

Welcome to the Twelfth Annual Hawaii International Conference on Education



Aloha!

We welcome you to the Twelfth Annual Hawaii International Conference on Education. Over the last decade, this event has offered a unique opportunity for academics and other professionals from around the globe to share their broad array of knowledge and perspectives. The primary goal of the conference is to provide those with cross-disciplinary interests related to education to meet and interact with others inside and outside their own discipline.

The international aspect of the conference brings a truly diverse variety of viewpoints shaped by different cultures, languages, geography and politics. This diversity is also captured in the Hawaii International Conference's unique cross-disciplinary approach. The resulting interaction energizes research as well as vocation.

With Waikiki Beach, Diamond Head and the vast South Pacific as the backdrop, this venue is an important dimension of this conference. For centuries a stopping place of explorers, Hawaii has historically been enriched by the blend of ideas that have crossed our shores. The Hawaii International Conference on Education continues this tradition in the nurturing spirit of Aloha. Along with its ideal weather and striking beauty, the Hawaiian Islands provide natural elements to inspire learning and dialogue.

The 2013 conference was a great success. We hosted more than 1325 participants representing more than 37 countries. Thank you for joining the 2014 Hawaii International Conference on Education!

The 2015 Hawaii International Conference on Education will be held January 5 – 8, 2015 at the Hilton Hawaiian Village Waikiki Beach Resort in Honolulu, Hawaii. Please check our website in early February for more details!

<http://www.hiceducation.org>

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The **Proceedings Publication** can be found on the CD ROM (ISSN #1541-5880).

Time: 4:45 - 6:15 PM/ **Sunday** - 1/5/2014 / **Room:** Waikiki II (Marriott)
Session Topic: Teacher Education **Session Chair:** Watson, Allyson

Not Your Mother's Classroom: Preparing Pre-Service Teachers for the Next Generation of Teaching in Urban Schools

In school settings, which include suburban and rural settings, district priorities emphasize a standardized curriculum, highly qualified teachers as content experts and zero tolerance policies. Obviously, a curriculum informed by evidence-based research, high quality teachers, and safe educational climates are critical elements of quality educational experiences (Shealey & Watson, 2011). The component of research and reform in urban schools does not, however, delineate the specific need for teacher preparation programs to produce highly effective teachers for urban school settings despite their racial or cultural background.

Watson, Allyson — Northeastern State University

Using Scenarios to Identify Preservice Teachers' Ideas Regarding Formative Assessment

Research will be presented regarding preservice teachers' perceptions of and propensity for the use formative assessment in elementary science classrooms. The findings support the need for explicit formative assessment instruction in teacher education. Audience members should gain a better idea of how case-based scenarios can be used as a tool to more effectively and fluently implement formative assessment into teacher education.

Bentz, Amy — Western Michigan University

Teaching Culturally Responsive Pedagogy through Study Abroad Experiences in New Zealand

This study investigates how a study abroad practicum experience in New Zealand prepared teacher candidates for working with English language learners and ethnic minority students in the U.S. Students worked in schools in west Auckland in schools with high numbers of ethnic minority students. Interviews were conducted with 7 teacher candidates to understand how their core beliefs about learners and about themselves as teachers were challenged through this unique practicum field study experience.

Feinauer, Erika — Brigham Young University

Whiting, Erin — Brigham Young University

Mathematics and Literacy Education at the Primary Level in Samoa: Case Studies of Two Teachers' Journeys Toward a Meaning-Centered Pedagogy

This session presents case-study research designed (a) to describe the process whereby two classroom teachers learn to use meaning-centered instruction in their mathematics education practice, and (b) to uncover the nature of the mentoring needed to support their journey toward this goal. Of particular interest will be the range and depth of cultural considerations in both developing and implementing a meaning-centered pedagogy.

Ewing Monroe, Eula — Brigham Young University

Funealii, Lumaava — National University of Samoa

Time: 4:45 - 6:15 PM/ **Sunday** - 1/5/2014 / **Room:** Waikiki III (Marriott)
Session Topic: Early Childhood Education **Session Chair:** Bartholdsson, Asa

The Institutional Organization of Children's Anger in Programs for Socio-Emotional Training in Swedish Preschools and Schools

The interest of this paper is directed towards the conceptualizations of anger, and techniques to manage this particular emotion, as presented in two Swedish manual based training programs (SET and StegVis) used in early childhood education in order to develop children's socio-emotional competences. The paper is based on analysis of text manuals and on ethnographic material from participant observation in a group of preschool children and a preschool class in Sweden during 2011-2012.

Bartholdsson, Asa — Dalarna University, Sweden

Tasmanian Early Childhood Pre-service Teachers' Perceptions of Eportfolios

This presentation discusses the findings from a research project, which implemented two eportfolio pilot modules into a pre-service Bachelor of Education (Early Childhood) program.

Yost, Helen — University of Tasmania

Fan, Si — University of Tasmania

Reynolds, Bronwyn — University of Tasmania

Stephenson, Elspeth — University of Tasmania

Strengthened Protective Factors for Families and Children: Parental positive engagement and early literacy interventions

The implementation of a parent intervention program designed to enable parents to build child competencies and school readiness skills as a part of the homeBase+ component of the Hawaii Preschool Positive Engagement Project. Parent perceptions of the program will be discussed as well as measured levels of parent positive engagement and report of using strategies and doing activities. Pre and post data of parents' report of their child's strengths and difficulties will also be shared.

Ramsey, Charlye — University of Hawaii

12th Annual Hawaii International Conference on Education

Honolulu, Oahu, Hawaii

January 5 - 8, 2014

- Title of the submission:** Tasmanian early childhood pre-service teachers' perceptions of eportfolios
- Topic Area:** Early Childhood Education
- Presentation format:** Research Paper – Paper Session
- Description of presentation:** This presentation discusses the findings from a research project, which implemented two eportfolio pilot modules into a pre-service Bachelor of Education (Early Childhood) program.
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Tasmanian Early Childhood Pre-service Teachers' Perceptions of Eportfolios

Dr Helen Yost, Dr Si Fan, Dr Bronwyn Reynolds, Dr Elspeth Stephenson
University of Tasmania

Abstract

Eportfolios are a relatively new phenomenon and, at a basic level, "are digital portfolios, collections of artefacts used to provide a picture of a pre-service teacher's potential efficacy in the classroom" (Swan, 2009, p. 628). Higher levels of teacher accountability and the stringent accreditation of teacher education programs have contributed to a greater emphasis being placed upon evidence-based practice (Strudler & Wetzel, 2011; Wickersham & Chambers, 2006). Eportfolios can provide longitudinal evidences of learning and teaching practices, by offering stakeholders "a more elaborate style of reflecting on [their] professional development"(Imof & Picard, 2009, p. 153). Pre-service teachers enrolled in one of four purposively selected Bachelor of Education (BEd) early childhood (EC) specialist units, at one Australian university, were involved in this research project. Two eportfolio modules were specifically designed, and an online evaluation questionnaire (was?) developed to investigate these EC pre-service teachers' experiences and perceptions of this innovation. Initial findings showed that eportfolios were considered to be an effective way to capture pre-service teachers' journey of professional learning and development; however, becoming familiar with the technology was reported as one of the challenges.

References

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