop - I (Parallel Sessions)
16:30	Bus Leaves for Kathmandu

Sunday, 7 October 2018

7:00	Buses leave from Chabahil, Hattiban and Baneshwor
7:45-8:30	Breakfast
8:30-9:10	Keynote
9:10-9:50	Keynote
9:50-10:00	Moving Break
10:00-12:00	Oral Presentation - II (Parallel Sessions)
12:00-12:30	Poster Presentation
12:30-13:50	Lunch
13:50-14:30	Keynote
14:30-14:40	Moving Break
14:40-16:20	Workshop - II (Parallel Session)
16:30	Bus Leaves for Kathmandu

Monday, 8 October 2018

7:00	Buses leave from Chabahil, Hattiban and Baneshwor
7:45-8:30	Breakfast
8:30-9:10	Keynote
9:10-9:20	Moving Break
9:20-11:20	Oral Presentation - III (Parallel Sessions)
11:20-11:30	Moving Break
11:30-12:30	Closing Session
12:30-13:50	Lunch
14:00	Bus Leaves for Kathmandu
14:00-	Excursion (For international guests)

Detailed Program

Saturday, 6 October 2018 (Day I)

Time	Activities
7:30 -8:30	Registration and Breakfast
8:30-9:00	Inaugural Session # Welcome and Inauguration from the Host # Opening Remarks from the ITERN President (Peter Charles Taylor) # Cultural Dance # Poems from school children # Overview of the program
9:00-9:40	Keynote **Bal Chandra Luitel** Professor, Kathmandu University, Nepal *Developing Transformative Education Research as/for Professional Development: Speaking from the Vantage Point of Chakras*
9:40-10:20	Keynote **Emilia Nhalevilo** Director of the Center for Mozambican Studies and Ethnoscience, Universidade Pedagogica *What if we do not embark on? Desocializing Indigenous Knowledge System's Research: a Transformative Agenda*
10:20- 10:30	Moving Break
10:30-12:30	Oral Presentation I (Parallel Session)
Room # 201	1. Gunjan Khanal: Livelihood Strategies of Jyapu Community: An Ethnographic Gaze of Dhumbarahi, Kathmandu 2. Hari Prasad Acharya: Making Transition from Lecture-Based to Activity-Based Instruction in Secondary Level Mathematics: An Auto/Ethnography Inquiry

Session Facilitator: Laxman Gnawali	3. Prabin Rai (Yamphu): Unpacking Complex Identities of Yamphu Priest During and After Ritual Practices; An Ethnography Inquiry 4. Kershree Padayachee: Transformative Learning Approaches Enhances the Confidence of Pre-service Teacher Education Students to Teach Evolution 5. Jay Deagon, Miriam Ham and Wendy Hilman: Active Participation in Cookery Lessons Builds Marginalised Nepali Women's Confidence and Skills 6. Deepak Raj Paudel: Reviewing the Relationship Between Education and Health: What do We Know? What Next?
Room # 101 Session Facilitator: Rebat Kumar Dhakal	1. Raj Kumar Tyata: Transforming Mathematics Education: Applying Project-based Leaning for Meaningful and Engaged Learning 2. Suraj Acharya: Local Actors in School Monitoring: A Case Study of Community Schools in Nepal. 3. Shashidhar Belbase: Fresh Undergraduate Students' Beliefs About Learning Mathematics with Technology 4. Shesha Kanta Pangeni: Using Workshop Activity: An Innovative Approach to Teaching Online Course 5. Bushra Afzal: Emotional Challenges of Auto-ethnography 6. Tara Paudel: Identity Construction of Female Mathematics Teacher at University Teaching
Room # 102 Session Facilitator: Binod Prasad Pant	1. Govinda Prasad Devkota: Transformation of Sustainable Water, Hygiene and Ecological Sanitation Innovation Through Schools in Nepal 2. Hasin Shakya: Implications of Cognitive Apprenticeship in a Middle School Visual Communications Classroom 3. Meenakshi Dahal: Transformative Power of Early Childhood Education: Cultivating 21st Century Skills 4. Shubnam Rambharos and Stephanie Caroline Singh: Integrated Learning and Assessment Projects: Innovation in Ways of Being and Doing Assessment

	5. Ganesh Bastola: Transformative Pedagogical Capital: A Key to Social Transformation 6. Gyanendra Kumar Yadav: Constructing Identity of English Teachers in Nepal
Room # 103 Session Facilitator: Dhanapati Subedi	1. Ghanshyam Joshi: A Dilemma in Designing a Mathematics Curriculum: Descriptive Versus Prescriptive 2. Tikaram Poudel: The Process of Nativization of Phonological Features of the English in Nepal 3. Prakash C Bhattaarai: Principals' Ethical Leadership for Transformative Education 4. Janardan Paudel: Local Cosmologies and Their Understandings of the Contemporary World: A Study of Socio- Cultural Perspectives of Beliefs 5. Suresh Gautam: Hanging on Higher Education as a Junior Artist: Autoethnography of a Lecturer 6. Mahashram Sharma: School Management Practices: A Case of Inclusive Model of High Performing Public School
Room # 104 Session Facilitator: Indra Mani Rai	1. Karla Penna & Julia Marta: Transformative Education in the Deconstruction of Colonial Cultural Imagery of the Brazilian Amazon and for Cultural Education 2. Sadruddin Qutoshi: Transformative Research and Creativity: An Approach to Post/enlightenment thinking in Teacher Education in the context of Pakistan 3. Shyam Prasad Acharya: Large Scale Assessment Practice and Trends of Learning Achievements in Nepal 4. Roshani Rajbanshi: Transformative learning: An Approach to Understand Participatory Action Research 5. Krishna Bahadur Rai: Transformative Aspects of Using Mixed Methodology to Entrepreneurship Research

	6. Subash Shrestha and Tika Ram Pokhrel: Instructional Leadership in Transformation of Learning
Room # 105 Session Facilitator: Kul Prasad Khanal	1. Father Dominic Savio and Elisabeth (Lily) Taylor: Psycho-Spiritual Counselling to Enhance Personal Resiliency: An Auto/Ethnographic Inquiry of The Interface Between Spirituality and Transformative Education 2. Sudhir Kumar Jha: Team Leadership Practices in Private Schools of Nepal: A Narrative Inquiry 3. Priti Thapa Shrestha: Perception of School Actors on Corporal Punishment 4. Rajani Thapa: Lived Experiences of Children Living in Shelter Home: A Narrative Inquiry 5. Lina Gurung: Motivation as a Gateway in Accessing ICT and digital skills: Context from Online and Distance Education in Nepal 6. Rupa Munakarmi: Practicing the Understanding of Professional Integrity: Do Teachers 'Do what They Understand"?
Room # Main Hall Session Facilitator: Parbat Dhungana	1. Astrid Øien Halsnes: Teachers' Professional Development Through Reflection in Mentoring 2. Raju Shrestha: Being Reflective upon Methodological Dichotomy: A Shift Towards Transformative Approach 3. Harshita Sharma: Education for a Sustainable Future: a study of community transformation in Andhra Pradesh, India 4. Deepak Khanal: Party Schooling in Nepal: Agenda Towards Transforming Political Contemplation 5. Shree Krishna Wagle: Sensing a Place in Education: Lessons Learned from on-going Basic-School Curriculum Experiences in Rural Nepal 6. Prem Singh Shintan: Children as Change Agent: Role of Child Clubs in Transforming Children
12:30-13:50	Lunch
13:50-14:30	Keynote **Anna Robinson-Pant**

	Professor University of East Anglia, UK UNESCO Chair in Adult Literacy and Learning for Social Transformation President, British Association for International and Comparative Education (BAICE) *Context-Responsive Wisdom and Knowledge: Moving Beyond the Immediately Observable*
14:30-14:40	Moving Break
14:40-16:20	Workshop I (Parallel Sessions)
Room # 201	Anne (Annie) Brown: Critical and Creative Thinking Skills in the basic level Nepali classroom and the use of P4C (Philosophy for Children)
Room # 104	Karla Penna & Elisabeth Taylor: Connecting what colonisation disconnected: An academic journey searching for transforming vocational technical education in Brazil
Room # 105	Sarah Eve and Crystle Challenger: Facilitating Creative and Imaginative Minds: Towards Transformative Innovative STEAM Education
Room # Main Hall	Shanta Dixit: Growing your Mind
16:30	Bus Leaves for Kathmandu

Sunday, 7 October 2018 (Day II)

Time	Activities
7:45-8:30	Breakfast
8:30-9:10	Keynote **Peter Charles Taylor** Adjunct Professor of Transformative Education at Murdoch University, Australia President, International Transformative Educational Research Network (ITERN) *ST^{2}EAM Education in the Anthropocene: Transforming the Dark Side of Human Nature*

9:10-9:50	Keynote **Kenneth Tobin** Presidential Professor The City University of New York *The Role of Mindfulness in Harmonizing Sustainable Lifestyles*
9:50-10:00	Moving Break
10:00-12:00	Oral Presentation II (Parallel Sessions)
Room # 201 Session Facilitator: Shesha Kanta Pangeni	1. Reni Francis: Be an IDEAL- Mirage to Reality 2. Sudha Ghimire: Personal Transformation of Very Young Adolescents on Health and Gender Norms Through Skills-Based Education: A Participatory Action Research 3. Sher Singh Rawat: Autoethnography for Exploring Critical Life-Events and Transformative Thinking in Mathematics Education 4. Jyoti Gautam and Nawa Raj Khatiwada: Key Issues and Challenges of Teaching and Learning in High Schools 5. Sadlier, A., Esson, J., Giulianotti, R., Saavedra, M. and Sharma, S. R.: Participation as a Neoliberal Discourse? A Comparative Study of Participatory Action Research (PAR) Projects With Young People in Sport for Development and Peace 6. Kamala Devi Rai: Mundumic knowledge: Perception and Practice Towards Gender Roles
Room # 105 Session Facilitator: Suresh Gautam	1. Chontawat Meedee and Romklao Jantrasee: Employing Transformative Learning to A Chemistry Teacher's Frame of Reference: Critical Reflection on Professional Practice 2. Marianne McKay: Inhabiting A More Ambiguous Self': Using Discomfort to Explore Issues of Social Justice in a Science Programme 3. Yak Raj Bhandari: Are Curricular Goals Translated in to Classroom Practice? 4. Bishnu Khanal: Impact of Teachers' Teaching Strategies to Promote Students' Learning Strategies in Mathematics 5. Krishna Prasad Paudel: Interdependency of Knowledge Management and Academic Performance: The Case of Higher Education Institutions in Nepal

	6. Surversperi Suryakumari Rajah: Fostering Leadership in Transformative Education
Room # 104 Session Facilitator: Prakash C Bhattarai	1. Christopher Millora: Volunteering, Learning and Becoming: An Ethnographic Study of Volunteer Work by 'Poor' Youths and Adults in the Philippines 2. Vanessa Lee and Mohammad Naeem Mamozai: Securing a sustainable future for Adult Literacy Facilitators in Afghanistan 3. Mohammad Naeim Maleki, Alan Rogers, Fariha Maleki: Profiling Adult Literacy Facilitators in Development Contexts: An Ethnographic Study in Herat, Afghanistan 4. Marta Paluch: Systematization of Experiences: An Innovative Professional Development Process with Adult Literacy Facilitators in Guatemala 5. Aniket Srivastava, Parul Verma and Atul Pati Tripathi: Informal Science Education with radio as an ICT Tool 6. Nalini Chitanand, Bushra Afzal, Mangara Simanjorang, Marianne McLaughlin, Milton Medina, Naif Mastoor Alsulami, Neni Mariana, Orawan Sriboonruang, Peter Hatherley-Greene, Yuli Rahmawati: Self | Other | Cosmos: Using the Johari Window as a basis for a theoretical exploration of this connection
Room # 103 Session Facilitator: Tikaram Poudel	1. Burcu Evren: Behind & Beyond Bars: A case study of Women's Experiences of Learning and Support After Prison 2. Amy North: Literacy, Learning and the Sustenance of Transnational Relationships in the context of global migration 3. Trilochan Sharma and Toyanath Sharma: Ensuring Transformative Actions Through Activity Based Teacher Development Program: An Ethnographic Case Study 4. Ram Krishna Panthi: Challenges of Promoting Social Justice in Mathematics Classrooms 5. Parbat Dhungana: Microproject as a Contextualized Classroom Strategy 6. Baeva Liudmila: Value of Education in E-Culture

Room # 102 Session Facilitator: Dhanapati Subedi	1. Ruchi Singh Gaur: Cross- sectional views: An innovative approach towards formulating national and transboundary water policies for sustainable development 2. Yuli Rahmawati and Achmad Ridwan: Who Are We? Chemistry Students' Identity Empowerment Through Ethnochemistry in Culturally Responsive Transformative Teaching (CRTT) 3. Nawa Raj Khatiwada and Meenakshi Dahal: Missing Links of High-school and University Level Education in Nepal 4. Kul Prasad Khanal: Head Teacher's Accountability in Paradox: Theoretical Implications for Developing a Sustainable Mechanism of Accountability for Transformative Service Delivery in Education 5. Ghanashyam Regmi: Promoting Engaged Mathematics Learning 6. Daryl Balia: Baggage Handling in the Teaching, Learning and Assessment of Religious Studies
Room # 101 Session Facilitator: Binod Prasad Pant	1. Rebat Kumar Dhakal: Fixing the Broken System'? Gender Inclusion in School Governance 2. Shaty Kumar Mahato: Teachers: An Agent of Social Transformation 3. Ser Bahadur Giri: Public Perceptions and Practices of Development through the Lens of Education 4. Sithembiso Magnus Ngubane, Mike Megrove Reddy, Mncedisi Christian Maphalala, Yasmin Rugbeer: Portfolio development for the enhancement of lecturers' academic career: A case study of University of Zululand 5. Pratuengsook Maneelam, Peter Charles Taylor and Chokchai Yuenyong: Investigating Ethical Dilemma Teaching and Learning in the Science Classroom: Moving Towards STEAM Education 6. Latika Maskey Pradhan: Comprehensive Sexuality Education for wellbeing of Adolescents

Room # Main Hall Session Facilitator: Bal Chandra Luitel	1. Sushan Acharya, Catherine Jere and Anna Robinson-Pant: Indigenous adult women and learning for sustainable futures: challenging deficit discourses in the current policy environment 2. Amina Singh and Dipti Sherchan: Declared 'Literate': Subjectivation Through Decontextualized Literacy Practices 3. Sheila Aikman: Recognition, Capacity Building and Action: Indigenous Women in the Peruvian Amazon 4. Ulrike Hanemann: Examining the Perceptions of Indigenous Women Participating in the Mexican Bilingual and Intercultural Education Programme 5. Gina Macalintal Lontoc: Discourses and Identities in Formal Schooling of Sea Nomads in Philippine Urban Settings: Exploring the Self-using Photo Narratives 6. Turuwark Zalalam Warkineh and Abiy Menkir Gizaw: Exploring the Intergenerational Learning Experiences of Women in a Pastoral Community in Ethiopia: The Case of Pastoral Women in Karrayu 7. Mahesh Nath Parajuli and Indra Yamphu: Knowledge Heritage in Women's Everyday Practices: Missing Aspect of Nepal's Modern Education
12:00-12:30	**Poster Presentation** 1. Gehan Mohamed Anwar Esmaiel: Child Emotional and Psychological Abuse in Suzan Hill's I'm the King of the Castle 2. Kamal Kumar Thapa: Secondary Level Students' Geometry Anxiety and Ways of Addressing Them 3. Rupendra Joshi: Cooperative Learning: Responsible and Accountable Learning Approach 4. Anila Jha and Nawa Raj Khatiwada: Enhancing the Accessibility and Quality of Higher Education Institute through the use of Information and Communication Technology 5. Anila Jha and Nawa Raj Khatiwada: Physical Facilities for Meaningful Teaching-Learning Environment in Graduate Schools

6. Rabindra Maharjan: Prospects and challenges of using technology in mathematics education
7. Khim Raj Subedi: Schooling in the Shadow: Roles of Private Tutoring in Students' Learning in Nepal
8. Hiran Dhakal, Binod Adhikari and Nawa Raj Khatiwada: Key Issues and Challenges of Teaching Science and Mathematics in High Schools
9. Sher Singh Rawat: Collaborative Teaching Learning Mathematics: Issues and Challenges
10. Suman Gyawali: Relationship of Teacher's Motivation and Performance of Community School in Lalitpur Metropolitan City of Nepal
11. Shanti Kumari Adhikari and Shashidhar Belbase: Reflections on Reflective Practice in Mathematics Education
12. Niranjan Narsingh Khatri: Cognition of Students among Institutional Schools in Kathmandu Valley
13. Pratigya Regmi, Nawa Raj Khatiwada, Madhav Pokharel: Use of Nepali and English Language in public places: Trends, issues and impacts
14. Bhanu Bhakta Khadka: The Role of ICT in Transformation of Science Education
15. Sushil Babu Khanal, Shashidhar Belbase, Min Bahadur Bista: Accountability Paradigms for Transforming School Leadership in Nepal
16. Mahesh Kunwar: Effects of Principal's Instructional Leadership on Their Teacher Efficacy in Private Secondary School.
17. Kharika Devi Parajuli: Prospects and Challenges of Use of ICT in Mathematics Classroom Practices: The Teachers' Perspectives
18. Swaroop Sampat Rawal: In search of Transformative Education: An Educator and an Extraordinary Theory
19. Tara Poudel: Women Education in the 21st Century
20. Bharat Singh Dhami: Motivational Factors for Selecting Mathematics in Secondary School

	21. Deependra Bhandari: Integrated Curriculum for Meaningful Learning 22. Dilip Kumar Shrestha: Teaching and Learning Mathematics Through Collaborative Approach 23. Alberto Cupane: The Way of Student' Selection Imposed by the Development of the Country 24. Manoj Shrestha: Embodiment of Geometry in Traditional Newari Art: An Ethnographic Inquiry
12:30-13:50	Lunch
13:50-14:30	Keynote **Ven. Lungtaen Gyatso** Royal University of Bhutan (RUB) *Spirituality and Wellbeing: Personal Transformation*
14:30-14:40	Moving Break
14:40-16:20	Workshop II (Parallel Sessions)
Room # 104	Elisabeth (Lily) Taylor: Mindful Flow – Enhancing Personal Sustainability and Resilience through Mindfulness-based Art Therapy Strategies
Room # 105	Milan Dixit: Comprehension Through Collaboration
Room # Main Hall	Peter Hatherley-Greene, Nalini Chitanand, Bushra Afzal, Mangara Simanjorang, Marianne McLaughlin, Milton Medina, Naif Mastoor Alsulami, Neni Mariana, Orawan Sriboonruang and Yuli Rahmawati: Using Johari Windows to apply transformative teaching practices
Room # 201	Laxman Gnawali: Know Your Learners Before You Teach
16:30	Bus Leaves for Kathmandu

Monday, 8 October 2018 (Day III)

Time	Activities
7:30-8:30	Breakfast
8:30-9:10	Keynote **Bishal Sitaula** Professor Norwegian University of Life Sciences (NMBU), Norway *Need for Contemplative Education for Personal Transformation and Well-being in a Changing Environment– An autobiographical consciousness*
9:10-9:20	Moving Break
9:20-11:00	Oral Presentation III (Parallel Session)
Room # 201 Session Facilitator: Suresh Gautam	1. Lal Bahadur Pun: Methodological Transformation: From Traditional Ethnography to Multi-Sited Approach 2. Sujata Bhatta: Sustainability Via Arts: Anthropocentrism and Environmental Change 3. Radheshyam Thakur: Values of un/knowing for peaceful living: Reflecting the life in schools 4. Govinda Prasad Paudel: Local Curriculum: Talk of Town Nepali Public School 5. Roshan M. Bajracharya: Regenerative land management: A transformative approach to sustainable use of land-based resources? 6. Dhanapati Subedi, Prem Singh Sintang, Rushuta Deshar, and Sushma Ghimire: Need Assessment Report of Public-School Head Teachers' Leadership in Dhadhing District, Nepal
Room # 102 Session Facilitator: Prakash C. Bhattarai	1. Sarmila Pokhrel: Perceptions and Practices of Students for Taking Autonomy of Learning to Transform the Teaching Culture in School Education of Nepal 2. Nav Raj Simkhada: In Search of Leadership Qualities in Community Based Cooperatives in Nepal 3. Jayashree Patnaik: Discourse Analysis as A Pedagogical Tool for The Communicative Competence of English Language Learners

	4. Lila Bahadur Bishwakarma: Caste-based Discrimination in Schooling: A Narrative Inquiry 5. Bolaram Pandey: Peace Pedagogy in School: An Auto/Ethnographic Inquiry 6. Basanta Raj Lamichhane: Diversifying Assessment System: A Means for Transforming Mathematics Education
Room # 103 Session Facilitator: Tikaram Poudel	1. Amrit Bahadur Thapa and Pundary Phuyal: Problem Solving Approach in Teaching: Doing in Class 2. Indra Mani Shrestha: Reductionism in Mathematics Education: Promoting Linearity in Teaching and Learning 3. Binaya Bhandari: Student's Perception Towards the Nature of Mathematic 4. Durga Prasad Dhakal: STEAM Framework: A Transformative Pedagogy 5. Sanjay Hamal: The Creation of Informal Practices in a Formal Organizational Setting- Understanding the Double-Edged Interaction 6. Radha Devi Shrestha: Lived Experience of Under Achiever Students in Learning Mathematics: A Narrative Inquiry
Room # 104 Session Facilitator: Indra Mani Rai	1. Khem Raj Awasthi and Archana Kafle: Smart Sustainable City: Policies and Practices for Urban Transformation in Nawalparasi District of Nepal 2. Sharmila Shyangtan: Cloth pads for sustainable ecology 3. Laxmi Dhungel: Transforming the gender roles and identities: a study of highly skilled female returnee in Nepal 4. Babita Thapa: Gender Role and Health Risk Behavior Among Adolescents and Youth 5. Rajendra Dahal: Journey Towards Transformative Teacher Educator: An Auto Ethnographic Inquiry 6. Min Kumar Tamang: Narrative Research With Spiral Ways of Thinking
Room # 105	1. Kamal Prasad Acharya: Psychedelic shifting from Positivism to Inquiry-based Pedagogy through Participatory Action Research: Science Teachers' Conviction in Public Schools in Nepal

Session Facilitator: Kul Prasad Khanal	2. Niroj Dahal: Understanding and Usage of Questioning by Mathematics Teachers: An Innovative Teaching Approaches 3. Debendra Prasad Adhikari: Understanding of Villagers Toward Female Ex-Combatants: A Challenge for Sustainable Peace and Prosperity 4. Parbati Dhungana: Participatory Planning for Contextually Relevant Professional Development of Basic Level Teachers: Experiencing Teachers' Collaboration and Reflection in a School of Rural Nepal 5. Shiva Datta Dawadi: Cognitive Diversities in Mathematics Classroom as Opportunities and Challenges: An Auto/Ethnographic Inquiry 6. Laxman Luitel: Journey Towards Understanding Mathematics Curriculum: A Process of Self Transformation
Room # Main Hall Session Facilitator: Parbat Dhungana	1. Shishir Reza, Sharmin Akter, Nurul Alam: Sustainable Medical Waste Management in Bangladesh: Strategies, Constraints and Recommendations 2. Miriam Ham: Factors impacting Nepali teachers' implementation of classroom reform 3. Swaroop Sampat Rawal: An interface: Creating a Transformative Curriculum and Taking into Account Personal Transformation 4. Binod Prasd Pant, Bal Chandra Luitel, and Peter Charles Taylor: Teaching and Learning through Different Paradigmatic Lenses 5. Yuli Rahmawati, Achmad Ridwan, and Tritiyatma Hadinugrahaningsih: Art Integration in STEM Education: STEAM in Chemistry Learning for Engaging Students in Critical Thinking Skills Development
11:00-11:10	Moving Break
11:10-12:30	Closing Session
12:30-13:50	Lunch
14:00-	Excursion

Keynote Abstracts

(Keynote Sessions)

Keynote Abstract 01

Saturday, 6 OCTOBER 2018   CONFERENCE HALL, 09:00 - 09:40

Bal Chandra Luitel
Professor, Kathmandu University, Nepal

Dr. Bal Chandra Luitel is Professor of Mathematics Education at Kathmandu University, School of Education. Educated in Nepal and Australia and having worked in Nepal, Australia and Portugal, he completed his PhD from the Science and Mathematics Education Centre (currently STEM Education Research Group), Curtin University with Chancellor's Commednation. Subscribiing to research as transformative professional development, Prof. Luitel's research aims to address the protracted problem of culturally decontextualised mathematics, science and technology education faced by South Asian students. Unsurprisingly, he uses multiple ways of knowing so as to represent multi-faceted nature of the problem, thereby offering visions for inclusive and life-affirming mathematics, science and technology education. More so, he draws from the Eastern and Western philosophical and wisdom traditions with a view to crystallising fusions of possibilities. Prof Luitel leads Transformative Education Research Consortium comprising scholars from Asia, Africa, Europe and America.

Developing Transformative Educational Research as/for Professional Development: Speaking from the Vantage Point of Chakras as Metaphors of Consciousness

Subscribing to Chakras[1] as a metaphor for consciousness, this presentation charts my journey of developing transformative educational research (TER) as/for professional development in my personal and professional contexts.

Whereas the inception of TER has been very much akin to creating a space, this could be explained well by the metaphor of *Root Chakra*. In this stage, my practices akin to securing the space of survival. Oftentimes, my struggle to develop TER as a legitimate research enterprise has led me towards a contextualised research program that addresses the protracted problem of disengaged, decontextualised and disabling educational practices.

Interconnected with this stage of development is the quality of empathic engagement for creativity in both the product and process of practitioner researchers' unfolding inquiries. Related to the functions of *Sacral Chakra*, the idea of unpacking researchers' emotional being as practitionershas been an enabler to search for answers to the foundational question of 'Who am I?' Furthermore, taking the function of *Naval Chakra*, I have recounted my practice to be a facilitator of unpacking researchers' sense of personal strength, joy and authority as teachers and teacher educators.

Likewise, placing the function of *Heart Chakra* at centre stage, developing an epistemological basis for love, connection and passion among practitioner researchers has been a defining feature. Closely connected to facilitating the practice of unpacking versions of truth, my role is defined as facilitator of the authentic expressions of practitioner researchers. In this process, I have encountered researchers expressing multiple voices, unpacking their authentic selves, and unpacking their values, which are similar to the function of *Throat Chakra*.

As researchers are provided with a number of tools arising from dissimilar paradigmatic perspectives (e.g., interpretivism, criticalism, postmodernism, integralism), they are encouraged to develop their visions of education as an empowering, inclusive and meaningful practice. Indeed, visions are not developed just through the positivistic process of testing and modelling; rather they are also created based on the intuition, empathy and connected

consciousness of practitioner researchers. Such qualities are metaphorically facilitated by the function of *The Third Eye* and *Crown Chakras*.

1 According to Vedic and Buddhist traditions, Chakras (means wheels) are considered to be focal points and subtle dimensions of human body employed in a host of meditative practices. In Shaiva and Shakta Traditions the Seven Chakras are the basis for raising consciousness from Earthly to Cosmic realms.

Keynote Abstract 02

Saturday, 6 OCTOBER 2018   CONFERENCE HALL, 09:40 - 10:20

Emilia Nhalevilo
Director, Center for Mozambican Studies and Ethnoscience
Universidade Pedagogica

Dr Emilia Nhalevilo, Mozambican, teaches at Universidade Pedagogica where she is also a Director of the Center for Mozambican Studies and Ethnoscience. Emilia started her teaching career as a science teacher in high school from 1987 to 1994. In 1995 she moved to teach at Universidade Pedagogica. She is the President of the African Association for the Study of Indigenous Knowledge System (AASIKS). Emilia holds a PhD in Science Education from Curtin University of Technology, Australia. Her main research interests lay in two main fields: Science Education and Indigenous Knowledge System.

What If We Do Not Embark On? Desocializing Indigenous Knowledge System's Research: A Transformative Agenda

For many of the developing countries one of the challenges for a sustainable future is defining, promoting and nourishing an agenda for research regarding local issues. Research is a powerful tool which can reform, transform or hold back the growth of nations specially when referring to ex-colonized. As it has been said, research is indeed an Institution. Research into Indigenous Knowledge Systems has flourished in the last couple of years. However, I am arguing that through a process of socialization, IKS loses its potential impact. Socialization is a covert form of assimilation. Socialization implies to take as as norm standards defined by the hegemony of social values framing thus agendas into a reproducing process with no transformative power. This paper will give an overview of research done on Indigenous Knowledge Systems in South Africa and Mozambique as a base to discuss and illustrate how socialization deform IKS research.

Keynote Abstract 03

Saturday, 6 OCTOBER 2018   CONFERENCE HALL, 13:50 - 14:30

Anna Robinson-Pant

Professor
University of East Anglia, UK
UNESCO Chair in Adult Literacy and Learning for Social
Transformation

President
British Association for International and Comparative Education
(BAICE)

Anna Robinson-Pant is Professor of Education at the University of East Anglia in the UK and holds the UNESCO Chair in Adult Literacy and Learning for Social Transformation. She has worked in Nepal since the 1980s as a teacher trainer, educational planner and researcher. Her ethnographic research in Nepal – Why eat green cucumber at the time of dying? Exploring the link between women's literacy and development – received the UNESCO International Award for Literacy Research in 2001. She is committed to raising the profile of participatory and ethnographic research approaches in the international development policy arena. As Editor of Compare: a journal of comparative and international education, she became interested in the geopolitics of academic writing and intercultural perspectives within research methodology. She has been actively involved in developing the internationalisation agenda within UK higher education, and received the BMW Group Award for Intercultural Learning (Theory Category) 2007 for her contribution to theoretical understanding in this field.

Context-responsive Wisdom and Knowledge: Moving Beyond the Immediately Observable

In this presentation, I aim to explore how a deeper understanding of the theme of this conference on 'Context-Responsive Wisdom and Knowledge for Sustainable Futures' can inform our work as educational practitioners, policy makers and researchers. In particular, I set out to unpack what the ideas of 'context-responsive wisdom and knowledge' could contribute to educational research, through drawing on theoretical debates within Comparative Education and the New Literacy Studies. From these two fields, I discuss a notion of 'comparative wisdom' and a broader understanding of 'context' than that which is immediately observable. I use these concepts to explore perspectives on academic writing and research ethics based on data from interviews with researchers in Nepal, Ethiopia and the UK. Through this analysis, I will consider in what sense constructing and communicating knowledge in research institutions and universities could be considered to be 'context responsive'. Taking the lens of 'context-responsive wisdom and knowledge' can encourage researchers and educators to engage with and develop a comparative perspective on indigenous cultural practices, local literacies and minority languages. This might be considered as the immediately observable context. However, understanding 'context' as also involving broader relationships of power and inequality, can lead researchers to position themselves as facilitators of change. This is a first step towards challenging and transforming oppressive ideologies of power, language and knowledge, which can shape educational experiences – whether in higher education, schools, academic publishing, adult learning or development programmes. The presentation will conclude with questions for conference participants to consider in relation to their own research and educational practice, as well as for reflecting on the presentations during the three days of this conference.

Keynote Abstract 04

Peter Charles Taylor

Adjunct Professor of Transformative Education at Murdoch University, Australia
President, International Transformative Educational Research Network (ITERN)

Peter Charles Taylor (PhD, MEd, BSc, DipEd) is Adjunct Professor of Transformative Education at Murdoch University, Australia. His vision for education integrates the Arts and Sciences to develop higher-order abilities such as creativity, critical reflection, ethical astuteness and connectedness, which are essential capabilities for living and working sustainably in the complex, diverse and contested world of the 21st century. He coordinates the International Transformative Educational Research Network (ITERN) for transformative professional development of teachers in universities and schools throughout Asia, Africa, Middle East, Philippines, USA.

ST^{2}EAM Education in the Anthropocene: Transforming the Dark Side of Human Nature

Humanity has created a new geological era– the Anthropocene - characterized by the massive impact of our collective footprint on the planet's natural and social systems. Witnessescalating global crises due to anthropogenic global warming – genocidal sea level rise, catastrophic wildfires, super destructive hurricanes, death of coral reefs, record droughts threating national food

security– and pollution of the world's oceanic ecosystems and food chains by microplastic waste.

Despite decades of international commitments, most recently the UNFCCC's 2015 Paris Agreement on Climate Action, progress has been disappointingly slow, with economically powerful nations such as the USA threatening to withdraw cooperation. For the past 10 years, ongoing attempts by Australian Governments to establish carbon emissions reduction policyfor industry have been derailed by climate change sceptics. The sceptics have created in the public mind a false but compelling dichotomy between national economic security and trust in climate science.

Clearly, science education is failing to create a well-informed and ethically astute citizenry capable of not only understanding modern Western science - its strengths and limitations - but, most importantly, engaging in critical reflection on vested interests framing (and hijacking) public debates about how to achieve a balance between economic, social and environmental sustainable development.

The current push to create curriculum synergies between Science, Technology, Engineering and Mathematics (i.e., STEM) promises to prepare students for employment in the fourth industrial revolution; a largely economic imperative. However, an uncritical perspective on the historic role of STEM in society is likely to encourage students to (continue to) turn a blind eye to the ways in which STEM provides us with the means for destroying spaceship Earth.

In this presentation, I will argue that to save the future of our planetary ecosystems (and our own species) from the dark side of human nature we need a transformative curriculum perspective that enriches STEM education. This transformative curriculum perspective can be represented by the equation: STEM + T + A = ST^{2}EAM. By integrating the Arts (A) with STEM we can create an interdisciplinary curriculum design space for enacting transformative (T)

pedagogies that not only enable students to develop disciplinary knowledge/skills, but also (i) awaken their creative self-consciousness, (ii) elevate their moral/ethical and spiritual awareness, and (iii)empower them to practice social and environmental justice

Keynote Abstract 05

Sunday, 7 OCTOBER 2018   CONFERENCE HALL, 09:10 - 09:50

Kenneth Tobin
Presidential Professor, The City University of New York

In 1964, Kenneth Tobin began teaching high school science and mathematics in rural Western Australia. He continued as teacher and curriculum developer for a decade, after which he became a teacher educator at Graylands Teachers College, later to become part of Edith Cowan University. In Australia, Tobin has had faculty appointments at the Western Australian Institute of Technology (now Curtin University) and has been an adjunct professor at Queensland University of Technology, and Murdoch University. Tobin came to the United States in 1987 and was a tenured professor at Florida State University (10 years), University of Pennsylvania (6 years), and the Graduate Center of the City University of New York (15 years), where he is presently Presidential Professor of Urban Education.

Since 1973, Tobin has been involved in research on teaching, learning, and learning to teach science. His present research focus is on mindfulness, emotion, wellness, and sustainability. His emphasis is on educating the public, birth through death, emphasizing literacy for sustainable and happy/healthy lifestyles. Specifically, his ongoing research focuses on breathing while talking.

The Role of Mindfulness in Harmonizing Sustainable Lifestyles

I begin with a review of our research on meditation, mindfulness, expressed emotions, and physiological variability while teaching. Then, through the theoretical lenses of polyvagal theory, I examine an event from our ongoing research in which a teacher had very low levels of blood oxygenation. Apparently, her body switched from parasympathetic to sympathetic functioning. As well as changes in prosody and facial expression of emotion being consistent with her body operating in a fight-flight mode, the teacher also was breathing through her mouth. This led to an intensive review of studies on breathing and the production of nitric oxide in humans, its benefits, and the desirability of breathing in and out through the nose. Based on what I learned from our empirical work and a review of literature, I designed two interventions – a breathing heuristic and a meditation activity that incorporates nasal breathing and humming during the outbreath.
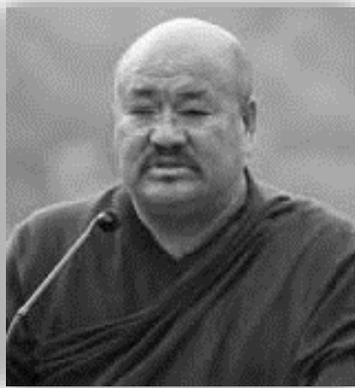
Keynote Abstract 06

Sunday, 7 OCTOBER 2018   CONFERENCE HALL, 13:50 - 14:30

Ven. Lungtaen Gyatso
Royal University of Bhutan (RUB)

Ven. Lungtaen Gyatso has an MA in Buddhist Studies, an MA in Sanskrit Literature and an MA in Tibetan Literature. He is at present the President of the College of Language of Culture Studies, and the Pro Vice Chancellor of the Royal University of Bhutan (RUB). He is also an Executive Faculty of the Royal Institute of Governance and Strategic Studies (RIGSS), and the Institute of Wellbeing in Bhutan. He has over 20 years of teaching experience at the university level. He was one of the eminent members of the Drafting Committee of the Constitution of the Kingdom of Bhutan. He sits on many high-level boards and committees, and he is the current Chair of the Dzongkha Expert Committee and the Vice Chair of the International Society for Bhutanese Studies (ISBS). He gives talks at various national and international forums on Buddhism, Spirituality, and Environmental Consciousness related topics amongst others. He has also resourced several workshops on Spirituality and Personal Transformation, Life Skills Education, Buddhism and Science, Buddhist Technology, Religion and Peace, Wellbeing and Happiness, Buddhism and Education, Universal Human Values, Management of the Self, Leadership etc. He has authored The Light of My Life, English-Dzongkha Dictionary, Dzongkha-English Dictionary and has published several articles and papers on philosophy, language, wellbeing and culture.

Spirituality and Wellbeing: Personal Transformation

Today, for most human beings, our understanding of life is coming from just the logical intellect, which is functioning from the limited information that is stored in it because there is no perception of life beyond the sensorial experience and logical intellect. Our whole experience of life is sensory right now: what we see, what we hear, what we smell, what we taste, what we touch are just different types of sensations.Unless a human being starts experiencing life beyond his body and intellect, his/her mind will be so deeply conditioned to believe that his/her life will get better only by fixing the outside. It is this misconception, which is making him pay so much attention to the world outside, and not paying attention to the world inside where the real causes of our experience: wellbeing or suffering is within. Much of our suffering today is created by our own afflictive emotions, and only 1% or less is because of things and conditions outside. Our suffering is largely because of hatred, anger, jealousy, grudge, irritation, agitation, frustration, animosity, competition, envy, lust, depression etc. and we suffer from these emotions on a moment to moment basis. If our problem is within it is only logical to seek solutions within and not without. So seeking solution within is called spirituality, which is essentially awakening to the higher dimensions of our intelligence to see beyond our sense perceptions. And being able to have a glimpse of the beyond is the beginning of personal transformation. Our sense perceptions are capable for survival only and using them to know life is like trying to go to the moon with a bullock cart.

I shall be mainly talking about holistic education that is geared towards ensuring spiritual intelligence, which is the insight to see beyond the sense perceptions and propose a formula that will ensure true human wellbeing. I will focus on three main domains: Right Understanding (wisdom), Right Feelings & Thoughts (compassion) for spiritual wellbeing, and material things for survival (material wellbeing).

Keynote Abstract 07

Sunday, 8 OCTOBER 2018   CONFERENCE HALL, 08:30 - 09:10

Bishal Sitaula

Professor, Norwegian University of Life Sciences (NMBU), Norway

Professor Bishal Sitaula, Department of International Environment and Development Studies, Norwegian University of Life Sciences (NMBU), Norway, has more than 28 years of international experience in research, teaching and collaboration in the following topics: ecology and global change issues, higher education, conflict peace and development including wisdom and personal transformation. From his Norwegian base he was leading multinational program and worked with partners in Asia (Nepal, India, Pakistan, Bhutan Afghanistan, Sri Lanka and Bangladesh), Africa (Ethiopia, Kenya, Tanzania, Malawi) and Western Balkans (Serbia, Monte Negro, Bosnia Herzegovina, Macedonia and Croatia). Prof. Sitaula has published 195 scientific articles, and has been cited 1968 times. At present, Prof. Sitaula leads several university projects in South Asia and Africa including Global Change education and research in Africa and Balkan, and, NRM Conflict, Peace and Development (CPDS) in Nepal, Pakistan and Sri Lanka. He is the Founder and former President of Non-Resident Nepali Association NRNA NCC- Norway and former Vice Chair of International Association of Human Values-Norway (IAHV). Recently Professor Sitaula was working as a visiting Scholar for one year at Naropa University, Boulder Colorado and Ohio State University, Columbus, USA. During this sabbatical stay in USA, He was exploring research and education on personal transformation and contemplative education. Part of his social engagement with large media coverage is to globalise the science of wisdom and personal transformation.

Need for Contemplative Education for Personal Transformation and Well-being in a Changing Environment – An Autobiographical Consciousness

The failure of humans and our institutions to come to grips with environmental change is increasing felt. This is true particularly in term of affectively and reflectively perceiving the real threat, and cognitively formulating a coherent and flexible response at the individual level. We have learned with many years of published work mainly through conformity or 3rd person experience that dramatic changes in land use have taken place in larger part of Africa, South Asia and other parts of the world, as a result of economic growth and increasing demand for production. Forestlands are converted into agricultural land and are intensified for food production. Hence, the ongoing and unsustainable intensification of cropping systems will result in increased emissions of climate gases, mainly N_2O and CH_4. The increasing trend is N input to agro ecosystem with large N losses could be dark side of agricultural intensification, however. We have conducted several researches on N_2O and CH_4 in different land uses mainly from Nepal and India. The study conducted in intensified agricultural land showed significantly higher N_2O emission compared to traditional agricultural system. Similarly N_2O emissions were very high in uplands and grazing land as compared to emissions from forestland and lowlands. Similarly CH_4 sink was highest in forestland and CH_4 emission was highest in periodically flooded lowland areas. A similar study was conducted in heavily grazed forest in India, which showed reduced net CH_4 uptake rate and hence increases the net global warming potential of forest soil. These early studies in Nepal and India provide useful data to illustrate only the magnitude and mechanism of the problem but not the source of problem. We have learned a lot by asking how humans contribute to climate change, but we rarely ask why we leave a larger-than necessary carbon footprint. However, due to the urgency of emerging climate crises, incremental change in technology may not address the ecological problem at their source. There is a need for transformative change in our individual consumption behavior and lifestyle that

are linked to demand for choices of food that has an important implication for N fluxes and climate change. To address this better, one must first have reflective thinking on interdependence and the linkages between environmental problems deeply rooted in human wants/ greed and that is manifested in various forms such as biodiversity losses, climate change and land degradation. To address these problems at their source, we attempted to reflect and engage transformative/contemplative approaches to address human desires and how they can be balanced using mindfulness, contemplative education and noetic science of personal transformation. Using an auto biographical consciousness we also aim to illustrate examples of emerging sciences and its translation to education course curricula in universities.

Paper Abstracts
(Oral Sessions)

ORAL SESSION I

Concurrent Session A

Saturday, 6 OCTOBER 2018   ROOM#201, 10:30 - 12:30

PAPER ABSTRACTS

#01

01. **Livelihood Strategies of Jyapu Community: An Ethnographic Gaze of Dhumbarahi, Kathmandu**

Gunjan Khanal
Kathmandu University School of Education, Nepal

Jyapu, (a Newar sub- caste group), are one of the indigenous ethnic group who has been doing agricultural practices for centuries in Kathmandu. They are native to Kathmandu whose indigenous practices particularly in arts, sculpture, agriculture, music, and others are often stated as environment-friendly and thereby sustainable. Chaudhry (2011), along with other anthropologist mention that indigenous farming techniques are self- sustaining due to its cost-effectiveness without posing any health or environmental threats. Likewise, Jyapu indigenous people brew seeds on their own, use natural sources for irrigation, apply bio fertilizer and manure and harvest the maximum amount of crops to sustain their livelihoods. However, until 2014, Kathmandu became the top ten fastest urbanizing cities in the world with an urbanization rate of 18.2%. The arable land of Kathmandu turned into a densely populated urbanized city. Similarly, until 2017, Kathmandu was ranked as the 5th most polluted cities in the world with a pollution index of 96.57. Likewise, the river water of Kathmandu is toxic and polluted. These created a serious threat to the self-sustaining agricultural practices of Jyapu farmers. Thus, the intention of this paper is to understand the forces as well as cultures that are compelling to alter the livelihood strategies of Jyapu particularly in Dhumbarahi, Ward no. 4 of Kathmandu. In doing so, ethnographic research design is used to explore their livelihood strategies. An etic approach was used to persistently observe the livelihood strategies of Jyapu community of Dhumbarahi, Kathmandu Ward no. 4. Interview with engaged listening was done to collect information from them. Dialogues were used to understand their thick description of events, stories, and responses. A descriptive scene setting was done to observe their perspective

and bring stories of their livelihood strategies. This paper contributes to generating knowledge on sustainable livelihood strategies. Further, it also contributes to the economic, social and environmental aspect of sustainability among the Jyapu community. It also contributes to induce knowledge on the local cosmology of Maharjan Jyapu and contributes to the theme "Sustainable Development and Ecology" by inducing insights on the ecological, social and economic aspect of sustainability.

Keywords: Livelihood Strategies, Sustainability, Urbanization, Jyapu, Newar

#02

02. **Making Transition from Lecture-Based to Activity-Based Instruction in Secondary Level Mathematics: An Auto/Ethnography Inquiry**

Hari Prasad Acharya
Kathmandu University School of Education, Nepal

This paper will portray my and others shift from lecture-based approach to the activity-based approach of teaching and learning of secondary level mathematics. Nepali education is going through the transition of conventional mode of delivery to students centered pedagogy. I and other teachers might be going through this transition and I am facing this transitionality. Mathematics education has also been affected by this transitionality. In this paper, I have involved my own experience of teaching and learning of mathematics with the use of activity based teaching in the classroom.

Having completed Bachelor Degree at Mahendra Adarsha Multiple Campus, Biratnager, with mathematics as a major subject, I admitted to the Central Department of Mathematics in Kirtipur having a goal of Master Degree in Mathematics. Due to several circumstances, I was not able to complete it. My thirst for further study was remain idle. After ten years, I joined again M. Ed. in Kathmandu University, School of Education, in the year 2013.This becomes a turning point in my career and become a practitioner of constructivist approach of teaching and learning. Gradually, I became familiar with collaborative learning, using Activity-based Instruction in constructivism and contextual learning. I came to know and realized that mathematics learning and teaching is the dance between the pole of instruction with construction (Presmeg, 2014). So, my inquiry is based on Auto/ethnographic approach with the orientation towards the learning and teaching experiences of the individual students and teachers.

Keywords: Activity-based, transition, constructivism, Auto/ethnographic, conventional mode, collaborative learning.

#03

03. **Unpacking Complex Identities of Yamphu Priest During and After Ritual Practices: An Ethnography Inquiry**

Prabin Rai (Yamphu)
School of Education, Kathmandu University Hattiban, Nepal

This paper describes complex identities of Yamphu priest in present days and focuses ways of recognizing them in inside and outside of Yamphu community. Likewise, this paper also deals Yamphu priest as performer of indigenous knowledge which imbedded in mundhum and everydayness of Yamphus. Further, it portrays issues and challenges of Yamphu priest as in transformative learning process and performance of their knowledge, skills, ritual and cultural practices in upcoming generation. Moreover, paper discusses the cultural context of yamphu priest and their significance roles for the community.

In this context, I have discussed malpractices, levels, types and categories of Yamphu priest and their physical as well as mental presence and appearance in everydayness of yamphus. In this regards, as an insider ethnographer, I have presented my personal experiences and involvements regarding shamanic-ritual practices. Furthermore, I have interviewed with ritual priests, yamphu activists and yamphu community members in their natural settings

#04

04. **Transformative Learning Approaches Enhances the Confidence of pre-service Teacher Education Students to Teach Evolution**

Kershree Padayachee
Division of Science Education, School of Education, University of the Witwatersrand, Johannesburg, South Africa

Curriculum transformation and decolonisation are key issues facing the higher education sector in South Africa at the present time. Science teacher education lecturers, together with other lecturers in science disciplines, are being challenged to transform curricula and modes of teaching and learning to include greater acknowledgement, legitimisation and integration of different knowledges, worldviews and philosophies of education, including indigenous African knowledge and knowledge from various wisdom traditions. In this regard, the topic of biological evolution is unique in terms of the challenges and opportunities it presents to integrate cultural and

religious beliefs into the teaching of this topic, beliefs that, if not explicitly addressed and included in the curriculum in some form, could hinder meaningful engagement and learning. This paper reports on an innovative approach taken to achieve this level of knowledge integration in a final year Life Science teaching methodology course at a leading South African university. Through conscious pedagogical choices, the course aimed to develop students' abilities to engage with and critique different beliefs and assumptions about evolution and to examine how beliefs might influence classroom behaviour and pedagogic choices when teaching evolution. Also included were explorations of various strategies to work with the content knowledge of the topic of evolution and approaches to teach evolution concepts effectively to high school students despite possible personal resistances to the notion of evolution. Achievement of these outcomes required the creation of a safe and supportive learning environment in which students were able to share different perspectives, voice concerns, and challenge assumptions without reservation or fear of judgment. To this end, the course included various in-class activities that allowed students to explore their own beliefs and perspectives about evolution and to listen to the perspectives of other students, followed by critical reflections on the ways in which these beliefs could influence their teaching. Students also

examined the ways in which society and religion, school culture and education policies (such as the Curriculum and Assessment Policy in South Africa) influence the teaching of evolution in our context. This was achieved by students working collaboratively on a project-based assessment that required them to interview in-service teachers, religious leaders, traditional healers and community leaders as well as student peers, to investigate different beliefs of how humans came to be on earth and to provide insights into different perspectives about the teaching of evolution in South African schools. Through this transformative approach, learning shifted beyond the confines of the classroom and the conceptually dense and theory-laden traditional curriculum to include multiple viewpoints and knowledges. This paper reports on how this approach was experienced by both students and the lecturer, and provides a critical account of the complexities involved in attempts to transform the curriculum and teaching and learning in this way.

Keywords: teacher education, evolution, transformative learning, beliefs, curriculum transformation

05. **Active Participation in Cookery Lessons Builds Marginalized Nepali Women's Confidence and Skills**

Jay Deagon, Miriam Ham, & Wendy Hillman
CQ University, Australia

The School Sector Reform Plan advocated an increased focus on the 'soft skills' of Nepali life and culture into formalised education. Access to quality Vocational Education and Training courses is limited, particularly for the women of Nepal. Our study examined how training sourced from internationally developed curriculum could be adapted for implementation into an entrepreneurial business venture involving marginalized women in Kathmandu. The two week study was conducted by researchers from CQ University. The women were already involved in a small scale Nepali culinary exchange with tourists. Approached from a sustainable innovative business model, their cookery school for tourists was expanding and the women needed to be rapidly prepared with skills to conduct half day cookery lessons with international tourists.

Utilising a participatory approach, the researchers first gained insight into the women's existing skills and knowledge and then identified the priorities on which to focus the training. This approach validated and built on the existing cultural knowledge and cookery skills of the women. Initial findings indicate that the participatory approach to teaching and learning in the kitchen environment was an effective tool for empowering the women that encouraged individuals and group inquiry about knowledge and skills that they found useful and interesting. A follow-up on the women's progress one year later indicated that their enjoyment of cooking with tourists had increased and that they had become more willing and confident to share their knowledge in addition to the economic success of the business. This presentation draws out the local how the recognition of Nepali women's skills and existing cultural wisdom is foundational to the success of training and development of entrepreneurial learning and leadership. Without first identifying and collaboratively working with Nepali women's strengths and wisdom, the implementation of training would not have had contributed to the success of the entrepreneurial cooking school. This presentation focusses on the process of contextualisation of external training programs that must occur through being responsive to the wisdom and skills already inherent in the Nepali context.

06. Reviewing the Relationship between Education and Health: What do We Know? What Next?

Deepak Raj Paudel
Kathmandu University School of Education, Nepal

Both education and health are critical to social and economic development and they are means for sustainable development goals (SDGs). Healthy lives and well-being of population health is centrally placed in 2030 global development agenda. With this context, this paper briefly reviews and synthesizes the evidences of linking education and health, undertaking an exploration of the various issues involved and the interaction between them. Though the association between education and health is well established, but explanations or mechanisms for this association are not well understood. Accordingly, the evidences for the health benefits associated with education in the context of sociological model of health will be discussed. For example, while higher educational attainment can play a significant role in shaping employment opportunities, it can also increase the capacity for better decision making regarding one's health, and provide scope for increasing social and personal resources that are vital for physical and mental health. Results from this study can inform policies and effective interventions to reduce health disparities and improve health especially for developing countries such as Nepal. Further, policy-makers focusing on health should not neglect the fact that education is itself a health intervention. In other words, an integrated analysis of policy priorities for education and health is the need of the hour. Finally, this paper outlines directions for further paths on education-health research.

Keywords: education, health, healthy community, social well-being

Concurrent Session B

Saturday, 6 OCTOBER 2018   ROOM#101, 10:30 - 12:30

PAPER ABSTRACTS

#07

01. **Transforming Mathematics Education: Applying Project-based Leaning for Meaningful and Engaged Learning**

Raj Kumar Tyata
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According to report of Ministry of Education, Nepal, the percentage of students passed in mathematics in Secondary Education Examination have been decreasing every year from 2009 to till date. The deep seated belief of a popular adage 'Practice makes perfect' is highly being emphasized from years to till date in teaching and learning of mathematics. Due to decreased number of enrollment in higher level Mathematics and imposing nature of educational practices, it is clear that the learners are getting demotivated in mathematics learning. There might be many other reasons behind it, but one of the reasons that creates barrier in learning is teaching/learning methods applied in the classroom headed less engagement of learners in learning. Learners are not actively engaged in learning process which leads to declining interest in meaningful learning of mathematics and finally, it results to poor achievement. In this scenario, decrement in interest and motivation of learners in learning mathematics become major problems for success. The major causes of this problem has been observed in my day to day teaching and learning works which has been observed in the form of irregularity in submission of home assignment, hesitation to participation in classroom task and unsatisfactory score in the test. Intending to get ride away from these problems, I have been working for transforming mathematics education through projects.

The main purpose of this paper is to observe changes in learning and engagement of learners in learning mathematics by motivating them through the project based learning. Project based learning is child-centered, engaging and learner- directed approach (Thomas, 2000) which provide equal opportunities for students to explore their knowledge and understanding. Projects open up the floor for creative and critical thinking environment. In this research, the project based on mathematical foundation is being conducted adopting action research method in real classroom scenario and day to day observation is being

recorded. The possible outcomes of the project based learning may be engaged learning and students may get positive motivation while they get chance to interact with the real problems related project.

This result can be implemented in most of the classroom setting like heterogeneous class and will be more helpful to the low achievers. Also, the project-based learning help in developing learning environment in the classroom and motivate learners for active engagement in learning activity.

Keywords: Transformative education, Project based learning, creative and critical thinking, active engagement

#08

02. **Local Actors in School Monitoring: A Case Study of Community Schools in Nepal**

Suraj Acharya
Kathmandu University School of Education, Nepal

Perhaps the most important issue in Sustainable Education Development (SED) in global context is to strengthen the effective educational monitoring system in every level. The Global Monitoring and Evaluation Framework in education reflects more the top-down approach to assess the educational outcomes in national and sub-national level. However, it declines to ensure the ownership of local school actors through their participation in school monitoring that is vital to promote better educational environment.

In Nepalese context, the decentralization in education system has given authorities to local school actors to be engaged in school management as well as in monitoring. Their engagement in school monitoring plays a vital roles on course of promoting learning environment that ensures better educational outcomes. Hence, national education system also prioritize for enhancing the individual and institutional capabilities of school actors on school monitoring. Even having all these provisions, the local actor's engagement in school monitoring is blamed as ineffective and inefficient in Nepalese context.

An effective monitoring practice with proper involvement of local actors promotes better educational environment, makes the school administration accountable, and ensure educational performance and quality in education. Hence, this study was undertaken with the purpose of inquiring on local actors' involvement in school monitoring through assessing their level of understanding, willingness, engagement and emerging challenges as they experienced in community schools. The qualitative case study research was conducted in three community schools of Mahottari and Sindhuli districts in Nepal. The

schools were selected as cases; and information from the schools and participants were collected through in-depth interview, focus group discussion (FGD), observation and reviewing the available school documents.

The research revealed the diverse understanding of school monitoring among local actors based on their roles and responsibilities assigned in the school. Although the level of understanding of school monitoring was varied from actors to actors, they were convinced on the significance of school monitoring with their engagement. As a result, their motivation and willingness were revealed through several initiations and efforts for school monitoring. Even all these initiations were not entirely convinced to improve the school's performance, their effort of motivation and willingness were found appreciative. Further, the research also identified political favor of selecting the local school actors, hesitation of local actors because of their below educational level, lacking on appreciation form school administration and gap in implementation of monitoring findings in school's improvement plan as basic challenges of school monitoring as experiences by local actors.

Keywords: School monitoring, Participation, Engagement, Participatory monitoring, School actors, Educational performance, and School governance

#09

03. **Fresh Undergraduate Students' Beliefs About Learning Mathematics With Technology**

Shashidhar Belbase
Zayed University, United Arab Emirates (UAE)

How teachers and students use technological tools such as computers, calculators, iPads, or phones for education may depend on their beliefs about using these tools for learning or teaching. Several studies on teacher beliefs about teaching mathematics with technology showed a relationship between beliefs and pedagogical practices (Shifflet & Weilbacher, 2015). Some of these studies related affective variables to mathematics learning with technology in terms of mathematical confidence, technological confidence, attitudes toward technology and engagement in mathematics learning. However, there are limited studies on student beliefs about learning mathematics with technology (e.g., Tracey, 1996) posing a severe gap in the literature in this area. If we intend to transform mathematics education, we should pay attention to meaningful uses of technological tools for teaching, learning, and assessment in mathematics. In this context, this study aimed to explore the research question: What beliefs do fresh undergraduate students hold about learning mathematics with technology?

I adopted radical constructivist grounded theory (RCGT) (Belbase, 2017) as a theoretical frame for research design and analysis integrating basic tenets of radical constructivist epistemology and grounded theory methodology. The study comprised of ten one-on-one task-based interviews with fresh undergraduate female students in a public university in the United Arab Emirates (UAE). I invited the participants for interviews based on their interest to participate in the study after informing them about the research in four sections of general mathematics where I was an instructor. There was no influence from my side as an instructor on their participation except using the classroom as a context to seek voluntary contribution to the study. Each interview lasted for 20-25 minutes. I transcribed, analyzed and interpreted the interview data by coding, categorizing, and constructing meaningful themes within assumptions of RCGT.

Three major themes emerged from the analysis of the data – (i) technology is a tool to solve mathematical problems, (ii) technology helps to visualize mathematics concepts, and (iii) learning mathematics does not depend on the use of technology. Majority of participants believed that use of technology helps to solve mathematics problems quick and easier way. It also makes mathematical relations and process visual (through graphs, diagrams, animations). For them, solving mathematics problems fast by using technology does not mean that it helps in learning the concepts and understanding meanings.

Students' beliefs about the use of technology in learning mathematics have pedagogical implications to improve interplay between mathematics learning, technological tools, and transformative teaching of mathematics. This interplay may enhance the application of technology to create positive image toward the use of the tools for mathematics learning through transforming student beliefs about using technology for learning mathematics meaningfully. Further research is needed to establish this relationship.

Keywords: Student beliefs, technology integration, learning mathematics with technology

#10

04. **Workshop Activity in Online Courses: Insights from an Action Research for Transformative Learning**

Shesha Kanta Pangeni
Kathmandu University School of Education, Nepal

Workshop provides a common platform for learning by sharing, interaction, feedback and comments. In online courses, such platforms are created and implemented by course facilitators as an innovative way to engage students in

learning. Web 2.0 tools available in Learning Management Systems (LMS) enable teachers to design online workshops that entails qualitatively new structure or other capacity within the learner (Illeris, 2014). This paper shares insights from an action research on workshop activity contributing to transformative learning. The research was designed to promote the use of web tools to engage students in both the process of learning and assessment. Action research phases: questioning, intervention, assessing the impact and sharing results were completed in the process of the study. The theory of transformative learning is used to analyse the learning situations that promote learning experiences beyond acquisition of knowledge and skills. One of the important insights from the study is that the online students develop capacity of critical reflection through online workshop activity. In addition, the workshop activity also offers interactive learning and assessment, higher engagement of students in learning, and development of higher order of skills such as critical analysis, evaluation and creation (essential for transformative learning). On contrary, the workshop activity demands teachers' careful consideration of time and effort to learn various tools to create a complete process of workshop activity in online courses.

#11

05. **Emotional Challenges of Auto-ethnography**

Bushra Afzal
Murdoch University, Perth, Western Australia

Auto-ethnography, as an intriguing and promising qualitative research method, emerged from postmodern philosophy (Wall, 2008) which acknowledges and accommodates subjectivity, emotionality, and the researcher's influence on the research, rather than hiding from these matters or assuming they don't exist (Ellis, Adams & Bochner, 2010).

As a doctoral student, I chose auto-ethnography as my preferred method to investigate problems faced by fellow non-English speaking background (NESB) teachers in Australian schools. I intend to conclude my research by suggesting strategies to better integrate these teachers into the Australian education system.

While it is relatively easy to gather data in auto-ethnography, at times while writing the thesis I found it to be a real challenge to deal with shades of grey and the stark nature of the reality of my

participants' lives, including my own. Because auto-ethnographies "are highly personalized accounts that draw upon the experience of the author/researcher for the purposes of extending sociological understanding" (Sparkes, 2000, p. 21), auto-ethnographic writing demands vulnerability and seemingly brutal honesty, which may inflict many emotional challenges. Wall (2008) reported feeling anxiety while writing her auto-ethnographic dissertation. In this paper, I draw on my experience of auto-ethnographic writing to explore emotional strains that caused me anxiety. The paper reveals that these emotional strains encompassed: re-living traumatic experiences, fear of being published, fear of (unwanted/unintentional) self-representation, experiencing anger, experiencing grief, fear of critics, fear of over exposure, and fear of damaging relationships.

On the other hand, I found that auto-ethnographic writing can positively affect the writer's state of mind. In my experience, it helped me to analyze my emotions (Buckley, 2015) and led to feelings of "letting go", and even brought closure to a traumatic life experience.

I trust that "The Second International Conference on Transformative Education Research and Sustainable Development" is the right forum to present this paper as this is directly linked to the conference's sub-theme of 'personal transformation and well-being'.

Keywords: Auto-ethnography, emotions, challenges, subjectivity, vulnerability

#12
06. **Identity Construction of Female Mathematics Teacher at University Teaching**

Tara Paudel
Tribhuvan University, Kathmandu, Nepal

This study provides identity construction of female mathematics teacher at university teaching in Nepal. In the teaching profession of university, female participation is less in every subject. Similarly, female mathematics teachers are less in number as compared to males in university level. From the patriarchal practice and culture, female are placed in subordinate position which limits their identity construction (Nowak, 2015). In the context of Nepal, women have been struggling to construct their identities in the field of mathematics. After the declaration of Federal Republic, the Government of Nepal has decided to increase the participation of female in every sector to follow the inclusion system. In this scenario, this paper is focused on how females have been able to construct their professional identity as

mathematics teachers at the University teaching. Thus, the main purpose of this study is to explore the professional identity of female mathematics teachers in university teaching. I have used Vygotsky's self in Cultural Historical Activity Theory as a theoretical frame work. This Self in Cultural Historical Activity Theory played a crucial role in shaping female teachers' professional identity construction. I adopted narrative inquiry as a research method to analyse the study. For the study I have selected four female participants from university level mathematics teacher purposively. The result showed that it is critical for females to build up their professional identity, especially in mathematics teaching at higher level in Nepal. To construct professional identity of female mathematics teachers they struggled to encounter difference

in their profession, and then established pedagogical strength with instantly getting tenured in their profession. Then, slowly they started networking with which they were successful to expand their knowledge, skill and performance. The social inclusion policy developed in this decade has also made identity construction process bit easier. This research encourages, motivates, inspires and empowers every female mathematics teachers who wishes to build their professional identity as a mathematics teacher.

Concurrent Session C

Saturday, 6 OCTOBER 2018   ROOM#102, 10:30 - 12:30

PAPER ABSTRACTS

#13

01. **Transformation of Sustainable Water, Hygiene and Ecological Sanitation Innovation through Schools in Nepal**

Govinda Prasad Devkota
Tribhuvan University, Nepal

Water, Sanitation and Hygiene (WASH) and Ecological Sanitation (Eco-san) are the fundamental requirements for human health as well as sustainable development. It has critical role in promoting human health, well-being and livelihood. Despite growing public awareness of WASH including Eco-san their access and adoption tends to be limited. At present, WASH and Eco-san are the priority both in the development sector and research arena. Nepal is facing frequent outbreaks of various water borne diseases each year. This study has made attempt to document effects of an intervention on Eco-san at selected schools in Chitwan and Kavrepalanchowk districts of Nepal. The objectives of the study is to investigate the specific aspects of education and training in the field of WASH and Eco-san as a part of participatory knowledge transformation and capacity building activities among basic level students and teachers. The study has used a mixed method in rural Nepal engaging basic-level school students, teachers and communities in the development and evaluation of contextually relevant Participatory Action Research (PAR) strategies to improve sustainable WASH and Eco-san. A socio- ecological model and Integrated Behavioural Model (IBM) for the WASH framework are employed to design the study and analyze the data. Classroom and field -based participatory action research (PAR) offers a platform by which Health Education teachers act as facilitators, can contribute to the Innovations of knowledge and its production through participatory approach. The research design is the PAR approach that will support for transformative learning. Basically, the intervention is built on PAR using a train- the trainer approach, key activities including teacher workshops, school-based lessons, co-curricular activities, hand- washing package, community events and sanitation fairs related to WASH and Eco-san in relation to human health and knowledge transformation. The process and outcomes of the intervention will be evaluated before-after the intervention through in-depth Interview (IDI), Focus

group Discussion (FGD) with diverse project participants as well as observation of students' behaviour concerning sanitation and hygiene. As the Project is evolving through PAR and tools are being developed, the results of the study will be analyzed using SPSS and ATLAS.ti 8 and data will be triangulated for analysis. As Eco-san is an innovative technology for rural areas of Nepal, it will be an effective means to transform health and hygiene behaviors of the children as well as improve their education and support to strengthen livelihood of the community people.

Keywords: WASH, Eco-san, Participatory Action Research, Innovations

#14

02. **Using the Cognitive Apprenticeship Framework to Guide and Understand Transformative Learning in a Middle School Visual Communication Classroom**

Hasin Shakya
Karkhana, Nepal

This study takes a transformative approach to learning by experimenting with a medium of instruction situated in the real world. It integrates the multi-disciplinary learning principles of art and design, with marketing and communication through technology.

Situated learning draws on elements of the environment to aid cognition. Studies have shown that situated learning allows learners to socially construct meaning with their peers as well as draw from the knowledge of more experienced learners or teachers of that domain. Situated learning also gives learners a common frame of reference around which they begin to develop a sense of mutual dependency and by extension a collective and individual identity. While the body of work that shows the benefits of situated and social learning is significant it is often not clear how these findings can be used to transform pedagogical practices. Cognitive Apprenticeship (CA), a theoretical framework developed by Allan Collins offers that link. CA provides for learning to be situated by tweaking traditional apprenticeship methods for the transmission of cognitive skills. The CA framework organizes domain knowledge, teaching methods such as modeling, coaching, scaffolding, and also the social elements of learning into a coherent whole.

The instructors took an ethnographic approach to collect data on a class they designed using the CA framework to teach middle school students visual communication skills. In a 12-week timeframe, twelve students aged between 10-14, learned visual communication skills in a situated

learning environment i.e. by solving real world design problems identified from four different start up companies based in Kathmandu. Students learned about visual communication through design working alongside graphic designers, who modelled contemplative practices in students by critiquing their work and by coaching them throughout the 12 weeks. Dealing with company owners as clients, students experienced challenges and problems that emerge in real designer-client relationships. The students worked on inkscape, an open source vector graphic software. The effectiveness of this instructional design was assessed through observations of learners' engagement with the instructors and other learners, and how they addressed the problem statement of these four companies.

Our findings show that students internalized iterative thinking, one of the key contemplative skills practiced by designers. They learned to produce multiple drafts of their work and constantly seek improvements in each draft through peer and expert feedback. Another key observation showed that modeling feedback practices by expert designers made students feel safe to critique experts as well as peer work. By the end of the session, students started to use designers' jargon to communicate their work, and to critique peer work. Students started developing problem solving skills, visible through the quality of solutions they came up

with for the four companies. This study shows the potential of CA as a transformative learning framework in regular classroom settings in Nepal.

#15

03. **Transformative Power of Early Childhood Education: Cultivating 21st Century Skills**

Meenakshi Dahal
School of Education, Kathmandu University, Nepal

The World Economic Forum (WEF) highlighted that in a technology driven world, students must possess competencies such as critical thinking and collaboration, curiosity and adaptability in addition to the language arts, mathematics and sciences (UNESCO, 2017). This re-enforced that to identify the need for education systems that equip children with appropriate skill sets for driving social, environmental and economic progress globally. In the early age children develop their perceptual, motor, cognitive, language, socio-emotional, and self-regulation skills. Thus, the acquisition of skills through the life-cycle builds on the foundational capacities established in early childhood.

The experiences children have and the care and stimulation they receive during early childhood age lay the foundation for every aspect of their lives in the future including their health, nutrition, growth, learning, thinking and reasoning abilities, as well as their behavior with other children and adults (The Consultative Group for Early Childhood Care and Development, 2013). Scientists now know that the quality environment at early childhood period will affect the life of children including their growth and development. Research shows that the brain grows the most during these early years and therefore, children learn best and fastest at this time.

This paper focuses the science of early brain and early child education that supports children to develop their skills that is prioritized as 21st Century skills. Early childhood education provides integration of 21st century skills (critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development) and early learning experiences for young children to build the skills they need not only when entering school but also in life.

Keywords: 21ˢᵗ century Skills, Brain development, Early childhood Education

04. **Integrated Learning and Assessment Projects: Innovation in Ways of Being and Doing Assessment**

Shubnam Rambharos & Stephanie Caroline Singh
Durban University of Technology, Durban, South Africa

Increasingly, it is essential that graduates possess not only high-level technical skills but also a wide range of qualities and attributes such as interaction, criticality, resilience, integrity and engagement, as well as the capacities to cope with complexity, uncertainty and newness (Barnett 2014). Graduates need to be flexible people able and willing to respond to a future that we cannot predict. Academics then are required to design curricula and pedagogy that address issues of human, cultural and language diversity; complexity of disciplinary and personal knowledge; that allow for innovative teaching, learning and assessment methodologies.

The implementation of Integrated Learning and Assessment Projects (ILAPs) offers a structured yet innovative assessment methodology that influences students' behavioural, cognitive, and emotional engagement. ILAPs build students' capacities to address and solve sustainability problems in the real-world, while

collaborating with external stakeholders from government, business and the community.

The design of integrated projects therefore, is a complex process that needs to be structured and systematic. Academics need capacity development in the practice of ILAPs not just an exposure to the theoretical concepts since it requires academics to negotiate different ways of being and doing things.
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In this paper, as an academic development practitioner and an academic involved in the implementation of an ILAP, we interrogate the design of two ILAPs at the Durban University of Technology. We consider these ILAPs to be exemplars of an innovative learning, teaching and assessment strategy aimed at ensuring student success within a local context for a globalised work environment. We critically reflect on the facilitation, outcomes and responses to a series of activities and workshops designed for the development of ILAPs as well as our and students' perceptions of the implementation of the ILAPs.

Keywords: Integrated assessment projects, innovative assessment, critical reflection

05. **Transformative Pedagogical Capital; A Key to Social Transformation**

Ganesh Bastola
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The transformative pedagogy brings out the implicit, tacit and embodied knowledge of teacher into practices to contribute to social transformation. It offers various landscapes and empowers students' to be creative, cooperative and critical. The understanding, awareness, temperament, learning and teaching are intertwined with educational goal and those all are practical and mundane means of realization (Male & Palaiologou, 2015). Thus, transformative pedagogical capital deposits reflective practice, multiple perspectives and critical awareness to blend constructivism and criticalism with communities of practice (Wanger, 1998) where teachers and students both interact with digitally savvy era of 21st century. We have redefined the definitions because we initiated spoon-feeding banking education and arrived to post-method pedagogy because we believed pedagogy is not limited to a classroom (Bastola, 2017) rather it seeks to contextualize the issues beyond the border. Consequently, we encountered online education and ICT based teaching and learning. Traditional

classroom and methods have been replaced by virtual classroom along with interactive white board.

In doing so, the presenter brings his M. Phil research and personal nostalgia recapitulating pedagogical capital to think ink and link with social transformation since it was a research carried out at Kathmandu University for academic purpose. It was a narrative inquiry, the field-text were collected from three research participants purposively. Moreover, the ontological, epistemological, and methodological standpoints were grounded with interpretative paradigm.

Thus, the research participants conceptualize the actual knowledge of English language that enables them to deliver in the classroom. For them, pedagogical capital of English language teachers is to ensure to transfer the content knowledge effectively to the learners applying different means of methodological techniques such as pair work, project work, group work, power-point presentation, etc. The general traits of a teacher with transformative pedagogical capital are broad-minded person applying interdisciplinary approaches to teaching and are able to learn, unlearn and re-learn depending on the situations. More specifically, the participants envisage that teachers use their transformative capital incorporating teaching, learning, curriculum, style, strategies, activities, assignments, the organization, and the trend, etc. to educate their learners. As a result, they transform themselves and help to transform the whole society.

To be brief, this presentation sheds the light on how transformative pedagogical capitals bring positive changes to educate their learners and whether teachers' assets activated and emerged in social situation (Yousif & Aasen, 2015) make the differences. Finally, the presenter analyzes and makes meaning from their transformed pedagogy whether it contributes to social transformation.

#18

06. Being and Becoming English Teachers in Nepal

Gyanendra Kumar Yadav
Kathmandu University School of Education, Nepal

Search for identity has been a central issue in political discourse in Nepal and is gaining a significant space in educational research as well. However, most studies conducted on English teachers' identity seem to have established the Anglo centric discourse keeping the West in the center. This has not only created multiple biased categories such as non-native English teachers, ESL teachers and EFL teachers to sustain hegemony of native speaker but also failed take Eastern perspective of being a teacher into consideration. Identity is dynamic, multi-dimensional and complex in its

nature and is never a final or settled matter (Jenkins; 2008); thus, it needs to be unpacked minutely going beyond such categories to look into how English teachers construct their identity in particular context. Thus, based on my ongoing study, in this presentation, I attempt at exploring the identity of English teachers in Nepal, taking reference from both the East and the West. It mainly focuses on identity construction: the transformational journey of being and becoming English teachers.

The study follows auto/ethnography research design and interpretive paradigm and critical paradigms. Besides, my own anecdotes, reflections and stories, the information for the study is collected from three English teachers through a series of interview sessions and observations and is discussed in the light of postcolonial theory.

The study has revealed teaching as next option but most English start teaching from an early age without an adequate preparation. Some teachers seem to be frustrated with salary, teaching-learning situation, students' level, and parents' attitude. Next, each teacher has a unique story of struggle and triumph depending on their socio-economic backgrounds. The stories range from spatial movement, socio-economic mobility to

initiation of spiritual journey. The teachers seem to be in the third and fourth stages of teacher's life (Diaz-Maggioli, 2003) where some we are found to be satisfied and have stopped growing as professional whereas others have taken diverse roles such as researcher, material designer, and writer and are seeking to transform their lives. This study can be significant to initiate discourse on teachers' identity in Nepal and make them aware of their identities in order to empower them.

In the first part of presentation, I will introduce the audience with the present study along with the method and theory used in this research. Next, I will present key findings the insights and discuss their significance in Nepalese context

Keywords: English teachers, identity construction, facilitator and guru, transformation

Concurrent Session D

Saturday, 6 OCTOBER 2018   ROOM#103, 10:30 - 12:30

PAPER ABSTRACTS

#19

01. **Dilemma in Designing a Mathematics Curriculum: Descriptive Versus Prescriptive**

Ghanshyam Joshi
Kathmandu University School of Education, Nepal

The major purpose of this poster is to highlight the dilemma issue in designing the school mathematics curricula in the context of Nepal. We used three fundamental human interests considering knowledge constitutive domains of Habermas (1972) for a theoretical revision of school mathematics curricula in Nepal. The mathematics curricula in Nepal are found to be specially designed in the perspective of vertical arrangement approach. Whereas, the descriptive approach of designing a mathematics curriculum is followed by some of the developed countries who have the top position in PISA results, like Korea, Singapore, and Shanghai China. There is a dilemma in designing a mathematics curriculum in the context of Nepal that is whether to design in prescriptive approach or in descriptive approach to address the issues of teaching and learning mathematics. The national curriculum framework (Ministry of Education, 2007) is silent about this issue although it emphasized the social, political, economic, and educational development of the country. In this regard, this paper compares these two curricular approaches with its intent and limitations from the viewpoint of design, implementation, and practice of such curricula from critical domains of technical, practical and emancipatory aspects (Habermas, 1972). The prescriptive curricular approach is guided by technical interest and the descriptive curricular approach is guided by practical and emancipatory interest. As a result, the curriculum with technical interest focuses on the fixed structure or format of mathematical knowledge and classical teaching and learning in mathematics instead of practical and emancipatory interest with construction, experience, and activity of the learners making connection to self-reflection, cultural values, and transformation. We suggest for practical and emancipatory curricular aspects through descriptive and interpretive mathematics curricular frame instead of just technical rational.

#20

02. **The Process of Nativization of Phonological Features of the English in Nepal**

Tikaram Poudel
Kathmandu University School of Education, Nepal

The English language is often argued to be instrumental for linguistic imperialism and globalization in non-native English speaking countries of Asia and Africa (Phillipson, 1992; Paul, 2006). Linguistic imperialism refers to the transfer of a dominant language to the communities that speak marginalized languages demonstrating political, cultural and economic power. The English language is often feared to be an agent of cultural homogenization or hybridization establishing western ideas and values through international acculturation in non-western communities (Mufwene, 2013) and exterminating the local languages. This sort of situation existed in the case of Papua New Guinea. Eckert et al. (2015) argue that many minority languages became extinct in Papua New Guinea because of the pressure of linguistic imperialism and globalization. Examples of this kind are cited as the evidence of English being a killer language of indigenous cultures and languages. However, the idea that English as a killer language in a more complex phenomenon than it construed to be (Majidi, 2013).

However, there is a story of the other side of the coin as well. When the dominant languages are spoken as additional languages in the region where the communities already have their native languages, these dominant languages adopt the features of the local languages and in course of time develop into distinct varieties through the process of nativisation (Schneider, 2007). This process led to the development of several New Indo-Aryan languages like Nepali, Hindi, etc. from Sanskrit and different Romance languages like Spanish, Portuguese, etc. from Latin.

The contact of English with the languages of Nepal in last 200 years, the English spoken in Nepal has gone a considerable level of nativisation, particularly in its phonological features. This paper seeks to understand how the speakers of the English in Nepal adopted segmental and supra-segmental phonological features distinguishing it from other standard varieties of English. For data collection, the spoken English was observed in class lectures, classroom discussions and dissertation defense sessions at School of Education Kathmandu University, English news on television and radio, and English spoken by participants of different workshops, seminars and conferences. The data indicate that the English

spoken in Nepal is emerging as a distinct variety of English different from the other varieties of English like the RP or SAE or Indian English.

03. **Principals' Ethical Leadership for Transformative Education**

Prakash Chandra Bhattarai
Kathmandu University, Nepal

Ethical leadership is an important aspect in perceiving school principal's identity and in developing institutional culture. As such, to know what constructs should be in ethical leadership at school, a study was carried out by using humanistic paradigm with a series of in-depth interviews and focused group discussions. Using the accounts and perspectives of the research participants, some primary themes were explained. In doing so, the explored themes were: traditional ethical practices, rule and policies, diversities, consensus of formal and informal meeting, local unique practices of ethics, role of motivator, and exemplifier.

Among these themes, ethical leadership matters in the context of the understanding education as a political act. The role and responsibilities of the principals bound to create the inclusive and social just culture in school for advocating transformative agendas for the holistic development of the institutions. This study has revealed that the one size fits all policies hardly recognizes the diversity of the people in the Nepali school. In doing so, I sensed that local authority formulates a policy to construct its own ethical leadership in each school, so that no dilemma could take its root to mystify the school education system as a whole. Therefore, scholars, in their attempts to build ethical leadership of the workplace, choose paradigms to find a specific micro model of ethical practices that give importance to understand social interactions, injustices and oppression, which eventually contribute to form unethical behaviors in the particular social settings of a school. As this knowledge has been explored through transformative education perspective, I argue that grand ethical theories are still ir/relevant to explore ethical leadership of a local context. I do not disagree, in this regard, with the efforts of the scholars to develop their own model of ethical leadership.

#22

04. **Local Cosmologies and Their Understandings of the Contemporary World: A Study of Socio-Cultural Perspectives of Beliefs**

Janardan Paudel
Tribhuvan University, Nepal

This paper seeks to show the understandings of people about the world and universe according to their beliefs. People's beliefs are shaped by religions and myths of the ancient world. Ancient religions and myths have explained our universe either by their innate capacity or imagination but they are deeply rooted in the heart of people and find it difficult to change. Different religious groups have explained this universe differently which has kept their identity. Different kinds of religious and mythical documents have explained the origin, the history and the evolution of the cosmos or universe based on the religious mythology of a specific tradition. Religious cosmologies usually include an act or process of creation by a creator deity or a larger pantheon. But due to the evolution of people's social and cultural behavior, there are changes appeared in the beliefs of the universe. Science and technology have also brought changes in the ideology of the present human beings, which has been the root cause of transformative education. This paper analyses that transformative education has promoted people's wisdom and knowledge by bringing together both the eastern and western traditions for the purpose of personal transformation and well – being of people around the world. The methodology used in this study will be informal talks to people, interview and document analysis. The main purpose of this paper is to find changes in the beliefs of people about their universe in the course of evolution through transformative education. Cosmology is very important aspect of education which has made human beings in the ideological field of today. Due to the theories related to cosmos, human beings have shaped their ideology that we find at present. Human beings are indispensable parts of local cosmologies. This paper explains different ideologies related to people's beliefs about the universe and changes experienced in personal transformation and well – being of people in society and transformation in culture.

05. **Hanging on higher education as a junior artist: Autoethnography of a lecturer**

Suresh Gautam
Kathmandu University School of Education, Nepal

The paper aims to evocate the everyday life relation of the junior artists working in the university as a lecturer with their customers (students), shopkeeper (peers), boss (seniors). The paper illuminates the irony of the types of research conducted inside the colleges and university and the existing practices in/between everyday academic relations. The paper mocks on the structural violence and injustices manifested right from the beginning to the recruitment to promotion process for the professional growth and development of junior artists. Using the theoretical referents of the Deleuze and Guattarai's subjectivities and Simon Springer's neoliberalism, the paper interprets the everyday life relations of the junior artists to show the process of forming and reforming, producing and reproducing, and creating and destroying the identities in the everyday life in the neoliberal and feudal mindset of academic institutions which not only dominates the junior artists but prepares to liberate from such hierarchical dominations. By using autoethnography the paper usages the stories that deal with the journey of the researcher working as a lecturer in the private and public higher education institutions in Nepal from 2008 to 2018 connecting, contesting and liberating job experiences which was less dangerous but more disgusted and repulsed than ever. In doing so, the paper highlights three major streaks of experience as connecting (hierarchical), contesting (anarchical) and liberating (holarchial) anecdotes of performing as a junior artist.

Keywords: Everyday relation, higher education, subjectivities and neoliberalism

06. **School Management Practices: A Case of Inclusive Model of High Performing Public School**

Mahashram Sharma
Kathmandu University School of Education, Nepal

Community schools have students from a diverse background, including students with disability, students from various ethnic groups, castes, and economic background. The community schools in Nepal have not be able to demonstrate good academic performance. This article seeks to understand the exact practices that have helped the school to set it apart from other community schools and make it

successful. The interest in this research question stems from a desire to understand the success factors. The exploratory cum descriptive approach with case study methodology was adopted with tools of interviews and focus group discussions among head teachers, teachers, parents, students, members of School Management Committee, and community leaders. Observations of SMC meetings were also carried out to get primary information. Secondary records were also analyzed taking variables of head teacher leadership, school governance, resource management, and managing teaching and learning. It has attempted to understand the factors that are needed to make a community school successful. The main reasons for continuous improvement were found to be the support and ownership of parents, commitment and dedication of the teachers, and strong leadership of headteachers. There was no any kind of political influence in the school. Absence of political influence helped to maintain the focus on teaching and learning. The school was a model having practice of inclusion for children with disability, ethnic groups and from poor economic background. The diverse programmes including subjects and mode of teaching were effective. Team work was seen to be very important. The head teacher was found performing with democratic leadership. The case study has illustrated a perfect example of successful practice of inclusive model of school management.

Keywords: Inclusion, Leadership, School Management, Continuous Improvement

Concurrent Session E

Saturday, 6 OCTOBER 2018   ROOM#104, 10:30 - 12:30

PAPER ABSTRACTS

#25

01. **Transformative education in the deconstruction of the colonial cultural imagery of the Brazilian Amazon and cultural education**

Karla Nunes Penna[1] & Julia Moutinho Marta[2]
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[2]Federal University of Pará, Belém, Brazil

In this paper, the way transformative education can be used to deconstruct the invented imagery and stereotypes of local peoples and traditions that have been globally disseminated throughout colonised countries is discussed. During the colonisation process, a relationship of inferiority between South American colonies and their more 'civilised' European colonisers was broadly established. Over the past 500 years, this relationship has influenced the continuance of distorted imagery related to areas located in developing countries, such as the Amazon region in Brazil. The contemporary school curriculum in the region has contributed to maintaining the model of colonial repression, where the Crown rules and the natives conform and obey subserviently. The difference is that currently, 'the royals' have been exchanged for oligarchic politicians who continue to exert their historical influence over the people, who in turn unquestioningly submit. Exacerbating the situation, mass media freely propagates an insidious colonial-based discourse and thus reinforces an already stigmatised and distorted image of the Amazon region. The aim of this study was to examine the process of the 'image construction' of a place by exploring the results of a research study conducted by author Julia Marta in the Brazilian Amazon region. Based on the narratives provided by the participants of this research, (1) the social and cultural consequences of a top-down social control system and poor education system due to the process of 'image construction' of the Amazon region, (2) the social impact of inaccurate media reproductions propagating discourses that reinforce an unequal balance of power between rulers and the population and (3) the way transformative education can be used to deconstruct the propagated distorted image as well as how it can encourage individuals to engage in cultural education, strengthening their sense of belonging to their territory are analysed.

#26

02. **Transformative Research and Creativity: An Approach to Post/enlightenment thinking in Teacher Education in the context of Pakistan**

Sadruddin Bahadur Qutoshi
Karakorum International University, Pakistan

In this paper I am navigating through being insider/outsider approach to exploring one of my subjectivities the professional 'I', which Staller (2003) called "professional self", as my identity - a transformative teacher educator (TTE). Using a soulful inquiry I discuss how I could claim as TTE that holds around struggling to unpack the events and eventualities of ups and downs of professional lifeworld in a sociocultural context of a public sector university in Pakistan. The journey of transformation begins through a process of critical self-reflections, review of my tacit assumptions and beliefs, and writing autoethnographically with an insider/outsider lens. Thus the process of transformation is embedded in the philosophy of deep conscious level change at personal-professional level- a change that comes through challenging self-assumptions and developing new perspectives of being and becoming as a TRE. From this stand point transformative teacher education does not look like a taught program and/or a kind of traditional ways and means of training and research to enhance knowledge, skills and expertise of teacher educators. Transformative Research and Creativity (TRC) is an innovative, creative and multidimensional way of knowing self/others as professional teacher educators. I as a TRE believe that how do I improve my thinking and practices while living within context specific subjective realities of my lifeworld rather focusing on objectivist agenda of research as ways of knowing. TRC is focusing on personal transformation that appears to be deeply rooted within the philosophical underpinnings of social transformation.

#27

03. **Large Scale Assessment Practice and trends of learning achievements in Nepal**

Shyam Prasad Acharya
Education Review Office
Ministry of Education, Science and Technology, Nepal

Nepal has started large scale assessment of student achievement (NASA) in school level since 2011 AD. At the beginning (in 2011), sample size was 48000 students and 1200 schools. Since then, NASA sample size and sample methodology have been improved and uses similar procedure as of PISA and TIMSS with more coverage of schools and province level sample size and reporting. Using Item Response Theory (IRT) and Probability Proportional to Size (PPS) sampling, results of NASA are presented in similar manner of TIMSS, PISA and other International regional assessments. Combining the results and trends of NASA 2011 to NASA 2017 (5 assessments), it is found that quality of learning has not been improved as expected however, equity in the education has been improved, which can be visualised by the analysis of all year assessments. Moreover, status of use of ICT in classroom and its impact in Nepalese schools will be the evidence for those results. This presentation will uncover some reasons why quality of learning is always criticised.

#28

04. **Transformative Learning: An Approach to Understand Participatory Action Research**

Roshani Rajbanshi
Kathmandu University School of Education, Hattiban, Nepal

Transformative learning is a way to view the experience that makes individual become conscious of one's knowledge and of one's changing view in the learning community. This paper presents self-reflection on one's transformation in learning both the theory and practice of participatory action research approach as experienced through the field visits and interacting with the participants. Critical reflection, reflective journal entries, discussions on workshops provide source of data for this research. The purpose of this paper is to provide one's transformation in understanding participatory action research from traditional research and how self-reflection helped unfold the ideologies of participatory action research. Based on Taylor (2012), the research questions that guided this paper are "how am I building and refuting the transformative theory?" and "what transformation occurred in the researcher during the exploration of the participatory action research?" This

research also follows the cycle the participatory action research which is planning, bringing plan into action, reflecting on the action and planning again to improve the action, through which the author explored the need of the participants who are the co-researchers of this study. Through collaboration learning, social-constructive learning, experiential learning as well as transformative learning, this paper explains ideologies of participatory action research that the author explored. The finding of this paper is exploration of ideologies of participatory action research which are co-construction of knowledge, change in attitude to bring transformation in practice, and empowerment of participants through participatory action research.

Keywords: Participatory Action Research, transformative learning, co-construction of knowledge

#29

05. **Transformative Aspects of Using Mixed Methodology to Entrepreneurship Research**

Krishna Bahadur Rai
Kathmandu University, School of Education, Nepal

The paper serves to incubate the transformative aspects of using the Mixed Methodology (MM) to entrepreneurship research. The central values of the transformative paradigm are the enrichment of social justice, nurturing the human rights, and the admiration of cultural norms. The QUAN verses QUAL divide is blurring; perhaps it is time to give up the war (Flyvbjerg, 2011, p. 313). Radical feminists are using biostatistics and pursuing biosocial studies. Poststructuralists and posthumanists are interrogating the underlying assumptions and practices that operate in the era of big data, digital technologies, the data sciences, software analytics, and the diverse practices of numeracy (de Freitas, Dixon-Roman, & Lather, 2016). In such context, the entrepreneurship research is highly dominated by the QUAN but the entrepreneurship is always in the particular contexts shaped by the social, political, cultural, economic and racial/ethnic values. The scholars of pragmatism and transformative approach recommend to MM for establishing the practical values as 'what works' within the time and context. Thus, I argue that transformative MM is the best way of exploring the issues of entrepreneurship within the social context. Therefore, the paper motivates to the researchers for using MM to entrepreneurship research to obtain the transformative meanings relevant to the contexts so that the study contributes to enriching social justice,

human rights and cultural norms in this field.

#30

06. **Instructional Leadership in Transformation of Learning**

Subash Shrestha
Kathmandu University, School of Education, Nepal

Principals of the schools are guided by the principles of making good grades in the examinations. As a result, they are more focused on rote learning than knowledge and skill-based learning that add value in the life of students. The main agenda of a school becomes to achieve grades and publicize the achievement so that it may add value to the institution. The main aim of the paper is to explore perception and practices of principals on their shared instructional leadership in addressing the 21st century skills. I applied a qualitative research approach in order to explore the perceptions and practices. For this, I interviewed three principals of three different schools of Kathmandu valley. I developed different themes based in the responses in the interviews. From the research, I have realized that shared instructional leadership practices are the best for developing vision and mission suitable for the 21st century skills. However, the practice of 21st century instructional leadership has made principals realize that the objective of education is to make students prepare for unpredictable future by inculcating problem-solving ability. The 21st century instructional practices mean communication, collaboration, critical thinking and creativity, etc. And to practice these skills principals need to open to the experiences, critical reflection, reflective discourse and action of self and teachers as well. Thus, these principals are aware of 21st century instructional practices that has changed the perspective to look at the objective of education.

Concurrent Session F

Saturday, 6 OCTOBER 2018   ROOM#105, 10:30 - 12:30

PAPER ABSTRACTS

#31

01. **Psycho-Spiritual Counselling to Enhance Personal Resiliency: An Auto/Ethnographic Inquiry of the Interface Between Spirituality and Transformative Education**

Father Dominic Savio & Elisabeth (Lily) Taylor
Edith Cowan University, Australia

I am a practising Catholic Priest with a background in education and counselling. As a priest, counsellor and erstwhile educator, I have been engaged in capacity building and community service to youth and those living in extreme poverty in India and Kenya. Coming from a transpersonal background and engaged in activities aimed at personal and social transformation, my doctoral research is exploring the symbiotic relationship of psychospiritual counselling and transformative education with a view to transforming the role of counselling to enhance personal resiliency.

In Christian spirituality the term 'metanoia' (or 'conversion') signifies a process towards personal transformation and wellness. Its secular equivalent is the expression 'transformative learning' which quintessentially signifies a radical shift at the deepest levels of one's being. It is in this sense that psychospiritual counselling is a partnership that both models and creates a transformative ecosystem in the lives of therapists, clients and, by extension, those in their orbits of love. The end of psychospiritual counselling is wholeness which is the opposite of brokenness, separation, alienation or disintegration in varying degrees that burden clients.

My cultural insider status as a Catholic priest has coloured my reflexivity and paradigm. At its core, they are transpersonal and theological because the locus of my being and my worldview is Jesus and the Jesus tradition. It has coloured my understanding of psychospiritual counselling which I view as a therapeutic process or a shared journey with clients that heals, wherein a merciful God or the Transcendent is made present in the here and now. However, as a priest and a counsellor, experientially speaking, I believe that people tragically package their lives in enslaving black and white moral terms or compartmentalise their lives and

refuse to see spirituality as a life-invitation to organic wholeness. My vision is for psychospiritual counsellors to develop a professional practice that fosters wholeness, communion, connection, oneness, solidarity, integration, inclusivity and harmony at personal, social and cosmic levels by creating a sustainable, ecologically love conscious, and compassion driven world. To achieve this vision, I am employing counselling strategies such as emotion-focused therapy (EFT) and solution-focused brief therapy (SFBT) which when grounded in spirituality, religion and positive psychology engage the client – and the counselling practitioner – in a process of critical self-reflection and critical thinking akin to processes characteristic of transformative learning.

My research is investigating how both the researcher and selected psychospiritual counsellors can strategically improve our counselling as transformative education practitioners. This practitioner research is designed to enable both therapist and client to engage in critical thinking and critical self-reflection. I am seeking answers to these questions: (i) can personal transformation and wellbeing be achieved when transformative learning is applied to psychospiritual counselling? and (2) does transformative education in therapeutic settings offer psychospiritual

counsellors opportunities to nurture holistic outlooks that enable clients to accept a variety of ways of being and living, to form flourishing and holistic relationships that are embracing of self and others in compassionate love?

Keywords: psychospiritual counselling; transformative education; resiliency; auto/ethnography; spirituality and positive psychology

#32

02. **Team Leadership Practices in Private Schools of Nepal: A Narrative Inquiry**

Sudhir Kumar Jha
Kathmandu University School of Education, Nepal

Teams are central to organizational success; and therefore, studies on unique interplay between teams and leadership processes is of higher value. However, only little research is conducted on a team approach, such as team leadership in educational leadership studies. Addressing the gap, this study offers narrative perspective of team leadership, speaking to school founders, principals of three institutional schools of Nepal, located in Kathmandu valley. Through an inductive qualitative data analysis, working on storied field texts, with autobiographical self-reflection, the

study explored team leadership practices under three different themes. They were (i) forming (ii) functioning and (iii) sustaining the team. The study found that team leadership was the most fundamental indicators of effective functioning of schools. However, as organization begins to grow, it encounters numerous challenges that arise from team climate and organizational/ environmental contexts. To sustain the team was much challenging. Therefore, impactful leader-team interactions were the most.

Keywords: Team leadership, narrative inquiry, forming, functioning, sustaining

#33

03. **Perception of School Actors on Corporal Punishment**

Priti Thapa Shrestha
Kathmandu University School of Education, Nepal

Corporal punishment continues to take its toll in schools of Nepal even in the 21st century. It is sad but true that although three are many Nepal policy statements declaring that no child shall be subjected to physical, mental, or any forms of torture at home, in school, or in any other places or situations, few forms of corporal punishments like hitting, shoving and slapping are practiced even today. This suggests that the practice of corporal punishment reflects a big gap between policy and practice. This gap can largely be attributed to school-based factors which are represented by school actor's consideration that corporal punishment is one of the most effective ways to instill in children the discipline to learn and grow. Moreover, one of the reasons for the school failure to enforce policy effectively is due to fear of high teacher turnover rate in schools. Yet another reason is the deeply rooted belief that corporal punishment is a cultural and normal phenomenon. Consequently, although schools are quite aware of the harmful effects of corporal punishment, the practice of different forms of corporal punishment are still prevalent.

The purpose of this research is therefore, to explore the existing perceptions and practices of school stakeholders (student, teacher and the principal) on corporal punishment in a school setting and to answer the main research question on how they articulate their experiences on corporal punishment. The research study allowed us to achieve a deeper understanding on why corporal punishment is still being practiced in schools despite its legal ban. Based on the perception of school actors on corporal punishment, the research findings explored that on one side, the use of corporal punishment was considered as a successful tool to

discipline a child. On the other side however, the study also explored the harmful effects of corporal punishment. The incorporation of the voice of one of the victim students played a crucial role in exploring the damaging consequences of corporal punishment.

04. **Lived Experiences of Children Living in Shelter Home: A Narrative Inquiry**

Rajani Thapa
Kathmandu University School of Education, Nepal

The purpose of this article is to investigate upon the vulnerabilities and adversities of homeless children and the mechanism they adopt to cope with the insufficiencies. Taking narrative inquiry as research approach, the paper tries to explore and explain how the children living in shelter homes experience the adversities and what alternatives they apply to overcome these adversities. Resilience is drawn as main concept while several biological and social challenges faced by the children are exhibited. Moreover, the paper also aims at explaining the promotive and preventive measures that are applied by the children in foster home to deal with these adversities. Relational being with their foster parents, peers, biological parents and socialization set the way the children shape their future. I've explored the shelter children's resilience strategy with the help of interpretive paradigm. While doing so, I generated knowledge from multiple realities that existed in participant's mind. With this, I came with an understanding that foster home provides fulfillment of basic needs and social interaction. However, it even provided me an insight that shelter children are institutionalized in this system. The participants expressed their reluctance in wanting to go back to their families or even accepting their original culture. They survive even in painful situation of physical and mental trauma and miss the social interaction. Despite this, they live with unlimited dreams that seem to make them happy in their surroundings but still are engulfed with a number of adversities.

Keywords: resilience, adversities, institutionalization, relational being, socialization

#35

05. **Motivation as a gateway in accessing ICT and digital skills: Context from Online and Distance Education in Nepal**

Lina Gurung
Kathmandu University, School of Education, Nepal

ODL in Nepal has now been well accepted to make university programs accessible to the learners who would have been left out otherwise. While the conventional ways of teaching and learning has yet been heavily practiced and preferred in Nepal, ODL seems to be very promising for blurring the digital divide and change the perspective of learning. Amidst the various myths of ODL mode, the inquisitive students are motivated and benefitted in many ways by the opportunities provided by it. The issue of digital divide has been the common issue in digital era. Emerging technologies in education has brought an impact in transforming society and empowering learners and at the same time it has equally deepened digital divide in the society. It is even more complex while dealing with the rural areas and digital immigrants in higher education. The paper discusses how the online and distance education programs have been able to contribute to address this enigma in the present era.

The paper considers the four stories of students in online master degree programs from two universities of Nepal. Narrative Inquiry has been applied to bring forward their experiences regarding online and distance learning. Their narratives portray their struggle and success while accessing ICTs in higher education. The four successive stages of access in the appropriation of digital technology as proposed by Van Dijk explains the multi-faced concept of the access through motivation, physical and material access, digital skills and usage. The narratives of the students suggest that despite the social inequalities such as age, gender, geographical distance, economic status and labor position, sufficient motivation is necessary to access the technology that leads in developing necessary skills and make optimum use of it. Though learner's motivation is diverse, online and distance learning in graduate teacher education programs has been a pulling factor for learners for possessing tools, learning digital skills, actively participating in society and their professional development along with upgrading qualification.

Keywords: Digital Divide, Online and Distance Education, Nepal, access to ICT, motivation

06. **Practicing the Understanding of Professional Integrity: Do Teachers 'Do what They Understand''?**

Rupa Munakarmi
Kathmandu University School of Education, Nepal

Schools as social and state institutions (Frankovic, 1970), were set up by religious groups (Khaniya, 2009) like 'gurukul, bihar, gumba, madarsha,' to equip, socialize and educate children with good morale, conduct and character. Teachers play influential roles on the lives of young people in schools and thier parents in community, the public expects teachers to display behaviors of reflective of good character such as fairness, honesty, trustworthy, respectful and responsible (Lumpkin, 2008). This is linked with moral foundations i.e. integrity.

Integrity and good governance is a hot cake in Nepal after promulgation of the new Constitution in 2015 and completion of series of elections in 2017 for three tiers of government: Federal, Provincial and Local. New government has prioritized Peace, Good Governance, Development and Economic Prosperity for coming 5 years. In this regard, a national integrity policy is under discussion which includes code of teachers as well. Professional integrity of a teacher is fundamental basis for maintaining their own sense of ethical identity, professionalism, setting behavioral pattern, developing institutional culture of learning and thematic competencies and sustainable development of pupils. However, there arise several questions on teachers' professional integrity and its linkages with students' learning. This paper explores the understanding of teachers on their professional integrity and also explore the practices within their understanding.

Following the ethnographic research methodology, I employed in-depth interviews and observation in two community schools of central Nepal. While doing the analysis and discussion or interpretation of theoretical categories of the findings, I employed the self determination theory and agency-structure viewpoint.

The findings reveal that there are multiple actors, incidents, sources, interactions, evidences, contexts and characters that contribute and lead to evolution and modification of understandings and practices of teachers' professionalism and their integrity. There is multiple understanding of teachers' professional integrity and it is contextual. However, from my research participants from two different schools, they have described professional integrity in terms of time, task, dedication towards work, self satisfaction and self realization of the

profession. The practice of it is determined by the neighboring communities and society, school culture and environment and the prescribed right and duties of teachers. The school environment and the society's culture plays vital role for effective implementation of teacher's integrity at schools. It does not matter how much one is self determined, s/he posses it only with the day to day interactions in school culture and tradition. Since

integrity is a social phenomenon deeply rooted in socio-cultural practices, the state needs to come up with more sensitive and inclusive code of conduct for responsive behaviors and better results that are contextually developed through the continuous participation of the stakeholders of the schools.

Keywords: Integrity, Professionalism, Practice, Understanding, School culture

Concurrent Session G

Saturday, 6 OCTOBER 2018   ROOM#Main Hall, 10:30 - 12:30

PAPER ABSTRACTS

#37

01. **Teachers Professional Development Through Reflection in Mentoring**

Astrid Øien Halsnes
NLA University College, Norway

The main purpose of this study is to obtain and analyze how Teacher Trainers and Mentors use Reflection in Mentoring and how this influence Student Teachers development during Preschool Teacher Education/ Teacher Education.

Reflection is often seen in light of Donald Schön`s Reflective Practitioner (1983) about reflection-in-action and reflection-on-action. We start there, but we will also see Reflection in Mentoring from a philosophical view where focus is on Teachers being, to be someone, not only to do something. To be a reflective thinking human being. To talk about ontological quality in Mentoring is to talk about being, not as a pure idea as Husserl says, but more as lived experiences from Maurice Merelau-Ponty.

"Teaching requires us to be, and not only to have knowledge. If the question were only one of communicating knowledge, a machine could substitute for a teacher. But a machine cannot be the substitute for a certain way of being, that the master has gained through his or her own training, his and her own experience of life, his or her own path.

In fact, the most important thing a teacher has to pass on is a way of being more than a way of having, a way of being someone and not a something (Irigaray 2008:234)"

In this way of thinking, Reflection in Mentoring can not only be listening or talking but also wondering?

How can Reflection in Mentoring help Students Teachers and Teachers to find their own way, their own understanding, to be someone (Søndenå 2002, 2004, 2009)?

Reflection as ethical core value? Mentoring as the teacher's independent thinking

How can this thinking of being more than having help Teachers in their teaching for a sustainable future?

Focus Group interviews with Mentors, Teacher Trainers and Student Teachers from a work-place based Preschool Teacher Education in Norway and from Early Childhood Education Centre (ECEC) in Kathmandu, Nepal. Written material collecting from Mentoring Courses and Student Teachers Practical Assessment.

In relation to the Conference theme, and subtheme Teachers Professional Development this study also can have a voice in discussion about developing a transformative curriculum for Teacher Education.

Keywords: Mentoring, Teachers Professional Development, Reflection, Ethical core value, Pedagogical approaches, Transformative curriculum

#38

02. **Being Reflective upon Methodological Dichotomy: A Shift towards Transformative Approach**

Raju Shrestha
Kathmandu University School of Education, Nepal

In the context of Nepal, one as a learner or as a teacher of English generally experiences two contradictory methods playing an unavoidable role in shaping and reshaping his/her mind set to develop two conflicting worldviews. The two decontextualized methods based on two different school of thoughts 'Behaviorist' and 'Mentalist' incorporated in English classroom of Nepal; the former emphasizing on knowledge transmission and the latter on communication. Knowledge transmission of Grammar Translation Method based on objective nature of teaching is a systematic process in which linguistics structures; morphology, syntax and a lexicon are to be explicitly presented, described, explained and mastered by learners through understanding and practicing (Negueruela-Azarola & García, 2017). Alternatively, interactive nature focusing on communication is more learners centered compared to objective approach of teaching. Communicative Language Teaching (CLT) guided by interactive approach with emphasis on meaning rather than linguistic structures. The main stance of CLT is that language learners are required to be involved in meaning-making communicative activity in order to develop their communication skills (Negueruela-Azarola & García, 2017). But now when I critically reflect upon these two imported decontextualized pedagogical practices from transformative teaching perspective, I realize that these methods do not help our learners, to be a creative/critical thinker, a self-directed/independent

learner rather that made them a passive rote learner, and a silent imitator. Moreover, from my critical reflection, I have conceptualized that neither the mechanistic, systematic, objective nature of teaching nor the shallow communicative, information sharing teaching approach promote our learners' critical reflection, help them in identity construction and engage them in learning. It is believed that learning is not a narrative character where information is transferred form a teacher to a learner and nor is it just a process of taking part in communicative activity. Learning involves making new interpretation of our prior assumptions taken for granted usually through critical reflection. Making meaning means making interpretation of experience. When this interpretation is subsequently used to guide decision making or action, then making meaning becomes learning (Mezirow, 1990). Therefore, this paper critiquing the two decontextualized imported methods (objective and interactive) with their limitations focuses on contextualized, democratic nature of transformative method for liberation of an individual and society through critical reflection. The paper also discusses on the role of critical reflection in teaching for personal and professional transformation of a teacher and liberation of the learners to enhance their learning.

#39

03. **Education for a Sustainable Future: a study of community transformation in Andhra Pradesh, India**

Harshita Sharma
National Institute of Educational Planning and Administration (NIEPA), India

Drawing from the social justice standpoint the objective of education is to make sure that opportunity is same for everyone irrespective of region, caste, culture, economic status, gender. Education should give an opportunity to improve the condition people exist in and to be able to minimize the exploitation of the weak and minority. But, there are many backward communities throughout Andhra Pradesh, India who are not just backward because of their caste but rather through an intersection of inequalities like financial, social (social respect and dignity), political (are not recognized communities) etc. Such communities like jogula, Kati papala, gaggireddula, uppara, have no proper access to standard educational institutions for various reasons. Since these people are not aware of their capacity to develop on their own,

necessary intervention is something important. Here we track down various interventions that took place in the past 5 years in particular to this JOGULA community from various stakeholders like the government, the jogula people themselves and Rural Development Trust (voluntary organization) to see how well they are fit into the mainstream society. The attempt is to study this process of rural development and capacity building, through acquisition of mainstream living standards which is only possible if one acquires the necessary skills to access resources the society has to offer. The aim is to study this acquisition of skills where the innate culture of the indigenous community is empowered through a process of critical outlook and acquisition of skills required in modern day societies, all through education.

Methodology
The study was conducted in the Kambadur district of Andhra Pradesh over a period of around 30days. Case study of 3 families out of the 35 families constituting a community was done. The participants were selected based on a household survey conducted. Also, convenience was ensured as the duration of the study was very limited thus- purposive stratified sampling technique (non-probability sampling) was used. Primary data collection technique- Observation technique was used to study the participants in their natural setting. Semi-structured interview technique was used to understand the life change that has occurred in the community. The data thus generated is based on socially constructed realities and understanding the community transformation that has occurred.

The relationship education (formal as well as informal) and exposure to opportunities ensuring dignity through capacity building in the society, all these and many other factors leading to social progress and sustainable development were explored in the research. An interventionist approach is thus proposed for the emancipation of such communities/ groups that are a present in the society but fail to become a part of it. These groups fail to gain a respectable position for themselves in the society that would help them gain access to resources like education. This incapacity to procure resources and non-dignified lifestyle creates a vicious cycle that can only be broken down by and external intervention that motivates these subaltern groups to realise their potential to have a respectable life for themselves. The need for rural transformation in a way that the communities are themselves empowered to change their realities by becoming critical of their culture.

Keywords: Community Transformation, Education & Sustainable development, Capacity building, Social & Cultural context, Rural transformation

#40

04. **Party Schooling in Nepal: Agenda towards Transforming Political Contemplation**

Deepak Khanal
Kathmandu University School of Education, Nepal

Party schooling is one of the key areas that have drawn the attention of the political leaders and the cadres. But the value and ethics employed in the party schooling is often shadowed. The purpose of this paper is, therefore, to illuminate the value and ethics being employed in party schooling in Nepal. It also focuses how the existing values facilitate and/or obstruct the agenda of transformation among the leaders and cadres. The narratives were developed out of the in-depth interview held among the research participants, which were later analyzed and interpreted with the transformative learning theory. While doing so, the findings assert that values and ethics of party schooling often remain under the influence of top level leaders and are very often formed and broken down. The values and ethics employed within the party often seem to breach the principle of justice, equality and inclusiveness. As a result, the agenda of transformation within the party system often remain under challenge. This paper, therefore, illuminates the knowledge and contemplation inherited in the party

schooling in the context of Nepal and how party schooling can be context responsive in the contemporary socio-political arena of Nepal.

Keywords: Party Schooling, Value, Ethics, Transformation

#41

05. **Sensing a Place in Education: Lessons learned from on-going Basic-School Curriculum Experiences in Rural Nepal**

Shree Krishna Wagle
Kathmandu University, School of Education, Nepal

This paper critically argues the need for culturally relevant place-based basic school curriculum in Nepal. Basic education is instrumental in shaping national culture in most countries. In this reference, this paper exposes manifold challenges and dilemmas initiated by Euro-centric westernized curriculum ideologies, and promptly illustrates how those uncritically imposed/accepted curriculum agenda were responsible to demolish indigenous identities of the developing countries like Nepal, annihilating (both emotionally and spiritually) the confidence of educated youth towards their own traditional culture; their norms, and values. The author critically observes his own life-world in Nepali

context, reflects upon various educational forums he participated, relates it to national (or local) education-policy provisions, and makes meaning out of it. Similarly, as on-going PhD researcher, the findings from participatory needs assessment on curriculum experiences of few public schools at rural contexts have come with additional, and yet situated evidences for critical observation at the phenomenon. Based on the lesson learned from such multi-perspectival observations, the paper eventually proposes a frame for contextualized approaches to teaching, learning, and assessing, which is supposed to be relevant to the on-going changing contexts of basic school education of Nepal, which possibly engages learners for meaningful education; for belonging, being, and becoming.

Keywords: Rural Nepal, place-based curriculum, indigenous identities

#42

06. **Children as Change Agent: Role of Child Clubs in Transforming Children**

Prem Singh Shintan
United Mission to Nepal (UMN), Nepal

Children's clubs have slowly emerged as an innovative grassroot institution in Nepal that appears to be promoting child's overall development. This study is an attempt to better understand this phenomenon by examining child's personal transformation brought by their active engagement in the child clubs. The study was conducted at Dhading, Morang and Sunsari districts. The data was gathered from the children who were engaged in various child clubs at those districts. Semi-structured questionnaires and Likert scale were developed to obtain the information from the respondents. Out of wide contributions, study found that engagement in child club had significantly transformed four aspects of child's development: i) Life skill, ii) Leadership quality, and iii) positive behavioral changes, iv) intrinsic motivation. These transformations were further seen to be long term in nature and is directly related to their dynamic educational achievement. To a broader extent, these personal developments through child clubs are transforming them as an agent of social change in their local community.

Keywords: child club, child development, transformation, social change

ORAL SESSION II

Concurrent Session A

Sunday, 7 OCTOBER 2018   ROOM#201, 10:00 - 12:00

PAPER ABSTRACTS

#43

01. **Be an IDEAL- Mirage to Reality**

Reni Francis
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Education, University of Mumbai
&
Pillai College of Education and
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Teaching is a noble profession and we need to create a culture of learning wherein every teacher should believe that they need to improve to be better than today. There is no boundary for excellence and the achievement gap needs to be narrowed. Hence it becomes imperative to focus on the role of teachers and meet the challenges faced in the classroom. This paper showcases the best practice known as IDEAL which is an attempt towards Professional Development among the In-service and Pre-service teachers. This study addressed the key aspects such as Teacher training, Pedagogical approaches, Instructional designs and Assessment. IDEAL emphasized on I - Identify roles and responsibilities of a Teacher; D – Define qualities and competencies of a Teacher : Core Competence, Professional Competence; E- Experiential activities to cater different competencies; A – Assessing the competencies; L - Learning remediation and Peer Tutoring. The best practice IDEAL was implemented for 140 In-service teachers and 115 Pre-service teachers. The findings of the study were analysed based on the Pre-test and Post –test conducted with respect to the learning and experiences of the In-service and Pre-service teachers. It also compared the experiences gained among the In-service and Pre-service teachers. The significance of the study was to develop the competencies among them and also groom them to meet the local needs and global challenges in our dynamic world.

Keywords: Professional development, developing core and professional competency, In-service and Pre-service teachers

02. **Ethical Leadership: A Need to Explore from Eastern Vedic Tradition**

Sudha Ghimire
Tribhuvan University, Nepal

This paper is based on my PhD proposal, in which I will be looking at personal transformation among adolescents. Personal transformation is continuous process, where life skills will enhance it by knowing own self and individual capacity of adolescents and it guides for safe and productive life. Personal transformation is different in Very Young Adolescents (VYAs) group, that fall between the age 10 and 14 years because of their physical, hormonal, psychological and social changes (Igras, Macieira, Murphy, & Lundgren, 2014). These issues are best addressed through life skills based education that enable individual to transform knowledge, attitude and values into their actual life process (UNICEF, 2014). Indeed, this study will see the health aspects of adolescents through the lens of gender with the involvement of parents, students, teachers, religious leaders and other mentors via participatory action research that will help identify the hindering factors and possible ways of personal transformation.

I personally believe that informative intervention at this stage of life provides them critical opportunity to shape non-violent, equal attitudes, healthy sexual and reproductive health behaviors before these become rigid and entrenched. The purpose of my PhD study is to evaluate a multilevel intervention to determine the social and personal transformation on health and gender equity based on life skill education with theoretical back-up of socio- ecological model and constructivism paradigm. The study will use participatory action research (PAR) process in addition to a survey method to collect data on pre and post-test. Three schools will be taken as intervention sites. In the first school both parents and students will be involved, in second school students only will be included as experimental group and the third school will be treated as control school. Key components of the intervention package will be based on finding from the PAR. The education session will be one session per week for an hour till 12-15 sessions for students and one session per week or alternate week will be given to parents for 5-7 sessions. After complete implementation of the intervention package a post-test will be done by

using same tool after six months of intervention.

Keywords: Personal transformation, life skills, health, gender

03. **Autoethnography for Exploring Critical Life-Events and Transformative Thinking in Mathematics Education**

Sher Singh Rawat
Kathmandu University School of Education, Nepal

In this presentation, I discuss critical life-events in my journey of learning and teaching mathematics that triggered critical thinking about my past experiences as a student and teacher. I portray my paradigmatic shift from traditionalist thinker to a constructivist actor in the classroom as a teacher of mathematics from the critical life-events within and out of classroom experience. I use autoethnography as the genre of writing and research by connecting my personal experiences in the cultural context of Nepal (Reed-Danahay, 1997). Employing autoethnography, I construct three major themes from my critical life-events as a mathematics learner, teacher, and researcher. These themes are – dropping out and dropping in school, painful corporal punishment, and self-empowered lesson activities. In the first theme, I reflect on my early experiences of joining a school, leaving the school due to extreme fear of mathematics teacher, and rejoining another school to due to motivation by 'daari-baa', an elderly man in my village. In the second theme, I reflect on a painful experience of being severely punished by a teacher for not being able to recall some mathematics formulas correctly. In the third theme, I engage the readers in a meaningful mathematical activity by exploring mathematics from cultural artifacts, where myself play a role as a transformative teacher (Luitel & Taylor, 2007). My role as a learner and teacher will shift toward an activist of mathematics education researcher who values collaborative learning, exploring mathematics from day-to-day activities and cultural artifacts. I will discuss some pedagogical implications of these themes.

Keywords: dropping-out, dropping –in, traditionalist, collaborative teacher

#46

04. **Key Issues and Challenges of Teaching and Learning in High Schools**

Jyoti Gautam[1] & Nawa Raj Khatiwada[2]
[1]Shree Bhanodaya Basic School
[2]Department of Environmental Science and Engineering, School of Science Kathmandu University

Students spent the longest duration of their career in Schools. Therefore, the schools serve as the building blocks of the knowledge and skills acquired by the students. However, the key issues related to the teaching and learning in schools are largely rooted to both the students and teachers. Despite of the fact that the school premises and the surroundings offer an outstanding environment for the learning, all most all of the teacher-student engagements are confined to the text books. The students seem to perceive that they are actually learning when the textbook is strictly being followed page to page and the teachers too are being fully dependent on the course books. The prevailing notion behind this practice is mandatory requirement of covering the defined curriculum in the particular academic year. This has resulted in focusing on theoretical contents which ultimately ends up in rote learning rather than understanding the concepts and practical application. The practice in turn is encouraged by the weightage given to a 3 hour long written examination taken at the end of the academic year.

A second issue can be viewed as the gap which the students would face when they would join a College or a University to pursue higher education. As English is the medium of teaching in the Colleges and Universities particularly in Engineering or Medical disciplines and it is considered as matter of culture and distinction among people, the high school graduates fail to meet the required language abilities. The English language ability is also portrayed in such a manner so as to directly influence one's confidence rather than a language or a mode of communication, the students could be backward in roles like stepping up to lead a project or a club. This paper has picked up some of these pertinent issues offers a way out to confront the challenges in hand.

05. **Participation as a Neoliberal Discourse? A Comparative Study of Participatory Action Research (PAR) Projects With Young People in Sport for Development and Peace (SDP)**

Sadlier, A., Esson, J., Giulianotti, R., Saavedra, M. and Sharma, S. R.
Loughborough University, the United Kingdom; University of California, Berkeley, USA; Kathmandu University, Nepal

This paper will explore the possibilities and limitations of Participatory Action Research (PAR), a methodology that - in theory - involves the interplay between power, participation and reflexivity, and requires that researchers challenge structures of authority within the research process. It will draw on PAR undertaken with young people involved with NGOs that utilise Sport for Development and Peace (SDP) approaches in three small developing countries – Nepal, Cape Verde and East Timor - as part of the ongoing 'New Development Frontiers? The role of youth, sport and cultural interventions' research project, funded by the UK ESRC, and based at Loughborough University. The project has three broad aims: (i) to enhance knowledge of these SDP programmes with young people in developing countries; (ii) to improve programme efficacy in policy and practice; (iii) to work with key stakeholders to support these interventions, to secure social change. As the theme of the TERSD conference 2018 is 'Context-Responsive Wisdom and Knowledge for Sustainable Futures,' this paper's exploration of PAR in the Global South is particularly relevant. An exploration of the concept of 'participation' in diverse cultural contexts should be central to a critique of the neoliberal model of education, which is becoming dominant throughout the world. Furthermore, this inquiry may open up more sustainable and transformative models of education, which could foster a sense of planetary stewardship, whilst valuing local contexts. This paper draws upon case study research with different NGOs in our study locations. These NGOs focus on women's empowerment through adventure trekking and skills-based training; holistic educational work with disadvantaged young women, drawing on the arts and critical thinking skills; and an 'education as empathy' model that enables children to choose what they want to study while seeking to alleviate poverty.

Our discussion will firstly set out how we pursued different types of PAR research, for example through digital storytelling projects, and using extra-curricular skills (such as Zumba classes) with NGO user groups. Secondly, we will critically examine how participation, as an inherently Western

concept, may support a neoliberal discourse of individual 'choice' while encroaching upon local values. In this regard, we will also examine the organisational dynamics of the NGOs involved, the competitive environment in which NGOs operate, and the local educational contexts. Thirdly, we will explore how the action element of PAR may be influenced by the neoliberalisation of higher education, which favours immediate outcomes, and limits long-term engagement with the communities involved. Ultimately, we question whether PAR offers a transformative educational model, or whether it reinforces a neoliberal rhetoric of progress. We conclude by outlining how sport and cultural interventions could be harnessed more effectively, to encourage sustainable development in low and middle-income countries in the future.

Keywords: Everyday relations, higher education, subjectivities and neoliberalism, Participatory Action Research (PAR), Sport for development and peace (SDP), youth

06. **Mundumic knowledge: Perception and Practice towards Gender Roles**

Kamala Devi Rai
Tribhuvan University, Nepal

The indigenous Kirat ethnic groups Rai, Limbu, Sunuwar and Yakkha of Nepal follow Kirat religion that covers 3.4% of the total population of the country. These Kirat groups have their own faith, culture and religious textbook called 'Mundum. Munudm is a philosophy that comprises of broad and distinct knowledge, epistemology and worldview in regards to human's origin and existence. The core foundation of Mundum circles around nature and ancestors. Therefore, the categorized indigenous Kirat ethnic groups are called the nature worshippers. Majority of the Nepalese society is patriarchal and gender discrimination is prevalent. The Kirat society, however, has had a history of being known as a matriarchal one where women have the dominant role and power as also explained by Mundumic philosophy and principle but at the same time it also does not mean that the males are oppressed. According the Mundumic philosophical literatures and people' understanding, women are superior, they have higher knowledge and power. They are called the creator in the sense of creationism, and even in the sense of evolutionism, the origin

and evolution is the cause of female/women. So they are considered as teachers, leaders, goddesses and worshipped and respected. This paper attempts to reveal from the study of the explicit knowledge and practices individually and collectively as well in Kirat Chamling society in Khotang district of Chipring village development committee (now it is Khotehang Gaupalika). The aim of this study was to explore the way of living of Kirat people and their gender based perceptions. Qualitative analysis was carried out on the primary data collected through interviews, life story, observation and self-participation. Grounded theory has been employed with the purpose of reaching ground reality to grasp and find the implementation of Mundumic knowledge and gender roles among the Kirat community. In subsidiary, functional as well as the feminist theories were taken for supporting data analysis. This paper explains what the philosophy of Mundum is about human origin and the difference between theoretical and practical status of gender. Although women have been given a higher gender based status in philosophy, it seems contrary in everyday real life instances. Therefore, the findings of the study suggests for the need to make people aware of Mundumic knowledge and gender equality in every sphere of life as such in education, political, social, economy etc. as well as humanity or human rights which are the important factors for the sustainable development for individuals and nation.

Keywords: Mundum Philosphy, nature and ancestral knowledge, matriarchy society, gender roles

Concurrent Session B

Sunday, 7 OCTOBER 2018   ROOM#105, 10:00 - 12:00

PAPER ABSTRACTS

#49

01. **Employing Transformative Learning to a Chemistry Teacher's Frame of Reference: Critical Reflection on Professional Practice**

Chontawat Meedee & Romklao Jantrasee
Khon Kaen University, Thailand

As proposed by Jack Mezirow, 'frame of reference' is an important element of transformative education; it is a developmental perspective on adult learning where established views can be difficult to change. Frame of reference comprises one's (i) point of view and (ii) habits of mind; hence, adult learning should be conducted in the sense of changing a set of strong assumptions and practices through the process of generating self-awareness, rather than by external convincing or necessity. 'Critical reflection' is an appropriate technique for transforming one's frame of reference by reconsidering one's personal beliefs and experiences. My doctoral research study investigated my professional learning experience as I changed the frame of reference that shaped my role as a senior high school chemistry teacher in Thailand. I conducted a self-critical reflection process through the auto-ethnographic method of narrative inquiry. Consequently, the term "I" has been used regularly in order to emphasize my critical perspective on self-directed learning.

My research initially focused on my chemistry teaching practice for promoting students' conceptual understanding. However, after I critiqued the standards and indicators of the Thai chemistry curriculum I discovered that students' ability to construct scientific explanations is an important but neglected social skill. The term 'explanation' appears frequently in the curricula of many nations: Africa, America, Asia, Australia, and Europe. This finding stimulated me to change my point of view, especially in relation to my perception of the goal of chemistry education, and led me to reformulate my teaching practice. In my research I reviewed the philosophical meanings of the concept of scientific explanation and subsequently transformed my lesson plans, use of educational media and materials, and my teaching method. Furthermore, during school professional community

meetings I engaged colleagues in debate on the idea of scientific explanations. In this paper I will outline the personal-professional transformations that occurred during my auto-ethnographic inquiry. These transformations will be explained in terms of Jurgen Habermas's 'emancipatory interest' and will be illustrated by narrative vignettes. I will argue that the changes I experienced indicate that transformative education is a significant theory that can enhance both teaching practices and adult learning as personal development through changing one's frame of reference.

Keywords: Transformative learning, Self-critical reflection, Personal professional development

#50

02. 'Inhabiting a More Ambiguous Self': Using Discomfort to Explore Issues of Social Justice in a Science Program

Marianne McKay
Stellenbosch University, Stellenbosch, South Africa

Context: Higher Education in South Africa faces many complex issues, including calls from students, civil society and government to decolonise institutions and curricula. With deep imbalances and corruption rife in South African society, the need to instil critical citizenship in our graduates and address social justice in HE programmes is paramount. However, finding ways to acknowledge the dis-ease of recent history in academic knowledge systems is challenging, especially in science-based curricula where emotion is consistently subordinated to rational thought and discourse (Yorks & Kasl, 2002), and decolonisation is often regarded with suspicion. Yorks & Kasl (2002) also note that there is a direct relationship between the degree of diversity among learners and the need to engage learners affectively, and not just intellectually. Emotion is well known to play an important role in citizenship (Zembylas, 2009), and in learning (Ingleton, 2000). Purpose of the work: The challenge in this project was how to engage science students in questioning their values and beliefs in a productive inquiry, and whether this process led to some form of personal transformation, for example, an increased sense of social justice and need for restorative action. This paper describes the teaching strategy that was employed in our second year Oenology programme, and reports the results of the exploration.

Key theories informing the study: Boler (1999), in her highly relevant "pedagogy of discomfort", encourages uncomfortable emotional experiences in learning that are an invitation to inquiry

and a call to action for students and teachers. To do this, students' attention needed to focus on what Le Grange (2016) calls the null-curriculum: "what universities leave out – what is not taught and learnt in a university".

Methodology: Oenology (Agriscience) students were asked to reflect on primary literature discussing challenging social issues (domestic violence, alcohol abuse, Foetal Alcohol Syndrome and gangsterism) in the Western Cape (the wine-producing region of South Africa). Importantly, this reflection was in the context of the 'hidden' (null-curriculum) history of the South African wine industry and included the essential contribution made by Slaves, as well as interrogation of conditions experienced by workers on wine farms currently, and in the early days of the industry. Students were asked to question the contribution (or not) of the wine industry to current difficult social issues in the region, and to write about how they felt about this, and what they would do differently going forward. The reflections were aggregated and analysed using Atlas.ti.8 software.

Results: In accordance with Boler and Zembylas (2003), it was found that the discomfort experienced by students during the exercise created the space necessary for self-interrogation and confrontation of their own views of reality. In effect, they were able to step away from their usual ways of seeing and become 'ambiguous selves' (Boler & Zembylas, 2003), in order to be part of shaping new knowledge and a different future for the wine industry and its troubled communities.
It is felt that this cross-disciplinary (history/science, null-curriculum) approach may be useful to STEM educators struggling to enhance social justice in their programs.

Keywords: Pedagogy of discomfort, transdisciplinary approach, innovative teaching, STEM, wine industry

03. **Are Curricular Goals Translated into Classroom Teaching Practice?**

Yak Raj Bhandari
Kathmandu University School of Education, Nepal

The purpose of the study is to explore, whether the national curricular goals are translated in to the class room practice or not. This study has focused on the use of curriculum in the class room pedagogical process. In this research, teachers are in the center, who, practice curriculum in the class room. Education is the 4th goal of the sustainable development, and quality is the main principle of the goal. It is a big question, in this study, what teacher do for the

quality education and to translate the national curricular goal in the class room teaching. Basically, the transformation of knowledge by a teacher to students is for changing their life and and their sustainability but what I found that that they are using textbook for their pedagogical process. They practice the text book rather than the curriculum. Text book teaching practice helps to cognitive skill but it does not help to excavate the other two more skill of learning of children. In the pedagogical process a teacher always need to focuses on three skills that are cognitive, affective, and psychomotor whereas the text basis learning focuses on the cognitive part of the students. The paradigm of the study is non-positivist study, followed by in depth interview and class room teaching observation method. I have taken the interview with HT, students and subject teacher and have observed the class room teaching of subject teacher. The findings of this study are the process and the practice of the teaching. A teacher always needs to be an attentive and have good plan and preparation for translating the curricular goals in to the class room practice.

Keywords: curricular; translation; pedagogy; cognitive; affecting and psychomotor

04. **Impact of Teachers' Teaching Strategies to Promote Students' Learning Strategies in Mathematics**

Bishnu Khanal
Tribhuvan University, Nepal

Teaching mathematics effectively is a big challenge for most of the mathematics teachers. Teachers' teaching strategies and students' learning strategies in mathematics affect the mathematics achievements of the students. In order to improve the academic performance of all students, teachers need to help them develop effective learning strategies. Students are expected to construct their own mathematical knowledge, discover relationships and find facts by using their own learning styles and strategies rather than memorizing mathematical formulas and procedures (Cangelosi, 1996). As research suggests, effective use of learning strategies can greatly contribute to improve students' achievement (Protheroe & Clarke, 2008) that is possible through transforming teachers' pedagogical approaches. In this context, the research question of this study was-- How do teaching strategies affect students' learning strategies for sustainable learning of mathematics?
Two schools of Kathmandu district in Nepal (one English medium private school and another Nepali medium

community school) were selected as study sites through convenient sampling procedure to observe class regularly. After the observation of behavior, attitude, score and performance, four students of grade IX and one mathematics teacher from each sample school was purposively selected as key informants. The researcher has employed interpretive qualitative method to observe classes and interview the key informants. Classroom activities of teachers and students, class management, sitting arrangement, and materials used were recorded on the field note to generate the context responsive data. The re-interviews in the interval of 15 days were also taken and recorded to obtain the missing information and triangulate them with the information obtained from initial interviews and class observation and make them fit into the context of the school and classroom environment. The thematic categories were based on the learning strategies used by the students taking role of teachers' teaching strategies into account every time to see whether the context of teaching and learning strategies corroborate each other or not for sustainable mathematics learning. The information was critically analyzed substantiating with theory and the results of the previous studies, focusing on students' mathematical knowledge for sustainable future. The result showed that teachers played vital role in classroom organization in which students participate in learning mathematics. Teacher's teaching strategies remain significant to promote students' sustainable learning strategies that potentially would have a greater impact in their future study and career as well. Teachers are expected to understand students' learning strategies and design the teaching strategies accordingly so that their pedagogy is more context responsive and student friendly.

Keywords: Teaching strategies, Students' learning strategies, mathematics achievement

#53

05. **Interdependency of Knowledge Management and Academic Performance: The Case of Higher Education Institutions in Nepal**

Krishna Prasad Paudel
Kathmandu University School of Education, Nepal

Knowledge management and academic performance have received much attention in recent years, owing to the increased recognition which has been accorded knowledge as a source of institutional success and sustainability. Researchers and practitioners have become increasingly interested in striving to understand how the two notions can be harnessed in order to

attain that success. However, while it seems clear that both knowledge management and academic performance have the same goals; that is to nurture and harness knowledge resources, the concepts have tended, in the past, to be regarded independently of each other, with parallel strategies having been implemented for each. Such an imposed separation has, at times, resulted in resource duplication and unsatisfactory outcomes for the institutions concerned. The current study examines the nature of the relationship between knowledge management and academic performance in higher educational institutions in Nepal, with the aim of providing a unified framework for understanding how the above-mentioned knowledge-based concepts relate to each other. A quantitative method was applied to achieve the set objective. Quantitative data were collected using questionnaires from 411 respondents, employed at four higher educational institutions. Analytical techniques of correlation analysis, regression analysis and canonical correlation analysis were applied. Empirical evidence confirmed that knowledge management and academic performance have an interdependent relationship, which is manifested in four main dimensions: the interactive learning, innovation, research and publication, and capacity building. Based on such dimensions, the study proposes a re-conceptualization of the linkage between knowledge management and academic performance. The concept emphasises the effective utilisation of existing knowledge, while, at the same time, focusing on the importance of continuous learning for acquiring new knowledge to meet future organisational knowledge requirements.

In addition, empirical evidence from this study shows that knowledge management practices play an important role in promoting learning at various levels of the organisation. The study concludes that knowledge management has not been fully integrated in the strategic agenda of most higher education institutions in Nepal and much internal knowledge is not properly connected for the benefit of such institutions. The study recommends that, in the current information age, higher education institutions in Nepal should priorities both knowledge management and academic performance by implementing strategies aimed at exploiting existing knowledge, as well as at exploring new knowledge.

Keywords: Knowledge management, academic performance, higher education institutions, knowledge sustainability, Nepal

06. Fostering Leadership in Transformative Education

Surversperi Suryakumari Rajah
Durban University of Technology,
South Africa

In South Africa, we live in a globalised world with a vast confluence of diverse knowledge, cultures, languages and values. We have inherited deeply dehumanising afflictions through violent colonisation, human enslavement and failing socio-ecological systems. We identify education of our children as our primary methodology for maintaining, developing and transforming our socio-ecological system. Yet it can be argued that never before in our history has the predominating paradigm for education been as ineffectual as in the past century. Indigenous education philosophy has been supplanted by an education system which has become mainly the supporting mechanism for a materialistic, mechanistic and individualistic life while contributing to growing socio-economic marginalisation of the disenfranchised.

The call for the "decolonization" of education has recently, through student activism in South Africa, become the focus of transformative agendas in higher education. However transformation of curricular and resources is ineffectual when educators themselves perpetuate and support the hegemonic paradigm for education. In this paper we report on the development and piloting of a programme for pre-service teachers at a major teacher training school of education in South Africa. The programme which is presented as active learning workshops and mini-projects encompasses integral values based education, education for sustainability and social entrepreneurship. The key aim of the programme is to catalyse educators as leaders in the transformative agenda, to lead the future generation towards a way of life filled with integrity, humanity and service.

Keywords: Transformative education, indigenous education, values-based integral education

Concurrent Session C

Sunday, 7 OCTOBER 2018   ROOM#104, 10:00 - 12:00

PAPER ABSTRACTS

#55

01. **Volunteering, Learning and Becoming: An Ethnographic Study of Volunteer Work by 'Poor' Youths and Adults in the Philippines**

Christopher Millora
UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia, United Kingdom

The few accounts of volunteer work by marginalised groups put forward a rhetoric that volunteering allows the 'poor' and 'vulnerable' to reposition themselves from being recipients of development programmes to being active actors in development processes. In this paper, I problematise this binary framing of volunteer identities (e.g. 'developer' vs 'beneficiary') and put forward a more nuanced understanding of the interaction between learning and becoming in the context of volunteering. To do this, I will present early findings of my 11-month ethnography with two volunteer organisations in the Philippines: a youth-driven NGO advocating for HIV/AIDS awareness and adolescent sexual and reproductive health (ASRH), and an informal settlers' association working towards land tenure. Both organisations are chiefly participated by youths and adults from 'vulnerable' backgrounds.

To understand how complex, fluid and multiple identities and knowledge interact, I will conceptually frame the organisations as constructed learning spaces. Recognising such constructedness point to how spaces for participation are not neutral but sites where "power relations pervade" opening up critical issues around intra-communal dynamics and inequalities (Cornwall 2002:8). As such, I locate volunteers' learning and literacies in their social practices (c.f. Barton, Hamilton, & Ivanic, 2000; Street, 1993, 1995) and tease out their assumptions about learning in/through volunteering. In line with this, I used the discursive view of identity (re)formation to understand how volunteers' identities are neither unified nor static but constructed through intersecting and/or conflicting discursive practices within a space (Chappell et al. 2003).

Some preliminary findings show that volunteers make use of their previous learning experiences and practices in/through other contexts (e.g. school, work, household) to 'assist' them in their volunteer work. While their so-called 'local/indigenous' knowledge are held important by organisation leaders, these are also often considered 'incomplete' to fulfil volunteering tasks and are therefore complemented with other actors' knowledge and practices (e.g. staff, community members). This collaboration leads to new context-relevant practices. I also found that volunteers are exposed to various and often conflicting sources of information. I observed continuous struggle to discern which among these sources (including knowledge and experiences they hold themselves) are legitimate and can be bases for guiding action. Several volunteers expressed a change in their personal narratives as to 'who they are' and 'what they are capable of doing' in the context of their work. However, these identities do not remain static. Volunteers often vacillate between self-pride and feeling undervalued; and between feeling capable of helping others and feeling that they are in need of the same services they provide.

While the analysis is ongoing, this paper seeks to contribute to wider discussions on this conference's theme by demonstrating the many ways 'context-responsive wisdom and

knowledge' interact with and are impacted by various practices of knowing and becoming in a particular learning space. These ideas invite volunteers, development workers, policymakers and academics to reflect whether volunteering spaces challenge and/or reproduce dominant identities attached to 'disadvantaged' groups; and to interrogate dominant assumptions as to who volunteers are and what learning and transformation can volunteering facilitate for them.

Keywords: Volunteering, learning spaces, participation, personal transformation

#56

02. **Securing a Sustainable Future for Adult Literacy Facilitators in Afghanistan**

Vanessa Edna Lee & Mohammad Naeem Mamozai
UNESCO, Afghanistan

Training of adult literacy facilitators (ALFs) in Afghanistan requires a serious overhaul to meet policy requirements of learner-centred, demand driven, competency based learning. There is a lack of standardization of training across Government and non-Government organizations; a lack of identified competencies as a foundation for

training and continuing professional development and a lack of professionalization in terms of a credentialing system. Government ALF training adopts a cascade training approach to deliver six days of training. The curriculum includes the importance of andragogy, active teaching methods, subject knowledge and sessions on how to complete administrative tasks. Observations show that ALFs don't use methods taught in training, they over rely on text-books and lack skills to adapt materials.

Large scale adult literacy programmes across the globe face many of the same issues and it is challenging to find best practices of ALF training. Most evaluation reports on adult literacy agree that whilst ALF training is the critical element in adult literacy programmes, it is universally the most neglected area of implementation. A cascade training model is the most frequently used model of training. This is seen to be cost-effective in delivering training large scale adult literacy programmes. However, there are significant flaws with this style of training as much of the knowledge and skills are diluted and misinterpreted through the cascading.

So the challenge for Afghanistan, is how can a sustainable future for ALFs be secured? How can ALFs receive effective training and development?

How can they become recognized as adult educators? What certification pathways can be implemented to support their life-long learning? How can ALFs keep developing their own professional teaching skills? How can their training move away from "training" to supporting them to develop their own teaching skills where they can become self-directed leaners? Is any of this possible in the context of Afghanistan?

This presentation will describe a three-year plan for implementing significant changes in ALF training and certification. A draft competency framework for ALFs will be shared, key elements of a new teacher training curriculum for ALFs based on the need to embrace contemporary literacy studies, constructivism, adult learning processes, the idea that one size doesn't fit all in adult education and lifelong learning (Rogers, 2005) will be discussed. A de-centralized model of ALF training and development based on adapting best practices from formal education systems including coaching, collaborative and peer learning through PLCs or learning circles and self-directed professional development will be outlined and a new model for building capacity in adult education through establishing adult education departments in three universities across Afghanistan will be summarized.

03. Profiling Adult Literacy Facilitators in Development Contexts: An Ethnographic Study in Herat, Afghanistan

Mohammad Naeim Maleki, Alan Rogers, & Fariha Maleki
Herat University, Afghanistan

Afghanistan is a country where majority of its people are considered illiterate. The Ministry of Education in its latest strategic plan highlights that 82% of women and 38% of men are illiterate in this country (NESP-III, 2016). In addition, this country is among the poorest countries in the world. In fact, the World Bank states that the GDP per capita was only $561.8 in 2016 (World Bank, 2018). Therefore, any step toward enhancing education and literacy programs in this country is tremendously valuable. This study is significant because it is one of the few papers that empowers the adult literacy facilitators (ALF) in Afghanistan through raising their voices, especially the women ALFs. The main purpose of this research paper is to hear what these ALFs tell us with a view to developing more effective training and support programs for them. This is done by: a) exploring the motivation factors of our participants for being ALFs; b) ALFs' commitments for their job; c) and the experiences these ALFs bring with them to their literacy teaching. The data for this qualitative research paper were collected through an ethnographic case study from 3 male and 3 female ALFs who were randomly selected from Herat Province of Afghanistan. The tools for collecting data were classroom observations, in-depth interviews, home and work visits, and many short talks. The findings conclude that those who teach literacy to adults come in all kinds of sizes and experiences and it is probably unwise to think of one training programme managing to meet the needs of these; and most importantly many ALFs have plenty of experience which could be shared. The paper suggests that including the ALFs themselves in the development of their training through forming local networks of ALFs to share experiences could help to empower them as individuals through learning from peers. This should not be like training school teachers who do a course before they start teaching; it is more of a longer-term programme of personal development while they are teaching.

04. Systematization of Experiences: an innovative professional development process with adult literacy facilitators in Guatemala

Marta Paluch
University of Sussex, UK

Systematization of experiences is a methodology that emerged in Latin America in the 1970s in the context of popular education, inspired by the transformative educational philosophy of Paulo Freire. Systematization is both a product and a process. For Oscar Jara (1997, p. 19) it is the process where participants in a project: Take ownership of the lived experience and give an account of it, sharing with others what has been learned. Tapella and Rodriguez Bilella (2014, p. 116) present systematization of experiences as a form of evaluation: a multi-stakeholder evaluation tool developed in Latin America that emphasizes in-depth comprehension of processes and shared learning among the participants of development experiences as they unfold.

While Graciela Messina (2015, p. 19) argues that systematization seeks to push at the boundaries of knowledge and action, promoting participation as part of a way of being in the world where equality and respect for diversity are integrated.

This paper reports on a systematization of experiences with a small group of adult literacy facilitators piloting an adult literacy programme in Guatemala. In contrast to the standard methods of the national adult literacy programme where decontextualized letters and syllables are presented for memorisation, the pilot project presented literacy as a social and cultural practice, focussing on context and meaning in the learning of reading and writing and valuing local knowledge. The pedagogic approach was dialogic, encouraging participants to express their experiences, thoughts and ideas. These, written in simple sentences with support from the facilitator were developed into reading texts for the literacy group participants. The research explores the professional development of the adult literacy facilitators working on the pilot programme. The facilitators met at fortnightly training and development workshops where they exchanged experiences of working with the innovative pedagogical approaches of the pilot programme. Collaborative learning became a strong feature of these development workshops. During two systematization workshops the pilot team of facilitators and co-ordinators examined in more depth the experiences gained in the course of the programme and through reflection and theorisation, constructed knowledge collectively. As pointed out by Bickel (2005), while participating in a collaborative project in which new knowledge is constructed collectively, we achieve personal change and professional development, coming to understand a process by participating in it.

05. **Informal Science Education with Radio as an ICT Tool**

Aniket Srivastava, Parul Verma & Atul Pati Tripathi
Amity University Lucknow Campus, India

This paper explores the possibilities of radio as an ICT tool for informal science delivery in schools located in rural areas, it's want amongst village students and the viable scope of its contributions to pupil mastering, engagement and community service. it explores the approach of developing a holistic mechanism to capture the opportunities of maximizing learning enjoy by way of using radio as an academic ICT tool to apprehend the micro-dynamics and localized necessities that deem it necessary or unnecessary. Through this, it tries to find the precise mechanism, and focused use of the radio in contributing to the mastering outcomes and educational experience for informal science education. The look at finds widespread scope for radio primarily based getting to know daily life pseudo-science sciences across more than a few uses and gratification signs regular with the number one targets of the rural schools. The look at discusses the theoretical and practical implications of the findings, and the pedagogical importance of the radio for informal science education as an alternative for informal education settings.

06. **Self | Other | Cosmos: Using the Johari Window as a Basis for a Theoretical Exploration of this Connection**

Nalini Chitanand[1], Bushra Afzal[2], Mangara Simanjorang[3], Marianne McLaughlin[4], Milton Medina[5], Naif Mastoor Alsulami[6], Neni Mariana[7], Orawan Sriboonruang[8], Peter Hatherley-Greene[9], & Yuli Rahmawati[10]

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[2]Murdoch University, Australia
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[4]Curtin University, Australia
[5]Assumption College of Nabunturan, The Philippines
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[8]SEAMEO Secretariat, Thailand
[9]Emarise, UAE
[10]Universitas Negeri Jakarta, Indonesia

We, the authors of this paper, are ten academics and researchers spread across seven countries within a geographic time zone range that spans ten hours. During a two-year period (2016 - 2018),

we engaged in discussions and self-reflection centered on self and who we are as transformative agents in our various professional settings. Why we do what we do in the way that we do? Why is generating local knowledge and wisdom about the self/selves important? What is its connection to the broader goals and purposes of transformative education and sustainable development? Although we are from diverse cultural contexts, we have all engaged with the principles of critical reflexivity and transformative learning in our postgraduate studies and as members of the International Transformative Education Research Network. To quantify the outcomes of these discussions, we used a reflective tool, the Johari Window (JW), to engage in a collaborative global research project to assess the impact of the JW model against the diverse cultural and gender regions within the group.

The initial research question guiding this study was "To what extent do cultural and gender factors affect completed JW diagrams across four geographically and culturally disparate regions when viewed via a transformative education lens, encompassing critical reflexivity?"

In this paper, we discuss the methodological considerations, our interpretation of the data and the theoretical perspectives that we drew on to inform our understanding. Data for this study was generated in two ways.

First, the ten members of our research group completed the JW questionnaire and engaged 4-6 participants in our respective regions to complete it as well. We then engaged in a holarchical interpretation based on further questions that emerged in this study. By knowing more about our 'selfs' and contrasting that knowledge to other areas of the world we considered, how we might begin to explore the potential impact that lies in wait as we apply invigorating teaching practices toward achieving greater transformative learning, for a sustainable future? The study also raised questions about the connection of the self, others and our world/cosmos?

We drew on several theoretical lenses and perspectives to understand this connection - Ryan (2005), Bhaskar et al (2010), Finlay and Gough (2008), Drichel (2008), Mezirow (1990), Cartwright (2002), Palmer (2004, 2007), Whitehead (2009), and Taylor et al (2012).

The keys findings from this research indicate that cultural and gender factors appear to play negligible roles in determining one's unique JW which seems to reflect much more of the culmination of life's full and rich lived experiences across the globe. The JW tool provided us with a glimpse of ourselves as relational beings.

We concluded that a humanistic philosophy governs who we are and what we do and that this is essential for the flourishing of humanity, for a sustainable future. We hope to continue this collaborative research and share how this empowering revelation and knowledge of self can be harnessed to inform, drive, and sustain transformative teaching practices in diverse cultural and educational contexts in the world.

Keywords: Johari Window, critical reflexivity, transformative learning, sustainable future, identity, humanity

Concurrent Session D

Sunday, 7 OCTOBER 2018   ROOM#103, 10:00 - 12:00

PAPER ABSTRACTS

01. **Behind and Beyond Bars: A Case Study of Women's Experiences of Learning and Support After Prison**

Burcu Evren
University of East Anglia, United Kingdom

This research sets out to explore how support and rehabilitation programmes contribute to ex-prisoners' lives in the UK, focusing on the period immediately after their release. This research aims to offer insights into the connection between current prison education provision and rehabilitation and support services - specifically for women ex-offenders - in order to point to ways for improvement. A considerable amount of research has been conducted into prison education. Most of this research adopts a quantitative methodology (see Uche and Harries-Jenkins, 1994; Morgan and Kett,2003; Einat and Einat, 2008; Raynor, 2010; Shippen et al, 2010; Shutay et al, 2010; Lumb, 2011; Joseph, 2012; Giles et al, 2016) which can be limited in terms of providing rich insights into individual experiences. The few qualitative studies on prison education have tended to focus on health among women prisoners (Boudin, 1993) or literacy among male inmates (Wilson, 1998). There is a clear gap in the literature in terms of investigating the contribution of learning and support programmes to prisoners' lives after release, and this research is designed to address this gap. This qualitative research study is grounded in the notion of transformative research, in which "there would be an interactive link between the researcher/evaluator and participants in determining the focus of the inquiry, methods would be adjusted to accommodate cultural complexity, power issues would be addressed explicitly, and issues of discrimination and oppression would be recognized" (Mertens, 2009, p.136). Descriptive types of transformative research and evaluation lead researchers to explore "an overview of the current status, determine needs, document the process of a program or intervention" (ibid, p.145). Through asking how support programmes contributes to ex-prisoners' lives, one of the purposes of this research is to become a bridge between the female ex-prisoners and providers while having both side's

perspectives about support programmes. This research is a qualitative case study based on interviews, focus group discussion activities and observation. This research has been carrying out with one of the Rehabilitation Company in the UK over a six-month period and involve up to 3 women service users who has prison experience, 3 women service users who does not have any prison experience but probation experience and between 3 to 5 staff from the rehabilitation company. Within these circumstances this study tries to answer two questions; "How do adult learning and support programmes contribute to women service users' lives after release from prison?" and "What kind of changes would former women prisoners like to make to contribute to their learning both inside and outside the prison, as a preparation for their future lives?"

Keywords: Transformative research, transformative learning, lifelong learning, informal learning and community rehabilitation learning programmes

02. **Literacy, learning, and the sustenance of transnational relationships in the context of global migration**

Amy North
UCL Institute of Education, UK

This paper is concerned with processes of literacy learning which are responsive to contexts of international migration, and which support personal transformation, well-being and the sustaining of relationships across transnational space. It explores the experiences of a group of ten women from Nepal and India, who at the time of the research were living and working as migrant domestic workers in London, and attending weekly informal literacy support sessions. Drawing on ethnographic data collected over a five year period (2008-2013) through the observation of weekly group literacy support sessions, the recording of texts, and in-depth life history interviews, it considers the way in which their literacy learning, and engagement with new forms of literacy practice, affect, and was affected by, the nature of their transnational social relationships, and, in particular their connections with family and friends in their home communities. Like many domestic workers (see for example, Parreñas, 2001; Madianou & Miller, 2011), the women in the group were

transnationally connected. All managed family relationships – with children, siblings, husbands and parents - across transnational contexts, and played a significant role in supporting families and communities at home through the sending of remittances. Doing this however was not always easy, and for all the women their experiences of migration entailed processes of social and emotional dislocation, as they experienced the pain of separation from partners or children, or negotiated the challenges of transnational motherhood. In this paper I explore the way in which, as the women developed their literacy skills and knowledge, and engaged in new forms of literacy practice – including SMS messaging and the use of social media – they drew on these as they negotiated relationships with family and friends, in ways that involved processes of both connection and distancing. In doing so, I consider the impact that particular forms of literacy learning may have on supporting, sustaining and mediating family and wider social relationships in the context of global migration.

Keywords: literacy, migration, domestic work, transnational families

03. **Ensuring Transformative Actions Through Activity Based Teacher Development Program: An Ethnographic Case Study**

Trilochan Sharma & Toyanath Sharma
Centre for Activity Based Instruction, Nepal

Nepalese education is often inclined towards the rote memorization and teacher centered teaching and learning process. Although, it is said that planning the lesson and designing the activities for instruction is the key to ensure effective teaching and learning process, most of the schools and teachers take it as a burden. We took an opportunity to analyze the effectiveness of the teacher training program in changing the instructional activities. In this regard, how can planning is made more effective was the key idea that the researchers take into account while conducting this research. This study is the ethnographic case study of one of the schools that is transforming itself from book based teaching learning approach to the curriculum specific teaching learning process. In the course of this transformation the important aspect is the teacher development program backed by the mentoring and observation/feedback. As a consultant and teacher trainer we have been involved in consulting the school leaders and providing teacher training to

numbers of school. We have provided the training to the teachers of the school and mentor them to make effective planning based on the national curriculum and provided observation and feedback for the further improvement. What we have observed during the four years of the involvement is that the trainings solely cannot make changes in the school system. Although, it helps teachers in making instructional activities and galvanize them in working for the students' involvement, the teachers cannot make good connection of the training to the classroom.

As a result we provided the teachers, continuous mentoring and assistance to connect the training to the classroom. During four years of involvement, we have observed that teachers started accepting the need of the lesson planning and the planning process became quite easier. At this point, we started working on the evaluation system based on curricular objectives. The change in evaluation system forces them to design activities and projects. Hence, students got opportunities to participate in hands on activities and experiential learning. This eventually helps in the transformation of the overall school system. Finally, this research implicates that the regular mentoring and observation/feedbacks with teachers are the key to ensure the effectiveness of the teacher development program.

04. **Challenges of Promoting Social Justice in Mathematics Classrooms**

Ram Krishna Panthi
Tribhuvan University, Nepal

The purpose of this paper is to explore the challenges for promoting social justice in the mathematics classrooms. An interpretive qualitative research method was applied for text data construction, analysis and interpretation through an iterative process. Three mathematics teachers and their three students (one for each teacher) were selected as the research participants purposively from three public secondary schools in Kathmandu. Qualitative narratives were generated through in-depth interviews and classroom observations with each participant. Among different strategies of making interpretive inquiry, this study aimed to employ in-depth interview. In order to collect data from teachers, it was hoped that in-depth interview would best fit for the purpose. The text data analysis went through multiple layers of thematic analyses and interpretations of the narratives from the interview data. Altogether ten themes emerged from the analysis of the text data. I felt that thematic analysis needs several steps such as "reading the transcripts several times, inductive coding, developing themes and subthemes, and seeking to identify core narrative elements

associated with each theme"(Ronkainesn, Watkins, & Ryba,2016, p.16). As it is an iterative process, I went back and forth in the process of analysing and interpreting the data (Bold, 2012).The main themes of the study include-- diverse students, working children, disengaged curriculum,, large number of students, gender gap and cultural differences. This study is likely to bring awareness among teachers for making socially just curriculum. Enabling conditions as suggested by this study are needed so as to foster equitable pedagogical practices. It advocates school as an agency for social reconstruction. The study also helps to build the coping strategies of mathematics teachers' in accordance their challenges for promoting socially just classroom. Thus, it might support to build the knowledge for sustainable future.

Keywords: Diverse students, working children, disengaged curriculum, gender gap, and cultural differences

05. **Microproject: Contextualized Classroom Strategy**

Parbat Dhungana
Kathmandu University School of Education, Nepal

Project-Based Learning (PBL) with no doubt empowers learners and make space for them to demonstrate their new understandings. Designing relevant project, making meaningful instruction for optimal engagement, deploying self in such engagement, and working in team as well as helping self during the project assignment has been a challenge to Nepalese practice, on both the teachers as well as students end. During PBL strategy, both were finding the help from third party, where the professionalism and objective (of PBL) for both end were getting blur. Making compatible learning project, learning from student's experiences, as well furthering innovation are important contributions of projects for 'developing teachers'. How to harvest the good of this strategy to the context? The usual project engagement were tailored for a different spatial and temporal scale; where learning process was sequentially arranged from engagements, explanation, exploration, extension to evaluation including self-evaluation (5Es). This short-term strategy has 'experience' essentially being the central phenomenon for learning and worked really well. Teachers as well as students were active processors of information, able for organizing knowledge at different levels making 'schemas', completing the phenomenal stages of learning. We, the teachers engaged with this intervention named this contextualized strategy as

'Microprojects'; which is essentially a tailored strategy that includes the PBL essence with Experiential Learning Theory (in major) along with other learning theories imbedded on it. Taking you though our experience, the early start was a bit different for the teachers, gradually the learning had been insightful for them acquiring an ability to work independently. Interactive two-way feedback process, referenced within a basic frame, polished the strategy. The attitudinal change of teacher had been promising, evaluating Microproject as contextual strategy to Nepalese classroom and similar other settings. Now after a year of pilot and a consecutive year of its execution in a school, Microproject is an appreciated strategy for engaged learning. Teachers who experimented with it in the first instance are committed to expand with this opportunity. The Microproject comes through the same action-experience practice, but in a small scale biteable to teachers and learners. This marks its applicability and a great venture to share in education community.

#66
06. **Value of Education in E-Culture**

Baeva Liudmila
Astrakhan State University, Russia

Informatization process concerns various spheres of social activities – even those fields, which have always been traditional and which had not been changing since civilization began to develop. Educational technologies have changed fundamentally; the main point is a student's activity to get knowledge, as well as teamwork and project approaches that alter the very principle of education. Potential of distance education is growing; information resources are applied more widely even at classes arranged in a traditional form. What do these changes mean for the process of education?

1. Informatization makes the process of education active bilaterally – both the teacher and the student are to be active. Informatization increases one's opportunities of self-studies and self-control, which can change the very essence of mentoring as a key form of education.
2. Informatization makes it possible to provide any user of the global network with access to any information, thanks to which a student may obtain constantly updating, versatile information related to what they study.

3. ODL technologies set people free from those secondary functions and help them focus on the contents and on analysis of information; they also stimulate human creativity.
4. Informatization of studies adapts students to E-culture, which has its own ethics, great role of virtual communication and social media.

Emphasizing importance of those positive changes, one should point out the negative consequences, risks, and threats of informatization.
1. Studies are based mainly not on their contents, but on technology. A student is distracted from the very essence of an object with various secondary "effects", which might obscure the essence of processes and phenomena that are under consideration. The process of independent work boils down mostly to searching for the necessary "material", without any substantial analysis of literature.
2. There is a threat to lose the very system of education, since services of distance education are becoming more and more accessible; they save more and more time. While education is becoming more and more virtual and moves from lecture halls to Web portals of educational institutions, its very essence undergoes radical changes.

3. The generation succession system malfunctions, as well as sharing of values, meanings, cultural universals, which is a crucial part of the traditional educational system.

Social risks and problems in this sphere may be due to: reduction of faculty staff; dysfunction of traditional schools and universities; virtualization and loss of feedback with students; weakened role of the upbringing, value-forming function of education; monopolized educational services; a real opportunity to mesmerize students by means of manipulative techniques; loss of opportunities to socialize students; reduction of quality of education owing to absence of the individual approach to students, etc. Social and humanitarian knowledge now faces a complicated task to preserve interpersonal communication between a student and a teacher, as well as teamwork skills and leadership qualities to provide young people's socialization, form cultural and ethical values of new generations, and overcome self-destructive, destructive, and aggressive tendencies that are typical for a human way of life beyond a human society.

Keywords: open education, e-culture, social risks

Concurrent Session E

Sunday, 7 OCTOBER 2018   ROOM#102, 10:00 - 12:00

PAPER ABSTRACTS

#67

01. **Cross- sectional Views: An Innovative Approach Towards Formulating National and Transboundary Water Policies for Sustainable Development**

Ruchi Singh Gaur
Amity University Rajasthan, India

Water- the most important element of life, as we all knows live can't survive without water. Millions of people around the world can't afford the basic requirement of water. As per the facts on Google one in eight people, do not have access of safe water. In India out of total precipitation of around 400 million hectare meters, the surface water availability is about 78 million hectare meters. Due to so many reasons about 50% water can be put to beneficial use rest we can't. In the Rajasthan state 13500 villages facing water crises as per current data of Rajasthan state government. Water is the most crucial elements in our national developmental planning for 21st century. In 1987 government of India adopted National Water Policy which was revised in April 2002 by the National Water Resources Council. The state of Rajasthan is second largest state of India covering of 34.271 million ha, but only 15.7million ha land is suitable for agricultural uses. State water resource planning department is working hard to control the situation but it is not that effective. The fact is people have to walk 5 to 10km for water in remoter areas of Rajasthan. 33 districts belongs to this desert state, from Bhilwara district providing water to 17000 villages out of total 44672 through rail water reaches to Bhilwara and by bankers in remote areas. In my research I will try to figure out the problems and government efforts to solve the water problems of Rajasthan state.

In this piece of research, I will collect data of Rajasthan state, the water policies and water crises. For the same I will develop sample of 15 questions on 100 people of Rajasthan state and interview technique to approach the authorities for cross sectional view of water policies and its implementation.

#68

02. **Who are we? Chemistry students' identity empowerment through ethnochemistry in Culturally Responsive Transformative Teaching (CRTT)**

Yuli Rahmawati & Achmad Ridwan
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Universitas Negeri Jakarta
Rawamangun Muka Street, Jakarta,
Indonesia

This paper portrays the second year report of a three-year longitudinal study of ethnochemistry integration in the Culturally Responsive Transformative Teaching (CRTT) teaching model in secondary schools. The CRTT was developed based on Culturally Responsive Teaching (CRT) as an approach that includes students' characteristics and cultural references in all aspects of learning and the transformative learning framework. In this study, culture and indigenous knowledge have been explored from chemistry perspectives through ethnochemistry to empower students in understanding their own cultural identity. The study developed the CRTT teaching model in the first year of study and consists of five phases of self-identification, cultural understanding, collaboration, critical reflections, and transformative construction.
The interpretive research has been employed with the narrative inquiry, interviews, observations, and reflective journals as data collection and generation. The CRTT teaching model was implemented in chemistry classrooms from two secondary schools which involved 68 students of year-10 chemistry. The researchers collaborated with two chemistry teachers and their students, and two students' teachers. The CRTT teaching model with five phases involving the principle of transformative learning has been implemented in relation to chemistry concepts through ethnochemistry. Data analysis has been explored through the pattern of the concept of identity. The results showed that the integration of ethnochemistry in the CRTT teaching model has engaged students in empowerment of their cultural identity and nationalism, cultural differences awareness, and learning identity development. Students found that the learning experiences have helped to develop their chemistry knowledge from their cultural background. The students are motivated to learn chemistry in different ways, and they also developed the ability to work together, and work responsibly with curiosity, social awareness, creativity, empathy communication, and self-confidence. The results provide information for local teachers in understanding the knowledge construction of their students. The teachers could use the information to develop culturally responsive teaching

in chemistry learning. The teaching model is also relevant to the policy of the national curriculum of nationalism concerning character and culture identity development.

Keywords: chemistry learning, Culturally Responsive Transformative Teaching, ethnochemistry, culture identity

#69

03. **Missing Links of High-school and University Level Education in Nepal**

Nawa Raj Khatiwada & Meenakshi Dahal
Kathmandu University School of Education, Nepal

It is often criticized that the young graduates originating from the Universities in Nepal lack the required minimum standards of knowledge and skills and they fail to get jobs. Many of those who manage to get jobs can not perform as per the employers expectations. Researchers investigating the reasons of this failure have pointed towards the bleak situation of the teaching and learning environment in the Colleges and the Universities. However, this paper puts an argument that there are even stronger upstream reasons which create barriers and hunchbacks resulting in to the performance of the graduates. Students

enrolling to the colleges and Universities are found to have poor expression skills, poor analytical skills, and even poor language skills. The students were not only found to endow poor grammar and poor vocabulary they were also found unable to link their knowledge with the practical world. The paper brings some interesting stories, the issues associated and probable solutions which are anticipated to be beneficial to the planners, policy makers and practitioners in confronting the challenges.

#70

04. **Head Teacher's Accountability in Paradox: Theoretical Implications for Developing a Sustainable Mechanism of Accountability for Transformative Service Delivery in Education**

Kul Prasad Khanal
Kathmandu University, School of Education, Nepal

Accountability in education is an attribute of being answerable for one's performance to recipients of the services delivered by the school. It is also conceptualized as a virtue that an actor should possess and a mechanism to build a social relation between the account giver and account seeker. To be specific with service delivery at school, accountability is concerned with what actions are performed by the school actors, to whom are they answerable for

their performance, and how they are being answerable. Theoretically, the notion of accountability is conceived in two dimensions: being accountable to oneself (inner dimensions) and being accountable to others (external dimension). Being accountable to oneself is related with integrated 'karma-yoga' of eastern or ancient tradition whereas the construct of external accountability is rooted in the western theoretical premises. While external dimension is well discussed in the literature of accountability, there is lack of empirical evidence on integrated use of theoretical perspectives on accountability for transformative intent of service delivery in education. How is accountability of school actors conceived locally? Do school structures, role of actors or social/cultural norms and values affect the accountability role of the school actors? What accountability mechanism or relations contribute to building sustainable accountability relations between the school actors? These questions are still not adequately addressed in accountability debate.

In view of this theoretical/methodological gap, this article explores 'what it means to be accountable' for service delivery at local level of education functionaries by integrating different theoretical ingredients. The data for the article has bee drawn from the large data-set of my ongoing study started in the beginning

of 2016. The school head teacher, teachers, students, parents and school management committee members were the research participants from two community schools of western Nepal. One school was a locally resourceful urban school while other was a suburban school operated with limited resources. Using the procedures of constructivist grounded theory approach, I investigated that the school head's accountability was attributed to 'Accountability as Managing Resources' in the school. In realizing this theoretical category of understanding accountability, I founded that head teacher switched his accountability roles in a pendular movement of two contradictory extremes being influenced by different theoretical perspectives. I argue that the ancient 'karma-yoga' based all-encompassing notion of 'responsibility' rather than the 'accountability' worked well for transformation of school actors and the school. Finally, I conclude that a convergence of both perspectives in understanding accountability is contributes to development of a more sustained and transformative mechanism of accountability in education service delivery in community schools.

Keywords: accountability, service delivery, karma-yoga, structure-agency, transformative, sustainability.

05. **Promoting Engaged Mathematics Learning**

Ghanashyam Regmi
Kathmandu University School of Education, Lalitpur, Nepal

The purpose of this presentation is to highlight some key aspects of student engagement in learning mathematics. In the context of Nepal, teaching-learning mathematics has not been that much meaningful because the students' engagement is not satisfactory. The school mathematics education is aggravated by the problems of students' disengagement in learning. In this context, we would like to explore and apply the varieties of student engagement-- cognitive engagement, emotional engagement, behavioral engagement, and cultural engagement (Gunuc, 2009). Also, we also discuss the different level of student engagement from 0 to 3 with varying degree of student-teacher, student-student, student-content, student-environment, and student-process engagement in learning mathematics. We argue about different strategies and practices that promote and encourage students being highly engaged in their learning like-- cooperative learning strategies, authentic learning tasks, the use of technology within the classroom, student-led conferences coupled with student portfolios, and student self-assessment through coping and everyday resilience (Skinner & Pitzer, 2012), with transformation in method and process of learning mathematics. We suggest that mathematics teachers and educators should give a high priority on student engagement in learning mathematics to get students involved in the learning process by creating an optimal learning environment (Shernoff, 2013), and teachers taking a facilitative role in guiding students to taking hold of their own learning and making it their own.

Keywords: engaged learning, transformative learning, learning strategies

06. **Baggage Handling in the Teaching, Learning and Assessment of Religious Studies**

Daryl Balia
North-West University, South Africa

In my engagement with a course manager for the study unit on religion at the University of Edinburgh some years ago, I was limited by the 'excuse' of time, as the demands of marking were seen as priority for the person concerned. That experience merely confirmed the view which I had been trying to interrogate, namely, that formative assessment is not being

viewed as a pedagogical necessity for the study of religion but a separate activity taking up one's precious time. In the middle of this task, the Head of School (where the course was taught) was sending out a notice to all teachers to the effect that, 'we are all supposed to allow students to give written feedback on every course-module taught.' This was supposedly a case of summative assessment being usually neglected with an attempt to rein in the usual suspects. In this paper I will try to show how assessment systems differ according to their advantages or disadvantages. Their efficacy in each case will depend on how well they work in tandem with other components of an assessment system. In his discussion on the criteria for evaluating systems used for student assessment, Wynne Harlen shows why 'framing accountability in terms of targets for student achievement, or position in a league table of schools based on test and examination results distorts the actions of those held accountable in ways that are not intended and are not in the best interests of students.' In the context of the narrow requirements of the study unit mentioned above, it remains to be asked whether students who are close to reaching the required level in the written - timed - examination and essay will not receive most of the attention, with less time and effort given to those off target. This would appear highly probable, but use of the PACE

[Personal Academic and Career Enhancement] module as developed at the University of Wolverhampton for a multi-cultural educational setting might be a useful way to manage such an unwelcome situation, one where the emphasis is clearly not on assessing students at the end of a banking exercise, and but an evaluation of performance that can lead to improvement in the process of learning. The forms of assessment as they are conceived would furthermore seem to leave little room for technological innovation, such as e-learning. When asked what difficulties there are peculiar to teaching religious studies, one expert replied, 'Generally difficulties arise due to the baggage students, colleagues and others bring to religious studies.' Is such baggage not the starting point for education towards personal transformation and well-being, the unpacking of which might potentially produce context-responsive wisdom and knowledge for sustainable futures? Innovation through student assessment offers a way to unpack this baggage which is what I shall attempt to show.

Keywords: religious studies, student assessments, examination and essay, transformation

Concurrent Session F

Sunday, 7 OCTOBER 2018   ROOM#101, 10:00 - 12:00

PAPER ABSTRACTS

#73

01. **Fixing the Broken System'? Gender Inclusion in School Governance**

Rebat Kumar Dhakal
Kathmandu University School of Education, Lalitpur, Nepal

With inclusion agenda gaining currency in public policy discourse, women representation has now been ensured in public institutions, including schools, in Nepal. Informed by the concept of representation and theory of participation, this paper argues that though women's participation in educational decision-making has received significant attention across the world as a way out to 'fixing the broken system', there are less opportunities for female members to engage in governance and decision-making in Nepali community school governance. Against this backdrop, this paper aims to examine what perceptions and beliefs School Management Committee (SMC) members hold towards inclusion of female members. Employing interview and observation techniques during eight months (from January 2017 till August 2017) of ethnographic fieldwork, I collected data in the form of 'talks', 'texts', and 'interactions' from six members in the SMC (including three female) from a community secondary school in rural Kaski in Western Nepal. The findings highlight some surfacing inclusion issues in school governance which are contestable. The paper reveals that participation of female members in the SMC has been framed almost exclusively in terms of fulfilling the legal requirements, and not necessarily to contribute to inclusive agenda of school reform. Nevertheless, inclusive governance practices have implicitly empowered women and brought about positive changes in the way schooling was perceived and experienced by students, especially by children and girl students. The study concludes that though descriptive representation of women is ensured, and that some gender sensitive reforms are already underway, female members are yet to ensure their substantive representation in the school management committees. The study has been useful to understand the place of female members in the SMC in wider socio-economic and political contexts,

e.g. how certain management practices come about and constrain or enhance inclusive governance of schools. This way, the study also contributes to building knowledge on the practices of school governance at the local level.

Keywords: Gender inclusion; participation; school governance; ethnography; School Management Committee

02. **Teachers: An Agent of Social Transformation**

Shaty Kumar Mahato
Kathmandu University School of Education, Nepal

The paper aims to present the teachers role in social transformation. It inquires how do teachers play the role as an agent and do significant contribution in society. The paper also aims to explore how teachers are the social agent who can play an important role to transform and preserve the culture, knowledge, vision and fraternity. The paper explores the teacher's job and how they empower the people and promote their knowledge, social awareness, and advocate on sustainable development. Showing and exploring many opportunities to change their livelihood through directing and enhancing the skill and knowledge. The paper presentation makes audience clear on how teacher can contribute through his lived experiences. Teachers are the easy human resources to transfer the knowledge, culture from generation to generation. Social development is the needs of human in this age, they demand the change according to time and teachers play the important role to preserve the culture, religion fraternity, encourage others to preserving the values of it in the society. It also inquires that how teachers can mobilize and facilitate to the people in society. Teachers organize the activities; develop the sense of mutual cooperation, faith to each other and mostly the experience of real life situation in society. The paper is based on my own experiences as a teacher and social agent. The paper is based on qualitative study and interview technique followed for the respondent views. The responses were coded and analyzed for theme. The paper is useful for the teacher, researchers, educator and many more who involved in education field.

Keywords: Teachers, knowledge, preserve culture, agent

#75

03. **Public Perceptions and Practices of Development through the Lens of Education**

Ser Bahadur Giri
Deukhuri Multiple Campus, Lamahi, Dang, Nepal

Development has been perceived differently by different scholars. It has been mostly perceived as growth of per capita GNP (Tadaro, 1998). Recent view of development is integrated between ecology, society, and economy as three dimensions of sustainability (Sheikh, Aziz, & Yusof, 2012). I explored perceptions and practices of local people on development with its connection to education. The main purpose of this study was to identify what the local people perceive as development, what, according to them, is the relationship between education and development. I employed hermeneutic qualitative study to interpret the meaning of development from local perspective. The informants were three school management committee members, three school teachers, and three parents of Lalmatiya Village Development Committee and Lamahi Municipality of Dang, Nepal. I collected data through in-depth interviews. I interviewed, recorded the responses and transcribed them for analysis and interpretation. I observed their practices on income generating activities and their investment and dealing with their children for education. I thematized their responses applying grounded theory process of coding and categorizing. I interpreted the themes in the context of local meaning and perception of development and associated practices. I found that people have various perceptions about development. For some, it was construction of basic support structures and for others it was change in behavior, raising the level of consciousness and employment opportunities. In short, it was response to situatedness. They believed that education and development have positive relationship. For them, education enhanced every sector of development. The present education was much theoretical, not able to make people stand on their own. It created educated unemployment. They suggested for vocational education, parental education, modernized pedagogy, and alternative evaluation system for improving the quality of education system for sustainable future. Parents and teachers have not considered learners' capacity and their interest for the effective sustainable pedagogical activities. The study has revealed that these changes are crucial to improve education and, henceforth, enhancing sustainable development.

Keywords: Perception of development, development and education, sustainable development

04. **Portfolio Development for the Enhancement of Lecturers' Academic Career: A Case Study of University of Zululand**

Sithembiso Magnus Ngubane, Mike Megrove Reddy, Mncedisi Christian Maphalala, & Yasmin Rugbeer
University of Zululand, South Africa

The Higher Education Learning and Teaching Association of Southern Africa (HELTASA) was launched in Durban in 2005. However, the University of Zululand (UNIZULU) only had its first Vice Chancellor's Excellence in Teaching and Learning Awards (VCETLA) in 2017. The VCETLA aimed at transforming practices of lecturers in a comprehensive university which is based within a rural community. Lecturers that participated in the VCETLA had to submit a portfolio which was examined internally and externally. There were three categories for nominees which included the lecturer level, senior lecturer level and professor level. This study was underpinned by the transformative learning theory which adopted mixed method research approach. Purposive sampling was used because the research targeted the lecturers who were nominated for the awards. Several data generation strategies were used including questionnaires and semi-structured interviews respectively. The findings suggested that the Vice Chancellor's Teaching and Learning Awards provided a good motivation for good professional practice among lecturers. Portfolio development was viewed as a tool for enhancing quality teaching and learning as well as personal merits. Portfolio development provided space for lecturers to showcase their work and brought about reflection on own practices. This had a positive bearing in the enhancement of the lecturers' academic careers. On the other hand, some lecturers had to manage a sense of locus of control, rejection, self-esteem and containment as a result of the outcomes of the event. UNIZULU should conduct ongoing workshops throughout the year to capacitate lecturers on portfolio development to motivate them to apply for the awards. Higher Educational institutions needs to grasp an educational approach   in forging their staff in captivating the importance of a teaching and learning portfolio's that will be well constructed and relevant.

#77

05. **Investigating Ethical Dilemma Teaching and Learning in the Science Classroom: Moving Towards STEAM Education**

Pratuengsook Maneelam, Peter Charles Taylor, & Chokchai Yuenyong
Khon Kaen University, Thailand
Murdoch University, Australia

In this presentation I will discuss my ongoing investigation into ethical dilemma teaching and learning in the junior high school science classroom (grade 9) at the Demonstration School (Mor Din Dang) of Khon Kaen University, Thailand. The investigation forms part of my doctoral research which focuses on implementation of 'ethical dilemma story' (EDS) pedagogy as a way to develop a local 'STEAM' curriculum (i.e.,integration of Science, Technology, Engineering, Arts and Mathematics) in the context of education for sustainability. This innovative curriculum approach relates to Thailand's national education management strategy for enabling students to apply their knowledge and skills in real-life situations. My goal is to transform education to enable students to recognize the value of natural resources and take responsibility for solving environmental problems of the community and the nation.
The multi-paradigmatic methodology involves 'critical action research'

methods of participant observation and narrative inquiry ¬¬- in my role as the teacher-researcher (assisted by two colleagues as 'critical friends') - supplemented by teacher and student interviews and the Values Learning Environment Survey (VLES). The EDS teaching method begins with the teacher writing a story to create for students a scenario and characters that bring the story to life. In my study, the story focuses on a sequence of ethical dilemmas about the social use of plastic shopping bags and is based on the topic of Polymers for a science unit in the Thai secondary curriculum. The problem of plastic bag pollution is an urgent social issue that affects students and society at large. The story contains a series of ethical dilemma events that build towards a culminating dilemma. The students are directed to engage in small-group 'think, pair, share' learning activities. At the end of the topic, students create a STEAM 'soft project' by integrating their newly developed knowledge and skills.

EDS pedagogy is designed to increase students' engagement in science learning. I designed this study to enable my students to use their developing scientific understanding about polymers to support their ethical decision-making about how to resolve the threat to the natural environment posed by plastic pollution. Ethical dilemma learning involves eliciting students' personal

values while they engage in critical reflective thinking, negotiating with their peers, and collaborative learning while developing evidence-based arguments.

It is my goal that EDS pedagogy will enable science students to develop chemistry concepts while, at the same time, developing sustainability knowledge, values and practices. EDS pedagogy has enabled me to move away from a predominantly teacher-centred approach for delivering content-based lessons to facilitating students' inquiry-based learning and critical thinking skills for citizenship in the 21st century. My presentation relates to the conference sub-themes of (i) transformative education and innovation, and (iii) sustainable development and ecology.

Keywords: Ethical dilemma story pedagogy, science education for sustainability, science education pedagogy

#78

06. **Comprehensive Sexuality Education for wellbeing of Adolescents**

Latika Maskey Pradhan
Kathmandu University School of Education, Nepal

In Nepal, 17 percent women age 15-19 years are already pregnant with their first child or are already mothers. The adolescents' fertility rate has gone up to 88 per 1000 women in 2016, from 81 in 2011(NDHS 2016). It is evident that both adolescents' boys and girls do not have adequate information and/or access to sexual and reproductive health information and services. Whilst the government has integrated Comprehensive Sexuality Education (CSE) in the curriculum, there are barriers to teaching CSE. Hence, this paper aims to explore the teaching learning experiences, to enable analysis of barriers in teaching and learning of CSE and related sensitive subjects. Narrative Inquiry approach with an in-depth interview method was employed to generate information for this paper. Foucaludian theory of "power" and "sexuality" was applied to analyze the findings with particular attention to how "knowledge" on sexuality education over the history of Nepali society has been highly oppressive for young people, with predominant influence of socially constructed values and belief

system that is restrictive to teaching/learning environment. The paper discusses how the "power" of socio-cultural belief system influences the teaching in classroom, and therefore remains a barrier to personal transformation and well-being of young people including that of the teachers. The secondary and primary analysis of information shows that the understanding of comprehensive sexuality education amongst young people and also the teachers are minimal. More so, the hesitation to teach the sexually explicit subjects is clearly evident from the narratives, the reasons highlighted are lack of adequate training and preparedness, but the influence of the restrictive socio-cultural context and value system stands predominant. The findings are also comparable to the information from other countries that validates the influence of socio-cultural belief system, often resulting in silence or misleading information being provided to young population with regards to sexuality education. The findings also highlights the differences in rural/urban setting, availability of resources and teacher's capacity to leverage the openness in classroom. Thus, this paper presents the importance of understanding the barriers that are often

invisible, and requires greater policy attention and commitment for creating an enabling environment for sexuality education, to bring positive personal transformation and well-being of adolescents that impacts their whole life-cycle.

Keywords: Comprehensive Sexuality Education, Adolescents, Wellbeing, personal transformation, power, knowledge, socio-cultural belief system, teachers training

Concurrent Session G

Sunday, 7 OCTOBER 2018   ROOM#Main Hall, 10:00 - 12:00

PAPER ABSTRACTS

#79

01. **Indigenous Adult Women and Learning for Sustainable Futures: Challenging Deficit Discourses in the Current Policy Environment**

Sushan Acharya[1], Catherine Jere[2], & Anna Robinson-Pant[3]
[1]Tribhuvan University, Nepal
[2/3]University of East Anglia, UK

Indigenous education engages directly with a politicised process of knowledge construction, recognising and building on existing skills and informal learning practices within communities. Centred on a rights approach to learning, indigenous movements are actively addressing questions around the meanings, value and relevance of education (Aikman 2011), often missing in dominant policy accounts which emphasise a narrow, instrumental view of education. Given the 2030 Sustainable Development Agenda's emphasis on social justice and gender equality, this paper sets out to explore what indigenous movements can offer in terms of developing an alternative approach to adult learning based on a rights perspective. A return to the sustainable development paradigm signals an increasing recognition of the impact of climate change and environmental degradation, which have long been a central concern of indigenous movements.

What can the indigenous movement offer in terms of problematising and challenging the Sustainable Development Goals to develop an expanded, inclusive and cross-sectoral approach to adult learning? How can mainstream educational programmes engage with and build upon indigenous women's 'context-responsive wisdom and knowledge' for sustainable futures? [as indicated in the TERSD conference theme]. Taking an 'indigenous' perspective on education involves interrogating dominant educational content and practices, such as measuring quality in relation to international 'standards' (Morrison 2011). Above all, there is a need to explore the tensions between an education that prepares women to engage with global change, yet can also ensure continuity in cultural ways of learning, determine relevant knowledge and validate the development of minority languages.

The paper compares documentary analysis of policy on indigenous women and adult education internationally with a case study of indigenous movements and government policy in Nepal. The analysis reveals that while invisible in some, other international policy recognises indigenous women as a particularly marginalised group, but is not informed by a politicalised notion of empowerment nor consideration of the implications of indigenous women's knowledge for mainstream education. In Nepal, indigenous federations and the government non formal education programmes are similarly more focused on imparting skills for a modernised economy and pay little attention to gender inequalities. Though women's indigenous movements are committed to developing capabilities and creating new spaces for indigenous women to engage in political debate and representation, they also need to recognize and build on women's specific knowledge and learning. The politicized informal learning processes facilitated by some indigenous movements offer insights for developing the cross-sectoral rights-based adult education envisaged in the 2030 Sustainable Development Agenda. The paper concludes with recommendations around how education policy could engage with indigenous women's knowledge, practices and values, as an alternative to promoting universal and decontextualized skills for development.

#80

02. **Declared 'Literate': Subjectivation Through Decontextualized Literacy Practices**

Amina Singh[1], & Dipti Sherchan[2]
[1] Kathmandu University School of Education, Lalitpur, Nepal
[2] Independent Researcher, Kathmandu, Nepal

The concepts of adult literacy and adult education have been predominantly framed by the discourse of development in Nepal whereby literacy programmes are designed to combat illiteracy with the purpose of promoting the socio-economic and human development in the country. In this effort, certain groups of women and ethnic minorities have been homogenously categorized as 'illiterate' and constituted as target groups for such basic and functional literacy programmes. This process of subjectivation through literacy programme works to impose feelings of inadequacy among the participants of the literacy programme, which further invalidates their own experience and situated knowledge. This paper

illustrates this process of subjectivation and resistance to it while challenging the idea of a homogenous 'Thakali women' through the personal narratives of Thakali women and their experiences of engaging with the discursive practices of literacy. In doing so, the paper argues that the decontextualized approach to literacy further erases the socio-cultural, economic and historical context within which the individuals form their experiences and knowledge and hence, the need for culturally contextualized literacy practices that account for lived experiences and knowledge.

Keywords: adult literacy; subjectivation; Thakali women

03. **Recognition, Capacity Building and Action: Indigenous Women in the Peruvian Amazon**

Sheila Aikman
University of East Anglia (UEA)

This paper addresses the Conference theme - Context-Responsive Wisdom and Knowledge for Sustainable Futures from the perspective of reassessing and revaluing indigenous women's knowledge, wisdom and learning. It draws on my ethnographic research in the SE Peruvian Amazon over a period of 40 years, to argue for the importance of understanding the historically, socially and culturally embedded nature of women's demands and strategies for recognition and rights and how these inform, in turn, the nature of their actions and agency.

Literacy rates in Latin America for indigenous women are less than half of those of non-indigenous women while in education indigenous groups counted as among the most marginalised and discriminated against groups. Such indicators feed into dominant discourses of indigenous women as under-educated, as victims of poverty and as vulnerable and disempowered. These discourses are themselves disempowering and promote homogenising stereotypes about who indigenous women are, their educational performance and expectations of what education can do for them. Drawing on ethnographic research with indigenous Harakmbut women in the SE Peruvian Amazon, it considers the lifelong learning of one indigenous women and her family over a period of 70 years during which they have faced profound social, cultural and environmental transformations in the wake of neoliberal globalisation and rapacious exploitative economic practices, especially artisan gold mining. For indigenous women, they use their learning to further their search for recognition, and agency and ways to assert the knowledge, expertise and wisdom that grounds them as

indigenous, women and indigenous women.

The paper explores three types of learning: a) learning about indigenous cosmology and way of life, inter-generational teaching and indigenous ways of knowing; b) knowledge, skills and understandings acquired through experiential learning in an encroaching and expanding capitalist society; and c) learning through training and capacity building for indigenous participation, voice and rights-based advocacy. For each type it asks, what kind of recognition is there for indigenous women's knowledge and learning; what kind of capacity building do they value and have access to; and what kind of action are they taking with the learning and knowledge they have developed? The paper explores these types of learning for indigenous Harakmbut women at community and local level, while also examining wider Peruvian and regional Latin American advocacy contexts to indicate ways in which local, national and global contexts and hierarchies interact and intersect.

04. **Examining the Perceptions of Indigenous Women Participating in the Mexican Bilingual and Intercultural Education Programme**

Ulrike Hanemann
University of East Anglia, Norwich, UK

Promoting context-responsive wisdom and knowledge for sustainable futures involves ensuring culturally sensitive and intercultural education. The use of bilingual or multilingual approaches to teaching and learning is seen as a central part of intercultural education and a means of furthering social and gender equality. This paper is contributing to the sub-theme of 'Indigenous women and adult learning' by examining the Bilingual Indigenous Education Model for Life and Work (MIB) programme. It was initiated by the Mexican Government a decade ago as an alternative route for indigenous youth and adults to gain access to basic education. This innovative programme, which was awarded the 2011 UNESCO King Sejong Literacy Prize, is unparalleled in Latin America, and probably also at the global level. Programme objectives include the promotion of equal access to quality basic education by reducing gender and ethnic disparities and the empowerment of indigenous peoples. A particular focus on the gender dimension of the MIB programme is not only mandatory

because of the existing gender disparities in education - two-thirds of indigenous adults without literacy skills are women, - but also because the vast majority of its participants are women (92%).

Although indigenous women face special challenges, they should not be portrayed as victims. Indigenous women are active change agents who have an essential role in passing on indigenous cultures, languages and traditional knowledge to future generations. Despite their important roles for the transmission of traditional knowledge and cultural wisdom to their children with the aim of ensuring a sustainable future, indigenous women most of the time find themselves in a vulnerable position. For instance, their knowledge is invisible, their work is undervalued, and their voices are generally silenced in public arenas and international forums. One of the main risks related to indigenous women's invisibility is the substantial loss of indigenous knowledge including languages. Bilingual intercultural adult literacy and education programmes can be a powerful means to turn such trends around and also contribute to gender equality.

The analysis of the Mexican MIB programme is drawing from a diagnostic study conducted in 2012 considering enabling and constraining factors with regard to four dimensions of the MIB programme – acceptance, appropriation, relevance and usefulness. The findings resulting from discussions with indigenous women reveal a range of issues that need to be addressed in order to better exploit the emancipating potential of the MIB programme for indigenous women. One of the conclusions is that indigenous women are not only the primary transmitters of knowledge essential for survival to younger generations. If adequately prepared through adult literacy and basic education programmes, women can well play leadership roles in producing indigenous culture and developing strategies to address the social-economic problems that affect indigenous communities, and even beyond.

Keywords: indigenous women, traditional knowledge, adult literacy and education, intercultural and multilingual education

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05. **Discourses and Identities in Formal Schooling of Sea Nomads in Philippine Urban Settings: Exploring the Self-using Photo Narratives**

Gina Macalintal Lontoc
University of Santo Tomas, Manila, Philippines

Bajaus, who are sea nomads, can be regarded as one of the most marginalized indigenous communities in the Philippines. Due to armed conflicts and piracy, some Bajaus migrated to neighbouring shores mostly in Malaysia and Indonesia. In the Philippines, those who are displaced are found on the outskirts of the three major islands of the country -Cebu, Davao, and Manila- and its neighboring towns. Thus, not only poverty but also certain cultural and social norms may impede the Bajaus' access to education. This study explores how Bajau youth understand and communicate their sociocultural identities within the context of formal education. Participants from communities of Bajaus who migrated to urban locations form the focus group. Drawing on the work of Paulo Freire on progressive education combined with participatory research methodology, this study engages the participants in critical reflection of their situation and in discussions of ways on how they address the issues in their community through photo narratives.

Bajaus who migrated to Cebu City are involved in this study. The focus group is composed of ten (10) participants with five (5) females and five (5) males. Guardians or parents of participants are also involved in the study. In using photo narratives, members of the focus group are given the opportunity to act as agents of social change by communicating their views on the issues affecting their communities using the photographs they themselves took. By using these photos, along with the stories behind these images, participants reflect on issues concerning their communities such as human rights, with particular emphasis on education, migration, capacity-building, and community participation. The study also provides new perspectives on debates in internal displacement and indigenous peoples' education. Lastly, the study helps participants communicate their stories of struggles and successes through various media such as local publications, online/offline newsletters, and photo exhibitions.

#84

06. **Exploring the Intergenerational Learning Experiences of Women in a Pastoral Community in Ethiopia: the case of Pastoral Women in Karrayu**

Turuwark Zalalam Warkineh, & Abiy Menkir Gizaw
Adult Education and Community Development Department, Bahir Dar University, Ethiopia

Whilst the concept of 'indigenous' has not been widely used in educational policy discourse in Ethiopia, there has been increasing recognition of the differing educational needs and

experiences of pastoralists as compared to 'settled' agricultural communities. Although the starting point has usually been how to integrate such marginalised groups into mainstream schooling, research (Robinson-Pant, 2016) has revealed important insights into learning outside educational institutions and the ways in which people in pastoral communities learn informally from a young age how to lead a pastoralist life. Integrating the mainstream adult education with the indigenous knowledge calls for an exploratory research that helps to understand the everyday learning experiences of the indigenous people. There has however been little research that aimed at exploring 'context-responsive wisdom and knowledge' of pastoral communities, particularly of women, and informing policy and practice.

To address this gap, an ethnographic style study has been conducted in pastoral community of Ethiopia—the Karrayyu. Based on this, this paper explores how women in a pastoralist community engaged in intergenerational, informal and formal learning. Rather than framing the discussion around 'barriers' to education and the skills that these women lacked, we look at the resources and capabilities in pastoralist communities which support such learning, such as strong social networks and first-hand understanding of environmental change. Recognising the

potential tensions between learning associated with greater access to global markets and training, as compared to learning to sustain traditional pastoralist practices, the research investigated new forms of knowledge and skills (particularly use of mobile phones) as well as indigenous practices (such as herding animals and different crafts) through a gendered lens. We draw on previous research in African contexts where the concept of 'indigenous' has been used analytically and strategically (by groups themselves) to draw attention to forms of marginalisation and cultural stereotypes perpetuated through colonial inherited educational systems and practices (Aikman 2011).

The study revealed that the Karrayyu pastoral women are engaged in wide range of learning, knowledge and skills (of traditional midwifery, traditional medicine, etc.) outside schools and formal training institutions informally. Besides, to respond to the rapid socio-economic changes they are facing, they are also engaged in learning non-indigenous knowledge and skills. The study also indicated that most of the formally provided trainings are not based on the indigenous knowledge and ways of knowing. By investigating learning that takes place outside schools and formal training institutions, the paper concludes by considering how educational policy in Ethiopia could take account of and build on pastoral women's 'context-responsive wisdom

and knowledge', and their aspirations for change.

07. **Knowledge Heritage in Women's Everyday Practices: Missing Aspect of Nepal's Modern Education**

Mahesh Nath Parajuli[1] & Indra Yamphu[2]
[1] Kathmandu University School of Education, Nepal
[2] Tribhuvan University, Faculty of Education, Nepal

This paper unfolds the local knowledge heritage, ways of knowing and educating in Nepali context particularly focusing on women. The paper, based on review of literature and textual data collected through informal conversation with women from particular ethnic communities, argue that the women have been active in generating, practicing, and passing on their knowledge heritage. Despite their lowered social status, they play multiple and important roles at their households and in agriculture. The paper explores women's contribution in building the knowledge heritage which is very closely aligned with their everyday life. The paper argues that the state-run or NGO-run adult learning practices have ignored the local knowledge heritage, ways of knowing and educating and have thus missed the dimension that would help align the education processes with the everyday needs of the people. Instead, the paper maintains that there has been a gap – a cultural gap – between the needs of the people and the education that has been in practice. The paper puts forward the concluding remarks that the building synergy holding paradoxical (modern/global and local) pedagogical practices facilitates to promote justifiability.

ORAL SESSION III

Concurrent Session A

Monday, 8 OCTOBER 2018   ROOM#201, 9:20 - 11:00

PAPER ABSTRACTS

#86

01. **Methodological Transformation: From Traditional Ethnography to Multi-Sited Approach**

Lal Bahadur Pun
Kathmandu University School of Education, Nepal

Conventionally, the key methodological rigor of ethnographic study was to 'put one's tent among the natives' to share their time and lives for many months or years to understand the culture but nowadays, the intellectual drive is to study people who are assumed to live in another time and other places than their own native places because of migration from the native lands. In the changing context, 'go native' and 'emic perspective' have become an intellectual rhetoric. Thus, prolong stay with the native people is a challenge for today's ethnographic researchers because the pace of life has become faster than yesterday and tomorrow it is going to be faster than today. In such a situation, the methodological move in the ethnographic study is a matter of concern. Taking people's time is also a challenge because they have their own engagement plan. It is not easy to spare time for researchers. Besides this, migrants choose multi-locations for their settlements, because of which, it is not possible to meet them in their natural settings because the movement of people is an incessant process in the local as well as global contexts. In such a situation, the multi-sited approach in the ethnographic study of migrants would add value. Thus, the value of this approach is growing in the study of mobile people globally. Particularly, the paper serves the interests of transformative research and creativity. Herewith, I have attempted to deconstruct the traditional ethnographic genre aiming to establish the multi-sited ethnographic approach.

Keywords: Traditional ethnography, migrants, multi-sited ethnographic approach, native people, culture

02. Sustainability Via Arts: Anthropocentrism and Environmental Change

Sujata Bhatta
Nepal Open University, Lalitpur

The paper explores the idea that how human beings and nature are interrelated. By analyzing paintings of Ragini Upadhyay Grela from her collection Nature Speaks I will try to find out the relationship between human beings and nature. The paper firmly depends upon two paintings from Upadhyay's collection 'Nature Speaks'. As the artist has given the quotation in her collection "Protect nature to save our future" by analyzing her technique, style as well as colour combination and its meaning. Similarly, it also analyzes her mythical concept to find out how anthropocentric activities are destroying the nature and her paintings have become a kind of challenge for so called intellectual and rational human beings. Moreover, this paper explains the third theme of conference that is Sustainable Development and Ecology in general and it will concentrate on arts and creativity as resources for sustainability in specific. In this regard, the paper offers insights the role of arts to illuminate the issues of the sustainability. Following the arts-based inquiry, the paper critiques the anthropocentric activities for advocating the sustainability.

03. Values of Un/knowing for Peaceful Living: Reflecting the Life in Schools

Radheshyam Thakur
Kathmandu University School of Education, Nepal

Drawing the ideas from Vedic stances I affirm that my peaceful living is connected with my un/knowing. I, therefore, often affirm education of the kind that illuminates my un/knowing for peaceful living. On the way to cultivating education, I spent many years in schools and universities and I am yet to realize peaceful living of the kind that lasts long. In this context, I would like to argue that why my un/knowing affirmed through my school and university education often appears to me insufficient to approach ever lasting peace in my life. Stepping up on this argument, my paper aims at discussing the meaning of un/knowing and its influence over peaceful living. I scrutinize my un/knowing connecting it with the evidences from my Auto/ethnographic research. Standing

on the ground of materialism at one point of time and spiritualism at the other, I realized un/knowing as both a value and also a pedagogy. I realized that this world is temporary and impermanent which, by nature, cannot consist of eternal peace- the peace that lies in the realm of spiritual attainment. In the realm of material world, peaceful living is subjective phenomenon which corresponds the material attainment. Education, in this nexus, need to respond my material identity on the one hand and spiritual link on the other. If it happens so, my material and spiritual un/knowing can create space for peaceful living. This paper, thus, contribute to vitalize the theme of the conference by illuminating contemplative thinking in school pedagogy. It advocates for education of the kind that synthesizes both material and spiritual wellbeing for peaceful living. Such integrated modes of thinking and learning can help the educational practitioners uncover the ways to redefine and reconstruct the state for peaceful living.

04. **Local Curriculum: Talk of Town in Nepali Public School**

Govinda Prasad Paudel
Kathmandu University, Nepal

This paper explores the existing the practices of using local curriculum (LC) in the community school of Nepal. Nepal government has given the authority of making LC to each school since 2006. But only few schools has been practicing LC in the classroom. Using qualitative methods including observation of classroom, FGD and interview with teacher and students of school, information is generated and analyzed. The paper argues that local curriculum seems appropriate for multicultural, multilingual country like Nepal at basic level in the school. Local curriculum addresses the local needs such as local skill, culture, festivals language and so on and helps them in their adjustment with local ecological and environment. Additionally, it promotes and preserves the knowledge at local level. In spite of it, trend of teaching GK and computer in the name of LC fosters the contradiction of rationale of using LC. The paper explores that, teacher and head teacher are not well informed about the technical knowledge of making curriculum. Later, they perceived LC meaninglessness and no functionality of LC. So, there is a gap between policy

and practice of LC that has created a problem in practicing the LC in basic school.

#90

05. **Regenerative Land Management: A Transformative Approach to Sustainable Use of Land-Based Resources?**

Roshan Man Bajracharya
Southasia Institute of Advanced Studies, Nepal

Land-based resources, including forests, pastures and soil, have served to nurture and support human civilizations over the past several millennia. Widespread deforestation, over-grazing of pasture lands, and modernization of agriculture since the early 1900s have led to deterioration of soils and degradation of the land resource base. The ever-growing population, over-exploitation, and changing climate have serious implications for the sustenance of human health and habitation into the foreseeable future. Most of the available arable land area has already been exploited, yet the need for enhanced production to sustain human food and livelihoods requirements continues to increase. To meet the growing demand for food and fiber means that farmers must intensify agricultural production. Therefore, ways and means to sustainably intensify agriculture without degrading the soil and land resource base have become essential. Conventional approaches to large-scale farming and livestock rearing has led to a deterioration of soil fertility, productivity and overall quality of the land and also contributed to climate change by making it a net emitter of greenhouse gases. Thus, a transformative approach to sustainable land and soil management is urgently needed. Holistic and integrated farming practices known as regenerative agriculture offer such an approach. These involve land management practices that incorporate agro-forestry, agro-slivi-pastoral systems, as well as, diversified cropping patterns, along with soil and water conservation practices, with the potential to deliver multiple benefits without sacrificing the very resource upon which the human population depends.

06. **Need Assessment Report of Public-School Head Teachers' Leadership in Dhadhing District, Nepal**

Dhanapati Subedi, Prem Singh Sintang, Rushuta Deshar, & Sushma Gimire
Kathmandu University School of Education, Lalitpur, Nepal

This article aims at exploring the gaps of performance of the Head teachers of public schools of Nepal. We framed a research question in order to cultivate the ground realities: What are the existing gaps of performance of Head teachers of public schools of Dhading district, Nepal? We adopted qualitative standpoint to gear up our study. Participants and place were purposively been selected. Key informant interview (KII) and focus group discussion (FGD) were tools to collect information from the participants. Collected information were analyzed through a process of coding, transcribing and thematizing. The study reveals that there were gaps on Head teachers' performance in the ten areas like basic concept of school leadership and management, current practices & role of school head teachers/ SMC/ PTA, instructional leadership & clinical supervision, developing and communicating vision & mission, people and change management, interpersonal skills, school governance and accountability, integrity in school, ICT in school & educational leadership, and action research and documentation. We recommend a comprehensive leadership and management package to be delivered in order to fulfill the existing gaps.

Concurrent Session B

Monday, 8 OCTOBER 2018   ROOM#102, 9:20 - 11:00

PAPER ABSTRACTS

#92

01. **Perceptions and Practices of Students for Taking Autonomy of Learning to Transform the Teaching Culture in School Education of Nepal**

Sarmila Pokhrel
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This paper is concerned with the perceptions and practices of students for taking autonomy of learning for the transformation of teaching culture in school education of Nepal. Comparatively, autonomy of learning to the learners is an innovative concept to the Nepalese cultural context of school education.

The term students' autonomy of learning presumes independent learners with the ability of taking ownership of their own learning. The greater independence on the part of the learners is pursued to develop the learner-centered process of teaching by replacing the traditional classroom practices. For this, perceptions and practices of students for taking autonomy of learning is considered as the key element that counts their experience of learning and awareness for taking responsibility of own learning.

The student centric notion and highly use of technology on education demands the paradigm shift in teaching pedagogy. It assumes learners to take autonomy of learning for the transformation of teaching culture of school education. This model of transformation nurtured by the ideology of constructivist epistemology led to the learner autonomy in teaching that demands the active role of learners in teaching learning activities and teachers supports them as facilitators. It resembles the theoretical assumption of constructive epistemology with the string of local cosmology and eclectic post method pedagogies to support learners for taking the ownership of own learning.

Along with this model, the paper is concerned with the perceptions and practices of students for taking autonomy of learning. The purpose of the study is to explore how the students perceive and practice of taking autonomy of learning for the

transformation of teaching culture in school education of Nepal. The paper presents the concept of learner autonomy, review of the related literature, theoretical assumption, and research findings based on the perceptions and practices of students of taking the responsibility of their own learning and ends with its implication for the transformation of teaching culture in school education.

Keywords: Autonomy of learning, school education, independent learners, student- centric notion

#93

02. **In Search of Leadership Qualities in Community Based Cooperatives in Nepal**

Nav Raj Simkhada
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In the quest of exploring what makes a leader effective, a large number of studies have been conducted in the leadership field worldwide. However, in the cooperative context of Nepal, there are virtually no studies in leadership field. The purpose of the research was to explore the qualities of effective leaders in community-based cooperatives in Nepal context. Survey research and random sampling technique was applied to collect data

from 1255 respondents representing both those in a leadership position and their team-members. The five-point Likert Scale was used to measure the leadership effectiveness. Factor analysis identified four qualities of an effective leadership in cooperatives context: role model, team-empowerment, performance-based rewards and skills of the concerned sector.

The first quality of an effective leader is that he/she has role model character and lead by example. The role model character includes qualities such as selflessness, energetic, complying with rules, moral and ethical character, visionary, creative and others attributes to be a role model. The second quality of an effective leader is team-empowerment. Only being a role model is not sufficient to achieve high performance. Without the full support from the competent team members, leader alone cannot achieve organizational goals. The effective leader empowers the team members and pays adequate attention and invests in human resources development such as the development of leadership in each level of the organization, succession planning and empowerment. The third characteristic of an effective leader is that he/she practices the culture of fairness and meritocracy by establishing the transparent system of performance monitoring and providing performance-based rewards. The fourth characteristic of an effective leader is

that he/she possesses required skills, knowledge and conceptual clarity of the sector. These four dimensions are placed-based qualities of leadership in community-based cooperatives in Nepal. These four dimensions have total of 43 items ranging from 5 to 13 items in different dimensions. The correlation coefficient showed the positive and strong association among the four dimensions of leadership qualities.

Keywords: Placed-based leadership qualities, dimensions, role-model, Team-empowerment, rewards, skills

#94

03 **Discourse Analysis as a Pedagogical Tool for the Communicative Competence of English Language Learners**

Jayashree Patnaik
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Chomsky's notion (1965) of limiting linguistic competence to grammaticality of language is rectified later on; and Dell Hymes (1972) who extended the term to communicative competence explained that language is a way of making meaning, and meaning lies not only in the structure of the sentence, but also in the context in which the language is used. Canale and Swain (1980) developed communicative

competence to include four components named, grammatical competence, discourse competence, socio-linguistic competence, strategic competence. In the present research paper, it is hypothesized that the repeated practice of discourse analysis of texts improves the communicative competence of a language learner, and here English language is our concern. Discourse analysis of English texts, helps the readers and learners acquire both BICS (Basic Interpersonal Communication Skill) and CALP (Cognitive Academic Language Proficiency), the two different dimensions of language which were suggested by Jim Cummins. The learners develop their discourse competence, socio-linguistic competence and grammatical competence, the three important components of communicative competence, as the strategic competence is needed more for the ESL learners.

Discourse analysis works at patterns of language across the text. It examines the relationship between language and the socio-cultural context. In discourse analysis, there is a move from the narrative and structures of speech to the linguistic, cognitive, historical, social, rhetorical, psychological reasons for the forms and functions of the textual discourse.

There are many ways of doing a discourse analysis, like narrative analysis, conversation analysis, analysis of structures of expression. Discourse analysis is done mainly selecting small portions taken from the texts such as narrative extracts, pieces of conversation and expression. Here, in the present research project some of the textual extracts are taken from selected novels for discourse analysis, and it is to prove how the different bases and modes of discourse analysis applied help a learner of English language learn better. Practice of the discourse analysis which is linked to Pragmatics, ethnography of communication, socio-cultural contexts, analysis of speech acts and utterances, helps easy acquisition of language for the learner. Basing on the theories of Austin and Searle and the theory of implicature by Grice, the analysis of the different varieties of speech acts in the text, both linguistic and non-linguistic, with culture-specificity, analysis of the beginning, middle and end of a piece of conversation in the text, analysis of the use of locutionary, illocutionary, and perlocutionary acts, the direct and indirect speech acts, cooperative principles, politeness principles help the readers for a better practice of grammar, and interpretation of the text. It sharpens the reader's perception of a novel as a work of art. It helps the reader to understand the author's deliberate manipulation of linguistic

forms to achieve the intended artistic ends. The learners get enabled to explore the communicative goals achieved through utterances of the characters in the novel, and also develop their own communicative competence.

Keywords: linguistic competence, locutionary, illocutionary, perlocutionary, cooperative principles, politeness principles

#95

04. **Caste-based Discrimination in Schooling: A Narrative Inquiry**

Lila Bahadur Bishwakarma
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As part of my MPhil research, I discussed with my study participants focusing questions of the kind: how have Dalit teachers experienced untouchability throughout their life in school? What were the reasons behind excluding Dalit from schooling and socio-cultural mainstreaming in the past? Keeping into mind a metaphorical term 'untouchability' to dig out hi/story of educating Dalit children in Nepal I searched around and beyond my lived experience so far. The purpose of the study was to reveal the life hi/stories of Dalit teachers in relation to caste-based discrimination in the past. The idea

towards such a socially critical issue (untouchability and schooling) was imprinted into my mind through some proverbial beliefs and practices to Dalit in the past.

For me, untouchability is an oracular belief; rather you disagree, but an interesting idea with an approach of cultural medication of using Chhoichhitto or Sunpani to the things touched by Dalit. What an amazing hospitalization! Such an oratorical belief and cultural practice in the society dragged my mind to account it as a thought-provoking issue. It is the history of untouchability and story of discrimination in schooling. In the past, education would fully controlled by elites to serve their interest of being superiority. As result, a number of caste groups were dominated including Dalit. Hence, it essentially needs a thoughtful and mindful revolution to liberate from domination. According to Freire (1970), the process of revolutionary liberation must stand against the praxis of dominant elites, where unity of the oppressed is needed as power as a weapon against the elitism. My research journey allowed me to go beyond my lived experience to collect stories of ten Dalit teachers from different places of Dhading District. The storytelling approach enabled me to deal with research questions and narratives of socio-cultural situatedness of being Dalit. The un/structured way of

restrictive measures and reason to do so at schools exemplified the way of discrimination at school in the past. The caste-based hierarchical social structure and caste-based culture has its own history of discrimination among human beings which evolved throughout countless centuries. Similarly, discrimination in Dalit schooling has its own accumulative history which has been found into participants' narratives. Despite the effect of caste-based schooling which reflects, to some extent, in these days, the number of Dalit children is increasing in schools. But, there is still a wider space for constructivists for thinking and researching in the field of schooling, and to disseminate the findings all over the globe. For me, there is a long way to go together (Dalit and non-Dalit) in order to harmonize the society. It requires transformative schooling, which pathways to all of us an innovative way of thinking for social transformation. Similarly, it needs thoughtful advocacy against caste-based social structure and the world to build non-discriminative future society. In doing so, transformative schooling could be the best weapon which tends to turn human mind in such a way and then power to advocate on equity, equality and inclusiveness in education in order to transform the world. Hamilton (1996) says that one of the goals of education is to eliminate inequality. I believe the transformative

schooling mutate human individual to be wellbeing which leads to transforming the future society at the end. This paper therefore will contribute to bringing forth the ideas on transformative education and innovation in schools, especially in line with the theme of the conference.

Keywords: untouchability, discrimination, socio-cultural situatedness, inclusiveness, narrative inquiry, thoughtful and mindful, transformative-schooling

05. **Peace Pedagogy in School: An Auto/Ethnographic Inquiry**

Bolaram Pandey
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This research paper explores and explains the peace pedagogy in classrooms/schools, carried out over my lived experiences as head teacher, teacher and others. In my long career as a teacher and a head teacher, I have felt and observed the absence of the peace pedagogy actively employed in both the institutional and public schools and classrooms of Nepal, during the pedagogical process of learning with peace feeling and peace practices. The inquiry will explore the question: How I/others have been using peace pedagogy as a head teacher and a head teacher in schools and classroom. To address this research question, I am going to use auto/ethnography within a multiparadigmatic research design. This approach will enable me to explore and explain the holistic phenomena like peace while excavating the epiphanies of peace pedagogy during my professional career as a multi role teacher and a head teacher in the Nepalese institutional and public schools. While conducting inquiry, I will use interviews with students and teachers in the classroom and other stakeholders of the school. For writing stories of my participants' experiences, I will be using the narrative method of writing as it will enable me to make visible the process of my own critical self-reflection of peace pedagogy as a multi role teacher and a head teacher and help me express my subjectivity through imagery, drama and poems. The purpose of this research is to discuss, explain and explore the peace pedagogy from the perspective of head teachers and teachers as an unconventional inquiry. As a result of this inquiry, I will consider myself to be a peace pedagogy who holds educational peace culture committed to taking action, to continue this self-discovery in my professional praxis, as well as to empower others. As an educator, I have come to realize that my cultural identity has formed by acculturating classroom cultures and

school culture. I recognize that peace pedagogy bring harmonious relationship within classroom and school environment. I will enable other teachers and school leaders to reflect on their teaching practices and understandings based on peace pedagogy in classroom and school for the change and emancipation through peace.

Keywords: Peace, Peace pedagogy, epiphanies, auto/ethnography, multi-paradigmatic research design, emancipation, acculturating

#97

06. **Diversifying Assessment System: A Means for Transforming Mathematics Education**

Basanta Raj Lamichhane
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This paper describes a need for diversifying an assessment system, which has been imbedded in our mathematics education practices towards more emerging, flexible, contextual and authentic approaches. What I witness during my academic and professional journey: the assessment system in mathematics education largely blends to collect the information with the help of externally imposed tools and techniques for the name of sterilized standard procedures. Students rarely get an opportunity to share their true feelings and experiences. They are generally classified according to their so-called marks or grades in a test, and thus it helps to create unethical hierarchy among them. Those who are categorized to be unsuccessful in the test largely doom to second-class citizen and preclude for getting an opportunity to select the most prestigious and highly payable future career subjects. In this regard, I have some propelling questions about the contemporary practices of assessment.

Due to over emphasis on dehumanizing, isolated and reproductive nature of assessment, mathematics teaching-learning activities largely focus on preparing the students to attend and get so-called highest marks or grades in the examinations. These activities not only hinder the mathematics education practices in schools and universities but also obliterate the critical, creative, imaginative and humanitarian thinking in our students that have adverse effect on society, nation and the world at large. These attributes are regarded as the major components of the transformative mathematics education that focus on developing the metacognitive and higher order thinking. To diversify the assessment practices, we have to transform the deep-rooted mindsets or worldviews of the concerned stakeholders.

The deep-rooted mindsets of assessment of learning pervasive in our curriculum designers, mathematicians, mathematics educators, practitioner researchers and other related personnel and authorities seems to be one of the hindrances forces for transforming the mathematics assessment practices. To open a new avenue in mathematics education practices that incorporate the aforementioned attributes, we urgently need to implement diversifying approaches of assessment; assessment for/as learning mathematics. These approaches of assessment acknowledge the multiple ways of exploring students' performance from the holistic perspectives. Moreover, they offer emerging and flexible tools and methodologies including peer-group techniques, critical self-reflective techniques, continuous assessment systems, authentic approaches, socio-culturally relevant techniques, incorporating different rubrics etc. that precisely flourish the grounds for pupils for expressing and demonstrating their true feelings, emotions, passions, experiences and performances regarding mathematical activities. Finally, I realize that if we are able to incorporate the diversified approaches for assessing the students' attainment or outcomes, our mathematical education practices will liberate from conventional mesh of positivism and consequently will open a new path of transformative mathematics education.

Keywords: Assessment for/as learning, critical/creative thinking, rubric, authentic assessment, transformative mathematics education

Concurrent Session C

Monday, 8 OCTOBER 2018   ROOM#103, 9:20 - 11:00

PAPER ABSTRACTS

01. **Problem Solving Approach in Teaching: Doing in Class**

Amrit Bahadur Thapa & Pundary Phuyal
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There are a lot of literatures against the teacher centric or text book centric approach to teaching in schools. It is argued that teacher centric approach to teaching primarily emphasized in transmission of knowledge and privileged limited number of students. In addition to this, in the countries like Nepal where school education is more about an avenue to working in foreign countries, it is observed that school education does not well address the needs of the society keeping the real-life world away from children. This has not only made the school education uninteresting, it has not helped children become solvers of problems of their own world. As a consequence, Nepal and its societies have not been able to benefit from the vast resource of knowledge and intelligence.

Many local researches also have identified the need of incorporation of contextualized activities that foster problem solving, critical thinking and global competence. However, it has been observed that there has been little effort in bringing practical insight of how this is done in the present context of teaching learning in Nepali schools, both private or government schools. Having being envisioned a pedagogy of un/intelligence in my M.Phil thesis, I have been working in this direction. Having said this, this presentation will be an impression of how traditional teacher centric approach of teaching can be replaced by activities that foster inquiry and problem solving. Participating in this presentation will help participants get insight of how content matter can be molded with simple and contextual activities that transform the learning approach from mugging up the specified facts to application of knowledge, critical thinking and problem solving.

Keywords: Problem Solving, Contextualization, Student life world

02. **Reductionism in Mathematics Education: Promoting Linearity in Teaching and Learning**

Indra Mani Shrestha
Kathmandu University School of Education, Nepal

As a conventional teacher, in what ways did disempowering features of reductionism persuade me to promote linearity of teaching and learning of mathematics? As a teacher-researcher with transformative sensibility, how can I explain non/linear approach of teaching and learning of mathematics as a possible solution? Subscribing to these two issues based on my MPhil thesis, I most often viewed reductionism in mathematics education from four perspectives: reductionism as ideology, reductionism as methodology, reductionism as logic, and reductionism as/through history, thereby persuading me to promote linearity of teaching and learning of mathematics. However, I have now realised that I was in a false consciousness due to the illusion of linearity, thereby subordinating/ neglecting nonlinear aspects of teaching and learning of mathematics. I gradually feel capable of continuing to grow as a learner, a teacher, an educator and a researcher with a transformative sensibility. This process involves constantly reviewing (and perhaps changing) my ways of knowing (epistemology), ways of being/becoming (ontology), ways of valuing (axiology) and ways of sensing (aesthetics). Therefore, this paper mainly explores the disempowering features of reductionism and discusses, in brief, about non/linearity as a synergistic approach of teaching and learning of mathematics. Within an arts-based auto/ethnographic research methodology, I have employed writing narratives as method of inquiry for my autobiographical excavation.

Keywords: reductionism, linearity, non/linearity, transformative sensibility, auto/ethnography

03. **Student's Perception Towards the Nature of Mathematics**

Binaya Bhandari
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This paper tries to explore 'Student's Perception towards the nature of Mathematics'. According to Melin and Gulfem (2012) mathematics is considered as the expression of universal language, culture and software technologies in systematic manner. Mathematics is considered as the leading subject in the world without which other subjects seems to be incomplete. The learning of the students in mathematics is directly affected by

their perception. In this regard, Melin & Gulfem (2012) further argued that the students' beliefs about mathematics affect the success of the students in mathematics. On the other hand, the perception of mathematics students becomes the perception of the mathematics teacher if same person becomes mathematics teacher during his/her professional career. According to Paolucci (2015) the teacher's beliefs and concepts about the mathematics influence their activities both during their student life and professional life. Therefore, the perception of the student as well as teacher influences the teaching and learning mathematics. Ashcraft and Kirk (2001) has argued that negative belief about mathematics automatically helps to develop mathematical anxiety. Sometimes the perception plays positive role in teaching and learning and sometimes it has negative impact on teaching and learning of mathematics. Therefore, it is very essential to explore the issue of the perceptions of students towards mathematics to create better teaching and learning environment. To explore the students' perception towards the nature of mathematics mixed method approach of research is used. To explore the fact, I have prepared questionnaire related to pedagogy, curriculum etc. and I have done a pre-survey. To compare and interpret the result I have used SPSS and the data was analyzed. This research will be helpful to know the perception of the students towards mathematics especially in Nepalese context. And at the same time this paper will be helpful while using child centered pedagogy in mathematics class. At the same time while selecting the curriculum as well this paper will help to find out the interest of the students.

Keywords: Perception, Pedagogy, SPSS, Child-Centered

#101
04. **STEAM Framework: A Transformative Pedagogy**

Durga Prasad Dhakal
Kathmandu University School of Education, Nepal

Hitherto, the education system feeding contents of different discipline individually or disintegrated within subjects. The objective of STEAM education is all the things need to be integrated. In this situation, in developing country like Nepal there is no any documentation and research on STEAM. For instance, these days, I am facing barriers while teaching mathematics because of knowledge gap in technology and similarly may be for others subjects teachers. I have to change myself to engage in teaching and learning practices. The purpose of this study is to explore the STEAM

framework in educational practices. The framework of critical thinking on the factual knowledge of mystery, importance, quality, and influence of subject through mathematical, technological, artistic, and engineering way is STEAM education. STEAM may contain many models. In this run, it may be used as a pedagogical framework, 'Meta-disciplinary' (Ejiwale, 2013,p.64), "an effort to combine the five disciplines of science, technology, engineering, and mathematics into one class, unit or lesson that is based on connections among these disciplines and real-world problems" (Moore & Smith, 2014 as cited in Seen et al., 2016, p. 79) and many more. In addition, Belland et al. (2017) stated, though the research study of STEAM education has been done for decades, the concrete idea is yet to be set up (p.309). From the prospective of teaching and learning STEAM education, Seen et al. (2016) concerned for teachers preparation on STEAM approach and states that STEAM as an integrated field of study (p. 78). In Nepali context, the practices of teaching all discipline in isolated way. There may be lots of confusion while blending science, technology, engineering, arts, and mathematics in teaching approach while there is interrelationship within them naturally. The situation is that in STEAM approach is to carry up the interrelationship within the subjects. However, STEAM teaching and

learning has been a matter of concern around the world.

Keywords: Change, Pedagogy, STEAM

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05. **The Creation of Informal Practices in a Formal Organizational Setting- Understanding the Double-Edged Interaction**

Sanjay Hamal
Kathmandu University School of Education, Nepal

In this paper I aim to explicate how informal institutions, which I will be using interchangeably with informal practices throughout the paper, are created in a given institutional setting (a school in a given context). The vignette(s) of the creation of informal institution(s) are my subjective experiences that I had encountered during my PhD field visit. To expound informal institutions, I (in)advertently take refuge of the proponents of the concept of informal institutions like North (1999), Lauth (2004), Helmke and Levitsky (2003; 2004; 2006), Ostrom (2005) to frame my problem for the study. Particularly, informed by Helmke and Levitsky (2006), I conceptualize my notion of informal institutions as socially shared rules usually unwritten that are created, communicated and enforced outside of

official sanction channels. Which in other word suggests, though unwritten, 'rules' have to be created. Delving deep into the concept also suggest the existence of formal rules. It is because of the lack of effective functioning of these formal rules, desired expectations of an individual or collective cannot be meet, and hence to compliment them informal means or rules are created. Thus, in this paper my intent is to describe how and why such informal rules are created taking field data into consideration. I also intend to explicate in what way the formal and informal rules co-exist and interact with each other. I conclude this paper by arguing that formal and informal institutions, though treated as connotatively opposing concept, can complement each other in institutional setting.

Keywords: Informal institutions, complementary, shared rules, Helmek and Levitsky

06. **Lived Experience of Under Achiever Students in Learning Mathematics: A Narrative Inquiry**

Radha Devi Shrestha
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I was an average student in school. During my secondary level studies, majority of my friends were very afraid about mathematics. They all considered mathematics as the most difficult subject, many friends got 1 digit in mathematics. I remember about the incident about a senior student whose roll number was one in his class. Roll number 1 meant that he was the best student in the class. However, I came to know that he also failed in mathematics in SLC. It shocked me that even talented students also failed in mathematics. Most of students thought mathematics as very difficult subject then low achievers felt what about learning mathematics so I want to explore the lived experience of under achiever students in learning mathematics and my research question is "How do low achieving students experience the learning mathematics?". My research site was a public school in Kirtipur and my participants was students who failed in mathematics. I began with 6 students, 3 girls and 3 boys who had failed in mathematics. This research was focus on narrative inquiry of low achievers so this was interpretive paradigm. I used in-depth interview to get the stories of participants by using open question on multiple occasions. I recorded their stories, taking notes, observing class, activities and their note books. I read and re-read the information and field notes then point out the key ideas and develop stories by event wise or theme-wise. Then after I related themes with

theory and reflect on this. Once that is done, I synthesized all the findings, interpret, elaborate the information, comparing themes, and interpret the stories on the basis of theory. I tried to make my research authentic, trustworthy and valuable for that I used Guba's the four notion of trustworthiness, credibility, transferability, dependability and confirmability. My research followed quality and ethical standards of respect, harmlessness, protection and safety of the participants, privacy, confidentiality and dignity.

In this study I found, students felt two types of experience in learning mathematics, good experience and bad. Good relation with teachers, easy content of course, competition, using local language, no anxiety, practice, motivation, enjoyable environment etc. are related to good experience. And nature of math, relation with teachers, lack of motivation, practice, anxiety etc. are related to bad experience in learning mathematics.

Keywords: good experience and bad experience in learning mathematics

Concurrent Session D

Monday, 8 OCTOBER 2018   ROOM#104, 9:20 - 11:00

PAPER ABSTRACTS

#104

01. Smart Sustainable City: Policies and Practices for Urban Transformation in Nawalparasi District of Nepal

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Among various development issues in Nepal the agenda of smart sustainable city has been lately arisen. By the demand of time and effect of globalization few local government (cities) in Newalparasi district of Nepal have also formulated the policies by centering to the smart cities. Despite the lack in visionary policy and conceptualization in people of this area, smart city is as post-modern designation given to a city that incorporates information and communication technologies (ICT) to enhance the transformative performance of urban services such as energy, transportation and utilities in order to reduce resource consumption, wastage and overall socio-economic and environmental costs. The globally overarching aim of a smart sustainable city is to uplift the quality of living for its citizens through smart technology and to be supported by modern technology there is necessity of smart urban infrastructure. With the big change in political scenario in Nepal there is also increasing the number of commitments and declarations for making the cities mart and sustainable. In many cities this agenda also got proper highlight in local as well a national election and people elected the representatives by supporting their smart agendas.

In Nawalparasi all cities are generally at the first phase of development. Though with the favorable indicators of geographical location and natural resources the development opportunities; this area needs transformation in every step of urban development. Rather than secondary and worldwide issues the major need of cities is to build basic infrastructure like education, electricity, water, health, communication in global concepts. In present scenario many cities in the world have claimed themselves as smart city and the motto of smart is more digitized, faster and transformative urban services to their citizen. But present context of Nawalparasi demands firstly development in infrastructure in smart way then it secondly with smart city making agendas because only the balance in technology and infrastructure

can reflect sustainability likely parallel enhance in infrastructure, policy and practices to fulfill the present transformative need of cities. Being with this developmental consequence the cities in Nawalparasi also have begun few practices of making the cities smart. In this scenario of fewer dilemmas in conceptualization of smart sustainable cities policy and practices-based challenges are also the beginning obstacles but stability and vision of leading authority can override those problems.

Despite of challenges in policy, practices and principles the cities of Nawalparasi have been working toward sustainability. The transformation in principles, policies and practices can make the cities sustainable

#105

02. **Cloth Sanitary Pads for Sustainable Ecology**

Sharmila Shyangtan
Kathmandu University School of Education, Lalitpur, Nepal

Old or used clothes are used as a sanitary pad traditionally during menstruation. The cloth sanitary pad refers here is made with some adjustment similar to a commercial sanitary pad. The pad is made up of organic cotton fabric (new) and wings (button to wrap undergarments) to make it easier to use. From the human ecology perspective, this paper claims that the cloth sanitary pad is the functional and sustainable sanitary pad for the girls and women during menses: 1) The fabric used is cotton cloth which degradable. 2) Cotton fabric is beneficial for the body and comfort. 3) It is reusable which prevent environment pollution. Sanitary pads are convenient and comfortable to discard. The composition of the sanitary pad is synthetic materials or plastic which take several hundred years to degrade. The majority of it get dump in landfills which burden the sewer system, landfills and the environment. The purpose of the paper is to explore the experience of cloth sanitary pad and sanitary pads users, how and why aspect of using. There is a gap regarding the hygiene and ecological impact made by the product choice. So, to address this, human ecology theoretical perspective is applied to understand the benefit of cloth sanitary pads for sustainable ecology. The finding of the study shows that the cloth sanitary pad is beneficial for health and the environment. Sanitary pad use harm the health as there is a risk of infection. The environment is affected by the materials that it is made up. The cloth sanitary pads users reuse the pad whereas the sanitary pads get discarded with the wastes which end up in landfills. Sanitary pad uses contradict and disturb the sustainable approach that we incorporate. Cloth sanitary pad, on the other hand, is comfortable,

reusable, and decomposable. It embraces the sustainable ecology approach that we want for our future generation.

#106

03 **Transforming the Gender Roles and Identities: A Study of Highly Skilled Female Returnee in Nepal**

Laxmi Dhungel
Kathmandu University, Nepal

Women are on the move. In an era of unprecedented human mobility, migration is being discussed with the gender dimension which reflects new trend of migration. In recent years, there has been increased women migration for work and study within Asia and across the glove. It is applicable in Nepali context as well. Drawing on long term fieldwork data, this paper analyzes the women return and renegotiation regarding gender roles in Nepali society. The burgeoning literatures have reflected on the labor migration and economic remittances in Nepal. However, migration studies in Nepali context have excluded the issues of education migration bringing gender perspective into discussion. Regarding Nepali context, women migration is linked with dependent migrants who join their husband and families. However, women are migrating individually. This is an unexplored phenomenon in the migration discourse. Taking gender geography and power with the theoretical lens this study explores the returnee women perception regarding contribution in Nepali society. Women have been exposed in the international context and develop the new definition of the womanhood. So, after returning in Nepalese society their belief and perception are challenged. So, through this paper how women negotiate with the existing gender role in Nepali society is explored This study has adopted the qualitative methodology with feminist ethnographic approach. The data collection field sites of Kathmandu, Bhaktapur and Lalitpur consisting of in-depth semi structured interviews and observation. Women who had been abroad for their education and return Nepal after completion of their study were interviewed and observed in their social setting. The social constructivism through the interpretive is applied in a way of revealing the changing gender structure among the educated women in Nepali society. Drawing on interviews with Nepali women who returned from abroad after completion of their higher study, researcher examines their decision making, and the challenges

they negotiate in the process of return and reintegration in society and family.

#107

04. **Gender Role and Health Risk Behavior Among Adolescents and Youth**

Babita Thapa
Kathmandu University, Nepal

Adolescents and youth are at high risk for number of negative health outcomes such as accidents, respiratory & cardiovascular diseases, HIV/AIDS suicide due to health risk behavior (HRB) such as cigarette smoking, alcohol use, drug use and risky sexual activities (RSA) activities. Adolescents are getting information on protective behaviors from parents, teachers, peers and media in one hand while in other hand many of them are involving in HRB despite knowledge. The main purpose of the study was to assess the association of HRBs and gender among the public-school students in Kathmandu metropolitan city. The data was collected among 342 students by self-administered questionnaire and analyzed quantitatively. The result showed there was strong association between gender and HRBs. Male students were almost four times more likely to smoke and more likely to involve in RSA as compared to female. The high prevalence of HRBs in male might be due to unequal social power between men and women in Nepali society. Women are generally less empowered to take decision and face challenges and men had less restriction and they learnt to take risk during socialization process.

Keywords: Health risk behavior, Adolescents and youth, gender, social power

#108

05. **Journey Towards Transformative Teacher Educator: An Auto Ethnographic Inquiry**

Rajendra Dahal
Kathmandu University School of Education, Nepal

This inquiry portrays my lived experiences and explores my understanding from different circumstances and practicing it in my field led me to work differently. While visiting different schools as a school consultant I found teachers and leaders in search of a way to develop themselves and organizations. Having observed this situation, I remembered my past and reflected my journey unfolding my lived experiences to know and uplift my present selves. For this, I used multi-paradigmatic research design. Under multi paradigmatic research, I presented employed Interpretivism, criticlism, postmodernism and integralism. I linked these four paradigms through unfolding my agenda using autoethnography as a

research method. I presented my sequence of events and discussed them to highlight the shifts I have made because of belief and its consequence along my research journey.

To complete this inquiry, I employed transformative learning, constructivist leadership, and spirituality as theoretical lenses. While involving into this inquiry, I perceived discomforting experience led me to reflection and gave ample opportunities to think beyond. I realized that transformation is realization and whatever I am doing is the effect of different circumstances. This realization convinced me to value things around me. I also came to realize that change is inevitable in life and transformation is a process. This dimension of emergent thoughts has enabled me to understand myself delving deeply into the collective wisdom of notions from personal transformation. As my research agenda covers two major sub themes of the conference 'Teachers Professional Development' and 'Personal Transformation and Well-being', I would be presenting it in a same manner.

Keywords: transformation, educator, lived experience, inquiry

#109
06. **Narrative Research with Spiral Ways of Thinking**

Min Kumar Tamang
Kathmandu University School of Education, Nepal

The paper serves the purpose of the second theme of the conference transformative research and creativity dealing with the strength of the third persona narratives in the narrative inquiry. I bring my reflection of using the third person describing youth mobility in the recent years in Nepal. In doing so, I reflect shortfalls of presenting narratives in the first person which would confuse readers to differentiate participants and researcher. Likewise, it deconstructs the epistemology of qualitative research of presenting so called data in the form of the participants voice and third it shows how so-called data and theory became the inseparable part of the research. With the examples of my M. Phil thesis, I would demonstrate how the stories of participants are narrated and interpreted following the interpretive and critical paradigms. The challenges I faced on the narrative analysis specially with the temporal ordering of a plot; some on themes; some on episodes and drama; some on narrative as an interactional accomplishment and some on a combination of these are addressed in the third person narratives.

Keywords: narrative, third person, insider, analysis, creative process.

Concurrent Session E

Monday, 8 OCTOBER 2018   ROOM#105, 9:20 - 11:00

PAPER ABSTRACTS

#110

01. Psychedelic shifting from positivism to inquiry-based pedagogy through participatory action research: Science teachers' conviction in public schools in Nepal

Kamal Prasad Acharya
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School system science teaching and learning approach is highly influenced by Vedic education system (teacher centered pedagogy) in Nepal. Dramatic Changes in the science teaching and learning practices in the public schools depend upon science teachers' capacity to integrate the local knowledge, beliefs and existing practices (contextual realities) blending with the knowledge that they acquire in science teachers professional development. Inquiry-based learning is highly allied with the epistemological credence about the nature of science and socio-cultural upbringing of the science teachers. In this study, focus group discussion and in-depth interviews of the basic level science teacher is taken to identify teachers' beliefs about inquiry-based science classroom practices as well as how they guide students in culturally contextualized practices. The perseverance of this study is to apprehend why do science teachers belief on single reality that encumbers activity-based instruction leading to inquiry-based wisdom. And, also this study will help to transform the traditional science classroom pedagogy (chalk and talk approach) into inquiry-based practices through meaningful engagement of students in the school garden and by doing science practical activities. Classroom-based participatory action research (PAR) offers a platform by which science teachers act as co-researchers, can contribute to the co-creation of knowledge and its production through classroom practices. The research design is the PAR approach that will support for transformative learning. PAR advocates the ideas of critical reflection and helps of being reflexive helps to co-create learning to ensure the participation of students and teachers. It also attempts to answer the question: What role can PAR plays in facilitating inquiry-oriented learning in the basic schools in Nepal? I found that the science teachers' positivist position was embedded within the broader concerns

regarding the pedagogical practices that retrogrades the meaningful engagement of students in the classrooms. Moreover, the science teachers' positive emotions and motivation towards the nature and scientific inquiry are important driving forces for his/her practice of inquiry.

Keywords: Co-creation of knowledge, Meaningful engagement, Participatory action research, School garden

#111

02. **Understanding and Usage of Questioning By Mathematics Teachers: Strengthen an Innovative Teaching Approaches**

Niroj Dahal
Kathmandu University, School of Education, Nepal

Teacher understanding and uses of questioning in mathematics is an important dialogical tool for teaching. In this paper, I portrayed the existing classroom practices to strengthen innovative teaching approaches. For this, narrative inquiry approach has been used to focus on experiences of six mathematics teachers working in schools (community and institutional) in Kathmandu Valley, Nepal, by using criterion-based selection strategy. It aims to examine the complexities of experiences by gaining insight into how understanding and uses of questioning in mathematics classroom are embedded in mathematics teachers' multiple and uniquely situated experiences. In doing so, this inquiry views from various theoretical lens, namely, sociological perspectives, behaviorists to constructivists approaches, categories of questioning as per expertise, critical pedagogical perspectives and algorithmic and daily life practices, for analysis how interlock to create unequal power relations in mathematics classroom exist while questioning from teachers' view. With those issues in mind, this paper was designed to explore the following research question, how do teachers narrate their experience of understanding and usage of questioning in relation to mathematics pedagogy to strengthen innovative teaching approaches?

Subscribing to a narrative inquiry for meaning-making, my paper foregrounds the six mathematics teachers voices and experiences, power relationship about whose experiences are valued and whose voice can be heard in their mathematics classroom while questioning to students. In conclusions of my study, the majority of the mathematics teachers seem to be conformist mathematics teacher at the beginning of their teaching career but later on, they were nonconformist by being flexible enough in questioning. Further, the majority of my research participants asked more questions within the simple to complex level and

highly focusing on simple (low level) questioning, claiming to encourage students in logical reasoning, mathematical reasoning and everyday mathematical skills. Finally, this paper may help both pre-service and in-service teachers as well as teacher-researchers to be well aware of their questioning practices for innovative teaching approaches by reflecting on the questioning strategies they use in their own mathematical classroom.

Keywords: questioning, dialogical, mathematics pedagogy, criterion-based selection, behaviorists to constructivists

#112

03. **Understanding of Villagers Toward Female Ex-Combatants: A Challenge for Sustainable Peace and Prosperity**

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Kathmandu University School of Education, Nepal

This paper explores the understanding of villagers towards female ex-combatants in Nepal. The post-conflict culture began after signing the comprehensive peace accord in 2006 that ended the 10-year long Maoists armed conflict which was commenced in 1996. The peace accord stated for the reintegration of ex-combatants after disarmament and demobilization. The ex-combatants returned the village without identifying the understanding of villagers towards them immediate after the cantonments dissolved in 2012. Knowing the understanding of villagers in post-conflict situation is important for the ex-combatants to deal in daily life. Previous studies revels that the villagers have their own opinion on wartime torture, atrocities and misbehavior forced by combatants and combatants conduct with villagers in post-conflict situation. The understanding of the villagers is differed because of the villagers' education, socio-economic and political background. Furthermore, it also impacted in understanding of villagers because of the ex-combatant's discriminatory behavior during the war and in post-conflict. As consequence, the ex-combatants confronted in assimilation with villagers. However, very few scholars have been written the accounts of villagers towards ex-combatants. Thus, this paper fills a gap in literature on understanding of villagers towards female ex-combatants. Based on the individual in-depth interviews with 23 villagers including local leaders and ex-combatants this study explores the understanding of villagers towards female ex-combatants. The study finds that the villager's understanding has been changes because of not fulfilled expectation of the villagers by the ex-combatants that declared during the war. The combatants stated that they will develop

the village, end discrimination and ensure equality to all villagers. The development does not materialize in the village. It arises the unhelpful understanding of the villagers towards the ex-combatants after the reintegration into the society. The understanding of villagers is not unanimous towards reintegrated female ex-combatants in post-conflict culture. Due to the mixed understanding of the villagers towards female ex-combatants they are facing challenges to interact with villagers at local level. As a result, the ex-combatants excluded to participate in village activities. The sustainable peace and prosperity for female ex-combatants are being miraged due to the contrasting understanding of the villagers. Thus, the paper suggest that more effort can be made to educate the villagers about female ex-combatants to ensure the peace and prosperity in the village.

Keywords: Female ex-combatants, reintegration, sustainable peace, villagers' understanding

#113

04. **Participatory Planning for Contextually Relevant Professional Development of Basic Level Teachers: Experiencing Teachers' Collaboration and Reflection in a School of Rural Nepal**

Parbati Dhungana

Kathmandu University, School of Education, Nepal

Lack of common purpose among teachers constrains their engagement for professional development. To this reference, collaborative participation of teachers in planning for their own professional development seems to be an important condition for contextually relevant, and yet sustained improvement practice. As suggested by few practitioners in this field (e.g., Wenger, 2000; Kemmis and McTaggart, 2005), working with teachers' collaboration and reflection is an alternative way out. To this concern, positioning my role as Participatory Action Research (PAR) facilitator in a public school of rural Nepal, this paper unfolds our (teachers' community, and the researcher herself) experiences in collaborative planning for contextually relevant teachers' professional development. This paper also unfolds how we made participatory needs assessment, reviewed the related literature in this area, and identified context-specific problems focused to teachers' professional development. Further, the paper brings into surface how we collaboratively mapped the available resources and possible challenges; and how teachers worked in collaboration, and continuously reflected upon their practices. To this end, this paper is a detail of our evidence-based experiences and learning in developing collaborative

culture. It is also about our collaborative engagement throughout the very initial phase of PAR planning process. The paper, thus, brings into surface the findings that developing collaborative working culture in hierarchically accepted bureaucratic schooling structure is a time-consuming process. Likewise, managing the power dynamics among school stakeholders is itself challenging. Making slow steps for improvement, working through community of practice and praxis is suggested to be a possible way out to establish collaborative culture, and sustain the contextually effective learning process of the teachers.

Keywords: Participatory action research, teacher's collaboration and reflection, contextually relevant professional development

#114

05. **Cognitive Diversities in Mathematics Classroom as Opportunities and Challenges: An Auto/Ethnographic Inquiry**

Shiva Datta Dawadi
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In this research study, I have completely concentrated on investigating critically my experiences of being dis/empowered by cognitive diversities among students in the class of mathematics so as to explore different opportunities and challenges aroused by the cognitive difference among students. In order to address this purpose, I have constructed two major research questions as; how have different ideologies shaped me towards conceiving cognitive diversities among students as a problem for meaningful teaching-learning environment in mathematics? And, how have I been utilizing cognitive diversities of my students as assets for a meaningful teaching-learning environment in the mathematics classroom? For this, I was guided by the framework of multi-paradigmatic research design (Taylor, Taylor & Luitel, 2012) using interpretivism, criticalism, and postmodernism. Keeping myself within multi-paradigmatic research design space, I employed auto/ethnography as a research methodology and writing narratives as a method of inquiry. Auto/ethnography encouraged me to situate myself within my culture and enabling me to explore my multilayered images of my educative practice through the interaction of 'self' and 'other' (Luitel, 2009; Custer, 2014). With the help of number of unfolding lived and living experiences of my past and present, I have de/constructed bundles of ideologies of the mathematics teachers (including me) about mathematics, mathematics teaching/learning which led me

(somehow, Nepalese mathematics teachers) towards conceiving cognitive diversities among students as the barrier for the meaningful teaching-learning environment. With the deep involvement into my narratives, the majorities of the teachers are not still ready to accept the importance of fallibilistic nature of mathematics. And, they come to the class with their absolutistic thought accordingly. Even though many student-centered teaching methods have emerged and emphasized, we (teachers) still keep ourselves at the center of teaching-learning process rather than students which in/directly motivates us to take the differences among students as their weaknesses. Finally, based on my narratives, I have decided that most of the Nepali mathematics teachers are heavily guided by absolutistic ideology (Ernest, 1996) of mathematics, perennialistic ideology (Cohen, 1999) in the content to be taught and conservative ideology of teaching (Sherington, 2015) based on the technically oriented perspectives and all these motivate teachers (have been motivating myself for a considerable time of my teaching/ learning journey) to perceive the cognitive diversities among students as a challenge for creating a meaningful teaching environment in the classroom. Based on my personal experiences and observations within my surroundings, I have identified that cognitive diversities among students can be used as an asset

of the classroom for creating a meaningful teaching-learning environment in the class which can help the teacher and student from various aspects in relation to the betterment of teaching-learning process. Finally, this research study is significant to me to take a shift from conceiving diversities among students 'as a constraint' to 'as an asset' for creating a meaningful teaching-learning environment in the classroom and hopefully others too.
Keywords: Cognitive Diversities, Opportunities, Challenges

#115

06. **Journey Towards Understanding Mathematics Curriculum: A Process of Self Transformation**

Laxman Luitel
Kathmandu University School of Education, Lalitpur, Nepal

This research paper is one of the sections of my MPhil dissertation in title *Nexus Between Different Images of Mathematics Curriculum and Pedagogical Practices* which is on the process of reviewing and writing based on auto/ethnography methodology under the multiparametric research paradigm. The purpose of the dissertation is to investigate the teachers (Myself) understanding of the images of the mathematics curriculum in developing and applying mathematics

pedagogies in our practice as a mathematics teacher. Social constructivism, transformative learning theory, and the knowledge constitutive interests are the major theoretical lenses. Thus, this paper portrays my understanding towards mathematics curriculum as a child in which I spent the time with my family members, a student from school to university as well as teacher-researcher. I have presented my understanding of mathematics curriculum metaphorically consider as different images such as *curriculum as a textbook, curriculum as a list of content: whose content is it? Curriculum as the arrangement of mathematical problems and curriculum as foreign text.* I have discussed and created those images based on my experience of working in the field of mathematics education and represented through the story. Discussing those images of mathematics curriculum enables me to critique the traditional practices of understanding mathematics curriculum, reflect upon curriculum theories, as well as to transform the teaching practices from traditionalist to constructivist approach.

Keywords: Mathematics curriculum, Curriculum images, pedagogy, self-transformation

Concurrent Session F

PAPER ABSTRACTS

#116

01. Sustainable Medical Waste Management in Bangladesh: Strategies, Constraints and Recommendations

Shishir Reza[1], Sharmin Akter[2], & Nurul Alam[3]
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[3]Bangladesh Agricultural University, Bangladesh

To ensure environmental security and toxicants free nature, sustainable medical waste management is indispensable. The study was conducted in some selected Health Care Establishments (HCEs) of Ishwarganj Upazila under Mymensingh District. For the evaluation of medical waste management capacities, 1 government hospital and 7 private diagnostic centers of Ishwarganj Upazila were selected. Data were collected from total 78 respondents, among them 34 patients, 8 administrative officers, 2 doctors, 15 technicians, 12 cleaners and 7 nurses to inspect the presented medical waste management, level of awareness and training of the individuals involved in the hospital premises. In Addition, data were collected from each Health Care Establishments (HCEs) to quantify waste generation rate that found to be 1.08 kg-1bed-1day-1 and 0.31 kg -1patient -1day-1. The percentage of reusable waste, sharp waste, infectious waste, general waste and chemical and radioactive waste generation were 11.3%, 10.75%, 9.13%, 67.5% and 1.5%, in that order. In this study, respondents provide their outlook in relation to nearby discarding places of waste in open dumping at Kachamatia river site (very inimical for river ecology), pits, municipal dustbin and others respectively 50.68%, 30.14%, 10.16% and 8.22% of total respondent. About 30.5% respondents stated as adequate of existing hospital waste management, rest 69.5% stated as inadequate. In the statistics of getting training, 35% staffs got training and 65% staffs did not get training on sustainable medical waste management strategies. In relation with the training methods 64.5% respondents showed their interest in video and lecture

method, 19% for video, 11.5% for lecture and 6% for other methods. This paper explains the importance of sustainable treatment of medical waste for nature-ecology nexus. Finally, some recommendations are provided for superior management of medical wastes.

Keywords: Sustainable Medical waste, treatment, Environment, Training on Medical Waste Management

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#117

02. **Factors Impacting Nepali Teachers' Implementation of Classroom Reform**

Miriam Ham
CQUniversity, Australia

The reforms of the Nepali education system are driven largely by international policy. Research conducted as part of a PhD study aimed to identify Nepali teachers' beliefs about reform, with reference to the changes being required in their teaching practices. The research examined teachers' beliefs about their practice through a mixed methods methodology including a survey, classroom observations and focus group discussions. It was found that Nepali teachers strongly agreed with the flexible, individualized approach underpinning the learner centered teaching practices introduced in the reform. However, in the discussions about their enactment of reform, teachers readily acknowledged that their implementation of training received was limited. Their comments were supported by the results of the classroom observations. The study identified that teachers discussed a range of features within their teaching context that impacted their practice. These factors were differentiated as having a direct impact and an indirect impact. Those that impacted directly stemmed from systemic structures or routines, like high stakes testing, within the Nepali educational context. The factors identified as having an indirect impact on teachers' practice also stemmed from their context, for example commensuration, however the impact came from the teachers' beliefs about the factor that rather than the factor itself. The findings of this delineation is relevant for the designers of teacher training, policy makers and school leadership as it highlights specific aspects that need to be explicitly addressed to assist teachers to make pedagogical change. The research fits within the conference theme of context responsive wisdom and knowledge for sustainable futures in that they represent the collect voice of Nepali teachers practicing whose aim is to enact the reform in their classrooms. The research highlights the teachers' considerations

of the change being brought to their context and responds to their recommendations for implementation of reform in a sustainable context suitable way.

Keywords: Nepali teacher practice, educational reform, factors impacting teacher practice

#118

03. **An Interface: Creating a Transformative Curriculum and Taking into Account Personal Transformation**

Swaroop Sampat-Rawal
Independent Educational Researcher,
India

The ultimate purpose of education is to help students and their teachers create meaning in their lives, bring about personal and societal change. Transformative educational research (TER) has the makings to bring about personal and societal change. TER concerns intangibles such as human intuition, serendipity, unpredictable events, implausible hypotheses, a well-prepared mind and often interpersonal communications.

There are numerous researches which suggest that life skills education supports positive social change and sustainable development, by promoting democracy, social equality, and environmental sustainability. By augmenting self-growth life skills education fosters resilience, an ability to manage emotions, maintain authentic relationships, creating well-rounded citizens who cause healthy communities. A well drafted life skills education curriculum, using innovative teaching approaches, can be seen as a Transformative curriculum.

 In this paper I discuss a long struggle I experienced while I tried to draft the life skills educational policy for India. I was a part of a group of people, who had participated in the life skills education chitan shivir (workshop). We were a mixed group of people ranging from teachers to researcher from social workers to individuals from corporate. Seeing that the group ranged from researchers to NGOs during the two days of the workshop we had intense discussions. There were huge conflicts of interest with most of the members seeing education as a matter of monetary gain. After the chintan shivir the Government involved National Council of Educational Research and Training (NCERT) which was formed to promote and conduct educational research, experimentation of innovative ideas and practice. I believe how faculty members engage in curriculum development and their ways of engaging are related to their understandings of curriculum, and their teaching and research experiences. However, their values and work ethics

play an important part. In these issues lay the conflict.

'How well could I deal with conflict situations?' How persistent was I in maintaining my goal and vision? How resilient was I? Could I adjust and adapt my action plan? This article deals with how I confronted tradition to create change.

As a Living Theorist I describe this journey of my transformation as I try to negate the contradictions I experienced while working with the group. Living Theory research is a form of self-study research in which practitioners research questions that are important to them to generate their values-based 'explanations of their educational influence in their own learning, the learning of others, and the learning of social formations' (Whitehead, 1989).

Keywords: Transformative Curriculum, Living Theory research, Life skills education, resilient thinking

#119

04. **Teaching and Learning Through Different Paradigmatic Lenses: From Positivism to Multi-paradigmatic**

Binod Prasad Pant[1], Bal Chandra Luitel[2] & Peter Charles Taylor[3]

[1/2]Kathmandu University School of Education, Nepal
[3]Murdoch University, Australia

Transferring knowledge from one generation to another is as older as human civilization, and different societies have been practicing it in the different forms since ancient times. In the premodern period, the emphasis was on religious aspect and the various rules and patterns of the universe in which a guru was considered as the representation of higher self, and the transmission of knowledge from one generation to another was the purpose of teaching. In the modern era, the materialist perspective gave rise to outward and peripheral activity by challenging the religious aspect in relation to establish the singular notion of truth and knowledge. The anthropological turn created a space for learner-centric perspectives in teaching and learning believing that truths are established through the social process and meaning making is the central goal of teaching and learning. The critical paradigmatic view advocates the necessity to raise the voices of marginalized people of the society through critical pedagogy. The focus here is on empowerment and inclusion. In the recent years, the postmodern perspective has provided a very useful space for teaching and learning by emphasizing on learners' own autobiographical reflection and by using

various genres in teaching and researching. As teacher educators, in recent days, we argue that we need to take all those turns as useful referents, and we can use some useful elements of all eras that is helpful for us to transform our teaching and learning practices thereby being aware with their limitations. In this paper, we argue multi-paradigmatic approach of teaching and learning by critically examining our deeply rooted beliefs and practices towards certain framework of knowing and teaching.

Keywords: transmission of knowledge, meaning making, critical pedagogy, autobiographical reflection, multi-paradigmatic pedagogy.

#120

05. **Art Integration of STEM Education: STEAM in Chemistry Learning for Engaging Students in Critical Thinking Skills Development**

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This paper describes the second year of a two-year longitudinal study of the integration of Science, Technology, Engineering, Art and Mathematics (STEAM) in chemistry learning in secondary schools in which the importance of critical thinking skills and STEAM integration were explored. In Indonesia, the current curriculum of Curriculum 2013 embraces the pattern of students' character development and higher order thinking skills. Curriculum 2013 was developed based on 21st-century learning principles including critical thinking skills which should be implemented in all subjects, including chemistry. The paper focused on the students' transformation process in their critical thinking through the STEAM approach.

The study involved 76 students of Year 11 from two secondary schools in Indonesia. The STEAM integration was implemented in chemistry learning through a project-based learning model. The students worked on the STEAM projects of hydroponics plants and Goldfish aquarium which related to the topics of acids and bases through the five steps of Relating, Planning, Developing, Cooperating, and Transferring. The research employed the interpretive research to explore the integration of STEAM in chemistry for students' critical thinking skills development. Data were collected and generated through narrative inquiry, interviews, observations, and reflective journals. The students had opportunities to develop their projects by integrating chemistry concepts and STEAM principles.

The results of the study were analysed based on the pattern themes found in different data sources. It showed that students developed critical thinking skills by expressing ideas, making connections, and criticizing the issues given. The researchers faced the challenges of integrating STEAM within the Indonesia chemistry curriculum, empowering teachers, engaging students, and managing the teaching, time and resources. Students were of the opinion that the integration of STEAM provided opportunities for them in their chemistry learning engagement and several areas of thinking skills development concerning the current curricula objectives.

Keywords: STEAM, chemistry learning, critical thinking skills, secondary schools

Poster Abstracts

(Poster Session)

Poster Session

POSTER ABSTRACTS

#01

Child Emotional and Psychological Abuse in Susan Hill's I'm the King of the Castle

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October 6 University, Egypt

Emotional or Psychological abuse of children is a form of social observable violence; its conception has been debated in theory and research for many years. It is a serious issue for many children, teens, and even adults. Recent research suggests that the combination of many risk factors provides the reasons for child abuse and neglect. The consequences of Emotional or Psychological maltreatment may be more prevailing and destructive than the other forms of abuse such as physical abuse and sexual abuse, although it is "the least studied of all the types of abuse." (UCAN 6) The number of child deaths caused by this form may actually be much higher than expected. Although the victims of abuse attract our empathy, the ecology theory explains certain common elements that contribute to the causes and consequences of abuse against children, such as psychopathology, poverty, low self-esteem, alcohol, drugs, and society itself. The present paper discusses how a child may respond to being emotionally abused and what behaviours may result. The reader-writer response either to the child-child abuse or to the parent-child abuse is also considered.

The theory of psychosocial development, set by the German psychoanalyst Erik Erikson, influenced by Sigmund Freud, is applied to Susan Hill's I'm the King of the Castle, exploring how many negative effects and outcomes inflict a victim of child emotional abuse from his parents and counterparts. These 'consequences', effects or behaviours may lead to the death of the abused child as portrayed in the story of Kingshaw, a child who is involved in psychological and physical abuse. He experiences two forms of maltreatment: from his own mother and a peer-child, an abuser who himself is a victim of emotional abuse by his father. Emotional abuse involves rejection, indifference, ignoring, and terrorizing and verbal abuse words that can dramatically affect the child. This form of abuse can affect a child's

interpersonal, cognitive, emotional, and behavioral health. (Hines et al., 2013) The abused child becomes anxious, depressed and aggressive, and even suicidal.

This paper is organized in a progressive framework. It starts with a definition for child emotional abuse, followed by a discussion of the consequences of child abuse and neglect. The conclusion sums up the ideas raised in the paper.

Keywords: Emotional or Psychological abuse, Peer and Parental abuse, children as victims, violence, Suzan Hill, The King of the Castle

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#02

Secondary Level Students' Geometry Anxiety and Ways of Addressing Them

Kamal Kumar Thapa
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Geometry is a very important field of mathematics and it is taught as one of major topic of mathematics in school level. In Nepal, mathematics is a compulsory subject in school level. So, Geometry being a main branch of mathematics in school level plays a vital role in secondary level mathematics curriculum. My past experience while learning geometry in elementary level was more fun because it was like solving a puzzle for me in the form of game and construction. But, when I reached upper/higher level than I started feeling afraid of geometry and it became more abstract and difficult for me than other mathematical parts. Unlike few including myself, the study of geometry has been very boring and complex for secondary level students. So it is perceived by majority of the learners as a very difficult portion of mathematics to understand and learn. So, most of the students are found to have been bored and having the feeling of complexity to learning geometry in the secondary level in grade nine. Anxiety also means tension. It is one kind of phobia or fear. It is a complex combination of the feeling of fear, nervousness and worry. Anxiety is an important variant among the students behind not being successful in mathematics. But geometry is considered as a different field of mathematics by the students and anxiety to mathematics is mostly failed to cover the anxiety towards geometry completely. The study of geometry has been very boring and complex among the students. It is very difficult for them to learn with ease. So, most of the students feel bored and have felling of complexity to the geometry in the secondary level. Most of the students are found less interested in mathematics. So, the purpose of the study is to explore the causes of geometry anxiety in secondary level students. Furthermore, it also aims to

identify the possible ways to minimize the geometry anxiety in secondary level students. Most of the students are having the feeling of frustration in geometry. I am interested to identify why students have frustration in geometry and why do they think that geometry has no use in their everyday life.

I adopted the Interpretivism as a research paradigm and narrative as a research method. I purposively selected two participants (a teacher and a student) from one of the secondary schools of Kathmandu Valley. I used interview and observation as the techniques to collect data. I used both semi structure and unstructured questions in the interview. In this study, I found that students have difficulties in geometry due to the common practices of traditional teaching and learning approach, lack of use of visualization, poor use of geometrical language and concept. It seemed that the majority of teachers do not use concrete materials while teaching geometry. Again, in the study I found that there are different kinds of strategies that could minimize the geometry anxiety. Those strategies are collaborative learning, conceptual leaning, use of the locally found teaching materials and linking it to the real life activities in teaching geometry in classroom as a transformative teacher.

Cooperative Learning: Responsible and Accountable Learning Approach

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Prime College/Patan Multiple Campus

Cooperative learning (CL) is a "student-centered" instructional approach of learning in a team on assigned task in which each and every member of the team is held responsible and accountable for the complete content of the assignment. It helps the students (school/undergraduate/graduate) to work in a team as each and every student in a group get actively involved/engaged in active learning. In this approach, students are grouped together with higher-achieving students with low-achieving students so that each and every one gets an opportunity to learn from each other's knowledge and experiences.
Cooperative learning increases academic learning, improves the critical thinking ability, motivates students to learn, develops peer- relationships, helps to share information, helps students to consider other people's point of view, develop collaborative skills and so on. Therefore, in the perspective of Nepal, the quality of student can be raised and achieved through the use of cooperative learning approach which not only helps the students for cognitive development but prepare students for affective competencies and develops

critical thinking skills of the students on the subject matter with high responsibility and accountability.

Above all, it also help in developing six pillars of higher self-esteem (living-consciously, self-acceptance,self-responsibility,self-assertiveness,living-purposefully,and personal integrity) on students. Students learned through cooperative method exhibits better social skills, higher performance and esteems as compared with competitive (working against each other to achieve an academic goal for higher grade like A and A+ that only one or a few students can attain) and individualistic (working to accomplish learning goals unrelated to those of the other students) learning methods.

Enhancing the Accessibility and Quality of Higher Education Institute through the use of Information and Communication Technology

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Kathmandu University Nepal

Changes in the economic and social fundamentals call for transformation in the skills, capabilities and attitudes of the masses. This requires a shift in the delivery and pedagogy used in the current higher education system. The purpose of this paper is to investigate the opportunities and challenges of integrating the Informationand Communication Technologies (ICT) in higher education system in Nepal. One can easily advocate the need of doing this as easily accessible, affordable and quality higher education helps to promote the current economic state of the nation.

The major focus of the paper is on the benefits that ICT integration in education can provide, right from breaking time and distance barriers to facilitating collaboration and knowledge sharing among geographically distributed students or learners. Qualitative methodology with in-depth interview and observation of live classroom would be adopted. The findings reveal that it also facilitates sharing of best practices and knowledge across the globe with content. Moreover, ICT has increased the flexibility of delivery of education so that learners can access knowledge and content anytime and from anywhere with their own pace. It has also influenced the way students are taught and how they learn as now the processes are learner driven rather than teacher-centers. This in turn, would better prepare the learners for lifelong learning as well as to contribute to the academic industry. It has also helped to improve the quality of learning and thus contribute to the economy. It provides several tangible and intangible benefits for all stakeholders involved in the economic growth of the country.

Furthermore, wider availability of best practices with content in education, which can be shared by means of ICT, can foster better teaching. ICT also allows the academic institutions to reach marginalized groups and international educational markets. Thus, ICT enabled education is expected to ultimately lead to the democratization of education particularly in developing countries like Nepal, effective use of ICT for the purpose of education has the potential to bridge the digital divide as well. Key examples of Open University, Moodle system which is a part of E-learning center in Kathmandu University and use of power point projector while delivering lectures will be provided.

Keywords: Higher education; ICT; Qualitative methodology; and Moodle

#05

Physical Facilities for Meaningful Teaching-Learning Environment in Graduate Schools

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A graduate student would spend over 7000 hours during his/her four years stay in a graduate school out of which over 80% of time is spent in the classrooms. While inadequate lightening, noise originating from outside or inside of the classroom, low air quality, deficient heating and cooling system would certainly have a negative impact on the performance of the students, the stimulating environment and overall safety would enhance the teaching-learning environment. This paper aims to put an effort in finding out the current situation of physical facilities in selected graduate schools in Nepal. It was found that the classrooms would accommodate 35 – 150 nos. of students in a class. Theater style classrooms were found in very few buildings. Often the seating arrangements were found complicated, for example, a student seating against the wall would not go out without disturbing his/her neighbor. Students seating at the back often complain that they do not hear the teacher or see the written texts at the whiteboard. Behavior related issues are also associated with poor teaching-learning. There were incidences where students would compact themselves in a small area and often confine themselves in either using mobile phonesor talking each other while a teacher is busy in lecturing.

In addition to the classrooms, laboratories, computer room, canteen, hostels, toilets and libraries are other key infrastructure facilities which are used by the students. These facilities would demand a specific per student areas and should not be decided in ad-

hoc basis in newly designed facilities. There are issues related to toilet facilities. Traditionally, male toilets are equipped with defecation pans and urinals but the female units are only with defecation pans. As of the growing numbers of female students in the schools, and adequate number of facilities essential for both gender. The paper highlights some of these issues and provides recommendations for further improvements.

Keywords: Graduate Schools; Infrastructure; Environment; and Teaching learning

#06

Prospects and Challenges of Using Technology in Mathematics Education

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This presentation highlights some key prospects and challenges of using technology in mathematics education in Nepal. High school students are expected to learn the use of technology to be a competent problem solver in this world. Teachers also are expected to use them in an innovative way so that students are prepared for their future work and challenges (Faggiano, Ferrara, & Montone, 2017). Technology can support learning when appropriately integrated with teaching techniques, curriculum, and assessments. Computer technology can support learning, and that it is especially useful in developing the higher order skills of critical thinking, analysis, and scientific inquiry. Mathematics is considered to be one of the most complicated and difficult subjects at one side and many students consider it as one of the most boring subjects due to lack of interest in the topics being discussed. This phenomenon greatly challenges teachers and educators to develop good study habits in the students as well as to prepare them for grasping basic concepts. It is more important to think about creating mathematics lessons with the integration of technology so that students show interest in the subject and are motivated towards learning so that learning is more enjoyable and interesting, and resulting in improved attention. Moreover, The Government of Nepal has implemented different programs related to ICT in education through a Master Plan that includes four major components: ICT infrastructure including internet connectivity, human resources, content development and system enhancement, in line with the four pillars of ICT in Education (MOE, 2013). The implementing of technology in mathematics education has many challenges like geographical diversity, costly infrastructures, lack of awareness & attitude, readiness teachers to use technology, and trained facilitators. We

some insights from literature and our lived experiences to inform the teaching of mathematics with ICT amid several challenges.

#07

Schooling in the Shadow: Roles of Private Tutoring in Students' Learning in Nepal

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This presentation focuses on the process, reasons and consequences of private tutoring as perceived by the secondary level teachers and students of community schools in Nepal. The very purpose of private tutoring is to complement the mainstream education. Therefore, as there is change in mainstream education the content and method of private tutoring also changes (Bray & Lykins, 2012). "For high achieving students, where educational needs are not fully satisfied, may look for private tutoring. Likewise, low achieving students may want to receive supplementary out of school education that will strengthen them in their weaker areas of study" (Upadhaya, 2005). So, the shadow education is becoming an inseparable component of mainstream schooling in Nepal. This is a qualitative study based on the data generated from focus group discussion and interviews.

The article exploresthat the students perceived improved learning through private tutoring even though there is no any significant difference in pedagogical practices than in the mainstream schooling. Exam focused learning, poor classroom teaching, peer culture; parental pressure and indirect pressure from their teachers are the main reasons behind receiving private tutoring. However, improved learning by immediate support and feedback from their teachers and development of self confidence among students are positive consequences of private tutoring. Similarly, thereare the negative consequences of private tutoring learning such as onlyto pass examination, lack of students' attention during classroom hours, extra financial burden for parents and teachers less to teach during regular classroom.

Keywords: Shadow education, private tutoring, mainstream schooling, pedagogy, students' learning

#08

Key Issues and Challenges of Teaching Science and Mathematics in High Schools

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Mathematics and science are considered as the most difficult subjects by majority of students in High Schools. Only a handful of students are found comfortable with these subjects. However, the current trends in Nepal indicate that a significant number of students would like to enroll them in Science Stream. The two main reasons for this are: engineering and medical professions are considered prestigious in the society and psychological pressure created by parents who would like their wards to pick up the careers of engineers or doctors in future. Therefore, even the students who could not make mathematics or science as favorite subjects and are relatively weaker in computational or conceptual skills are forced to continue their studies in science stream. Thus the students with no or limited competence in these technical subjects realize their limitations in the higher secondary level either change the stream and move to management, or liberal arts fields or do not pursue further study.

Subjects like mathematics and science are different to other subjects in the ground that they need objective analysis and experimental investigations. Exposure to field and practical classes can complement the theoretical learning. Currently, there are a few laboratory based classes and practical projectsmade mandatory in most of the schools. However, these are becoming rituals and student fall victim of plagiarism while submitting the these reports and collecting the data. Practical classes, which serve as the building blocks of the conceptual learning have never been taken seriously in our schools and colleges.

A major share of the students are subjected to loose their imaginative power which is largely due to the influence of electronic devices. Even for simple calculations, mental estimation techniques are not used. All these works are done by the laptops or calculators. For instance the simplest multiplication i.e. multiplication by hundred or by thousand are also done with the aid of calculators. Many students even fail to understand that the multiplication or division of a decimal number by the powers of ten is all about shifting the decimal place to the right or left.

Another confronting issue linked to the disability of many students who loose

their interest in the captioned subjects and cannot develop a sense of passion is due to the use of second language as a medium of instruction. Both teachers and students are not comfortable to express their feelings and thoughts in English. The mandatory provision of English while teaching these courses have created additional burden. The concepts of mathematics and science can be taught in much better way if the mother tongue is used. However, even the elementary grade students are now forced to learn in English. They fail to ask any questions to teachers as they can not express themselves in a second language. This paper sheds some light on these issues and challenges and offers key recommendations for further improvement.

#09

Collaborative Teaching and Learning Mathematics: Issues and Challenges

Sher Singh Rawat
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The teaching and learning of mathematics in schools of Nepal is primarily focused traditional teacher centric approaches. Teacher centered teaching methods like drills, memorization and deduction, that makes mathematics learning less meaningful for students. Besides this traditional teaching approach, collaborative mathematics teaching and learning method is more interactive, interesting and useful to daily life. Co-operation, interaction group work, discussion, game and sharing are techniques of collaboration. Collaboration is helpful in mathematics learning in a meaningful and enjoyable way. Students are able to visualize mathematics to their context in the learning process. Various types of collaborations such as, think pair and share, jig-saw group works, project-based learning, games, practical oriented activities, activities-based learning, and math lab activities, exhibition and projects were designed and implemented in a school. Based on the implementation of these collaborative activities, it is observed that mathematics learning through collaborative activities is helpful for learning mathematics as well as all-around development of students. Students are actively engaged in the learning process. They learn mathematics enjoying with collaborative activities. They even invite other individuals to participate in the collaboration. Apart from learning mathematics, students also learn different skills, such as working in a team, leading group members, communication and presentation, creativity, etc. All mathematical concepts from school to university level can be well understood through co-operative learning. Grouping students

by performance, insufficient knowledge and lack of practice of teacher, lack of teacher training, teacher, administrator's belief, and infrastructure for collaborative teaching and learning, assessment system, equity and equality and management of classroom according collaborative instruction are major issues and challenges of collaborative teaching and learning. Moreover, study tries to find the weaknesses, challenges, issues and different forms of collaborative teaching and learning of mathematics. This is an auto/ethnographic study. Furthermore, the theory of social constructivism is applied to generate theme; that regards teaching and learning as a more interactive and meaningful process than drill-oriented and traditional teaching. This study is success to establish better aspects of constructivist collaborative approach of teaching and learning of mathematics than the traditionalist teacher-centric approach.

Keywords: Collaboration, collaborative teaching learning, constructivism, social constructivism

Relationship of Teachers Motivation and Performance of Community Schools in Lalitpur Metropolitan City of Nepal

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The relationship of teachers' motivation and performance is importance to accomplish sustainable development. Teacher's performance is determined by their skills and motivation. Government of Nepal hire the teachers maintaining the government standards. Another side, motivation is very important dimension which always influence in the performance. When teachers have strong degree of positive relationship between motivation and performance the productivity ultimately contribute to accomplish sustainable development. Strong degree of positive relationship between teachers' motivation and performance is the symbol of effective teaching and learning process. Effective teaching and learning process might help to transformative changes in the community. Education helps to develop human resources providing knowledge, skills and capacity building. Quality education is one of the major dimension of sustainable development. The overall quality of education is associated with the students' learning achievement and

the performance of teachers. The major purpose of the study is to examine the relationship of motivation and performance of teachers in the context of Nepalese community schools. Specifically, the researcher intends to examine the relationship between teachers' motivation and performance through survey research design. 219 teachers from the community schools of Lalitpur metropolitan city were selected by cluster sampling. The five-point Likert scale was used to collect the data from 219 respondents. The data were analyzed by the statistical tools such as frequency, mean, Pearson Correlation Analysis. The findings stated that intrinsic and extrinsic motivation had moderate degree of positive correlation with the classroom environment, instruction, and professional responsibility whereas, Intrinsic and extrinsic motivation had weak degree of positive correlation with the planning and preparation. So, to accomplish the transformative education and sustainable development there have to maintain strong degree of positive relationship between intrinsic/extrinsic motivation and dimensions of performance.

Keywords: Motivation; Performance; Relationship; Sustainable Development; Transformative Education

#11

Reflections on Reflective Practice in Mathematics Education

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Reflective practice is a common phenomenon in many professional areas for improving practice through contemplation on/for action. Graduate level mathematics education courses include reflective practice as an essential component of the continuous assessment of student progress in reading, writing, and reflecting on their thinking of what they learned. Taylor (2007) discussed three layers of reflective practice—technical reflection, practical reflection, and emancipatory reflection. These reflective practices align with the Habermas' (1972) three knowledge constitutive interests. The purpose of this presentation is to reflect on challenges of writing reflective/reflexive journals throughout courses in mathematics education at Kathmandu University School of Education. In various graduate courses, we are asked to write reflective journals on our experiences of learning the contents and various concepts through

the process of class discussion and further reading of literature. The intent of the course is to help students reflect at the three different levels mentioned by Taylor (2007). The first kind of reflection focuses on instrumental actions with tasks, for example, writing descriptions of what happened in the class and what contents were covered. The second kind of reflection is more communicative and interpretive in nature, building relationship among actors while making sense of interactions in the classroom. The third kind of reflection is more transformative in nature, engaging the reflector in the process of critical thinking on his or her roles and placing oneself in the stage of development through conscious writing going beyond the limitation of classroom boundary. In our experience, the challenge is that most of us reach barely to the practical reflection. This challenge arises from – lack of confidence on content, loose connection between content and practice, and low motivation to writing as a process. We suggest that both course facilitators and students should focus on active engagement in discussion crossing the border of classroom context and contents to the broad vision of liberation of self-others with the transformative writing of reflective journals.

#12

Cognition of Students Among Institutional Schools in Kathmandu Valley

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Kathmandu University, Nepal

This study titled 'Cognition of Students among Institutional Schools in Kathmandu Valley' debates the concept of quality of education. The study also contextualizes multiple themes within the TERSD conference, especially, 'Mindful inquiry' and 'Assessment and evaluation.'
The notion of quality education is a hotly contested issue throughout the world. It is more complex in a country like Nepal, because there are no other definitive guidelines for measuring the quality than test scores. In the last two decades Institutional schools have become providers of quality education, because of their continued monopolized success in the nationalized examination. With experts intimately tying 'life chances' to performance in SLC, it was called the 'Iron Gate.' But no study has yet empirically investigated the association between SLC performance and life-chances. Assessment has become one of the quintessential facets of education in Nepal. The 2016 education amendment bill changed assessment system does not address the real issue: quality or lack thereof inside the classroom. In fact, the new assessment policy has deteriorated

students' performance and even motivation.

Rather, it is appropriate to measure quality in terms of cognition: the catalyst for students' social development in terms of learning, thinking, and reasoning within school environments. Cognition has also played a major role in influencing educational assessment practice spurring growth of tools and measures used to evaluate student competency. One of such tools is the Cognitive Reflective Test (CRT).

Shane Frederick who founded the CRT, through series of experiments concluded that students with higher CRT scores were more patient and calculated risk takers. The CRT one of the most relevant assessment tools for the dual-theory of higher cognition and has also been used to draw comparison with Scholastic Assessment Test (SAT), American College Testing (ACT) among others.
There has been tremendous proliferation of Institutional schools in the last two decades in Kathmandu Valley, because they provide quality; however, attending some institutional schools is much more expensive than others. This study was carried out to explore whether expensive schools provided better cognition, since cognition is essential for learning effectively.
One of the ingenuities of market is competition – market not only makes firms and its products competitive, but

also makes the cost sensible. Institutional schools in the past 20 years have mirrored other firms, but exhibited huge discrepancy in cost. If quality provided by an 'A' school and a 'D' school is to be measured by test score in the common nationalized examination, why should there be such discrepancy in cost – when they are basically selling the same product?
Pearson correlation coefficient was employed for data analysis of 322 tenth graders students. The findings of the study suggested that expensive schools do not necessarily provide better cognition – the correlation between CRT and cost was .00. Additionally, although there was strong correlation between cost and 'teacher salary' (.77), teacher salary had negative association with CRT score. Hence, the popular consensus that expensive institutional schools with better salaried teachers provide better 'quality' may be a myth.

Keywords: quality education, market, cognition, assessment

#13

Use of Nepali and English Language in Public Places: Trends, Issues and Impacts

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Use of knowledge and skills earned by an individual while engaging them in their formal education is directly reflected on the practical use and application. However, the information dissemination facilities aimed for the mass use are often found with several concerns and issues regarding the correct use of languages. This study aims to present the current scenario of the language use in different types of information dissemination facilities and its impact on language learning process of high school, college and University level students.

The main purpose of writing in such facilities is to deliver message to the audience clearly and concisely. Finding on the basis of the collected data depicts that code mixing, spelling and typographical errors are the serious issues frequently occurring in the language used in boards Additionally, it shows that people are primarily focused on the effective message delivery rather than concerning more on errors, even if serious errors may obstruct to the audience to receive the intended message.

Various types of information dissemination facilities such as notice boards, hoarding boards and banners, are used in public places. An example of code mixing is "special admission offer for गरिबतथाजेहेन्दारविद्यार्थी", found in Local Street of Kathmandu. In that

situation, learners may need to be familiar with both English and Nepali terms to understand vocabulary and phrases, which might cause difficulty in language learning process. Similarly, an example of spelling error is: while writing "special scheme", it was written as "special skeam" and quantity of learners might receive "skeam" as an original form. Additionally, typographical errors such as rasso/dirgha including typing errors are also considering as serious issues found in the language written in board.

The finding of the study indicated some key reasons of such errors occurred frequently in boards are: current education system of Nepal, societal and psychological factors and the trend of negligence of the people involved in board writing. Based on the researcher's experience, it is found that inpublic high school, college as well as in university level; students with English majored are primarily taught in Nepali, because most of the students feel comfortable to understand the content in Nepali rather than English and some teachers are not confident with the English language. Similarly, it is found that private schools are following English curriculum system and Basic Nepali is only one subject to be taught in the Nepali language, so students feel difficulty to deal with it. Finding of the study also supports that the psychological and social factors are

related to parents' decision, judgment and expectations towards their children. This paper finally argues that further rigorous research should be initiated to decrease the errors for effective learning. Additionally, it contends that it is a high time to be aware to maintain the language legacy as well as regular monitoring and evaluation in overall education system should be initiated from the government and educational institutions to address these issues.

The Role of ICT in Transformation of Science Education

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The purpose of education is to intuit students for practical life and professional career. Since technology has become part of life in today's students, it is worth to use Information and Communication Technology to transform education especially science to them. Research reveal that students spend more than 70% of their leisure time using electronic gazettes like mobile, tablets, computer, T.V. and laptops. Despite poverty, illiteracy, deceptions and lack of internet, more than 75% of total population is using communication service in Nepal.It means that they are more inclined to virtual lifestyles rather than reality. After 1990s e-learning has emerged as potential rival to outdated classroom learning with its key strength of being economical, convenience and student friendly(Rana, 2010).Consequently, they are in the verge of replacing books, copies, blackboards and chalks with electronic gazettes because they prefer instant response to their queries, and learning friendly environment. It enhances their concept, curiosity and make them active learner taking the advantage of technology. There is a big gap in students' expectation so they failed to learnbecause of traditional approach of transforming knowledge. It is important to bring change through ICT in education to address growing expectation of students. In the age of digital dynamism, humanoid robot like Sophia has questioned traditional system of transforming knowledge. In Nepal hi-tech communication means like Skype video conference,smart board are getting popular means of digital literacy in few schools and universities. The latest emergence of EMIS, Midas technology andteacher can make difference campaign has been playing important role in teaching and learning. Growing users of Google, YouTube,twitter, LinkedIn, facebook and instagram has significant contribution in informal education. Similarly virtual class as distance learning was milestone achievement for earthquake-affected districts. Government of Nepal also highlights

ICT in constitution, budget speech and policy document as well. These methods not only saved time and money but also focused to control academic corruption, promote teachers professionally, and facilitate both researcher and students. In our context ICT is both double-edged swordand umbrella term so it's talk of the town so educators need to be aware about it. In international scenario UNICEF Meena Campaign, UNESCO future school of Singapore aware people about domestic violenceand develop positive attitude towards subject.Cobun findings, Dale cone of experience are some theoretical backup for ICT. In 1956, Bloom recognized most classroom activities never pushed beyond rote learning so he designed to build learning from basic remembering to more complex skills such as critical thinking and evaluation. I frequently hear teacher saying that you are not made for science, you are just born to work in kitchen or household work rather than science which is for talented students only. Because of some technophobic teachers attitude ultimately created anxiety and phobia among students to think that subject was interesting but subject teacher was boring.

Keywords: ICT, science education, Theoretical Backup, glocal context, Digital divide

Accountability Paradigms for Transforming School Leadership in Nepal

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Accountability is a term used broadly in politics, public administration, and public policy (Portz, 2017) and is increasingly being used in the education sector in recent years (UNESCO, 2017). It is recognized as one of the major factors for effective governance of schools and is critical for achieving desirable results in education. Some studies undertaken in Nepal have demonstrated positive relationship between accountability and student performance (Education Review Office, 2015). Earlier, the Basic and Primary Education Master Plan for 1997 – 2002 envisioned accountability as a measure to ensure quality and equity in school education. The Master Plan stated that Nepal's education financing system was neither linked to school performance nor to teacher accountability. Most recently, the School Sector Development Plan 2016/17 – 2022/23 has highly emphasized accountability as one of the key elements for effective

management of schools, financing, quality enhancement, reward or punishment to schools, and educational equity. Among others, educational rules and regulations are the major legal instruments to ensure the accountability of educational administrators, including school leaders. In the changing political context of Nepal, the accountability paradigm in education is being transformed in recent years. Owing to Nepal's transition into a federal system as per the new constitution, the process of restructuring in progress and as a result, new legal and institutional arrangements are being developed. In the past, various levels of administrative machinery, for example, Resource Centers and District Education Offices worked closely with the school leaders. Some central level agencies were established under the Ministry of Education for policy formulation and support. The constitution has provisioned free and compulsory basic education and free secondary education as one of the fundamental rights for every citizen (Government of Nepal, 2015). Similarly, school education is enlisted in the jurisdiction of local government. These new developments call for reconceptualization of the role of school leaders and the establishment of new accountability paradigms. It is essential to clearly articulate institutional mechanisms and processes that make school leaders accountable. A clear vision and focus on accountability is critical for enhancing the leadership role of school leaders without which the performance of public schools cannot be improved. In this context, this paper discusses accountability of school leaders with seven accountability paradigms - legal accountability, professional accountability, moral accountability, social accountability, financial accountability, and performance accountability. We apply a human rights approach to school accountability as a theoretical frame to understand and explore the seven accountability paradigms (Sulivan, 2003). The method used in this study is 'document analysis' to generate associated sub-themes for each accountability paradigm and explore their relationship in Nepalese context. At the end, we draw some implications of these accountability paradigms for transforming school leadership in Nepal.

Keywords: school accountability, accountability paradigms, transforming leadership

#16

Effects of Principal's Instructional Leadership on Their Teacher Efficacy in Private Secondary School

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This study hunted to examine the effects of instructional leadership behaviors on

teacher efficacy. The literature review examined influenced the nature and implementation of this study. Previous studies were used to shape the lens of this body of work. The focus was at the elementary level examining the perceptions of teachers towards principal and teacher efficacy. Purposive sampling method was adopted for Godawari, Municipality-11, Lalitpur district in Nepal. The two forms of instrumentation included the Principal Instructional Rating Management Scale developed by Phillip Hallinger. The teachers completed the Teacher Self-Efficacy Scale based on the work of Tschannen-Moran and Woolfolk-Hoy. The perceptions of respondents were examined through survey.

This research was primarily based on survey design method. The respondents of three secondary school as census method so the population was of three school only. Among all the full-time teachers of elementary level of the institutional secondary schools of Godawari, Municipality-11, Lalitpur district, 36 teachers were selected (as determined by the sampling formula) randomly as the sample. The data were collected using a structured questionnaire, and they were analyzed using descriptive statistics, correlation and regression. Descriptive statistics were used to find the frequency, mean and standard deviation of level/ status of Principal instructional leadership

behavior and teacher efficacy. The Pearson correlation coefficient and regression analysis were tested on effect of principal instructional leadership on teacher efficacy. It was found that there were significant difference between principal instructional leadership and teacher efficacy.

The findings of this study should add new dimensions to the educational research on instructional leadership and teacher efficacy. It should serve as an force for educators to examine their practice and craft with respect to instructional behaviors and their effects on efficacy.

Keywords: Instructional leadership, teacher efficacy, Classroom Management, Student Engagement, School Climate, mission

#17

Prospects and Challenges of Use of ICT in Mathematics Classroom Practices: The Teachers' Perspectives

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Information and Communication Technology (ICT) has great deal with learning processes particularly in mathematics to conceptualize the abstract concepts and ideas. The significance of the use of ICTs in public schools in Nepal has been recognized

and hence initiated in some of the schools. In this context, this study investigated the prospects and challenges of use of ICT in the process of teaching mathematics in secondary level in particular public schools of Kaski district of Nepal. I used interpretive inquiry as an approach of research in order to explore the perspectives and practices of mathematics teachers. I used in-depth interviews and classroom observations for generating textual data. I analyzed the data adopting sequential process of coding, categorizing, and thematizing. I used constructivism as theoretical lens for understanding the phenomena of use of ICTs in mathematics classrooms. I has come to the insights that the ICTs have prospects on promoting contextual and meaningful learning there by enhancing students' interests and desires. More so, I envisaged several challenges faced by the ICT trained secondary level mathematics teachers while implementing ICT skills and knowledge in the mathematics classroom for teaching and learning. These challenges included-inadequate ICT based professional development training and tools, disempowering school actors, lack of time for preparation, and hegemony of traditional classroom practices in employing ICTs in teaching and learning in the mathematics classroom. It was also evident that current practice of ICT based teacher education and development was less effective in developing skills and knowledge to use ICT in their classroom.

#18

In search of Transformative Education: An Educator and an Extraordinary Theory

Swaroop Sampat Rawal
Freelance Educator, India

My search for Transformative Education that can lead the way to sustainable development, human rights, promotion of a culture of peace and non-violence and global citizenship pointed me to the works of a guru and an interesting educational theory. The transformative qualities of both his work and the educational theory enabled a process of perspective change, and a shifting of worldview for me. The educational influence of this actor does not abide by conventional theoretical tenet. In pre-independent India his forthright and daring condemnation of the existing methods of education created a hope in India. The artist I am discussing here is Mohandas Karamchand Gandhi. He was an Indian lawyer, politician, social reformer, and writer who became the leader of the nationalist movement against the British rule of India. Yet, I

identify him as an artiste because of the creative way he approached education. He may not be an artist equal to professional artists; nonetheless, I consider him to be true artists. All his life was spent in creatively building his life's work following his values and in transforming others after his high ideals. Children, education, justice, equality, equity, upliftment of the oppressed was his raison d'être. Gandhiji's vision and his primary emphasis is on the 3'H's - Head, Heart and Hand and Nai Talim [new education] was aimed at becoming the spearhead of a silent social revolution which is now lost to Modern India and the world at large in spite of its transformative quality.

The extraordinary theory that binds his work to Transformative Education and my educational values is the living-educational-theory. A living-theory is grounded in an investigation and research of trying to answer the question 'How do I improve what I am doing?' Even though the artiste-educators I am writing about had not known or followed the above-mentioned methodological approach yet I make a claim that he followed it intrinsically and made a substantial and original contribution to educational knowledge.

As an advocate of living-educational theory in this poster I desire to share my journey in learning as I produce a counter-narrative as I have a dialogue with Indian 'educator's' values, Transformative Education and Living Educational Theory. I believe in this increasingly multicultural world, counter-narratives are an essential and necessary element of today's narratives as we need to hear the points of view of communities typically ignored or marginalised.

Keywords: 3'H's -Head, Heart and Hand, Nai Talim, Living Educational Theory, Transformative Education

#19

Women Education in the 21st Century

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Mahendra Ratna Campus, Tahachal, Kathmandu

Education is the most powerful tool for women empowerment. Women empowerment includes women awareness of their rights, self-confidence, to have a control over personal and professional lives and their ability to bring a change in the society. Empowerment help to move forward in life which is a process of acquiring knowledge and awareness that enables them to move towards life with greater dignity and self-assurance (Dominic & Jothi, 2012), where they realize the importance and quality of education. Quality of education provides knowledge, skill and confidence to

women for competing in their professional life. Education provides opportunities to increase knowledge, skills for survival. Improving the quality of education women not only improves quality of life, it also promotes economic growth. After that they become economically empowered which assists to break the vicious cycle of poverty. The purpose of this poster is to explore how the education changes the women's quality of life, skill development and their overall empowerment in 21st century in context of Nepal.

#20

Motivational Factors for Selecting Mathematics in Secondary School

Bharat Singh Dhami
Kathmandu University School of Education, Nepal

In present days, the majority of high school (Grade IX) students are not interested to take optional mathematics in addition to compulsory mathematics in Nepal as there are two mathematics – compulsory and optional. Based on my experiences, students are not motivated to learn optional mathematics. There could be various reasons behind it. Therefore, in this paper, I presented how I conducted my research inquiry on finding the possible factors of motivating high school students to take optional mathematics. In this regard, I took interview of five mathematics teachers under qualitative research method, and the data were collected and interpreted on the basis of their perceptions. Form the inquiry, I found that teachers are the main motivational factor for their students in taking optional mathematics. Besides, some additional motivational factors are the school policy for achieving higher percentage or grade in Secondary Education Examination (SEE), students' prior knowledge of mathematics, sound economic and educational background of parents, good quality of teachers, effective teaching and learning environment in the classroom, and possible opportunities (e.g. jobs, etc.) of securing their lives in future. Therefore, I believe that this research inquiry may help the stakeholders (e.g. school, teachers, students, parents, etc.) motivate their students for taking optional mathematics in addition to compulsory mathematics.

Integrated Curriculum for Meaningful Learning

Deependra Bhandari
Kathmandu University School of Education, Nepal

Nepali school has been adopting the fragmented curriculum (subject centric) for the primary level. Due to this curriculum the students are bound to learn by rote memorization as a result the students cannot use the skills and knowledge learnt in one subject to other. The students lack in deeper understanding, life skills due to which knowledge, skills and values are not linked together. Problems that are linked to social and personnel are not addressed.

Integrated Curriculum is the one that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. It makes connections for the students, allowing them to engage in relevant, meaningful activities that can be connected to real life. It views learning and teaching in a holistic way and reflects the real world which is interactive. Students sees the relationship among ideas and concepts as they plan and experience a theme-based inquiry. Communication becomes authentic as students engage in thematic based learning.

The purpose of this poster is to explore the importance of Integrated Curriculum in the Nepalese context. Through literature review I have found that Integrated Curriculum has brought the drastic change in the teaching learning process in the developed countries. Though it is late, the Nepal government has also realized the importance of Integrated Curriculum and planning to implement from the academic session 2019/2020 up to class three. The advantage of Integrated Curriculum is that it is child centered, problem-based learning, activity based and humanistic in approach. So, I argue that Integrated Curriculum should be implemented in the basic level of education, so the concerned authority should highlight the importance of Integrated Curriculum without delay.

Teaching and Learning Mathematics through Collaborative Approach

Dilip Kumar Shrestha
Kathmandu University School of Education, Nepal

Collaborative approach of teaching and learning is being used increasingly in mathematics classrooms. In this approach, students work together in groups while teacher plays a role of facilitator. Based on my experiences, I have realised that students, more often, think mathematics as difficult subject and distract from meaningful learning of mathematics. Therefore, I conducted collaborative approach of teaching and

learning of mathematics in a high school classroom and hence took interviews of two students to inquire their perspectives on collaborative approach. Therefore, in this paper, I highlighted how collaborative approach helped my students learn mathematics in a meaningful way. In this regard, I have found that working in groups collaboratively helped them develop their conceptual understanding of mathematics in addition to procedural understanding. Moreover, collaborative approach develops high level thinking skills by solving real-life mathematics problems in addition to textbook mathematics problems. Form this research inquiry, I also realised that while working collaboratively, students can develop a sense of togetherness so as to accomplish their tasks prescribed by their teacher in the classroom. In this regard, I believe that collaborative approach helps students challenge their underlying beliefs about mathematics as difficult subject and makes students responsible and accountable on what they have discussed during their collaborative works, giving rise to authenticity of their learning. Therefore, collaborative method of teaching and learning can be one of the best methods of meaningful learning of mathematics for students by developing the sense of working together.

Keywords: Mathematics as difficult subject, collaborative teaching and learning, meaningful learning,

procedural and conceptual knowledge and understanding

The Way of Student' Selection Imposed by the Development of the Country

Alberto Cupane
Universidade Pedagogica, Mozambique

This on-going study is based on the preoccupation of selecting students able to take the effort necessary to go through the transformative process in all level at Universidade Pedagogica in Mozambique. Universidade Pedagogica in Mozambique cover several areas of expertise: Literature and Humanities, Technological Sciences, Natural Sciences and Mathematics and Biomedical Sciences in which students should be transformed and their identities formed. A key motivation for my inquiry is to contribute for the selection of students at Universidade Pedagogica in Mozambique that seems to be taken backwards by the perception that the aim is just to fill the number of students that cab be taken every year. I focus on identity and how this concept can help to elicit student that can be taken at Universidade Pedagogica in Mozambique. Universidade Pedagogica aims to contribute for the devolment of Mozambique. The combination of

qualitative and quantitative methods are being used in this study.

#24

Embodiment of Geometry in Traditional Newari Art: An Ethnographic Inquiry

Manoj Shrestha
Kathmandu University School of Education, Nepal

"What if students encounter the same thing in mathematics classroom that they have been seeing in their home, society or day to day practices?" I believe it is unfortunate to see the exclusion of students' cultural aspects in mathematics classroom as in context of Nepal, the students belong to diverse cultural and ethnic groups. Hence, I felt the necessity to conduct a research study on cultural integration in mathematics classroom to uncover its potential in enhancing mathematics learning. I chose to conduct research on Newari cultural to which I belong with my major research questions; "How geometry is manifested in traditional Newari art?" and "How can we incorporate 'ethno-geometry' in basic level school mathematics teaching and learning approach?"

I chose geometrical practices in Newari traditional art as major subject to explore in my research study. Hence, the whole research study was guided by qualitative ethnographic research design. With remarkable time invested in observations and interviews I encountered many geometrical practices that are distinct from our mainstream pedagogies but yet very simple. On the basis of various literatures that I have reviewed in my research study I can assertively say that there are some positive changes that can expected by incorporation of traditional approaches in geometry teaching and learning. Plenty of arguments presented by my research participants supporting cultural incorporation in mathematics teaching approaches encouraged me to conduct further research on other sector like use Newari artifacts in teaching and learning mathematics.

Workshop Abstracts / Proposals

(Experiential Sessions)

Experiential Session I

WORKSHOP ABSTRACTS / PROPOSALS

ROOM#201 (Concurrent Session A)

01. **Critical and Creative Thinking Skills in the basic level Nepali classroom and the use of P4C (Philosophy for Children)**

Anne (Annie) Brown
Kathmandu International Study Centre (KISC) Educational Quality Improvement Programme (EQUIP), Nepal

A practical workshop exploring the pedagogical approaches that enabled a group of teachers in Lamjung and Palpa to introduce the use of Creative and Critical Thinking Skills and P4C (Philosophy for Children) with grade 1-8 students.

The workshop will draw upon the findings from a cycle of action research over a three-year period, which included the delivering of teacher's practical workshops, teacher focus groups, classroom observation and feedback. The research focus was the development of teacher's skills, attitudes and behaviours through using classroom activities to develop student's creative and critical thinking skills, including the use of P4C (Philosophy for Children).

The presenter is interested to demonstrate and explore with conference participants how the use of P4C in grade 1-8 classrooms in Nepal has the potential to engage young learners in thinking both creatively and critically about some of the moral, ecological and social issues that impact their world.

The workshop will explore how it is possible to enable teachers who have been used to a didactive educational model, to engage their students in active, participatory learning. This includes the development of students' own questions and participation in classroom enquiry discussions about the concepts that underlie their learning. The stimulus teachers were encouraged to use ranged from poems, songs, photographs and stories to social commentary and ecological ideas that impact them as social beings in the world today.

The P4C pedagogical model, currently practiced in 63 different countries, aims to explore 'an understanding who we

are and who we might yet become, as individuals and as social beings'. P4C does this in a powerful way, through engaging learners in enquiry based learning, that encourages them to explore key philosophical concepts linked to their world and their place in it. P4C asks such questions as, 'what person do I want to be?' and 'what world do I want to help create?' 'The specific goals of P4C are the development of the ability to think, define, clarify and construct concepts, explore ideas and values. It is a tool that allows children to improve their ability to make judgments and to make motivated choices, to hypothesize alternatives, to calculate the consequences of their actions and their society.' [1]

The presenter believes the approach she has been using with teachers in Nepal has much to offer this conference and its community of scholars, practitioners and researchers, looking for insight into such areas as strengthening social justice, exploring ways of knowing and behaving, and living with greater sensitivity towards others.

[1] Echeverria, Eugene: Key note speech at the International Philosophy in Education Conference (IPIC), Madrid, June 2017.

Keywords: Creative and Critical Thinking, P4C (Philosophy for Children) Teacher Professional Development, Values Based Education; Innovative Teaching Approaches

02. **Connecting what colonisation disconnected: An academic journey searching for transforming vocational technical education in Brazil**

Karla Penna[1] & Elisabeth Taylor[2]
[1]Murdoch University, Australia
[2]Edith Cowan University, Australia

When a cultural heritage manager responsible for several UNESCO World Heritage Sites starting asking questions about the social and cultural impact of her work, she identified discrepancies that led her down the path of self-inquiry and examining the cultural heritage system, she used to be an integral part of. The purpose of this workshop is to invite participants to join us – supervisor and student - on Karla's academic journey as a PhD researcher who set out to find a framework for transforming cultural heritage training and social relationships within the cultural preservation system in Brazil. It is the story of a science-minded technician educated within a positivist system, battling through personal and professional crises triggered by the inability to find answers and solutions to local cultural problems in Brazil, and her decision to consequently reframe her own position as a cultural manager and educator. To that end, she engaged

in an enriching and painstaking process of self-discovery, reflection and awareness of how her experiences and chosen paths shaped her as a person and a professional. The exploration of Karla's past and present culminated in the need to 'renovate' herself as a transformative educator. This is also the story of the multiple roles of a transformative supervisor as a mentor, as a 'midwife', as a sounding board, as a counsellor, and others. Karla's transformation as an individual and as a researcher is retold as a Heroine's Journey of someone who accepted a mission and joined in an adventure of self-discovery. Through dialogue with each other - and with the audience - we identify complexities of working in the cultural heritage field in countries "discovered" by Europeans, and discuss the characteristics of an education system rooted in and underpinned by a history of Western colonisation. Ultimately, Karla's research has sought to connect what colonisation had disconnected.

Keywords: Transformative learning, Colonial legacy, Traditional education issues, Vocational education and training

03. **Facilitating Creative and Imaginative Minds: Towards Transformative Innovative STEAM Education**

Sarah Eve[1] & Crystle Challenger[2]
[1]Perth Modern School
[2]Canning Vale College

Creativity is essential for students to develop innovative ways of learning, to construct their own unique interpretation of the world and endeavour to change it. Creativity is one of our most vital 21st century skills. Contemplative transformative education and innovative curriculum is needed, with open-ended authentic learning and a multidisciplinary approach. STEAM allows both the student and the teacher to be free from the constraints of static curriculum. This can be achieved by using the Creative Habits of Mind. We will be presenting our ideas and challenges faced in facilitating creativity within the classroom. This encompasses our transdisciplinary approaches in STEAM and stimulating Creative Habits of Mind within authentic student-centred learning. We have researched creativity within the classroom in our own programs by employing an informal empirical method of trial and evaluation. We engage students through authentic tasks. They drive their own projects, research, discovery and conclusions, forming

their own understanding of meaningful concepts.

How we structure student learning and the values we uphold in our own classrooms will impact student learning, and in turn their thinking and approach. Creating these learning opportunities and experiences should enable students to gain personal knowledge through the exploration of their own creative and innovative orientations to the world. Conclusions indicate that when students follow a personal passion or interest it acts as a conduit for exposure to broader authentic learning. By providing a space for critical thinking and problem solving, students enhance their learning experience and greater understanding of the world around them.

ROOM#Main Halll
(Concurrent Session D)

04. **Growing Your Mind**

Shanta Dixit
Rato Bangala Foundation, Nepal

Purpose/ objective: The primary purpose of this workshop is to provide participants with the opportunity to understand Growth Mindset and its relevance in education. An additional and important purpose is to showcase by engaging participants that learning comprises of three domains, the cognitive, the affective and the

psychomotor, and all three have to be involved for students to learn effectively.

Activities:
1. Participants will fill out a questionnaire on Growth Mindset and score their answers to find out their place in the mindset spectrum. There is a discussion that follows.
2. Participants view the presentation on Growth and Fixed Mindset and read relevant article from Carol Dweck's work on Mindsets, and discuss it for understanding and for critical questions.
3. Participants write and perform a skit that helps steer them towards making decisions that will lead to a growth mindset.
4. Participants discuss the relevance of Mindset in their own personal lives and their lives as teachers.
5. Facilitator explains the three domains of learning that was covered in the workshop session, and invites participants to think of how they can use this learning in their classrooms to make their lessons more effective for their students.

Outcomes: The three domains of learning: cognitive, affective and psychomotor will all be covered through involvement in the above activities. Knowledge and understanding of Growth Mindset, affective experience of knowing where you stand in the spectrum of Growth Mindset and the cognitive, affective and

psychomotor stimulation that comes from working on and performing the skit that has meaning to them. Through discussion of the relevance of Growth Mindsets to their own lives they have the opportunity to realize how important it is to have the children develop their brain muscle as they develop various important skills.

Experiential Session II

WORKSHOP ABSTRACTS / PROPOSALS

ROOM#104 (Concurrent Session A)

01. Mindful Flow – Enhancing Personal Sustainability and Resilience through Mindfulness-based Art Therapy Strategies

Elisabeth (Lily) Taylor
Edith Cowan University, Australia

Purpose: to introduce transformative educators to mindfulness-based arts strategies to enhance personal sustainability, resilience and wellbeing in students and teachers alike.
Intended participants: Teachers, teacher educators, community developers, leaders, and researchers

Outcomes: I hope participants will be able to overcome perceived obstacles to creativity (i.e. "I cannot do art because I am not an artist or art teacher!") with a view to increasing their self-confidence to include mindfulness-based arts activities in their classrooms or community activities.

Activities:
In this workshop, I will engage participants in several arts-based mindfulness strategies that do not require artistic talent or high levels of creativity. Rather, they are intended to help participants enter a state of flow, enjoyment and have fun. I will share activities through which educators can actively promote resilience and wellbeing in their students by fostering protective factors that mitigate against stress and risks of alienation. These strategies are drawn from the growing body of art therapy knowledge and practice. It is important to note that when I suggest that participants use art-therapy based strategies in their contexts, I am not suggesting they should become therapists. Everybody can employ these strategies without a therapeutic agenda which should always remain in the hands of trained therapists. Art-based activities may include painting, drawing, creating murals, mosaics, mask work, working with clay and other modelling materials, textile art, movement, dance, drama, poetry, storytelling and creative writing, singing and making music.

Teaching mindfulness strategies to students reportedly promotes the development of protective factors,

reduces depression and anxiety, and supports wellness and health. Mindfulness is the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience - moment by moment. Art has been described to focus the mind, bring one's attention into the moment, and produce enormous pleasure stimulating in students a desire to create, express hidden wishes and relieve tension. Art activities work with our creativity and have the potential to create a sense of flow - this unique space where time stops and all our concentration is focused on the task at hand. Art therapy as a form of psychotherapy uses a variety of creative art forms such as visual art, music, drama, movement and dance to build resilience and promote healing. Art therapy allows a person to step out of the frame of the prevailing circumstance and in doing so, the art process becomes a reflection of the artist's world, assumptions and belief. It is in this process of 'stepping out' of the frame - reframing - and bringing internal issues to the outside to be available for inspection and reflection - externalisation - where the promise of healing through the art process lies.

Keywords: mindfulness-based art therapy; arts-based mindfulness strategies; resilience

ROOM#105 (Concurrent Session B)

02. **Comprehension Through Collaboration**

Milan Dixit
Rato Bangala School, Nepal

Purpose: Reciprocal teaching helps students to develop metacognition skills. When it is used for teaching comprehension, they become active collaborative learners who are able to monitor their comprehension skills and help their peers by asking questions during reading. In this session, participants will get the opportunity to learn to teach comprehension strategies using experiential reciprocal teaching methods.

Objectives:
1. To Introduce participants to essential comprehension strategies
2. To practice these strategies using experiential teaching methods
3. Learn how to use reciprocal teaching to teach these strategies in the classroom

Activities:
Activity 1: Think Pair Share: What are they talking about? Making inferences from overheard conversations
Purpose: To make the students understand that collaboration helps to extend the knowledge of the students particularly in comprehending.
Activity 2: Interactive Group Work using the jigsaw method for Reciprocal

Teaching Strategy and Comprehension Strategies

Purpose: Practice Reciprocal Teaching in groups as a whole class so that participants learn the strategies as well as how to conduct reciprocal teaching

Activity 3: Interactive Group work using the following roles: Regroup as per the roles assigned in the jigsaw so that each group has the following: Summarizer, Questioner, Clarifier, Predictor, Leader.

Purpose: Practice Reciprocal Teaching in groups so that each participant gets the opportunity to practice each comprehension strategy in small groups.

Activity 4: Activity with Text-to-Text, Text-to-Self and Text-to-World:

Purpose: Practice questioning techniques that help students make connections.

Outcomes: Participants will get the opportunity to practice essential comprehension strategies and learn how to teach them through reciprocal teaching techniques.

Relevance to main conference theme (and sub-themes, if any): The topic Comprehension Through Collaboration is related to the Sub-Theme: Teacher Professional Development; Teacher training; Pedagogical approaches; Innovative teaching strategies..

Keywords: Making Connections: Text-to-Text, Text-to-Self and Text-to-World, Reciprocal Teaching, Summarize, Question, Clarify, Predict

03. **Using Johari Windows to Apply Transformative Teaching Practices**

Peter Hatherley-Greene[1] , Nalini Chitanand[2], Bushra Afzal[3], Mangara Simanjorang[4], Marianne McLaughlin[5], Milton Medina[6], Naif Mastoor Alsulami[7], Neni Mariana[8], Orawan Sriboonruang[9], & Yuli Rahmawati[10]

[1]*Emarise, UAE*
[2]*Durban University of Technology, South Africa*
[3]*Murdoch University, Australia*
[4]*Universitas Negeri Medan, Indonesia)*
[5]*Curtin University, Australia)*
[6]*Assumption College of Nabunturan, The Philippines*
[7]*University of Jeddah, Saudi Arabia*
[8]*Universitas Negeri Surabaya, Indonesia*
[9]*SEAMEO Secretariat, Thailand*
[10]*Universitas Negeri Jakarta, Indonesia*

The purpose of this practical workshop is to engage participants in completing their own Johari Windows questionnaires, tabulating the results and understanding the implications of their unique Johari Window with the help of the TERG (Transformative Education Research Group) members. Participants will then learn more through self-reflection and discourse about developing greater critical self-awareness and authenticity, and

expanding their impact in the area of transformative education. Further, the findings of a two-year, multi-national research project spanning almost half the world's time zones (South Africa to The Philippines) will be presented and an opportunity provided for discussion and Q&A. The academic basis for this research stems from Finlay and Gough (2008), Drichel (2008), Mezirow (several papers from 1990 onwards), Cartwright (2002), Palmer (2004, 2007), Whitehead (2009), and Taylor et al. (2012).

The intended audience is anyone who is curious about the concept of the Johari Windows and its potential impact on transformative education. The workshop is highly practical, beginning with all the participants completing their own Johari Windows questionnaires and reviewing the results with members of the TERG research group. Group and whole audience discussion will embed the learnings within their own teaching and cultural context, and a final Q&A session will afford all participants with an opportunity to ask and answer questions arising from the workshop, the TERG research project, academic papers, and their unique lived-contexts. The expected outcomes include a deeper understanding of the Johari Windows concept, a greater awareness of their critical 'selves', and a commitment to apply lessons learned from the workshop towards

strengthening their own transformative teaching practices.

The workshop facilitators will include several members of the Transformative Education Research Group established in 2016 after the 1st TERSD Conference and consists of ten members across seven time zones stretching from South Africa to The Philippines. This workshop spans across several of the conference sub-themes, notably 1. Transformative Education and Innovation, 2. Transformative Research and Creativity, 5. Personal Transformation and Well-Being, and 6. Teachers' Professional Development.

Keywords: Self-awareness, teaching impact, culture, reflexive learning, identity

ROOM#201 (Concurrent Session D)

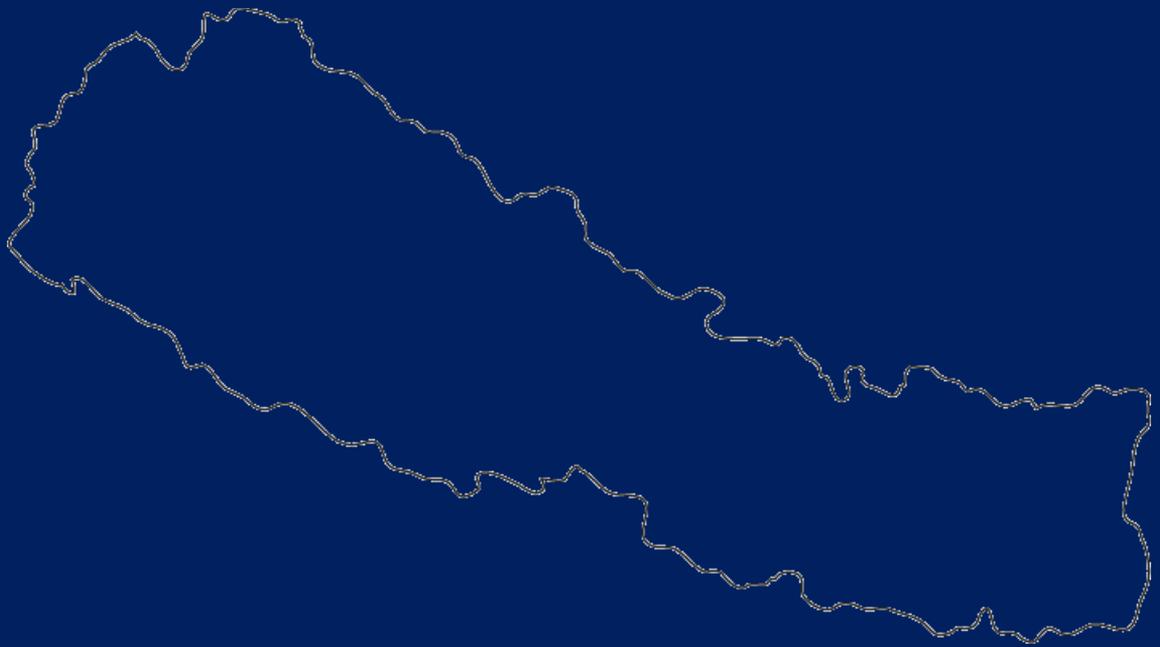### 04. **Know Your Learners Before You Teach**

Laxman Gnawali
Kathmandu University School of Education, Nepal

Teacher training courses in the mainstream teacher education programmes in Nepal give trainees conceptual orientation on and practical exposure to the pedagogical approaches and teaching learning materials. The focus is on methodology - how to teach: the teaching strategies. They are given

exposure to the principles of teaching based on the contemporary thoughts and practices. The trainees are also introduced to learning psychology - how the concepts are learned in formal and informal settings. However, this part mainly focuses on the child psychology, developmental psychology to be precise. So, the teachers enter the teaching profession without working knowledge of learning psychology. Except some superficial theoretical knowledge on how learners learn, they do not get hands on knowledge and skills on how learners' learning personalities are designed to learn. This is why most teachers end up teaching subjects, and not teaching children. Only with a proper understanding of the learning styles and strategies of learners, their unique individualities and intelligences as well as their learning challenges, can teachers truly facilitate learner's learning. Learning styles shape the way learners unintentionally approach any learning opportunity; these styles are influenced by the congenial bodily and psychological conditions. Learning strategies, on the other hand, are largely conscious ways of learning of the learners for any learning situations. Learning styles are natural personalities whereas learning strategies can be developed through training though some maybe adopted due to the personal learning styles. Those teachers who are fully aware of the abilities, interests, needs, learning styles and strategies of the learners are assigned to teach can make difference on how learners learn. Knowing the learners helps the teacher in designing the classroom process. Only then, the learner's full potentials can be realised. Only this practice can transform the education in our schools that has been some much dominated by supply approach to classroom teaching.

In this workshop, I share some cases of learning styles of learners and their (under)achievements due to the ways they were made to learn. Then, I discuss how understanding the learners, in terms of their learning personalities, is crucial to facilitate their learning process. To give participants hands on experience, they will be invited to share their personal learning styles and strategies: how they have tried to improve their learning. Then, a tool will be administered to find out their learning styles. The responses will be explained and each one will be invited to share what learning strategies for a particular learning styles will work in todays. The session will be concluded with each one proposing how they will help trainee teachers or learners explore their learning styles as well design lessons for transforming the educational practices in formal settings.

Important Notes

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UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia, Norwich, United Kingdom