行政院所屬各機關因公出國人員出國報告書

出國類別:國際學術研討會議

參加 2013 CAERDA 國際學術研討會並口頭發表論文

服務單位：屏東科技大學 幼兒保育系

出訪國家：美國

出國人員: 蔡惠玲 副教授

出國期間：102 年 04 月 19 日至 04 月 27 日

報告日期：102 年 05 月 22 日

摘　　要

此行主要目的為應邀於 2013 年 4 月 26、27 日北美華人教育研究及策劃協會在美國舊金山市所舉辦的第二十一屆「全球生態觀點下的貧窮、社會正義與教育」國際學術研討會口頭發表論文並參與研討會。此次發表的論文主題為「一個實驗性職前學前融合教育師資培育課程之成效研究-以回朔性前測方法進行」。本文為執行 100 學年度勞委會職訓局補助辦理之「學前融合教育教保人員職前培訓課程」計畫後針對參與學員對本課程成果之立即前、後測成效報告。

目　　次

壹、 目的

此行主要目的為應邀於 2013 年 4 月 26、27 日北美華人教育研究及策劃協會在美國舊金山市所舉辦的第二十一屆「全球生態觀點下的貧窮、社會正義與教育」國際學術研討會口頭發表論文並參與研討會。此次發表的論文為執行 100 學年度勞委會職訓局補助辦理之「學前融合教育教保人員職前培訓課程」計畫，針對參與學員對本課程成果之立即前、後測成效研究報告。此論文主題為「一個實驗性職前學前融合教育師資培育課程之成效研究-以回朔性前測方法進行」。

另外，此行也順道前往北卡羅萊那州參與為專業醫療護理人員在職教育於 2013 年 4 月 20 至 21 日舉辦之護理疼痛管理專業研習，以充實個人醫療及護理專業新知。

貳、 過程

2013 年 4 月 19 日啟程前往美國舊金山市，隨即前往北卡羅萊那州參與於 2013 年 4 月 20 至 21 日為專業醫療護理人員在職教育舉辦之護理疼痛管理專業研習。第一天，首先介紹肌肉與骨骼的超音波影像解讀。第二場則由專業醫師示範臨床實例操作。下午場則分就上、下軀體的超音波影像解讀作實例演練。第二天介紹常用疼痛管理藥劑與副作用及腰椎、頸椎與軀體疼痛管理之實例操作。會議結束後於 4 月 23 日回到舊金山市並於 4 月 26、27 日參與第二十一屆北美華人教

育研究及策劃協會所舉辦的「全球生態觀點下的貧窮、社會正義與教育」國際學術研討會。

個人的口頭發表論文被排定於 4 月 26 日下午 1:30 分至 3:30 分的場次。由於提早到達，加上北美華人教育研究及策劃協會原定服務人員因故缺席，因此主動加入服務行列，協助早場研討會及報到事宜。也因此結識伊利諾州立大學的林教授。

下午場次的研討會正巧與伊利諾州立大學的林教授同一場，林教授發表以筆友方式協助中年級兒童發展語文能力的論文。介紹以伊利諾州立大學的三年級幼教系學生隨機分派給合作參與實驗的小學三年級學生當筆友，每週一次書信往返，並於一學期後以質性分析檢測參與實驗的小學生語文能力的發展情形。研究結果顯示參與筆友計畫的學生在完整語句結構、詞彙量上確有進步。

隨後發表的是我的論文，主題為「一個實驗性職前學前融合教育師資培育課程之成效研究-以回朔性前測方法」。本文為執行 100 學年度勞委會職訓局補助辦理之「學前融合教育教保人員職前培訓課程」計畫後，針對參與學員對本課程成果之立即前、後測成效報告。之所以使用回朔性前測是因為有學者提出一般實驗設計或準實驗設計的前後測試驗，常由於參與者於前測時對尚未接觸的課程內容了解不多有時會高估自己的認知程度，因此出現前、後測差異未達顯著的情形。

回朔性前測是在實驗結束後給予後測的同時請受試者回顧實驗之前與參與實驗後的此刻對該問題的認知程度。本研究檢測參與學員對學前融合教育的認知、態度與能力，問卷51題除了4題以外全部達顯著差異。顯示該課程值得現在的幼教、幼保科系作為提升學生對學前融合教育的認知、態度與能力時之參考。

本場次的第三篇論文是來自香港中文大學幼教系的杜教授所發表，論及使用謎語教學對幼兒批判性思維的影響。該研究即為實驗設計，有隨機分派的實驗組與控制組，使用魏氏兒童智力測驗作為前、後測工具。魏氏兒童智力量表第三版(WISC-III) 適用對象:6歲到16歲 內容:共有十個分測驗(包含圖畫補充、常識、符號替代、類同、連環圖系、算術、圖形設計、詞彙、物型配置和理解測驗等)，和三個替代測驗(符號尋找、記憶廣度和迷津測驗)。 該實驗僅在類同與迷津測驗達顯著差異。

本研討會可以中文或英文發表，本場次除了香港中文大學幼教系的杜教授所發表的「使用謎語教學對幼兒批判性思維的影響」以中文發表外，其餘皆以英文發表。與會聽眾也以中、英文分別向發表人提問、互相討論、交換意見。

參、 心得及建議事項

北美華人教育研究及策劃協會(CAERDA)的學術研討會每年隨著

美國教育學會(AERA)舉辦的國際研討會舉行，參與者多為來自世界各地的華人學者，因美國教育學會國際研討會的關係也有其他國家的學者前來與會，也因此大會呼籲：為能與其他國家的與會學者分享大家在不同學術領域的所得，鼓勵發表人盡可能以英文發表，以吸引更多人前來分享來自世界各地的華人學者的研究成果。

　　此行除了在護理專業領域有所獲得之外，也多認識了其他國家的華人學者，分享彼此的學術所得及研究成果。希望有更多人繼續參與發表促進各學術領域的國際交流。

附件一、與會照片

Outcomes of an Experimental Pre-Service Inclusive Early Childhood Personnel Preparation Program Using Retrospective Pretest Methodology

Background and Perspectives

As eloquently stated by the European Agency for Development in Special Needs Education (2010) that "Inclusive education is a universal right!" Numerous researches have documented the benefits of successful inclusive education programs. Schools that have adopted an inclusive culture have demonstrated the benefits that it provides for all children in the establishment of a healthy society that respects and supports different talents, strengths and capabilities (Carter & Hughes, 2006; Niew, 2008). Students with disabilities in inclusive environment improve in social interaction, language development, appropriate behavior, and self esteem (Carter, Cushing, Clark, & Kennedy, 2005; Lewis & Doorlag, 2005). Students without disabilities in inclusive settings do not impair their academic performance or decrease teacher contact nor learn inappropriate behavior from students with disabilities (Cross, Traub, Hutter-Pishgahi, & Shelton, 2004; Favazza & Odom, 1997). Instead, students without disabilities are more understanding and empathic of people with disabilities and have more positive peer relationships (Cheng, 2004; Cross, et al., 2004; Niew, 2008).

However, researches also have pointed out that the success of inclusive education rely on competent teachers, adequate resources and administrative supports, and commitment of the society to provide each child the education he or she needs to become a successful and productive citizen. Studies suggested that well trained classroom teachers' expertise to construct and deliver appropriate educational services to all children with and without disabilities play a key influencing factor in the effectiveness of any inclusive education program（Beaty, 2004; Bierman & Earth, 2006; Cheng, 2003; Epps & Jackson, 2000; Gan, 2006; Hung, 2006; Spooner, Dymond, Smith, & Kennedy, 2006; Wu, 2005; Zou, 2004; Zhong, 2001）.

According to Taiwan Ministry of Education (2012), there are 11,329 of four to six-year-old children with special needs in Taiwan, 10,423 (92.11％) are placed in the regular classroom (see attachment 1). The number has increased from 5,735 in 2008 to over 10,423 in 2012. With the policies trends promoting inclusive education, there will be more children with special needs entering the regular classrooms. Therefore, the preschool teachers should be equipped with knowledge and skills to manage an inclusive classroom. Yet the majority of the preschool teachers in Taiwan indicated that they did not have adequate training to handle children with special needs in their classrooms（Chang & Lin, 2006; Chang et al.,2005; Chen, 2007; Cheng, 2003; Chen,

2006；Gan & Lin, 2006; Hsieh, 2005; Hsu, 2006; Hsu, 2001b; Jiang, 2004; Lin, 2004; Liu, Wong, Shiu, Zhuo, & Ji, 2003; Lu, 2004; Miller et al., 2003; Wang, 2001; Wang, 2005; Zhong, 2001）.

   In Taiwan, preschool teacher preparation typically is carried out through a 4-year early childhood education or child care college program. In one national survey targeting graduating students of those 4-year child care and early childhood education/care programs, over 96% of the senior students do not feel competent in an inclusive classroom, and over 70% of the participated students and nearly 60% of participated teachers think that their college program did not offer sufficient training for managing an inclusive classroom (Ho & Tsai, 2009)[a].

   The preschool teacher preparation programs in Taiwan had moved from vocational high school level to college level around 17 years ago. These programs' curriculum design had always been aiming at the care and education of typically developed children. As recent trend of inclusive education arise, the Ministry of Education in Taiwan had begun to require an introductory course to early childhood special education in the preschool teacher preparation curriculum since 2003. Yet merely one 3-credit hour introductory course of early childhood special education is far from sufficient to prepare students to become a competent inclusive classroom teacher. Some college programs started to add on electives such as Early Intervention, Early Childhood Inclusive Education, Special Topics on Developmental Delays and so on to help students' knowledge and skills with children of special needs (Ho & Tsai, 2009)[b]. However, there has been lack of systematic integration of a sound curriculum model to address interagency collaboration skills, knowledge and instructional strategies to include children with special needs in the regular classroom (Gallagher, 2006; Gargiulo, Sluder, & Streitenberger, 1997; Huang, 2009; Hyson & Biggar, 2006; Lee, 2005).

   A recent effort in Taiwan employed Delphi Method to develop an enhanced pre-service preschool inclusive education training program was done by Tsai, Lin, and Cheng (2011). They suggested five additional courses: 1) Early Childhood Inclusive Curriculum Design, 2) Early Childhood Inclusive Education Professional Team Collaboration, 3) Assessment for Children with Special Needs, 4) Special Topics on Children with Special Needs, and 5) Early Childhood Inclusive Education Practicum to add onto current early childhood care teacher training program in order to systematically build up skills and knowledge required in inclusive education settings. This experimental training program was supported by The Bureau of Employment and Vocational Training Grant in Taiwan and carried out in a southern university's early childhood care provider preparation program from August 1, 2011 to July 22, 2012.

Objectives or Purposes

The purpose of the current study is to exam the effectiveness of an experimental pre-service preschool inclusive education training program. The objectives of the training program are to prepare competent preschool inclusive educators and to promote quality inclusive early childhood care providers.

Methods

To avoid the response shift bias, the current study employs retrospective pretest approach (Howard & Dailey, 1979; Pratt, McGuigan, & Katzev, 2000) to collect data from participants' perspectives of their knowledge, attitudes, and skills regarding inclusive education after completed the pre-service inclusive education training program. The questionnaire was given to the participating students one day after they completed the final practicum experience. *Pair-t test* was use to compare students' retrospective pretest and posttest mean scores.

Data sources, evidence, objects or materials

Participants

Data were collected from 21 participating students' self-report questionnaire on inclusive education. The experimental pre-service inclusive education training program was an add-on curriculum to the senior year of a southern university's early childhood care provider preparation program. All participants were voluntarily recruited from the senior year students at the beginning of the 2011 school year. The only qualifying criterion is to have had elected Early Intervention in their junior year. There were originally 22 participants but one drop out of the final practicum course. Thus, only 21 participants completed the five added on courses in their senior year.

Instrument

This questionnaire contains 52 questions; 51 questions were on knowledge, attitude, and competence in carrying out effective inclusive educational practices; the last question was an open-ended question asking their thoughts about inclusive education in Taiwan. The questionnaire asks participants to think back one year ago before they start these five courses on inclusive education and now after they completed all courses using the competence ladder concept proposed by Pratt, McGuigan, and Katzev, (2000) (see attachment 2). Its internal consistence was examined using the standardized Cronbach's alpha coefficients. The standardized Cronbach's alpha coefficients for the pretest and the posttest are .946 and .936.

Results

After the experimental pre-service inclusive education training program, participating students' knowledge, attitude, and skills in carrying out effective inclusive educational practices have significantly improved on almost all but four items (see Table 1). Specifically, item 25th asking knowledge about typically

developing children tend to learn how to care for the disadvantaged in the inclusive setting, *paired t* = 1.19, *df* = 20, *p* < .25, further examine the mean scores of the retrospective pretest (RPT) and the post-test (PT) are 5.05 and 5.33 on a one to six scale, indicating students had agreed that typically developing children tend to learn how to care for the disadvantaged in the inclusive setting before the training program, there was slightly improved mean score after the program but not much. However, the following item asking about the abilities to teach children to care for the disadvantaged, RPT *M* = 3.71, and the PT *M* = 5.81, *paired t* = 3.08, *df* = 20, *p* < .006, showing that the participating students gain significant instructional competence through the training program.

The next no statistical significance item is the 39th, when parents of typically developing children have negative perspectives toward children with disabilities, teacher should step in and help the parents to understand, RPT *M* = 5.48, and the PT *M* = 5.76, *paired t* = 1.83, *df* = 20, *p* < .083. The following item asking about the competence of stepping in and help parents of typically developing children to understand showed significant improvement: RPT *M* = 3.05, and the PT *M* = 4.76, *paired t* = 6.00, *df* = 20, *p* < .000.

The third statistically non-significant item is the 45th, the number of children with disabilities in one classroom should not exceed three, RPT *M* = 5.00, and the PT *M* = 5.43, *paired t* = 2.01, *df* = 20, *p* < .058. It seems that three children with special needs in one classroom is a tolerable number for the participating students. The training program did not make significant difference.

The forth statistically non-significant item is the 48th, it is very important to provide an accessible (barrier-free) environment for children with disabilities, RPT *M* = 5.67, and the PT *M* = 5.90, *paired t* = 2.02, *df* = 20, *p* < .056. Again, no significant difference was made after the training program on this issue. However, the following item asking about their competence to help provide a barrier-free environment for children with disabilities, participating students demonstrated significant improvement, RPT *M* = 3.38., and the PT *M* = 4.90, *paired t* = 8.58, *df* = 20, *p* < .000.

In general, the experimental pre-service inclusive education training program made significant differences in promoting participants' knowledge, attitudes, skills, and competence in carrying out effective inclusive instructional practices.

Limitations

As pointed out in Pratt, et al., (2000), several limitations must be taken into account when applying retrospective pretest methodology. Issues such as level of recall accuracy, demand characteristics, and memory-related biases must be considered. Although it was clearly stated on the questionnaire that the participants should recall a specific question before they entered the training program, but it is

difficult to ensure if the responses were actually recall from the correct time point. Fortunately, there was no memory-related item on this questionnaire. But we cannot ignore the demand characteristics of the current study participants because these students had realized the inadequacy of their college program in preparing them to be a competent inclusive early childhood teacher thus they voluntarily entering the training program. They may want this program to look good so that their fellow schoolmates will continue to have this training program.

Scientific significance of the study

It is clear that the current college curriculum in preparing early childhood inclusive educator is insufficient. With increasing numbers of children with special needs entering the regular classrooms, it is critical for the preschool teacher preparation programs to re-exam their current early childhood education preparation program curriculum in order to better prepare professional personnel to serve all children in the early education field. It is hope that this experimental pre-service inclusive education training program may offer some encouragement for possible changes in the pre-service early childhood teacher and care provide training programs.

Table 1. Retrospective Pretest (RPT) and Post-test (Post) Item Means and t-values

Item		Means		Paired t-test	
		RPT	Post	t	df
1.	Inclu edu should consider children with and without disabilities	5.05	5.81	2.77*	20
2.	Competent to provide inclu edu for children with and without disabilitie	2.76	4.33	6.42***	20
3.	Children with special needs in regular class should have integrated IEP	4.95	5.71	4.20***	20
4.	Competent to provide children with special needs integrated IEP	2.81	4.19	6.87***	20
5.	Children with special needs should continue to work on living skills	5.14	5.95	4.95***	20
6.	Competent to help children with special needs to work on living skills	3.00	4.50	7.09***	19[a]
7.	Inclu edu teacher should manage children's problematic behaviors	5.05	5.86	5.46***	20
8.	Competent in managing children's problematic behaviors	3.10	4.48	10.73***	20
9.	Teacher should find resources to assist children with spe needs to learn	5.10	5.71	4.24***	20
10.	Competent to find resources to assist children with spe needs to learn	3.05	4.62	5.97***	20
11.	Inclu edu teacher should understand and accept children with spe needs	5.10	5.76	3.57**	20
12.	Willing to understand and accept children with special needs	5.10	5.81	4.18***	20
13.	Inclu edu teacher can set reasonable learning goals using appro assessm	4.43	5.29	3.70**	20
14.	Competent to set reasonable learning goals using approp assessments	2.76	4.62	8.01***	20
15.	Learning goals of developmentally delayed children should be included	4.86	5.67	4.00**	20
16.	Competent to include learning goals of devel delayed into class activitie	3.24	4.90	7.91***	20
17.	Assessment for develop delayed children should be adjusted	5.00	5.81	4.00**	20
18.	Competent to adjust assessment for develop delayed children	3.52	5.10	8.28***	20
19.	Teacher should adjust instruction to provide fair learning opportunities	5.33	5.81	2.91*	20
20.	Competent to adjust instruction to provide fair learning opportunities	3.19	4.81	5.46***	20
21.	EC teacher and sped teacher should collaborate in teaching	5.48	5.90	2.63*	20
22.	Competent to collaborate with sped teacher	3.33	5.05	6.61***	20
23.	IEP is not easy but has to be done	5.10	5.71	3.08**	20
24.	Competent to plan IEP	2.76	4.19	6.70***	20
25.	Typically develop children learn to care for the disadvantages in inclus	5.05	5.33	1.19	20
26.	Competent to teach children to care for the disadvantages in inclusive	3.71	5.14	7.52***	20
27.	Develop delayed children gain the most in social and language domains	5.19	5.81	3.08**	20
28.	Competent to provider learning in social and lang for develop delayed	3.67	5.10	5.84***	20
29.	Typically develop children learn understand the disadvantaged in inclu	5.00	5.67	3.57**	20
30.	Competent to teach children understand the disadvantaged in inclusive	3.71	5.10	6.87***	20
31.	EC teacher should play active role to help parents understand inclusion	5.14	5.76	2.91**	20
32.	Competent to play active role to help parents understand inclusion	3.71	5.05	7.68***	20
33.	Teacher should inform parents of devel delay possible obstacles in inclu	5.14	5.90	3.34**	20
34.	Competent to inform parents of devel delay possible obstacles in inclu	3.10	4.71	6.64***	20
35.	Teach parenting to parents of develo delayed children is very important	5.29	5.81	2.95**	20

36. Competent to teach parenting to parents of develop delayed children	3.29	4.57	5.85***	20
37. Teacher should provide relevant info of sped to parents of devel delay	5.24	5.76	3.53**	20
38. Competent to provide relevant info of sped to parents of devel delay	3.48	4.95	7.75***	20
39. Teacher should help parents understand when negative perspective arise	5.48	5.76	1.83	20
40. Competent to help parents understand when negative perspective arise	3.05	4.76	6.00***	20
41. Discussion meeting with the sped teacher should be done regularly	5.14	5.81	3.57**	20
42. Competent to discuss devel and edu of sped children with sped teacher	3.43	4.81	5.09***	20
43. EC teacher should attend sped in-service sessions to enhance teaching	5.52	5.86	2.65*	20
44. Willing to attend sped in-service sessions to enhance teaching skills	5.10	5.76	3.57**	20
45. There should not be more than 3 sped kids in the regular classroom	5.00	5.43	2.01	20
46. Resources of sped and EC should be shared	5.62	5.95	2.65*	20
47. Competent to integrate resources of sped and EC	3.33	4.86	5.59***	20
48. Provide a barrier-free environment for kids sped needs very important	5.67	5.90	2.02	20
49. Competent to provide a barrier-free environment for kids sped needs	3.38	4.90	8.58***	20
50. Willing to have developmentally delayed kids in my classroom	4.62	5.38	3.51**	20
51. Competent to have developmentally delayed kids in my classroom	3.33	4.81	6.57***	20

Notes: [a] one student failed to give post test response on item 6th

$^{*}p < .05$, ** $p < .01$, *** $p < .001$

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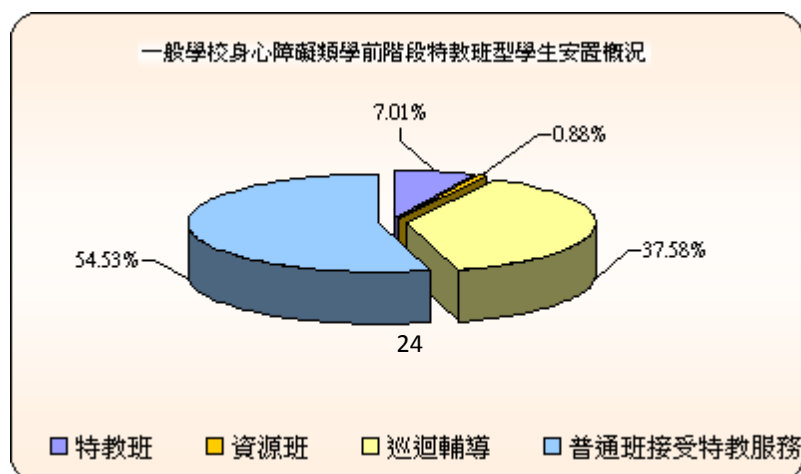http://www.set.edu.tw/sta2/contact/100 學年度下學期統計概況/10103 學前身障安置.htm

Attachment 1: Placement of Preschool Children with Special Needs (Ministry of Education)

一般學校身心障礙類學前階段特教班型學生安置概況

更新日期：2012/3/20　單位：(人)

人數　　班型 縣市	集中式 特教班	分散式 資源班	各類 巡迴輔 導	普通班 接受特 教方案	總計
新北市	162	32	737	983	**1914**
臺北市	110	0	640	529	**1279**
臺中市	27	23	990	342	**1382**
臺南市	15	0	298	539	**852**
高雄市	160	1	187	698	**1046**
宜蘭縣	41	0	73	131	**245**
桃園縣	53	1	140	678	**872**
新竹縣	5	0	15	153	**173**
苗栗縣	22	8	281	30	**341**
彰化縣	18	8	199	546	**771**
南投縣	36	0	155	75	**266**
雲林縣	0	0	11	436	**447**
嘉義縣	8	0	54	167	**229**
屏東縣	15	24	113	224	**376**
台東縣	8	2	69	37	**116**
花蓮縣	38	0	174	95	**307**
澎湖縣	0	0	9	42	**51**
基隆市	13	1	31	66	**111**
新竹市	47	0	0	248	**295**
嘉義市	16	0	11	142	**169**
金門縣	0	0	70	17	**87**
連江縣	0	0	0	0	**0**
總計	**794**	**100**	**4257**	**6178**	**11329**

一般學校身心障礙類學前階段特教班型學生安置概況

7.01%　0.88%　54.53%　37.58%　24

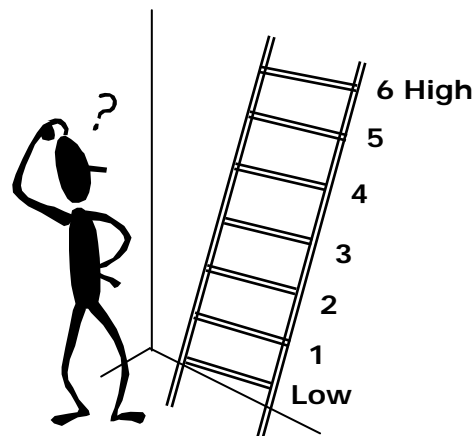□ 特教班　□ 資源班　□ 巡迴輔導　□ 普通班接受特教服務

Attachment 2: Self Report Inclusive Education Knowledge, Attitude, and Skills Questionnaire

<div align="center">學前融合教育問卷</div>

填答說明：

以下問卷的目的是想了解您對融合教育的實際看法與想法，問卷共有 52 題，每一題有六個級別：1、2、3、4、5、6（如圖示），分別表示「非常不同意」、「不同意」、「有些不同意」、「有些同意」、「同意」、「非常同意」，請您依照實際體驗，圈選適當的選項，除第 52 題外，每題只能圈選一個。

祝您　順心愉快！

6 High
5
4
3
2
1
Low

例題：

我認為	修習食物營養課程以前	現在
1.苦瓜是營養素很高的蔬菜。	1　2　3④5　6	1　2　3　4　5⑥
2.我願意吃有苦瓜的菜餚。	1　2③4　5　6	1　2　3　4⑤6

我認為	修習學前融合教育學程前	現在
1.優質的學前融合教育應能兼顧發展遲緩幼兒的特殊需求及一般幼兒的發展。	1　2　3　4　5　6	1　2　3　4　5　6
2.我有能力提供優質的學前融合教育並能兼顧發展遲緩幼兒的特殊需求。	1　2　3　4　5　6	1　2　3　4　5　6
3.幼兒在融合班接受教育仍應提供完善的教育服務計畫。	1　2　3　4　5　6	1　2　3　4　5　6
4.我有能力提供在融合班接受教育的幼兒完善的教育服務計畫。	1　2　3　4　5　6	1　2　3　4　5　6
5.發展遲緩幼兒即使在普通班中，加強其生活自理的能力還是很重要。	1　2　3　4　5　6	1　2　3　4　5　6
6.我有能力規劃普通班中特殊幼兒之生活自理能力訓練。	1　2　3　4　5　6	1　2　3　4　5　6
7.發展遲緩幼兒在班級中所引起的行為問題老師要設法處理。	1　2　3　4　5　6	1　2　3　4　5　6

我認為	修習學前融合教育學程前	現在
8.我有能力處理幼兒在班級中所引起的行為問題。	1 2 3 4 5 6	1 2 3 4 5 6
9.班級中有發展遲緩幼兒，老師要設法找到資源來協助其在班級中獲得良好的適應。	1 2 3 4 5 6	1 2 3 4 5 6
10.我有能力尋求資源，協助特殊幼兒在班級中獲得良好適應。	1 2 3 4 5 6	1 2 3 4 5 6
11.融合班教師應瞭解班級中發展遲緩幼兒的特質，並能接納他。	1 2 3 4 5 6	1 2 3 4 5 6
12.我願意瞭解班級中發展遲緩幼兒，並能接納他。	1 2 3 4 5 6	1 2 3 4 5 6
13.老師能根據評量結果為發展遲緩幼兒擬定學習目標。	1 2 3 4 5 6	1 2 3 4 5 6
14.我有能力根據評量結果為發展遲緩幼兒擬定學習目標。	1 2 3 4 5 6	1 2 3 4 5 6
15.發展遲緩幼兒的學習目標應融入班級活動中。	1 2 3 4 5 6	1 2 3 4 5 6
16.我有能力將發展遲緩幼兒學習目標融入班級活動。	1 2 3 4 5 6	1 2 3 4 5 6
17.發展遲緩幼兒的評量，應採用不同的方法(如：口頭、操作)。	1 2 3 4 5 6	1 2 3 4 5 6
18.我有能力採用不同方法為發展遲緩幼兒評量。	1 2 3 4 5 6	1 2 3 4 5 6
19.老師應調整教學，以提供發展遲緩幼兒公平的學習機會。	1 2 3 4 5 6	1 2 3 4 5 6
20.我有能力調整教學，以提供發展遲緩幼兒公平的學習機會。	1 2 3 4 5 6	1 2 3 4 5 6
21.普通教師與特殊教育教師之間應建立教學合作的關係。	1 2 3 4 5 6	1 2 3 4 5 6
22.我有能力與特殊教育教師建立教學合作的關係。	1 2 3 4 5 6	1 2 3 4 5 6
23.擬定發展遲緩幼兒的個別化教育計畫是件困難的事，但還是要做。	1 2 3 4 5 6	1 2 3 4 5 6
24.我有能力為發展遲緩幼兒擬定個別化教育計畫。	1 2 3 4 5 6	1 2 3 4 5 6
25.一般幼兒和發展遲緩幼兒相處，會懂得照顧弱者。	1 2 3 4 5 6	1 2 3 4 5 6

	修習學前融合教育學程前						現在					
26 我有能力教導一班幼兒和發展遲緩幼兒相處，並教導幼兒懂得照顧弱者。	1	2	3	4	5	6	1	2	3	4	5	6
27.發展遲緩幼兒在融合班級中，最大的好處是可以增進其語言與社會的能力。	1	2	3	4	5	6	1	2	3	4	5	6
28.我有能力提供發展遲緩幼兒在融合班級中，增進其語言與社會能力。	1	2	3	4	5	6	1	2	3	4	5	6
29.發展遲緩幼兒在融合班級中，可增進一般幼兒瞭解並體諒發展遲緩幼兒的障礙及困難。	1	2	3	4	5	6	1	2	3	4	5	6
30.我有能力讓一般幼兒瞭解並體諒發展遲緩幼兒的障礙及困難。	1	2	3	4	5	6	1	2	3	4	5	6
31.普通班教師應主動讓一般幼兒的家長瞭解融合教育的必要性。	1	2	3	4	5	6	1	2	3	4	5	6

我認為	修習學前融合教育學程前						現在					
32.我有能力主動讓一般幼兒的家長瞭解融合教育的必要性。	1	2	3	4	5	6	1	2	3	4	5	6
33.老師應讓發展遲緩幼兒的家長瞭解其幼兒在融合班級中可能遭遇的問題。	1	2	3	4	5	6	1	2	3	4	5	6
34.我有能力讓發展遲緩幼兒的家長瞭解其幼兒在融合班級中可能遭遇的問題。	1	2	3	4	5	6	1	2	3	4	5	6
35.協助發展遲緩幼兒的家長教養幼兒的方法非常重要。	1	2	3	4	5	6	1	2	3	4	5	6
36.我有能力協助發展遲緩幼兒的家長教養幼兒的相關問題。	1	2	3	4	5	6	1	2	3	4	5	6
37.老師應讓發展遲緩幼兒的家長了解幼兒所需要的特殊教育相關訊息。	1	2	3	4	5	6	1	2	3	4	5	6
38.我有能力讓發展遲緩幼兒的家長了解幼兒所需要的特殊教育相關訊息。	1	2	3	4	5	6	1	2	3	4	5	6
39.當一般幼兒家長表達其對發展遲緩幼兒負面的看法時，老師應適度說明。	1	2	3	4	5	6	1	2	3	4	5	6
40.我有能力面對一般幼兒的家長對發展遲緩幼兒的負面看法，並能適度說明。	1	2	3	4	5	6	1	2	3	4	5	6
41.針對發展遲緩幼兒的教育與輔導事宜，老師應定期和特殊教育相關人員進行討論。	1	2	3	4	5	6	1	2	3	4	5	6
42.我有能力針對發展遲緩幼兒的教育與輔導事宜，定期和特殊教育相關人員進行討論。	1	2	3	4	5	6	1	2	3	4	5	6

43.老師應參與特教相關的研習,以增進教導發展遲緩幼兒的能力。	1　2　3　4　5　6	1　2　3　4　5　6
44.我願意參與特教相關研習,以增進教導發展遲緩幼兒的能力。	1　2　3　4　5　6	1　2　3　4　5　6
45.發展遲緩幼兒安置於普通班的人數應加以限制以不超過 3 人為限。	1　2　3　4　5　6	1　2　3　4　5　6
46.特教的資源應和普通教育的資源整合,共同分享。	1　2　3　4　5　6	1　2　3　4　5　6
47.我有能力將特教的資源和普通班的資源整合來共同分享。	1　2　3　4　5　6	1　2　3　4　5　6
48.提供發展遲緩幼兒一個無障礙的環境非常重要。	1　2　3　4　5　6	1　2　3　4　5　6
49.我有能力協助提供發展遲緩幼兒一個無障礙的環境。	1　2　3　4　5　6	1　2　3　4　5　6
50.我願意接受發展遲緩幼兒安置在我的班級中。	1　2　3　4　5　6	1　2　3　4　5　6
51.我有能力接受發展遲緩幼兒安置在我的班級中。	1　2　3　4　5　6	1　2　3　4　5　6

52.以您的見解,您覺得目前實施融合教育的困難在哪裡?
可複選,請排序!
□特教資源與普通班資源未能整合
□教育行政主管不支持融合教育
□在普通幼兒教育訓練過程中未能融入特殊幼兒教育相關訓練
□社會大眾無法接納特殊幼兒
□社會福利、教育與醫療資源未能充分整合
□其他 _____

_____

_____

_____

_____

_____

填答完畢,非常感謝您的協助與支持!

北美華人教育研究及策劃協會

**Chinese American Educational Research
and Development Association**

21ˢᵗ Annual International Conference

Poverty, Social Justice, and Education in a Global Context

April 26–27, 2013

San Francisco, California, USA

Meet Our Keynote Speakers

Dr. Leung Seung-ming, Alvin, is Dean of Education of The Chinese University of Hong Kong (CUHK). He received his doctorate in Counseling Psychology from the University of Illinois, Urbana-Champaign in 1988. He joined CUHK in 1996 after serving as a faculty member at the University of Nebraska-Lincoln and the University of Houston respectively. His research and publications focused in career development and assessment, cross-cultural and multicultural counseling, and counseling in educational settings. Professor Leung has been engaged actively in training counselors, teachers, and psychologists for over 20 years in Hong Kong and internationally. He is a Fellow of American Psychological Association (APA) and Hong Kong Professional Counseling Association. He received the "*Distinguished Contributions to the International Advancement of the Counseling Profession*" Award from the Society of Counseling Psychology of APA, and the 2009 *"Distinguished Alumni Award"* from his Alma Mater, University of Illinois at Urbana-Champaign. In 2011, his co-edited book, "*International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide"* received the 2010 *Ursula Gielen Book Award* from the Division of International Psychology of APA.

Dr. Guofang Li is an Associate Professor of second language and literacy education in the Department of Teacher Education, Michigan State University. Li's research focuses on immigrant students' home literacy practices and their relationships to schooling framed around issues of culture, race, class, and gender; Asian immigrants' education, their social processes of learning, the impact of the "model minority" myth on language and literacy development; and research-based practices in ESL/EFL education. Li is the recipient of the 2011 Publication Award of the Association of Chinese Professors of Social Sciences in the U. S. (ACPSS), the 2010 Early Career Award at American Educational Research Association (AERA), the 2008 Division G Early Career Award of AERA, and the 2006 Ed Fry Book Award of the National Reading Conference. Li has published 9 books and over 60 journal articles and book chapters. Her recent works include *Handbook of Asian education: A cultural approach* (Routledge, 2011), *Best practices in ELL instruction* (2010, Guilford Press). *Multicultural families, home literacies, and mainstream schooling* (2009, IAP), *Model minority myths revisited: An interdisciplinary approach to demystifying Asian American education experiences* (2008, IAP), and *Culturally contested literacies: America's "rainbow underclass" and urban schools* (2008, Routledge). Li teaches undergraduate, graduate, and doctoral courses in second language literacy education at MSU.

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Location and Map of Conference Hotel

Parc 55 Wyndham San Francisco-Union Square

55 Cyril Magnin Street, San Francisco, California, USA

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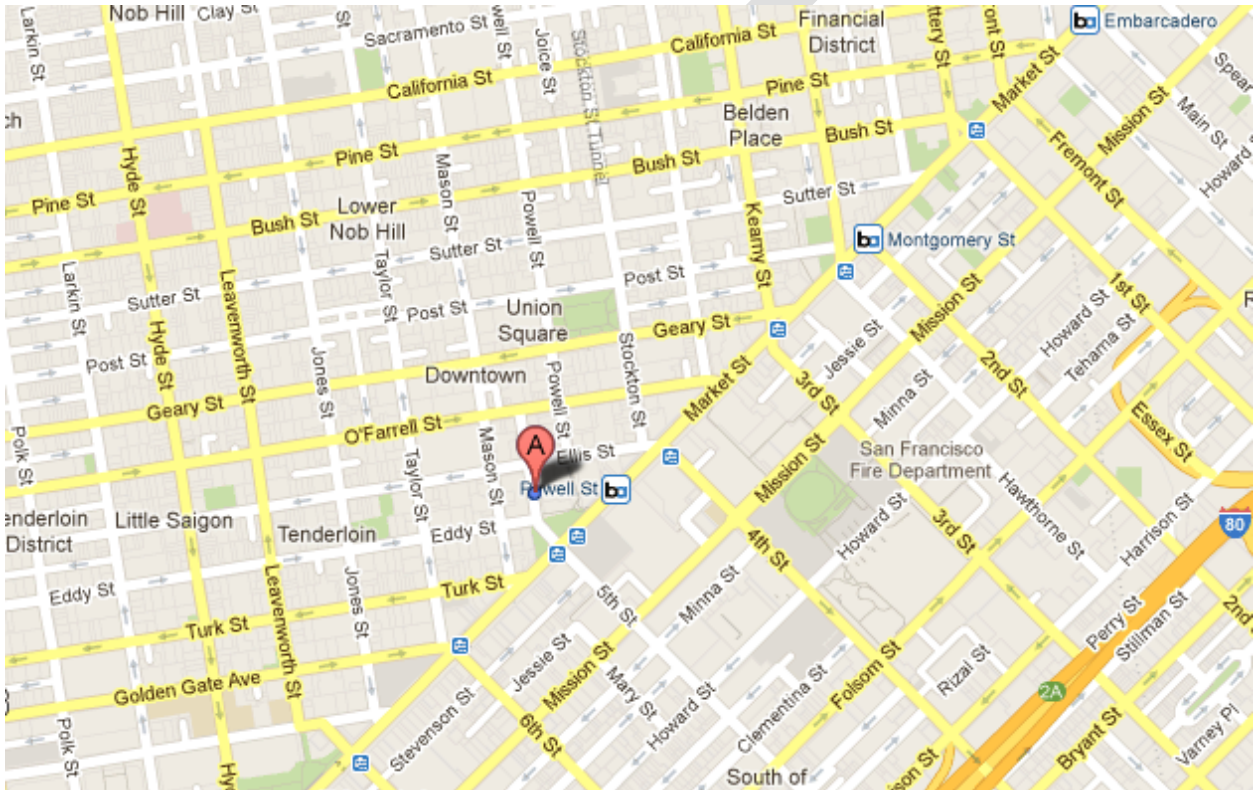
All conference presentations/meetings will be held in the following three rooms of Parc 55 Wyndham San Francisco-Union Square
:
- **Room #1: Cyril Magin III (4th floor);**
- **Room #2: Powell I (3rd floor);**
- **Room #3: Powell II (3rd floor)**

Conference Program Schedule

Friday, April 26, 2013

Time & Room	*Sessions*
7:30am – 4:30pm	**Conference On-Site Registration**
8:20am-8:50am	**General Session**
Cyril Magin III	*Welcome and Opening Remarks* Rui Bai CAERDA President and Conference Co-Chair The Chinese University of Hong Kong Wen Ma CAERDA Vice President and Conference Co-Chair Le Moyne College
8:50am – 9:00am	**Break**
9:00am – 10:20am	**Paper Session I**
Concurrent Session **Cyril Magin III**	*Epistemological Beliefs and Mathematics Education* 1. **An Investigation of High-School Mathematics Teachers' Epistemological Beliefs and Their Self-Regulation in Teaching** Shengying Xie, Nanjing Normal University; Jinfa Cai, University of Delaware; Ping Yu, Nanjing Normal University 2. **How Does Professional Development Influence Elementary School Teachers' Enactment of a Standards-Based Mathematics Curriculum?** Christie Martin, Chuang Wang, Drew Polly, Richard Lambert, David Pugalee, University of North Carolina at Charlotte 3. **Comparison of In-Service Primary Mathematics Teachers' Knowledge between Expert Teachers and Ordinary Teachers in China** Ding Rui, Northeast Normal University 4. **Mathematics Prognosis: How the Schools Factors Impact Student's Mathematics Achievement in Ontario Elementary Schools** Fei Wang, Jingshun Zhang, OISE, University of Toronto Facilitator: Chuang Wang, University of North Carolina at Charlotte

9:00am – 10:20am	Paper Session II
Concurrent Session **Powell I**	*Instructional Strategy across the Curriculum* 1. **A Questionnaire Study on Writing Strategies Used by Upper Primary School Pupils in Singapore** Rui Bai, The Chinese University of Hong Kong 2. **Rural Junior Secondary School Students' Perceptions of Classroom Learning Environments in West China** Xingrong Yang, Umeå University 3. **An After-School Reading Tutoring Program Can Make a Difference in A High Poverty Elementary School** Show-Mei Lin, Tennessee State University 4. **Comparison of Effective Learning Strategies and Values towards Mathematics in Eastern and Western Taiwan** Chia Huang Chen, Kun-Shan University Facilitator: Rui Bai, The Chinese University of Hong Kong
9:00am – 10:20am	Paper Session III
Concurrent Session **Powell II**	*Diverse Issues in Education* 1. **Fathers' Role in Chinese Children's Education** Zhonghe Wu, National University, USA; Song A. An, University of Texas at El Paso; Shuhua An, California State University, Long Beach 2. **Prevalence and Trajectories of School Absenteeism for Urban Youth: Findings from a Population-Based Study** Chin-Chih Chen, Jessica Venable, Dennis Culhane, Steve Metraux, Park Min, Virginia Commonwealth University 3. **Families with Returned Satellite Children: A Case Study of Chinese Immigrants in Toronto** Kangxian Zhao, Jingshun Zhang, Yamin Qian, OISE, University of Toronto; Xiaoyang Wang, Tsinghua University Facilitator: Zhonghe Wu, National University, USA
10:20am – 10:30am	Break
10:30am – 11:50am	Symposium Session I
Concurrent Session **Cyril Magin III**	*Promising Scholars Session* *Culture and Instructional Practices* **Taoism and Contemporary Education**

	Session Organizer: Hongyu Wang, Oklahoma State University
	1. **A Taoist Approach to Social Justice Education through** *Wuwei*
	Hongyu Wang, Oklahoma State University
	2. **Zhuangzi's Negative Education and the Mission of Education for Freedom**
	Guoping Zhao, Oklahoma State University
	3. **A Taoist Therapy for Whole-Bodied Curriculum in Schooling**
	Yungshan Hung, National Academy for Educational Research, Taiwan
	Facilitator: Hongyu Wang, Oklahoma State University
10:30am – 11:50am	**Symposium Session II**
Concurrent Session **Powell I**	*Instruction across Cultural/Linguistic Boundaries* **Teaching across Sociocultural and Linguistic Boundaries** Session Organizer: Wen Ma, Le Moyne College 1. **Teaching and Learning in Two Worlds: Ideologies, Beliefs and Challenges of Teaching and Learning in China and the United States** Ran Hu, East Carolina University 2. **Chinese and American Teachers' Evaluation Criteria as Reflected in Narrative Student Evaluations—How General Cultural Values Are Specified in School Settings** Hong Ni, California State University-Fresno; Chieh Li, Northeastern University 3. **Learning to Write in Chinese: A Case Study in Community-Based Chinese Heritage Language Classrooms** Chang Pu, Berry College 4. **Identities, Values, and Beliefs: A Case Study of a Chinese Teacher's Narratives** Koyin Sung, Utah State University Facilitator: Wen Ma, Le Moyne College
10:30am – 11:50am	**Paper Session IV**
Concurrent Session **Powell II**	*Language and Culture* 1. **Examining Preservice Teachers' Intercultural Competence through a Multicultural Perspectives Course**

	Yaoying Xu, Serra De Arment, Belinda Hooper, Mary Ellen Huennekens, Virginia Commonwealth University
	2. **Managing the Complexities of an ESL Program: Towards an Ecological Model of Activity Theory and Affordance** Alan Lai, BNU-HKBU United International College
	3. **Generation 1.5 Teachers and Native-English-Speaking Status: Race Matters** Farahnaz Faez, University of Western Ontario Facilitator: Yaoying Xu, Virginia Commonwealth University
11:50am – 1:30pm	**Lunch Break**
1:30pm – 2:50pm	**Paper Session V**
Concurrent Session **Cyril Magin III**	*Learning and Instruction* 1. **Understanding Middle-Grade Non-Heritage Language Learners' Motivation in Learning Chinese: A Qualitative Study** Aubrey Wang, Ailing Kong, St. Joseph's University 2. **Chinese Adolescents' Third Space of Language Use in Canada: The Production and the Process** Yamin Qian, University of Toronto 3. **Language Learning Attitudes in the Chinese as a Foreign Language Classrooms** Koyin Sung, Utah State University; Hsiao-Ping Wu, Texas A&M University- San Antonio Facilitator: Ailing Kong, St. Joseph's University
1:30pm – 2:50pm	**Paper Session VI**
Concurrent Session **Powell I**	*Learning and Instruction* 1. **Project Penpal: Constructing Knowledge about Literacy Development in Young Children** Miranda Lin, Illinois State University 2. **Outcomes of an Experimental Pre-Service Inclusive Early Childhood Personnel Preparation Program Using Retrospective Pretest Methodology** Huei Ling Agnes Tsai, National Pingtung University of Science and Technology 3. **"謎語教學"對幼兒批判性思維的影響**

	Chan To, Chui Ching Ying, The Chinese University of Hong Kong 4. **國小數學數位圖畫故事書的開發與教學策略探究** Yuan Yuan, Min-Yuan Wei, Chung Yuan Christian University Facilitator: Miranda Lin, Illinois State University
1:30pm – 2:50pm	**Paper Session VII**
Concurrent Session **Powell II**	*Chinese Ways of Teaching and Learning* 1. **The Errors and Countermeasures in Thailand Student's Time Expression** Jing Zhou, Dan Li, Jinan University 2. **A Comparison of Dutch and Chinese Research University Teachers' Belief with Cross-Cultural Teaching Experience** Wei Wu, Xiamen University 3. **The Practice of Multicultural Education of an Elementary School Principal in Taiwan** Kuang-Jui Fan, Jhao-Men Elementary School, Taiwan; Yu-Min Chien, Chung Yuan Christian University Facilitator: Rui Bai, The Chinese University of Hong Kong
2:50pm – 3:00pm	**Break**
3:00pm – 4:20pm	**Interactive Session I**
Concurrent Session **Cyril Magin III**	*Learning across the Educational Spectrum* 1. **Poverty and Children in Special Education** Daqi Li, SUNY Oneonta; Jiang Tan, SUNY Cobleskill 2. **What Makes an Effective Foreign Language Teacher?** Hsiao-ping Wu, Texas A&M University-San Antonio; Koyin Sung, Utah State University 3. **The Cooperative Strategies of Cross-Border Higher Education under the WTO framework between China and Taiwan** Yao Tang, National Chung Kung University 4. **Influence of Reward-Based Game Program on Student's Performance and Attitude for Eye Massage** Yurui Huang, Siying Cen, Yingcong Zhang, Yuhua Liang, Beijing Normal University-Hong Kong Baptist University United International College (UIC) 5. **Assessing Chinese Language Performance: Key to Language Learning Success**

	Chuchao Tsai, Bellaire High School and University of St. Thomas
	6. **How Different Educational Levels with Gender Difference Related to Their Family, Village, and Areas in Rural China** Weiguo Zhang, University of Toronto at Mississauga; Jingshun Zhang, OISE, University of Toronto
	7. **Estimations of Economies of Scale in Taiwan's Higher Technological and Vocational Education Institutions** Young Yuan, Chien-Ern Huang, Ling Tung University
	8. **Increasing Students Engagement in Learning: Use of Technology** Weiwei Cai, West Chester University of Pennsylvania
	9. **Using U.S. Mainstream Media Technologies to Support EFL Students' English Learning and Cultural Competence in Taiwan** Yulin Feng, Valentin E. Nzai, Texas A&M University, Kingsville
	10. **High Tuition Fees, High Living Costs: The Relationship among College Costs, Part-time Work, and Academic Involvement** Chi-Ning Chang, National Taiwan Normal University Facilitator: Daqi Li, SUNY Oneonta
3:00pm – 4:20pm	**Paper Session VIII**
Concurrent Session **Powell I**	*Learning and Assessment* 1. **Chinese Students' Academic Achievement is Less Driven by Interest: Analyses of PISA Top Performing Countries** Kit-Tai Hau, Jianfang Chang, The Chinese University of Hong Kong 2. **Using Data Mining to Predict Students' Science and Math Performance** Man Hung, Shirley Hon, University of Utah 3. **Mathematics Education Reform and Problem Posing: Evidence from Curriculum Analysis** Dianshun Hu, Central China Normal University; Jinfa Cai, University of Delaware; Chunlian Jiang, University of Macau Facilitator: Jinfa Cai, University of Delaware
3:00pm – 4:20pm	**Paper Session IX**
Concurrent Session	*Learning and Instruction*

Powell II	1. **English Language Education as a Mark of Social Distinction in Taiwan** YihFang Ava Pan, University of New Mexico 2. **A Case Study of English Teaching and Learning in an English Village in Taiwan** Shiou Yin Yeh, Yu-Min Chien, Chung Yuan Christian University 3. **Empowering the New Immigrant Female: A Case Study of the New Immigrant Parent-Child Learning of Mathematics** Yi-Yen Li, Yishing Elementary School, Taiwan; Yu-Min Chien, Chung Yuan Christian University Facilitator: Ya-yu Lo, University of North Carolina at Charlotte
4:20pm – 4:30pm	**Break**
4:30pm – 5:50pm	**Plenary Session**
Cyril Magin III	*Invited Key-Note Presentations* *Internationalization of Educational Research and Practice: Finding Your Niche in Global Education Scholarship?* Leung Seung-ming, Alvin, Dean of Education The Chinese University of Hong Kong *Class and Culturally Contested Pedagogy: Rethinking Literacy, Power and Asian Social Positioning in the New Millennium* Guofang Li, Associate Professor of Second Language and Literacy Michigan State University Facilitators: Rui Bai, The Chinese University of Hong Kong; Wen Ma, Le Moyne College
7:00pm – 9:00pm Restaurant to be announced	**Dinner Banquet**

Saturday, April 27, 2013

Time & Room	*Sessions*
8:30am – 9:50am	**Paper Session X**
Concurrent Session **Cyril Magin III**	*Learning and Differentiated Instruction* 1. **Social Skill Instruction with Cultural Responsiveness** Ya-yu Lo, University of North Carolina at Charlotte 2. **Investigation of a Preservice Training Program Using Embedded Learning Opportunities for Preschoolers with Special Need** Shu hsien Tseng, Chung Yuan Christian University 3. **Perceptions of ESL Teachers on Pre-referral Processes for Latino English Language Learners with Learning Disabilities** Yaoying Xu, Virginia Commonwealth University 4. **Assessing a Measure of Altruism and Motivational Factors: An Instrument for Counselor Educators** Dodie Limberg, University of Central Florida Facilitator: Ya-yu Lo, University of North Carolina at Charlotte
8:30am – 9:50am	**Symposium Session III**
Concurrent Session **Powell I**	*Culture and Educational Practices* **American Education and Chinese Wisdom** Session Organizer: Wen Ma, Le Moyne College 1. **Demystifying the Math Myth: Factors that Contribute to the Mathematics Achievement Gap between Chinese and American Students** Guili Zhang, East Carolina University; Miguel Padilla, Old Dominion University 2. **Becoming a Chinese Teacher Educator in the Southeastern United States** Ye He, University of North Carolina at Greensboro 3. **Indirect versus Direct Instructional Approaches in Teaching Research Methodology Courses** Chuang Wang, Wanying Wang, University of North Carolina at Charlotte 4. **The Pedagogical Journey and Transformation of A Cohort of Educators from Chinese Backgrounds** Wen Ma, Le Moyne College Facilitator: Wen Ma, Le Moyne College

8:30am – 9:50am	**Symposium Session IV**
Concurrent Session **Powell II**	*Gifted Education across Boundaries* **Gifted Education in Hong Kong, Mainland, Taiwan, and Singapore: Decades of Progress** Session Organizer: David Dai, State University of New York at Albany Session Discussant: Jinfa Cai, University of Delaware 1. **A 50-Year Journey: Gifted Education in Taiwan** 　Yi-Lung Kuo, Beijing Normal University-Hong Kong Baptist University United International College (UIC); David Dai, State University of New York at Albany 2. **Gifted Programs and Reinvigoration of a Nation: Gifted Education in Mainland China** 　Saiying Steenbergen-Hu, Duke University; Yang Yang, China People's University's High School 3. **29 Years of Exploration: Gifted Education in Singapore** 　Chwee Quek, Department of Education, Singapore; David Dai, State University of New York at Albany 4. **A New A New Kid in the Block: Gifted Education in Hong Kong** 　Patrick Lam, Hong Kong Academy for Gifted Education; David Dai, State University of New York at Albany Session Facilitator: David Dai, State University of New York at Albany
9:50am – 10:00am	**Break**
10:00am – 11:20am	**Interactive Session II**
General Session **Cyril Magin III**	*Learning across the Educational Spectrum* 1. **Mathematics Education in North America and China: Views of Chinese in North America** 　Jingshun Zhang, Zhaoyun Wang, OISE, University of Toronto 2. **Comparison of Effective Learning Strategies and Values towards Mathematics in Eastern and Western Taiwan** 　Chiahuang Chen, Kun-Shan University 3. **Teachers' Perceptions of Biracial Students from Multicultural Families** 　Anni Krummel, Illinois State University 4. **The Effect of Praise and Criticism on Student's Intrinsic Motivation: A Meta-Analysis in Taiwan for Over a Decade** 　Yung-Kang Hsu, Yung-Chen Hsu, Chengchi University 5. **Exploring the Provision of School Counselors' Asian American Counseling Services** 　Yih-Jiun Shen, The University of Texas-Pan American

	6. **The Study of American and Taiwanese Preschools' Play and Social Behaviors** Teresa Yin-Ping Teng, Shin Chien University; Li Tsung-Wen Kuo, National Taitung University 7. **How Cell Phone Usage Affects High-Income Family Students' Willingness to Communicate?** Yurui Huang, Beijing Normal University-Hong Kong Baptist University United International College (UIC) 8. **Learning English Vocabulary through Singing: A Pilot Study on Taiwanese Aboriginal Students** Chaoli Hsu, Wenzao Ursuline College of Languages, Taiwan Sue-Jen Chen, University of North Carolina Wilmington 9. **Development of Morpho-Syntactic Awareness and Reading Comprehension among Adult Language Learners: A Study with Taiwanese Students** Yih-Lin Belinda Jiang, Suchou University; Li-Jen Kuo, Tae-Jin Kim, Northern Illinois University 10. **Retrospective Time Travel in the Chinese Context: Going beyond Postmodernism** Yongan Wu, University of Northern Florida Facilitator: Jingshun Zhang, OISE, University of Toronto
10:00am – 11:20am	**Symposium Session IV**
Concurrent Session **Powell I**	*Education and Curriculum* 1. 中国城乡幼儿教师配置中的问题和原因 **Limin Zhang, The Chinese University of Hong Kong** 2. 以体验式学习促进学生情绪智能的课程探索: 一所新型博雅大学在中国的实践 何义炜　黄匡忠　林柏宇, Beijing Normal University-Hong Kong Baptist University United International College (UIC) 3. 中學教師組織公民行為之初探 戴芸青, 復旦高級中學 Facilitator: Limin Zhang, The Chinese University of Hong Kong
10:00am – 11:20am	**Paper Session XII**
Concurrent Session	*Educational Policy and Leadership* 1. **Perceptions of Chinese Educators on School Community Relations**

Powell II	Tak C. Chan, Binbin Jiang, Kennesaw State University 2. **A Comparison Study on Chinese and Dutch Research University Teachers' Conception of Teaching-Research Relationship** Wei Wu, Xiamen University 3. **Low Socioeconomic Status of Chinese Undergraduate Influenced on Hardiness on Leadership Performance** Siying Cen, Beijing Normal University-Hong Kong Baptist University United International College (UIC) 4. **The Fitter, the Better? Investigating the Impact of Stem Traits vs. Major-Job Congruence on Wages for Early Career Graduates** Shu-Chen Chiang, Wei-Ling Wang, Li-Yun Wang, National Taiwan Normal University Facilitator: Tak C. Chan, Kennesaw State University
11:20am – 11:30am	**Break**
11:30am – 12:00pm **Cyril Magin III**	**Closing Ceremony** **Presentations of Awards** Rui Bai, CAERDA President/Conference Co-Chair Wen Ma, CAERDA Vice President and Conference Co-Chair
12:30pm – 2:00pm **Location to be Announced**	**CAERDA Board Meeting** **All Board members (and interested individuals)**

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