



UNIVERSITY of GUYANA



University of Guyana's Center of Excellence
for Teaching and Learning (CoETaL)

3rd Biennial Teaching Conference

18th - 19th September 2023

BOOK OF ABSTRACTS & Programme

September 17, 2023/ Version 3

Celebrating a Legacy of Teaching,
Leading, and Learning



Please note that this document is subject to change and continuous updates are available on the conference website: <https://coetal.uog.edu.gy/biennial-conference-2023>

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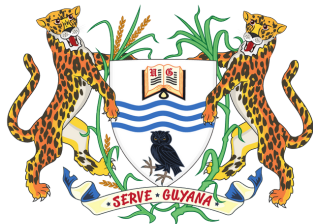
3rd Biennial Teaching Conference

18th - 19th September 2023

In-person and via Zoom Webinar

Georgetown, Guyana

BOOK OF ABSTRACTS & PROGRAMME



UNIVERSITY of GUYANA



HALLIBURTON

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Lansen Label



unicef for every child

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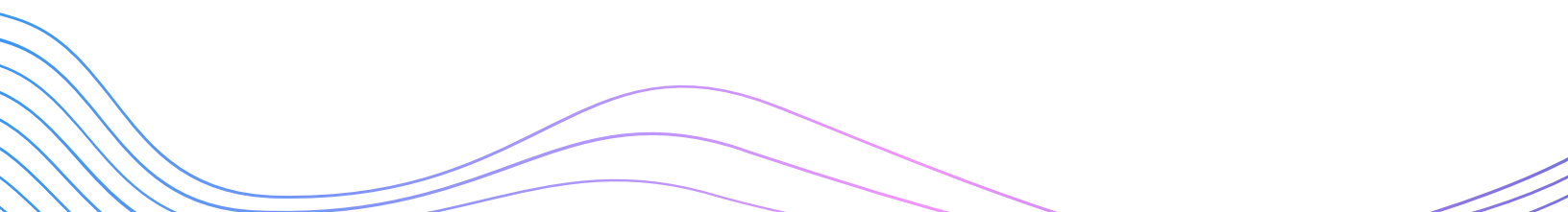
Welcome Message From Conference Chair

Dr. Charmaine Bissessar
Director, CoETaL, The University of Guyana

Welcome to the Centre of Excellence for Teaching and Learning, University of Guyana, 3rd Biennial Conference 2023. This year's hybrid conference focuses on celebrating a legacy of teaching, leading, and learning in honour of the University of Guyana's 60th anniversary. With such an important milestone, this Biennial Conference proposes to add to the University's intellectual capital with academics, researchers, curriculum developers, and key stakeholders presenting and sharing their research and knowledge. Presenters will explore issues of assessment, the use of artificial intelligence in the teaching/learning dyad, and the evolution of leadership post-pandemic, instructional strategies, soft skills in education, resilience, and the female academic, classroom assessment, and quality assurance among others.

This year's conference will feature key researchers in the field of education. The opening session will take place on Monday, September 18, 2023, at 9:00hrs and will feature presentations from the University of Guyana's Chancellor Professor Edward Greene, UG's Vice-Chancellor Professor Paloma Mohamed Martin, Honourable Minister of Education Dr. Priya Manickchand, Deputy Vice Chancellor, Professor Emanuel Cummings, UNICEF Deputy Representative, Mr Irfan Akhtar, Deputy Principal of the Cyril Potter College of Education Ms. Tamsin Henry-Granville, and Director of UG's Centre for Excellence in Teaching and Learning (CoETaL) Dr. Charmaine Bissessar. The opening ceremony will also include an edutainment session by UG students.

This conference offers scholars, educators, and key stakeholders an opportunity to share their research. Researchers are also given an opportunity to obtain feedback on their research. Given the present issues of the use of Artificial Intelligence in the classroom, this conference provides opportunities for introspection on this topic. There will be a plenary session on Artificial Intelligence in Education conducted by UG Lecturer Dr. Andreassa Morris-Martin. A panel discussion on Artificial Intelligence in the classroom will also be conducted.

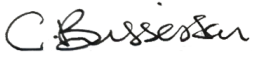


Monday 18th September will continue with a workshop on Mixed Methodology for Educational Leadership Advancement by Dr. Leah Garner-O’Neale and Zhané Bridgeman-Maxwell, both Faculty of the University of the West Indies Cave Hill and members of the Mixed Methodology International Research Association: Caribbean Chapter. There will be six concurrent sessions on Day One under the following sub-themes: technology and education, instructional delivery: online strategies, leadership, COVID-19-students’ experiences, linguistics and modern languages, and academic writing and literacy.

Tuesday 19th September starts with opening and welcoming remarks by the chairperson Dr. Jacqueline Murray, Director of the Institute of Distance and Continuing Education (IDCE). A panel discussion follows with a discussion of the conference’s theme Celebration a legacy of teaching, leading, and learning. The Registrar, Dr. Nigel Gravesande will moderate this session with a panel comprising Deputy Vice Chancellors Professor Emanuel Cummings and Dr. Mellissa Ifill, the Librarian Mrs. Gwyneth George, and Mr. Mohandatt Goolsarran, Lecturer in the Faculty of Education and Humanities and Chairman of the National Accreditation Council. There will be six concurrent sessions under the following themes: professional development, classroom assessment, soft skills, resilience during COVID-19, intellectual skills, and quality assurance. The closing ceremony will consist of closing remarks by the Vice-Chancellor, a cultural item, and appreciation will be given by Dr. Coreen Jacobs-Chester, Interim Director of the Diaspora Centre.

The success of this conference would not have been possible without the support of the University of Guyana’s Senior Administration, CoETaL’s Advisory Board, the Organizing Committee, DECC, PACE, TOS, sponsors, moderators, rapporteurs, panelists, presenters, and you the attendees. CoETaL is grateful to all who contributed in some way to the success of the 3rd Biennial Conference. We encourage you to share, network, and collaborate toward the common good of our students.

Ex fructibus Cognocetis eos
By their fruits, you shall know them


Charmaine Bissessar, DM
Conference Chair, Director of Centre of Excellence
in Teaching and Learning (CoETaL)

Disclaimer: No AI was used in writing this message.



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Zoom ID: 967 7449 0462

Opening Ceremony

Location: Education Lecture Theatre (ELT)

Time: 09:00 hrs - 10:40 hrs

Chairperson

Dr. Charmaine Bissessar, *Director, Centre of Excellence for Teaching and Learning (CoETaL), University of Guyana*

National Anthem

Opening Remarks

Professor John Edward Greene, *Chancellor, University of Guyana*

Welcome Remarks

Professor Paloma Mohamed Martin, *Vice-Chancellor, XI, University of Guyana*

Remarks

Honourable Dr. Priya Manickchand,
Minister of Education, Guyana

Remarks

Professor Emanuel Cummings, *Deputy Vice Chancellor of Academic Engagement, University of Guyana*

Remarks

Mr. Irfan Akhtar, *Deputy Representative, UNICEF Guyana and Suriname*

Edutainment

Ms. Orletta John, *New Amsterdam Secondary School*

Appreciations

Mrs. Tamsin Henry-Granville, *Vice Principal-Development (ag), Cyril Potter College of Education (CPCE), Guyana*



Coffee Break

Time: 10:40 hrs - 10:50 hrs

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Zoom ID: 930 1111 7126
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Plenary Session 1

Location: Education Lecture Theatre (ELT)

Time: 10: 50 hrs - 11:10 hrs

Session Chair

Dr. Charmaine Bissessar, *Director, Centre of Excellence for Teaching and Learning (CoETaL), University of Guyana*

Plenary Address - Artificial Intelligence in Education (20 minutes)

Dr. Andreaa Morris-Martin, *Lecturer II, Faculty of Natural Sciences, University of Guyana*

Question and Answer Session (10 minutes)

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Zoom ID: 930 1111 7126
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Concurrent Session I

Sub-theme: Leadership

Location: Education Lecture Theatre (ELT)

Time: 11:20 hrs - 12:20 hrs

Moderator: Dr. Mishel Moriah, *Lecturer, Senior Technical Executive, Office of DVC-AE*

Rapporteur: Ms. Padmini Singh, *CoETaL, University of Guyana*

- **Leadership Roles: Advancing Strategic Cultural Agenda at A State University in Guyana (15 minutes)**

Dr. Carolyn Cummings-Lindie, *Head, Department of Language and Cultural Studies, Faculty of Education and Humanities, University of Guyana*

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Zoom ID: 930 1111 7126
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Virtual

- **The Nature and Dynamics of Teachers' Trust in the Principal in Secondary Schools in Trinidad and Tobago (15 minutes)**

Dr. John Horsfall, *The University of the West Indies, St. Augustine, Trinidad and Tobago*

Virtual

- **Care-centred Leadership in Collaborations between HEIs in the Caribbean and HEIs in the Global North (15 minutes)**

Dr. Sabita Ramlal, *Independent* and Dr. Charmaine Bissessar, *Director, CoETaL, University of Guyana*

Question and Answer Session (15 minutes)

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Zoom ID: 955 3470 9284
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Concurrent Session II

Sub-theme: Instructional Delivery: Online Strategies

Location: Zoom Room, SEBI Building

Time: 11:20 hrs - 12:20 hrs

Moderator: Ms. Medeba Uzzi, *Lecturer, Faculty of Natural Sciences, University of Guyana*

Rapporteur: Ms. Temilola Oyenuga

Virtual

- **Comparative Analysis of Moodle Training to Design and Deliver Quality Online/Blended Courses in three Caribbean Higher Educational Institutions: Curriculum needs, Challenges, and Recommendations (15 minutes)**

Dr. Schontal Moore, *The University of the West Indies, Mona Campus, Jamaica*

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Virtual

- **From Crisis to Classroom Transformation: Unleashing the Power of the Flipped Classroom Model in Post-COVID Era (15 minutes)**

Dr. Leah Garner-O’Neale and Dr. Zhané Bridgeman-Maxwell, *The University of the West Indies, Cave Hill Campus, Barbados*

Virtual

- **Using the Principles of Universal Design for Learning to Support Students in Higher Education (15 minutes)**

Ms. Tanya Pinkerton, Dr. Wendy Oakes & Dr. Alexander Kurz, *Arizona State University, USA*

Question and Answer Segment (15 minutes)

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Zoom ID: 990 0900 6767
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Concurrent Session III

Sub-theme: Technology and Education

Location: Lab 1, CIT Building

Time: 11:20 hrs - 12:40 hrs

Moderator: Dr. Andreea Morris-Martin

Rapporteur: Mr. Rawl Prescott, *Lecturer, Faculty of Education and Humanities, University of Guyana*

Virtual

- **Adding Human Value to Artificial Intelligence Outputs: Student Curation of ChatGPT Outputs in an International Marketing Course (15 minutes)**

Professor Shawn Daly, *Niagara University*

Virtual

- **A Quantitative Evaluation of Lecturers' Attitude Towards Online Education at the University of Guyana (15 minutes)**

Dr. Andrew Hutson (Instructor), Ms. Bibi Ally-Charles (Lecturer I), Ms. Ede Tyrell (Senior Lecturer) and Ms. Obena Vanlewin (Instructor), School of Medicine, School of Allied Health Sciences, University of Guyana

- **Adapting a Community of Inquiry Model in a Higher Education Gender Studies Classroom**

Ms. Lisa Edwards, *Research Assistant, Institute of Gender Studies, University of Guyana*

Virtual

- **The Nature of Cyberbullying at University of Guyana (15 minutes)**

Mrs. Maureen Bynoe, *Lecturer II, Faculty of Education and Humanities, University of Guyana*

Question and Answer Segment (20 minutes)



Lunch

Location: Education Lecture Theatre (ELT)

Time: 12:40 hrs - 13:25 hrs

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Zoom ID: 990 0900 6767
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Panel Discussion 1: Artificial Intelligence in the Classroom

Location: Lab 1, CIT Building

Time: 13:25 hrs - 13:55 hrs

Moderator: Ms. Bonita Hunter, *Assistant Dean, Faculty of Education and Humanities, University of Guyana*

Panel Members: Dr. Andreaa Morris-Martin,
Dr. Ritesh Tularam and Dr. Carolyn Cummings-Lindie

Question and Answer Segment (10 minutes)

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Zoom ID: 990 0900 6767
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Workshop 1: Bridging the Gap: Leveraging Mixed Research for Educational Leadership Advancement

Location: Lab 1, CIT Building

Time: 13:55 hrs - 14:55 hrs

Virtual

Facilitators: Dr. Leah Garner-O'Neale and Dr. Sharon Jaggernauth, *The University of the West Indies, Cave Hill and St. Augustine Campus*

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Zoom ID: 990 0900 6767
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Concurrent Session IV

Sub-theme: Linguistics

Location: Lab 1, CIT Building

Time: 14:55 hrs - 17:00 hrs

Moderator: Mr. Alim Hosein, *Senior Lecturer, Faculty of Education and Humanities, University of Guyana*

Rapporteur: Ms. Malini Misir, *Lecturer, Cyril Potter College of Education (CPCE), Guyana*

- **Translanguaging practices for effective instruction across the curriculum in Anglophone Caribbean Multilingual Classrooms (15 minutes)**

Dr. Iris Hewitt-Bradshaw and Dr. Lynette Tyson-Noel,
University of Trinidad and Tobago

Virtual

- **Of COVID-19 and BMA Genomes in Bilingual Sentence Strands: A Mathematical Iteration Towards Creole Robotics (15 minutes)**

Ms. Sandra Minott, *The University of the West Indies, Mona Campus, Jamaica*

Question and Answer Segment (10 minutes)



Coffee Break

Time: 15:25 hrs - 15:35 hrs

Sub-theme: Linguistics (Modern Languages)

Moderator: Dr. Roslin Khan, *Dean, Faculty of Education and Humanities, University of Guyana*

Rapporteur: Mr. Roscoe Grant, *Lecturer, Faculty of Education and Humanities, University of Guyana*

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Virtual

- **A Study on Student Teachers' Opinions of a Connectivist-Based Foreign Language Methodology Course (15 minutes)**

Dr. Rouven Dirk Govia, University of Trinidad and Tobago

Virtual

- **Jugar para Aprender o Aprender a Jugar: MFL Teachers' Use of Digital Games in Classroom Instruction and Assessment (15 minutes)**

Mrs. Murella Sambucharan-Mohammed, The University of the West Indies, St. Augustine Campus, Trinidad and Tobago

Virtual

- **Enhancing Classroom Learning Experience: A Comprehensive Study on the Integration and Influence of Technology in 21st Century Education (15 minutes)**

Dr. André Lewis, Lecturer, Faculty of Education and Humanities, University of Guyana

Question and Answer Segment (10 minutes)

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Concurrent Session V

Sub-theme: Academic Writing and Literacy

Location: Zoom Room, SEBI Building

Time: 14:55 hrs - 16:35 hrs

Moderator: Dr. Carolyn Cummings-Lindie, *Head, Department of Language and Cultural Studies, Faculty of Education and Humanities, University of Guyana*

Rapporteur: Ms. Latchme Sharma, *Part-time Lecturer, Faculty of Education and Humanities, University of Guyana*

Virtual

- **Use of Library for Promoting Students' Learning: A Narrative Inquiry (15 minutes)**

Mr. Mani Ram Sharma and Mr. Man Bahadur Khatri,
Tribhuvan University, Nepal

Virtual

- **Technologies for Teaching and Learning at the University of Namibia: A Case of Academic Writing for Postgraduate Students (15 minutes)**

Dr. Joseph Mukoroli and Dr. Lukas Matati Josua,
University of Namibia

Virtual

- **Caribbean Identity Loss in the Assessment of Academic Writing in the Higher Education Classroom (15 minutes)**

Dr. Allison Campbell-Sanderson, *University of the Southern Caribbean*

Question and Answer Segment (10 minutes)



Coffee Break

Time: 15:50 hrs - 16:00 hrs

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Zoom ID: 955 3470 9284
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- **Literacy Beliefs and Practices of a Select Group of Grade One Teachers in Jamaica (15 minutes)**

Dr. Yewande Lewis-Fokum, Ms. Joan Thomas, Ms. Tennisha Morris, *The University of the West Indies, Mona Campus, Jamaica*

Virtual

- **A Collaborative Approach for Improved Literacy Performance of Students in the Early Grades (15 minutes)**

Dr. Marcel Hutson, *National Accreditation Council, Guyana*

Question and Answer Segment (5 minutes)

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Concurrent Session VI

Sub-theme: COVID-19: Teaching and Learning (Students' Experiences)

Location: Education Lecture Theatre (ELT)

Time: 14:55 hrs - 17:20 hrs

Moderator: Dr. Lidon Lashley, *Director, University of Guyana Early Childhood Centre of Excellence (UG-ECCE)*

Rapporteur: Mr. Lauristan Choy, *Lecturer, Faculty of Education and Humanities, University of Guyana*

- **The Undergraduates' Experiences of Online Education: A Qualitative Voice in the Trinidad and Tobago Systems (15 minutes)**
Dr. Rhonda Dookwah, *Consultant, Trinidad and Tobago*
- **Perceptions and Challenges of Nursing Students towards Online Learning in Guyana during COVID-19 (15 minutes)**
Mrs. Lois Stephanas, *Lecturer, School of Nursing, College of Medical Sciences, University of Guyana*
- **Clinical Experiences of Final-Year Nursing Students in fourselected Nursing Schools during the first Wave of the COVID-19Pandemic in Guyana. A Mixed Study (15 minutes)**
Mrs. Tabitha Mallampati (Lecturer), Mr. Terrence Ross (Lecturer), Ms. Meshel Williams- Sampson and Rev. Dr. Noel Holder (Director), *School of Nursing, University of Guyana*
- **Online Learning Satisfaction During COVID-19 Pandemic Among Offshore Medical Students in Guyana (15 minutes)**
Dr. Beena Williams, *Rajiv Gandhi Medical School*

Question and Answer Segment (5 minutes)





Coffee Break

Time: 16:00 hrs - 16:15 hrs

- **Students learn General Chemistry Better through Face-to-Face Instruction - Truth or Myth? (15 minutes)**
Ms. Medeba Uzzi (Lecturer) and Mr. Shomere Garnett (Tutor), *Faculty of Natural Sciences, University of Guyana*

Virtual

- **Is Learning Really Student-Centred? The Experience of University Students Studying Online during the COVID-19 Pandemic in Jamaica (15 minutes)**
Dr. Stephen Wallder and Ms. Nardia Brown, *University of Technology, Kingston, Jamaica*

Virtual

- **Exploring Inclusive Education in a COVID-19 Era of Online Teaching and Learning at the University of Guyana: The Experiences of Blind and Visually Impaired Learners (15 minutes)**
Mrs. Rhonda Hamilton-Weekes, *Lecturer, Faculty of Social Science, University of Guyana*

Virtual

- **A Proposal for Addressing the Impact of Virtual Teaching on Tertiary Level Student Performance Post COVID-19 (15 minutes)**
Mrs. Shalini Ramsaran-Baksh, Mr. Kevin Hassanali and Mr. Amarnath Chinchamee, *The University of Trinidad and Tobago, Trinidad and Tobago, ANSA McAL Limited, Port of Spain, Trinidad and Tobago*

Question and Answer Segment (5 minutes)

End of Day One (1)

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Conference Recap

Location: Education Lecture Theatre (ELT)

Time: 09:00 hrs - 09:25 hrs

National Anthem

Welcome and Opening Remarks

Dr. Jacqueline Murray, *Director, Institute of Distance and Continuing Education (IDCE), University of Guyana*

Recap of Day 1 Sessions

Ms. Camanie Khedaroo, *Coordinator, University of Guyana Berbice Campus (UGBC)*

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Panel Discussion 2: Celebrating a Legacy of Teaching, Leading and Learning

Location: Education Lecture Theatre (ELT)

Time: 09:25 hrs - 10:05 hrs

Moderator: Dr. Nigel Gravesande, *Registrar, University of Guyana*

Panel Members: Prof. Emanuel Cummings, Dr. Mellissa Ifill and Mr. Mohandatt Goolsarran

Question and Answer Segment (10 minutes)

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Concurrent Session VII

Sub-theme: Professional Development

Location: Education Lecture Theatre (ELT)

Time: 10:05 hrs - 12:00 hrs

Moderator: Ms. Bonita Hunter, *Assistant Dean, Faculty of Education and Humanities, University of Guyana*

Rapporteur: Ms. Denise Jourdain, *Lecturer, Faculty of Education and Humanities, University of Guyana*

Virtual

- **An Investigation into the Continuing Professional Development Practices of Accounting Educators at a Selected Tertiary Institution (15 minutes)**

Dr. Courtney Garrick, *University of Technology, Jamaica*

Virtual

- **Teacher Training and its Influence on Teachers' Classroom Practices: Perspectives from a Secondary Cohort in Grenada (15 minutes)**

Ms. Desire Collins, *The University of the West Indies, Cave Hill, Barbados*

Virtual

- **Exploring the Significance of Professional Development in Shaping Teachers' Use of Information and Communication Technology: A Mixed Methods Study (15 minutes)**

Dr. Tashane Haynes-Brown, *The University of the West Indies, Mona Campus, Jamaica*

Question and Answer Segment (10 minutes)



Coffee Break

Time: 11:00 hrs - 11:15 hrs

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Virtual

- **A Peer Review Model for School-Based Professional Development (15 minutes)**

Professor Carmen Montecinos, Dr. Mónica Cortez and Mr. Fabián Campos, *Centro Líderes Educativos PUCV, Pontificia Universidad Católica de Valparaíso, Chile*

Virtual

- **Supporting Teachers as Principled Innovators (15 minutes)**

Dr. Pamela Rose, *Lecturer II, Division of Education and Humanities, University of Guyana Berbice Campus*

Question and Answer Segment (10 minutes)



Lunch

Location: Education Lecture Theatre (ELT)

Time: 12:00 hrs - 12:45 hrs

CLICK TO
ENTER →

Zoom ID: 990 0900 6767
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Concurrent Session VIII

Sub-theme: Classroom Assessment

Location: Lab 1, CIT Building

Time: 10:05 hrs - 12:00 hrs

Moderator: Professor Stafford Griffith, Lecturer, *Faculty of Education and Humanities, University of Guyana*

Rapporteur: Dr. Andre Lewis, Lecturer, *Faculty of Education and Humanities, University of Guyana*

- **Shakespeare: Social Media, Authentic Assessments, and CAPE Literatures in English (15 minutes)**

Mr. Scott Ting-A-Kee, The Bishops' High School, Guyana

Virtual

- **The Use of Authentic Assessment in Social Work Education: A Case Study of the Planning and Leadership Challenge for Masters in Social Work (MSW) Students (15 minutes)**

Dr. Cheryl-Ann Boodram, *The University of the West Indies, St. Augustine, Trinidad and Tobago*

Virtual

- **Student Teachers' Challenges in Setting Reinforcement Assessment Tasks while in Teaching Practice (15 minutes)**

Mrs. Renate O. Shikwaya and Dr. Kashinaua F. Neshila, *University of Namibia, Namibia*

Question and Answer Segment (5 minutes)



Coffee Break

Time: 10:55 hrs - 11:10 hrs

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Virtual

- **Literature Review: The Impact of COVID-19 on Classroom Assessment Practices (15 minutes)**
Mr. Gerson Hakutumbulwa, Dr. Kashinaua F. Neshila, and Mr. Tomas Shivolo, *University of Namibia, Namibia*

Virtual

- **Addressing the Challenges of Academic Integrity in Online Assessments in Higher Education (15 minutes)**
Dr. Silohenda Hileni Amuthen, Dr. Ndahafa Lusia Nghitotelwa, and Mr. Thomas Shivolo, *The International University of Management, Dorado Campus*

Virtual

- **A Systematic Review of Online Assessment in Higher Education during the Pandemic (15 minutes)**
Dr. Cynthia Onyefulu, *University of Technology, Jamaica*

Question and Answer Segment (5 minutes)



Lunch

Location: Education Lecture Theatre (ELT)
Time: 12:00 hrs - 12:45 hrs

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Zoom ID: 955 3470 9284
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Concurrent Session IX

Sub-theme: Learning - Soft Skills

Location: Zoom Room, SEBI Building

Time: 10:05 hrs - 12:00 hrs

Moderator: Mrs. Debbie Hopkinson, *Interim Director, Institute for Human Resilience, Strategic Security and the Futures, University of Guyana*

Rapporteur: Mrs. La-Toya Arthur-Tucker, *Lecturer, Faculty of Social Sciences, University of Guyana*

Virtual

- **Learning Style and Academic Performance in Education (15 minutes)**

Dr. Yassanne Garraway-Lashley, *Lecturer, Division of Education and Humanities, University of Guyana Berbice Campus*

Virtual

- **Intrinsic Motivation and Resiliency: Perspectives of Senior Teachers from Twenty Public Schools in Guyana during the COVID-19 Pandemic (15 minutes)**

Mrs. Lydia Narain, *Lecturer I, Faculty of Education and Humanities, University of Guyana*

Virtual

- **Impact of Social-Emotional Learning on Conflict Resolution (15 minutes)**

Ms. Paula Smith, *Arizona State University, USA*

Question and Answer Segment (10 minutes)



Coffee Break

Time: 11:00 hrs - 11:15 hrs

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Zoom ID: 955 3470 9284
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Virtual

- **The Impact of Cooperative Learning on Students' Performance in Pharmaceutical Inorganic Chemistry at the University of Guyana (15 minutes)**

Professor Raymond Jagessar, *Lecturer, Faculty of Natural Science, University of Guyana*

Virtual

- **Extra-Curricular Activities and Positive Self-Concept in Students: A Case Study with the 4H Programme in Trinidad and Tobago (15 minutes)**

Mrs. Donna--Marie Renn--Moonsammy (*Pensa Fuori Concepts*) and Mr. Stephan Moonsammy (*Senior Lecturer, Faculty of Earth and Environmental Sciences, University of Guyana*)

Question and Answer Segment (10 minutes)



Lunch

Location: Education Lecture Theatre (ELT)

Time: 12:00 hrs - 12:45 hrs

CLICK TO
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Zoom ID: 990 0900 6767
Passcode: 3rdBTC

Workshop 2: Photo-Elicitation Interview Techniques

Location: Lab 1, CIT Building

Time: 12:45 hrs - 13:45 hrs

Virtual

Facilitators: Dr. Kumar Mahabir, *Senior Lecturer, Faculty of Education & Humanities, University of Guyana*

Concurrent Session X

Sub-theme: Auto-Ethnography and Resilience during COVID-19

Location: Lab 1, CIT Building

Time: 13:45 hrs - 14:25 hrs

Moderator: Dr. Dianna DaSilva Glasgow, *Dean, Faculty of Social Sciences, University of Guyana*

Rapporteur: Mrs. Pamela Maison, *Lecturer, Cyril Potter College of Education (CPCE), Guyana*

Virtual

- **The Pillars of My Resilience in the Time of COVID-19 (15 minutes)**

Dr. Taijrani Rampersaud-Skorka, *Unaffiliated*

Virtual

- **m Crisis to Crisis ... to Resilience: An Autoethnographic Tale of Self-Discovery (15 minutes)**

Dr. Sharon Jaggernauth, *The University of the West Indies, St. Augustine, Trinidad and Tobago*

Question and Answer Segment (10 minutes)

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Concurrent Session XI

Sub-theme: Intellectual Skills

Location: Zoom Room, SEBI Building

Time: 13:45 hrs - 14:45 hrs

Moderator: Dr. Andrew Hutson, *Instructor, School of Medicine, University of Guyana*

Rapporteur: Ms. Obena Vanlewin, *Instructor, School of Allied Health, University of Guyana*

- **Routine versus Non-Routine Mathematics Problem Solving Among Primary School Teachers in Guyana (15 minutes)**

Mr. Mohandatt Goolsarran, *Lecturer, Faculty of Education and Humanities, University of Guyana*

Virtual

- **Strengthening Approaches to Developing Critical Thinking: Action Research, and Dialogic and Inclusive Pedagogy at the University of Guyana (15 minutes)**

Dr. Angelina Autar, *Lecturer II, Department of Sociology, University of Guyana Berbice Campus*

Question and Answer Segment (10 minutes)

Sub-theme: General

Virtual

- **A Feldberg view on Constructive Aligned Teaching for Learning during Summer School at University of Freiburg: A Case of Fribis Summer School (15 minutes)**

Dr. Lukas Josua, Dr. Adalbertus Kamanzi Ms. Hedvig Mendoca (University of Namibia) and Ms. Gudrun Kaufmann (University of Freiburg, Germany)

Question and Answer Segment (5 minutes)

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Concurrent Session XII

Sub-theme: Quality Assurance

Location: Education Lecture Theatre (ELT)

Time: 13:45 hrs - 15:05 hrs

Moderator: Dr. Winifred James-Kippins, *Lecturer, Faculty of Education and Humanities, University of Guyana*

Rapporteur: Dr. Gentian Miller, *Senior Lecturer, Faculty of Education and Humanities, University of Guyana*

Virtual

- **A Social Realist Panorama on Quality Assurance: A Case of the University of Namibia (15 minutes)**

Dr. Alina Uusiku and Dr. Lukas Josua, *University of Namibia*

Virtual

- **A Narrative Review of the Professional Teacher Standards Movement in the Caribbean (15 minutes)**

Mrs. Zaida Khan-Ventour, *The University of the West Indies, St. Augustine, Trinidad and Tobago*

- **Quality Assurance Framework for the University of Guyana (15 minutes)** *Professor Emanuel Cummings, Deputy Vice Chancellor Academic Engagement, University of Guyana*

Question and Answer Segment (15 minutes)

Sub-theme: General

- **Work-based Learning: A practical solution for Adult Learners (15 minutes)**

Dr. Matt Romkey, *Mercy College of Health Sciences, USA*

Question and Answer Segment (5 minutes)

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Coffee Break

Time: 15:05 hrs - 15:15 hrs

Closing Ceremony

Location: Education Lecture Theatre (ELT)

Time: 15:15 hrs - 15:40 hrs

Chairperson:

Dr. Jacqueline Murray, *Director, Institute of Distance and Continuing Education (IDCE), University of Guyana*

Closing Remarks

Professor Paloma Mohamed Martin, *Vice-Chancellor, XI, University of Guyana*

Cultural Item

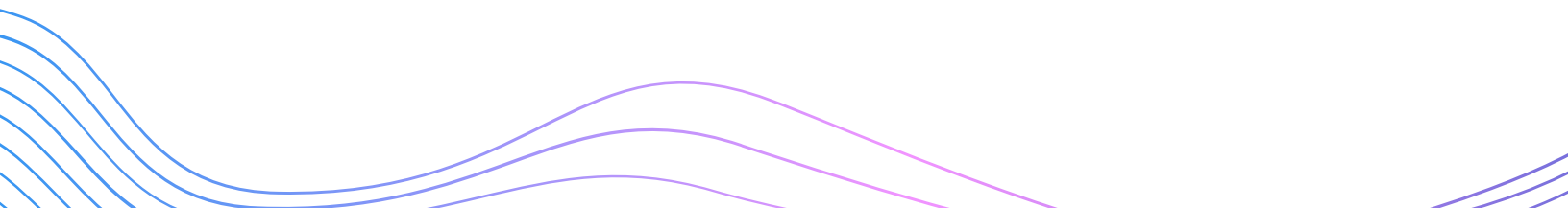
Ms. Ayeosha Austin, *St. Mary's Primary School*

Appreciations

Mrs. Coreen Jacobs-Chester, *Interim Director, Diaspora Centre, University of Guyana*

ABSTRACTS

(arranged in order of themes)



Academic Writing/Literacy



Caribbean Identity Loss in the Assessment of Academic Writing in the Higher Education Classroom

Allison Campbell Sanderson
University of the Southern Caribbean, Trinidad and Tobago
sandersona@usc.edu.tt

Caribbean identity undergoes changes as a direct result of the intrusion of Standard English on the Caribbean English generally utilised in the Caribbean Anglophone. This change in the language structure of the Caribbean may lead to language death and ultimately, a loss of identity for the Caribbean people. The purpose of this qualitative ethnological research study is to build a practice in the academic writing course at universities in the Caribbean region. Erikson's (1963) theory of psychosocial development, Marcia's (1966) theory of identity status, and Vygotsky's (1978) theory of social constructivism support the relevance of culture, social interaction, and learning to the identity formation of young adults. This research addresses the problem of the lack of space for indigenous knowledge in the academic writing course taught in the universities in the Caribbean. Three research questions guided the study: How do university students describe their cultural identity prior to their exposure to the course academic writing? How do the elements of academic writing as taught in the academic writing course in the Caribbean impose limitations on students' use of identity markers in the construction of expository essays? How do students perceive that they have experienced cultural identity loss through their exposure to the academic writing course? Data was collected from 12 participants through unstructured interviews, journaling, and classroom observations. Analysis of the collected data incorporated a narrative, thematic, and structural approach as well as the use of the qualitative software NVivo 12 plus QSR International system. The findings of this study revealed multi-descriptors for cultural identity and supports the link between language and identity. They also suggest that ethnicity and geographical locations are integral to the establishing of one's identity. The research findings support the need for the creation of a space for various forms of English in the Caribbean classroom as well as the need for a collective approach to the successful eradication or even lessening of identity loss that may occur when pursuing the academic writing course in the Caribbean. Additionally, the findings substantiate the impact of language on identity and native language on the target language, as well as participant's unawareness of the influence of cultural interference on the production of Standard English.

A Collaborative Approach for Improved Literacy Performance of Students in the Early Grades

Marcel Hutson
National Accreditation Council, Guyana
dancerhutson@yahoo.com

This research sought to elucidate the growing need to address the literacy deficiencies of students, particularly at the foundational stage of their education cycle. The problem centred around existing gaps in relationships in the teaching of literacy among critical stakeholders. The research aimed to bridge such gaps by adopting and implementing a holistic plan involving a particular school education officer, the principal, teachers, and parents/caregivers. The research embraced the functionalist and collaborative perspectives among stakeholders with a common agenda of improving student performance. The purposive sampling procedure was used by selecting a school closer to the issue under research that provided much-needed information from persons who could aid in the change process. Data were gathered from stakeholders using mixed and Appreciative Inquiry methods, which informed the development of the holistic plan. A two-part oral and written literacy assessment was constructed and administered to 39 students. The oral component involved listening to children read for fluency and comprehension. The written part involved the assessment of their performance in writing and language structure. The paired t-test was used to compare their pre-test and post-test scores after an eight-week intervention of the plan. The findings generally indicated that there was a need for stakeholders to improve their leadership and literacy skills. Findings also revealed that there needed to be a better synergistic relationship among stakeholders. Implementing the holistic literacy training plan increased the effectiveness of delivering the literacy programmes. The t-test results indicates a statistically significant difference in the pre-test and post-test scores at the 0.01 level of probability. Recommendations were made for policies that mandated stakeholder collaboration using the transformational model developed in this research. These recommendations include inputs/areas to be addressed at the level of the Ministry of Education, education officers, teachers, parents/caregivers, and principals.

Literacy beliefs and practices of a select group of Grade one teachers in Jamaica

Yewande Lewis-Fokum,
Joan Thomas, Tennisha Morris
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This research sought to elucidate the growing need to address the literacy deficiencies of students, particularly at the foundational stage of their education cycle. The problem centred around existing gaps in relationships in the teaching of literacy among critical stakeholders. The research aimed to bridge such gaps by adopting and implementing a holistic plan involving a particular school education officer, the principal, teachers, and parents/caregivers. The research embraced the functionalist and collaborative perspectives among stakeholders with a common agenda of improving student performance. The purposive sampling procedure was used by selecting a school closer to the issue under research that provided much-needed information from persons who could aid in the change process. Data were gathered from stakeholders using mixed and Appreciative Inquiry methods, which informed the development of the holistic plan. A two-part oral and written literacy assessment was constructed and administered to 39 students. The oral component involved listening to children read for fluency and comprehension. The written part involved the assessment of their performance in writing and language structure. The paired t-test was used to compare their pre-test and post-test scores after an eight-week intervention of the plan. The findings generally indicated that there was a need for stakeholders to improve their leadership and literacy skills. Findings also revealed that there needed to be a better synergistic relationship among stakeholders. Implementing the holistic literacy training plan increased the effectiveness of delivering the literacy programmes. The t-test results indicates a statistically significant difference in the pre-test and post-test scores at the 0.01 level of probability. Recommendations were made for policies that mandated stakeholder collaboration using the transformational model developed in this research. These recommendations include inputs/areas to be addressed at the level of the Ministry of Education, education officers, teachers, parents/caregivers, and principals.

Technologies for Teaching and Learning at the University of Namibia: A Case of Academic Writing for Postgraduate Students

Joseph Mukoroli ^{1a} and Lukas Matati Josua ^{2b}

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Use of Library for Promoting Students' Learning: A Narrative Inquiry

Mani Ram Sharma and Man Bahadur Khatri
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smaniram125@gmail.com

This research sought to elucidate the growing need to address the literacy deficiencies of students, particularly at the foundational stage of their education cycle. The problem centred around existing gaps in relationships in the teaching of literacy among critical stakeholders. The research aimed to bridge such gaps by adopting and implementing a holistic plan involving a particular school education officer, the principal, teachers, and parents/caregivers. The research embraced the functionalist and collaborative perspectives among stakeholders with a common agenda of improving student performance. The purposive sampling procedure was used by selecting a school closer to the issue under research that provided much-needed information from persons who could aid in the change process. Data were gathered from stakeholders using mixed and Appreciative Inquiry methods, which informed the development of the holistic plan. A two-part oral and written literacy assessment was constructed and administered to 39 students. The oral component involved listening to children read for fluency and comprehension. The written part involved the assessment of their performance in writing and language structure. The paired t-test was used to compare their pre-test and post-test scores after an eight-week intervention of the plan. The findings generally indicated that there was a need for stakeholders to improve their leadership and literacy skills. Findings also revealed that there needed to be a better synergistic relationship among stakeholders. Implementing the holistic literacy training plan increased the effectiveness of delivering the literacy programmes. The t-test results indicates a statistically significant difference in the pre-test and post-test scores at the 0.01 level of probability. Recommendations were made for policies that mandated stakeholder collaboration using the transformational model developed in this research. These recommendations include inputs/areas to be addressed at the level of the Ministry of Education, education officers, teachers, parents/caregivers, and principals.

Assessment in the Classroom



The Use of Authentic Assessment in Social Work Education: A Case Study of the Planning and Leadership Challenge for Masters in Social Work (MSW) Students

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*The University of the West Indies, St. Augustine Campus,
Trinidad and Tobago*

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There is a need to develop assessment practices in social work education that are meaningful to students, contextualised, and reflective of real-world situations in social services. Traditional assessments have largely focused on testing academic knowledge, rather than the application of theories to real-world challenges or the development of authentic leadership competencies. The course SOWK6002 Planning and Leadership is a core course in the MSW programme at UWI, St. Augustine. The course has been assessed through traditional methods such as final examinations, essays, and oral presentations. During the academic year 2022- 2023, the course assessment was altered to include authentic assessment in the form of a leadership and planning challenge. The challenge involved presentations of real-life leadership and planning challenges by social work managers. Students were required to work in groups to develop solutions to the challenge, using the leadership and planning skills learnt in the classroom. The students were then required to 'pitch' their solutions to the managers at the end of the semester. This research examined the use of this authentic assessment method in developing students' leadership competencies and was framed using Avolio and Gardner's Theory of Authentic Leadership (2005). The researcher engaged in the thematic analysis of students' reflections and an online survey to determine how students assessed their knowledge of theories, how the assessment helped them to enhance their ability to address real-life situations, and the ways the assessment contributed to the development of their authentic leadership competencies. Findings demonstrate that the leadership challenge combined with a reflective piece supported students in the development of their self-understanding, and authenticity as leaders and enhanced their ability to apply theories of leadership and planning to real-world challenges in social work agencies. This has significance for how future social work education courses in higher education are taught and assessed.

Literature Review: The Impact of COVID-19 on Classroom Assessment Practices

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¹*Ministry of Education, Namibia;* ²*University of Namibia, Namibia;*
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Educational systems globally have been affected by the Covid-19 pandemic. Classroom assessment is a crucial element in educational setting. This article reviews relevant literature with the aim of exploring the effects of the shift to emergency remote teaching on assessment practices due to COVID-19 lockdown. These lockdowns interrupted normal classroom settings including changes to assessment practices. The purpose of the review is to provide an updated overview of theory and research on classroom assessment. The treatment of theory involves articulated definition and operationalization of classroom assessment. The review of 15 empirical studies offers a critical and comprehensive perspective on what has been investigated, including new and possible ways to classroom assessment. This review encompasses the consideration that classroom assessment looks at the unique nature of every student. The study's findings revealed that changing the evaluation technique and providing regular feedback to learners has a negative impact on their academic achievement. In reality, the assessment techniques used by teachers in the classroom impact how well learners do in their studies. Moreover, these empirical findings indicate that some fundamental aspects should be present in or during classroom assessments in the 21st century in order for classroom assessments to be successful. This review also reveals that good classroom assessment considerations have an obvious positive effect on students' knowledge, abilities, innovation, curiosity, and student interaction and engagement.

Addressing the Challenges of Academic Integrity in Online Assessments in higher education

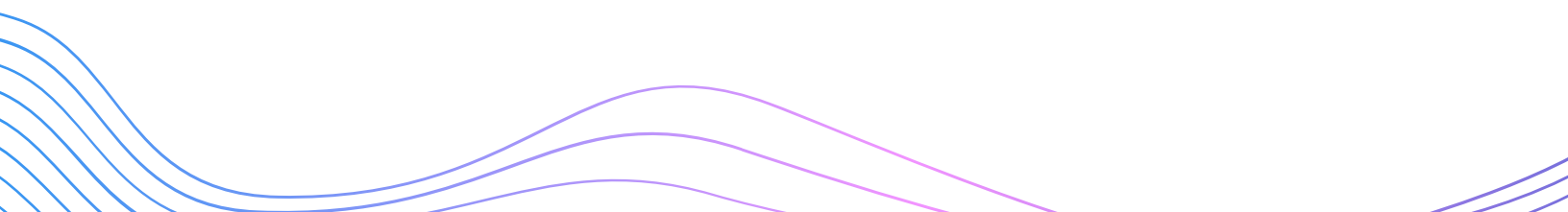
Amuthenu Silohenda Hileni ^{1a}, Lucia Nghitotelwa ^{2b}, Tomas Shivolo ^{3c}
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Academic integrity is a vital aspect of higher education, and as online assessments become more prevalent, maintaining the integrity of these assessments becomes a pressing concern. This study aimed to identify strategies that higher education institutions can employ when implementing online assessments to uphold the core values of fairness, credibility, and reliability in the evaluation process. The research utilized Social Cognitive Theory to understand how students' behaviors and beliefs about honesty are influenced by their interactions with peers, instructors, and the online learning environment. The study followed a qualitative approach, systematically reviewing peer-reviewed papers gathered from the EBSCOhost database. Data were triangulated from the 30 selected articles that met the criteria to derive themes for interpretation and discussion. The primary strategies identified to ensure the adherence to core values were as follows: using secure online proctoring software to monitor students during assessments, avoiding standardized assessments and opting for criteria-based evaluations, discouraging the use of external resources during assessments, incorporating an Academic Integrity Pledge, activating oncopy, oncut, and onpaste event attributes on the assessment platforms, and continuous monitoring and review of assessment results. The findings of the study indicate that implementing these strategies can shape students' behaviors toward assessments, fostering a culture of academic integrity. The implications of this research are significant, as higher education institutions can ensure that students meet the university's graduate attributes upon completion.

A Systematic Review of Online Assessment in Higher Education during the Pandemic

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The coronavirus pandemic affected all aspects of life, including students at all levels, due to the closure of educational institutions to manage the spread of the virus. The sudden shift from face-to-face to remote, blended, or fully online changed how students were taught and assessed during the pandemic. This study investigated how student assessment was conducted in institutions of higher education during the pandemic and the challenges encountered in doing so. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) were used in reporting the systematic literature review and answering three research questions. Based on the selection criteria, 12 original research studies on online assessments in higher education in three continents were purposefully selected out of a final sample size of 80 studies. The review was organised under four main themes: application/platforms used for teaching and assessment; types of online assessments, benefits, and challenges; and opportunities to improve. The results showed a similarity in the virtual environments, assessments, and feedback methods used for student assessment in higher education during the pandemic. The results also revealed similarities and differences in the benefits and challenges of using online assessments. The review ended with recommendations for improving online assessments in higher education.



Student Teachers' Challenges on Setting Reinforcement Assessment Tasks while on Teaching Practice

Renate O. Shikwaya, Kashinauua F. Neshila
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This study examines the challenges faced by student teachers during their teaching concerning the design and implementation of reinforcement assessment tasks. Reinforcement assessments are important tools for evaluating learners; understanding and retention of taught content, as well as providing feedback to improve their learning experience. However, several hurdles hinder student teachers from effectively setting these assessments. Through a qualitative research approach, data were gathered using a questionnaire from student teachers enrolled in teacher education programs. There were 33 student teachers who participated in the study, and they were selected using purposeful convenience sampling i.e., student teachers who were doing their teaching practice in Ohangwena Region where the researchers were collecting data. The study has the following findings that student teachers have challenges in aligning assessment tasks with learning objectives, differentiating assessments to cater to diverse learners' needs, and selecting appropriate assessment types to measure learners' performance accurately. Moreover, the participants indicated that they find it challenging to choose appropriate content for the learners' grade, deciding which questions to ask, and set clear instructions. To address these challenges, the study emphasizes the significance of mentorship and guidance from experienced teachers during teaching practice and for the university to give emphasis to the setting up of assessments for the learners. The incorporation of professional development workshops on assessment practices is recommended to equip student teachers with relevant strategies and tools to overcome these challenges effectively. In conclusion, this study sheds light on the intricate challenges faced by student teachers when setting reinforcement assessment tasks during teaching practice. By recognizing these obstacles, educational institutions and teacher training programs can implement targeted interventions to support aspiring teachers in developing effective assessment practices.

Shakespeare: Social Media, Authentic Assessments, and CAPE Literatures in English

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The UNESCO pillars of learning encourage the use of ICTs in the teaching and learning process, and this was not represented enough in the previous syllabus. Hence, in the new CAPE Literatures in English syllabus that will be in effect from September 2023 new technological educational activities. Teachers are encouraged to provide more authentic assessments that can force students to engage with analysis, evaluation and synthesis while acknowledging the dynamic digital educational landscape. One of the suggested activities I would have created is a social media assignment that allows students to explore the prescribed texts using social media platforms such as Instagram or Twitter by taking on the persona of a character or persona through memes, text, images, and songs. Shakespearean drama is a mandatory component of both units one and two. It is no secret that students have a bitter-sweet relationship with Shakespeare. To bridge the gap, I used a connectivist approach to design an authentic assessment that was given to all the Literatures in English students at my school which details how students are to present a Shakespearean character study using a social media platform. The group of 50 sixth formers were also expected to produce a written justification for each post and how it was related to the character with textual evidence from the original text. The data gathered was analysed using both quantitative and qualitative methods including the scores of the students and their responses to an anonymous survey. The overall finding would have proven that approximately 90% of participants would have gained a greater appreciation of the Shakespearean texts and saw their relevance to modern society. In this proposed presentation, I will detail my research findings and what it reveals about the values of this assignment to the curriculum, students' attitudes, objectives, and appropriate scoring rubrics for this authentic assessment.

Autoethnography- Resilience during COVID-19



From Crisis to Crisis ... to Resilience: An Autoethnographic Tale of Self-Discovery

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*The University of the West Indies, St. Augustine Campus,
Trinidad and Tobago*
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The COVID-19 pandemic challenged universities to revolutionise education and minimise the fallout of pandemic lockdowns. As university faculty, we transformed our work as we transitioned to online teaching, trying to balance personal and professional responsibilities while working from home. I am a university teacher, and I explore my journey from crisis to resilience. From August 2019 to July 2022, I was leading the largest programme offered by my department at a university in Trinidad and Tobago. I begin by presenting three crises I experienced during this time and then explore their ongoing consequences during the pandemic lockdown. Crisis 1 evolved from the sudden transitioning of the programme, teaching staff, and students from face-to-face to blended learning when the anticipated teaching space was halved. Crisis 2 involved transitioning from blended learning to emergency remote teaching during the COVID-19 pandemic lockdowns that delayed the completion of the enrolled students. Crisis 3 involved navigating ongoing lockdowns when I was experiencing significant trauma and burnout. I examined my experiences to understand my resilience and determine whether such experiences developed my resilience. Adopting an autoethnographic approach, I extracted data from my jottings about my thoughts and observations during teaching sessions and meetings, personal and professional emails, text messages, and journal extracts between April 2019 and December 2022, all focused on family and workplace structures. Through thematic analysis, I identified two themes: adjusting to life in the pandemic lockdown and discovering myself through the crisis. These themes encapsulate stressors that I navigated during the period and strategies I used to mitigate them in the hopes of beginning to thrive in the aftermath. I present these themes through an evocative narrative style to reflect my thoughts and feelings at the time that presented my journey of self-discovery and transformation. I assert that I have emerged from the pandemic lockdown a different woman than I was at the start, with some meaningful insights into managing stress and coping with difficulty. Despite the numerous published research papers about university faculty's experiences during the COVID-19 pandemic, few have presented autoethnographic insights into the experiences and resilience of female academics in the Global South. This chapter, then, helps close that gap in the extant literature, and the insights offered here may resonate with other female academics in higher education who engaged in self-discovery during the COVID-19 pandemic.

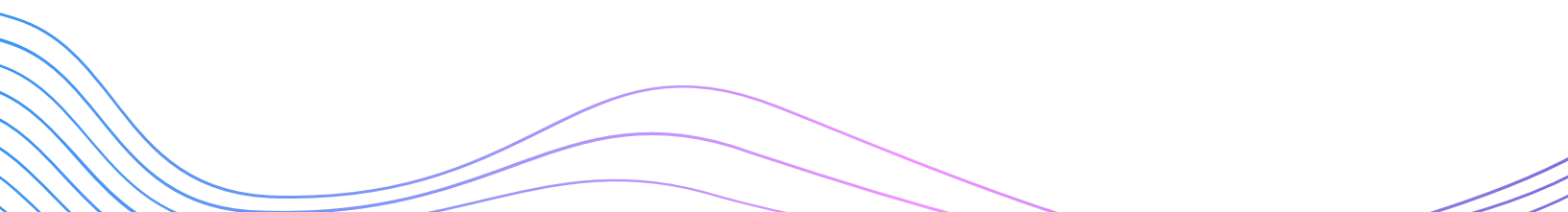
The Pillars of My Resilience in the Time of COVID-19

Taijrani Rampersaud-Skorka

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During the COVID-19 Pandemic, I was tasked with undertaking a leading role for a newly established department in the university in addition to my academic duties. Straddling two key roles, as the university transitioned to online mode, was a challenge and really made me question my competence and confidence several times. Eventually, I scaled some very tall mountains; however, I did not do this alone or in isolation. Regardless of how we choose to situate resilience, it is important to remember it does not exist in isolation. Through introspection and cultural analysis of journal data and memory, I realise that I am a multitalented, multidisciplinary superwoman who can scale the tallest mountain with one leap... well, with some help from others and technology. This categorization is an indication of my belief in myself peppered with awareness and consideration of my strengths and weaknesses. All of these have a strong link to resilience; but what is resilience? We can categorize this phenomenon as being psychological, emotional, physical; individual, organizational, social, and community-based; natural, adaptive, and restored; or by some other lens. I was able to categorize the reasons for my resilience; these were developed as five pillars: the self, communication, social support, reality, and networks. While this study is autoethnographic in nature, to be objective, the data will be presented within clearly defined parameters that provide context. Overall, this presentation explores resilience through these pillars as I present a story of my growth through a thunderstorm and my ability to still blossom without direct sunlight.



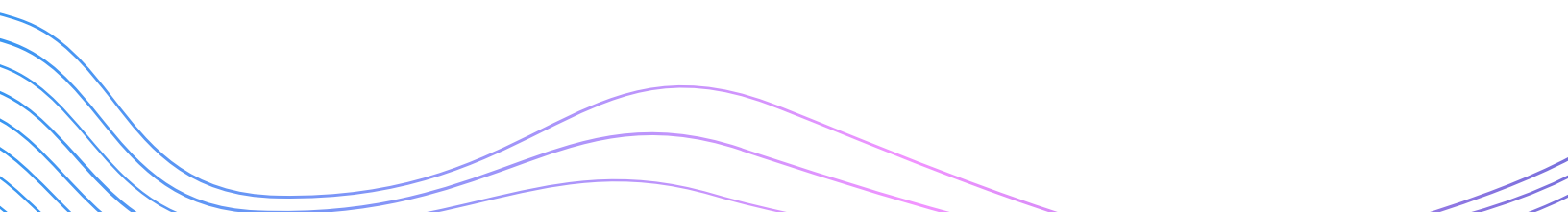
COVID-19 Teaching and Learning



The undergraduates' experiences of online education: A qualitative voice in the Trinidad and Tobago system

Dr. Rhonda Dookwah
rddookwah@gmail.com

The COVID-19 pandemic pulled the staff and students at a tertiary education institution in Trinidad into the online safety net by force. This action research highlights the experiences of undergraduate students as they transitioned from face-to-face learning to online learning at a higher education institution in Trinidad and Tobago. A review of the existing literature within the local context indicated that there exists a dearth of information about the experiences of these students learning. Content knowledge acquisition and online interface together with the comparison of online and face-to-face instructional techniques were explored in the literature. Consequently, a case study was conducted to carefully ascertain students' experiences during this transition. Fifteen undergraduates who were vocal about the experience were purposively selected to participate in this study. Informal structured interviews and semi-structured questionnaires were employed. Data were analyzed with the use of three major thematic headings: Online learning (ONL) is a possible instructional option, Face-to-Face learning (F2F) is essential for Mathematics, and Face-to-Face learning (F2F) is necessary for human interaction. Findings of this study revealed that students want to become more involved in issues that concern them at the educational institution. Conclusions included students' call for a gradual and permanent transition to online learning. Recommendations for the use of more ONL education were offered. It is imperative that policymakers pay more attention and consideration to the voices of these students especially when they are formulating policies that pertain to online.



Exploring Inclusive Education in a COVID-19 Era of Online Teaching and Learning at the University of Guyana: The Experiences of Blind and visually impaired learners

Rhonda Hamilton-Weekes
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Using an inclusive educational framework to provide holistic learning experiences for every learner is challenging, particularly to blind and visually impaired students (B/VI). However, in online teaching and learning environments, propelled by the disruptions caused by COVID-19, inclusive education adds another layer of concern or challenge for B/VI students at institutions like the University of Guyana. This study examines the inclusive practices of the University of Guyana in a COVID-19-inspired era of online teaching and learning through the lived experiences of blind and visually impaired students. Through a qualitative research design, six (n=6) blind and visually impaired students were recruited using an exponential discriminative snowball sampling technique. Semi-structured interviews captured the participants' responses and were examined using Interpretative Phenomenological Analysis (IPA) to interpret their lived experiences learning online. The results yielded five themes, (1) B/VI students' tools and skills for online learning; (2) Experiences in online learning; (3) Support mechanisms; (4) B/VI students' empowerment through inclusive practices; and (5) needs of B/VI students for inclusive online teaching-learning practices. The findings indicate that inclusivity in the form of pedagogical, curricula, technological, and institutional support was limited. However, positive experiences in areas of support from some lecturers and "home-class peer networks" were reported. These findings supported a conceptual framework focused on empowerment theory (in education) and the social model of disability to illustrate how institutional structures weaken inclusion practices in online learning settings for B/VI students. The study concluded that inclusive online learning practices require constant revision to be effective. Therefore, training for B/VI students and staff, creating inclusive curricula, pedagogy, learning platforms, and instructional media should be driven by a clear position on what online inclusive education means for the university.

Clinical experiences of final-year nursing students in four selected Nursing schools during the first wave of the COVID-19 pandemic in Guyana.

A mixed study

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COVID-19 is the most devastating pandemic the world has faced in the 21st century. The pandemic has offered unprecedented challenges of increased demands for nursing staff. The health care professionals and trainees went through enormous psychological pressure during the early months of the pandemic outbreak. To investigate the clinical experiences of final-year nursing students in four selected Nursing schools during the first wave of the COVID-19 pandemic in Guyana, using a mixed study design. This study used a mixed-method design and a purposive and convenient sample of 157 final-year nursing students from four selected nursing schools in Guyana. The Researchers administered a pre-tested online survey and seven focus group interviews. Survey data was analyzed using SPSS (version 28). Thematic analysis was used to analyze the interview data. Findings revealed that 82.8% of the participants feared contracting coronavirus, 58% felt depressed, and 56.7% were insecure about daily nursing duties. Study data showed that 70.7% were financially burdened, 58% needed PPE readily available, and 80.9% felt unsafe in the clinical areas. Results indicated that 70.7% were financially burdened, and 71.3% were not given help through training. Positive experiences reported were 91.7% did not take leave intentionally, and 74.5% felt confident. Coping mechanisms used were 75.2% utilized spiritual support, and 69.4% sought information. Thematic analysis revealed the emotional challenges as stigmatization, fear of contracting, learning in fear, and mental stress. The structural challenges reported were staff shortage, shortage of PPE, absence of risk allowance, and disaster planning. Coping strategies reported during the interviews were supporting one another, sharing information and resources, and praying. Nursing students encountered emotional, structural, and financial challenges in clinical placements during the pandemic. It is paramount to address the challenges of nursing students; physical, mental, and psychological health due to the pandemic and equip them for future challenges.

A Proposal for Addressing the Impact of Virtual Teaching on Tertiary Level Student Performance Post COVID-19

Shalini Ramsaran^{1a}, Kevin N. Hassanali^{2b}, and Amarnath Chinchamee^{3c}
^{1, 3} *Unit for Project Management and Civil Infrastructure Systems, The University of
Trinidad and Tobago, Trinidad and Tobago; and* ² *ANSA McAL Limited,
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^b amarnath.chinchamee@utt.edu.tt

Since the advent of the COVID-19 pandemic, virtual teaching methods have been adopted within the education sector in Trinidad and Tobago (T&T). At the tertiary level in particular, as the face-to-face classroom sessions resumed, there has been a marked decline in student examination performance when compared to test scores prior to the pandemic. This paper proposes strategies for addressing this decline by exploring the impact of seven factors on students' tertiary level performance, namely: 1) learning loss, 2) achievement gaps, 3) mental health, 4) financial challenges, 5) transitional challenges, 6) assessment and evaluation, and 7) student remediation and teacher support. An explanatory mixed methods sequential design was adopted using quantitative and qualitative data obtained from the Unit for Project Management and Civil Infrastructure Systems at the University of Trinidad and Tobago (UTT). Quantitative results confirmed that there was a decrease in the examination scores related to several courses (like, Environmental, Fluids, Structures, Construction, and Engineering Mathematics) compared to the scores recorded prior to the adoption of the virtual teaching method. Moreover, qualitative results obtained from open-ended interviews posited that the seven factors were related to the overall decline in student performance. The research findings recommend teaching and learning strategies such as flipped classrooms, collaborative learning, and technology-based learning towards improving students' performance post COVID-19. Future works would seek to employ the proposed strategies to other tertiary education institutions in T&T and the wider Caribbean context.

Perceptions and Challenges of nursing students towards Online Learning in Guyana during COVID-19

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Traditionally, nursing education involves face-to-face teaching, training, lab demonstrations, and clinical placements. However, when COVID-19 reached Guyana in March 2020, all nursing schools along with other schools transited to online delivery. This transition from face-to-face training to online education brought so many challenges to nursing students as well as faculty. The objective of this study was to explore the nursing students' perceptions and experiences of online learning during the COVID-19 Pandemic and to identify barriers and facilitators to online nursing education in Guyana. A qualitative descriptive phenomenological approach was used. Five focus group discussions (6 to 8 students each) with a duration of 60 to 90 minutes from five Schools of nursing were conducted via Zoom and recorded from January to March 2022. Data were transcribed from an audio file to a text file. Codes were generated using MAXQDA Analytics Pro 2022 version 22.2.1. The thematic analysis led to the themes of curriculum changes and online assessment. There were mixed perceptions towards online learning. Some preferred online learning due to its "flexibility" "convenience" and "access to recorded sessions" and others preferred face-to-face: online learning is "good for theory only", but for practical sessions face-to-face interactions are necessary since participants indicated that they felt a "Sense of isolation" and there was "No student interaction" with "less student-faculty interaction". The barriers identified were "internet connectivity issues", "Electricity issues" and "Technological issues". On the other hand, the facilitators to online learning included "convenience" "reduced cost in transportation" "saves time" and opportunity to become "tech savvy". Online classes are suitable for theoretical aspects but require face-to-face interaction for practical components. Training is required on how to use the Online platforms such as Zoom, Google meet, Edmodo, Google classroom, Moodle, Microsoft teams etc.

Students learn general chemistry better through face-to-face instruction - truth or myth?

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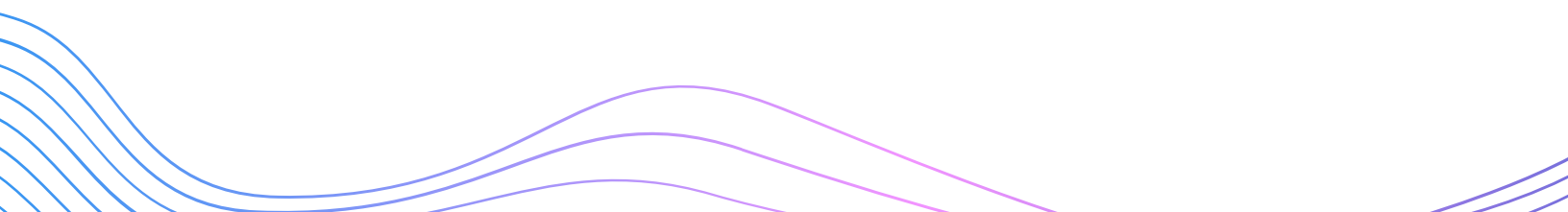
The post COVID-19 environment at the University of Guyana consists mostly of online instruction but what does this mean for the study of a physical science such as chemistry? Chemistry tutors at UG have noticed the continued decline in student engagement and performance during and after the COVID-19 pandemic. This research aimed at investigating whether student learning on general chemistry courses at UG was improved by online or face-to-face instruction. The study employed a mixed-method design involving quantitative and qualitative methods. Students voluntarily registered for online or face-to-face instruction for tutorials on two introductory chemistry courses, since the online groups were much larger, random samples equal to the sizes of the face-to-face groups in both cases ($n = 61$ and $n = 60$) were taken from the respective online groups. Students' performance data were collected and checked against their mode of instruction and other parameters such as gender, age and previous chemistry exposure. Data on the students' perception of their own learning were collected via electronic questionnaires containing closed and open-ended questions. Interviews were conducted on a small group of students who were exposed to both online and face-to-face instruction for laboratory courses. All data were analysed by Microsoft Excel of the Microsoft Office 365 Suite and SPSS Version 27 using student's t-test, regression analysis and analysis of variance. Preliminary findings suggest student performance on theoretical courses was not affected by the modality of instruction, however students who received face-to-face instruction performed better on laboratory courses. Performance on theoretical courses appeared to be more dependent on the student's prior knowledge in chemistry, this is a possible justification for more active instructional styles.

Is Learning Really Student-Centred? The Experience of University Students studying online during the COVID-19 Pandemic in Jamaica

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This paper explores the experience, impression and awareness of student centred learning by 97 students from across eight faculties at a university in Jamaica. The study sought to establish whether students substantively experience learning through the tenets of student centred learning (Lea, Stephenson & Troy, 2003), the university having transitioned to “blended” learning in response to the Covid-19 pandemic in 2020. The research follows a study by the same authors (Wallder & Brown, 2019) undertaken just prior to the pandemic, which established the prevalence of student centred learning amongst business education students in a single faculty at the same university. The research reported here was informed through a purposive quantitative study, subsequent to the pre-pandemic study. Descriptive analysis was undertaken from a survey instrument that incorporated student centred learning themes to enable comparative findings to be made as to the extent to which such themes were prevalent once learning took place online. The elements of student centred learning, as previously observed continue to be experienced by respondents across faculties. Data analysed revealed that 77% of students found their learning experience diverse, creative, practical and interactive, a slight decrease compared to the pre-pandemic study (83%). Other notable changes include that whilst lecturer feedback levels remained consistent with the 2019 study, assessment significantly changed, summative assessment significantly decreasing. Further, in the lecturer and student relationship, both the treatment of students (as adults) and the recognition of their prior knowledge declined, whilst lecturers were deemed more paternalistic (over a 100% increase!). This research covered feedback across more than 50 modules, respondents finding these modules overall more prescriptive (87%) with less flexibility in learning and less inspirational facilitation experienced. Findings appear to indicate that whilst many of the positive components of student centred learning remained throughout the period of the pandemic, students experienced a less dynamic, more rigid learning experience as facilitated across the university online learning platform. Both, in regard to the university mission and toward national imperatives significant implications may be drawn with regard to the preparation of the University’s students as “work ready” (Brewer, 2013).

In identifying weaknesses in the continuity of student centred learning practices during the pandemic, this may indicate meaningful impact upon practices that complement students' readiness for work. If critical employability skills are less well developed, the impacted cadre of graduates may be less prepared for entry into the workplace (Walder & Brown, 2019). This result may thus imply reduced competencies in key employability attributes amongst graduates in themes such as critical thinking, problem solving, adaptability, high level interpersonal skills and teamwork, amongst others.



Online Learning Satisfaction During COVID-19 Pandemic Among Offshore Medical Students in Guyana

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Online learning has played a crucial role in the education system in Guyana since the global outbreak of coronavirus in 2019. Medical schools were forced to shift from traditional face-to-face learning to online learning immediately. However, the migration to online learning has incorporated some challenges, especially for medical schools in Guyana. As such, this study aims to investigate how satisfied the students of RGUST and GMU were with online learning during the COVID-19 pandemic. This study adopted a quantitative approach to determine the satisfaction of the medical students. Data were collected via an online questionnaire from 50 undergraduate medical students from two offshore medical universities, namely Rajiv Gandhi University of Science and Technology (RGUST) and Greenheart Medical University (GMU). The questionnaires comprised three sections: (i) biodata, (ii) information related to the university, and (iii) information related to online learning. Students' satisfaction was measured using a 5-point Likert Scale, which was utilized in 10 open-ended questions in the online survey which ranged from strongly disagree (1) to strongly agree (5). Overall, the majority (40%, n=20) of students portrayed a level of dissatisfaction with online learning, with a mean of 3.4 and a standard deviation of 3.01. Several challenges were faced which resulted in demotivation. The most prevalent is poor internet connectivity (42%, n=21) followed by technical difficulties and the absence of practical sessions. Most medical students demonstrated a preference for synchronous online learning, with google classroom and Zoom (62%, n=32) being the most frequently used. Incorporating mixed or blended online learning is recommended for the full effectiveness of online learning in the medical curriculum since both pre-clinical and clinical students opt for more practical sessions.

General



A Feldberg view on Constructive Aligned Teaching for Learning during Sumner School at University of Freiburg: A Case of Fribis Summer School

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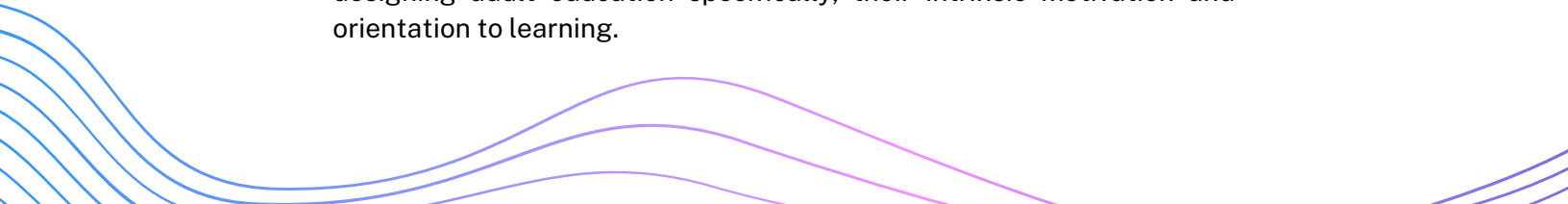
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The process of teaching and learning aims to provide effective epistemic access to the beneficiaries. The Freiburg Institute of Basic Income organises training for would-be researchers, and doctoral and postdoctoral students to capture the concept of social contracts towards egalitarianism. The purpose of this presentation is to critique the constructively aligned teaching for effective learning during summer school. The presentation seeks to achieve the following objectives: 1) to identify the perceived challenges in the process of teaching and learning during summer school and 2) to unveil the good practices shown by the teaching team and to propose recommendations for future summer schools. John Biggs's Constructive Alignment theory is employed as a lens to critically reflect on the teaching for effective learning during Summer School. It is revealed that the teaching agents are well-versed in their disciplinary knowledge. However, due to time constraints, they were unable to cover adequately more of the content within the limited time allocated. It is concluded that despite the teaching agents being equipped with disciplinary knowledge, there is room for improvement to ensure inclusive teaching for effective learning. It is recommended that teaching, learning, and assessment should be constructively aligned during the summer school sessions to enable diverse participants to gain epistemic access.

Work-based Learning: A practical solution for adult learners

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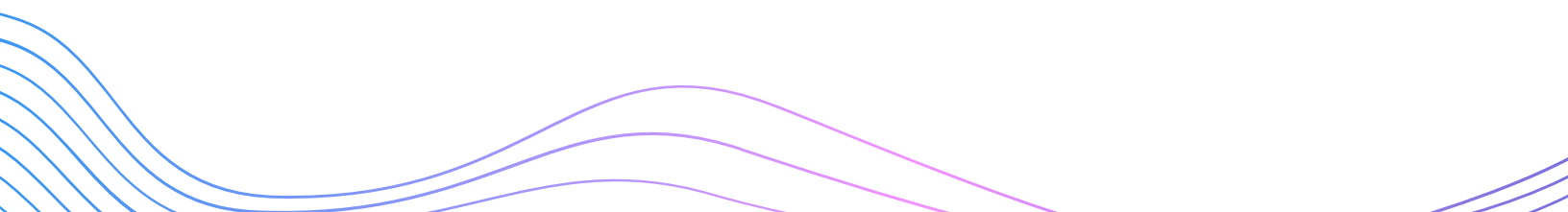
In the United States, the healthcare sector is anticipated to outpace other industries in job creation throughout the upcoming decade. By the year 2025, 67% of all healthcare-related job openings will require some level of postsecondary education or training. This potential skills gap has intensified the imperative for the education sector to deploy alternative learning formats. This empirical study employs action research to explore the achievements and obstacles encountered by adult learners enrolled in a medical assisting program at a private Catholic college in central Iowa. The research compares the impact of a work-based learning track and a traditional learning track to understand how the differences in the learning track support adult learners' andragogical preferences, reduce barriers, and helps students graduate, persist, and pass their licensure exam. A review of the existing scholarly, theoretical, and empirical research suggests several optimal ways to deliver adult education and many alternative learning models designed to support adult learners' unique needs and life experiences. Andragogical principles help explain the differences between adult learners versus children and their preferences and priorities that shape their orientation toward learning. These principles, combined with the experiential learning theory, offer theoretical support for developing alternative learning paths such as work-based learning. Utilizing a mixed-method action research design, 51 current students, graduates, and stop-outs provided feedback through a survey, and four individuals from the same respondent group engaged in a virtual interview. Students in the work-based learning track reported feeling better prepared for their licensure exam, had a more positive overall experience, and found the program less challenging compared to their counterparts in the traditional pathway. Additionally, institutional data were evaluated and adults in the work-based learning track had higher rates of persistence, graduation, and licensure pass rates. The study illuminates that the combination of education and on-the-job training in the form of work-based learning has significant benefits for adult learners when compared to a traditional learning track that dominates much of modern academia. The research findings highlight the importance of embracing andragogical principles when designing adult education specifically, their intrinsic motivation and orientation to learning.



Work-based Learning: A practical solution for adult learners

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This is a strength of a work-based learning model as students can reinforce classroom learning with hands-on training, facilitating the cycle of learning through concrete experiences and active experimentation. The medical assisting work-based learning track also alleviates common challenges to student persistence, such as tuition costs, by involving employers in financing students; education in exchange for a work commitment post-graduation.



Leadership



Leadership Roles: Advancing Strategic Cultural Agenda At A State University in Guyana

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This research examined the University's leadership response and role in advancing a cultural agenda at a State university in Guyana. It problematised the absence of research and scholarship toward cultural planning and the diminished awareness of the role of cultural planning. The main questions were: what is the University's leadership response to cultural agenda and studies in Guyana; what is the role of University leaders in advancing a strategic cultural agenda at the University; how are University leaders positioned to frame a cultural agenda that contributes to branding, national identity, creative industry and creative economy of Guyana; in what ways have the traditional and current agenda of the Department of Language and Cultural Studies (DL&CS) added value to the University; and what are some approaches toward setting an agenda for culture? Kingdon's Multiple Stream Agenda-setting model is juxtaposed as a framework to which institutional cultural agenda setting may be applied. A community-engaged participatory research framework was used to conduct focus groups and interviews with University and Faculty leaders and Faculty. Using Zoom transcription and recording features, the data were examined, coded, and inductively thematised. The results indicate that though the University is well-positioned and capable and there is a commitment to Cultural Studies, there is an inadequate leadership response, absence of discourse, and unawareness about an approach toward cultural agenda setting. The data show that a bottom-up approach toward cultural agenda setting is preferred and a strategic cultural agenda can promote institutional transformation and social reform. This research informs university leaders about the leadership approaches they can take toward setting cultural agendas that demonstrate the thought leadership responsibility of the university. It also highlights how such leadership in cultural planning can promote nation building and sustainability of our cultures and achieve visibility of the university nationally and internationally.

The Nature and Dynamics of Teachers' Trust in the Principal in Secondary Schools in Trinidad and Tobago

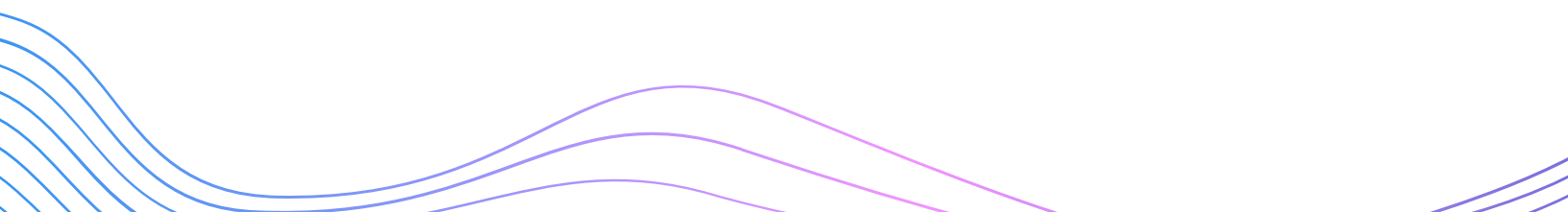
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The purpose of this mixed-methods study was to investigate the levels of teacher trust in the principal (TIP) in secondary schools in Trinidad and Tobago, and to explore ways in which teachers perceive TIP to be built or diminished. Responses were received from 103 secondary teachers to determine TIP levels and to find whether those levels were dependent on school type, length of service, or teacher gender. Semi-structured interviews were then conducted with nine teachers from various school types and with different TIP levels to examine the principal behaviours that build or diminish trust. This study found that levels of teacher TIP in Trinidad and Tobago were low when compared to the USA and other international norms. In addition, no significant relationship was found between teacher TIP and school type or length of service. However, TIP levels were discovered to be different for female and male teachers. This study found that the mechanisms by which principals build or diminish trust were related to the themes of human relations, power relations, conflict, competence, reliability, communication, and principal selection. Principals are responsible for the trust environment of their schools; it is, therefore, recommended that they should have an understanding of the ways in which trust is built or lost. This should be reflected in principal selection, training, and support. The findings from this study indicate that further research on trust dynamics is warranted. The role played by gender in trust relations in Trinidad and Tobago schools also deserves further study. This study offers the first quantitative study of teacher TIP levels in Trinidad and Tobago. It further reveals some mechanisms by which principals affect TIP levels in the unique context of secondary schools in Trinidad and Tobago.

Care-centred Leadership in Collaborations between HEIs in the Caribbean and HEIs in the Global North

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Higher education institutions (HEIs) have been partnering across borders for decades. In the era of internationalisation, both North-South and South-South partnerships are increasing. This paper examines possibilities for 'ethics of care' in academic leadership in collaborative projects between HEIs in the Global North and South, with a focus on the Caribbean. The research involves a critical review of the related literature and a documentary review of HEI policy documents and materials in the Caribbean. Additionally, four interviewees share their leadership experiences in collaborative North-South projects. Findings suggest that there are opportunities for transformative leadership by applying a care-centred lens to policies, practices, and approaches in HEI partnerships demonstrated by decoloniality, trust, respect, equity, collegiality, quality of activities and interactions, and mutually beneficial outcomes for institutions. Key principles are recommended for guiding and institutionalising practices that promote care-centred academic leadership in North-South collaborative projects/partnerships.



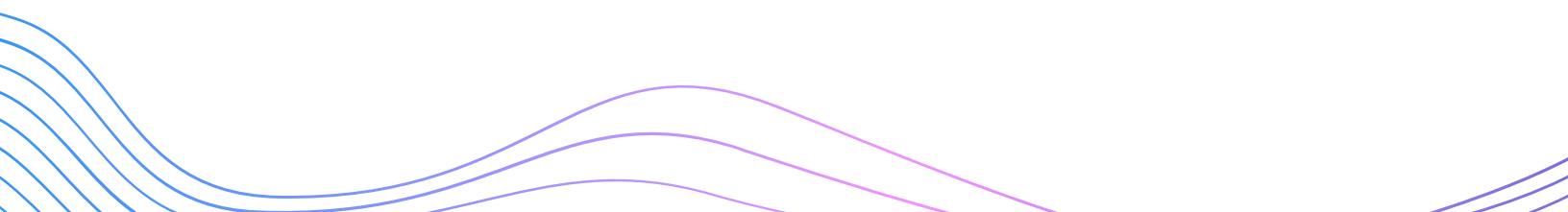
Learning: Soft Skills



Learning Style and Academic Performance in Higher Education

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In the last decade, there has been a greater demand for higher education institutions to produce quality graduates. One way to meet this demand is to make students aware of their learning styles. This study aimed to determine whether a correlation exists between learning style and academic performance of student teachers enrolled at a higher education institution in Guyana. A descriptive survey that uses version 7.8 of Fleming's VARK questionnaire was administered to 40 undergraduate teachers who completed the course "Teaching of Science at the Primary Level 2" in the second semester of the academic years 2016/2017 and 2017/2018. Data were analyzed using inferential statistics to determine the correlation between the learning styles and academic performance of student/teachers. The findings of this study showed that 50% of the student/teachers had a good VARK self-prediction. This means that half of the student/teachers surveyed were aware of their VARK learning style. There was no significant difference in the academic performance of student/teachers who were aware of their learning style and those who were not. Most notably, the evidence suggested no association between learning style and academic performance. However, it is recommended that student/teachers be aware of their learning styles. This would allow them to select the correct range of learning strategies associated with their learning preferences as a way of enhancing the learning process for them.



The Impact of Cooperative Learning on Students' Performance in Pharmaceutical Inorganic Chemistry at the University of Guyana

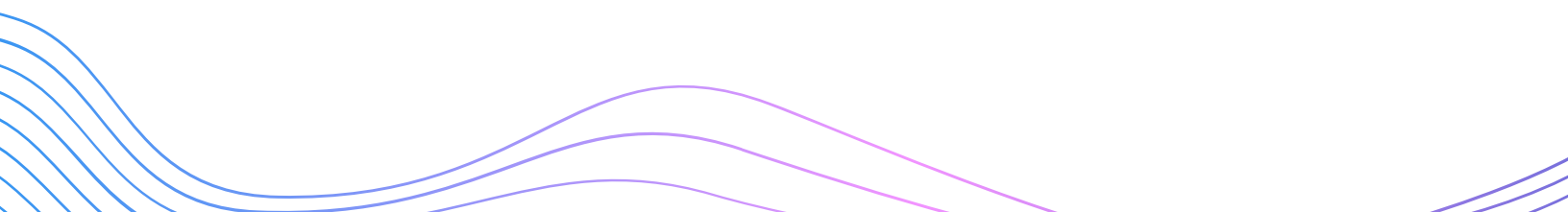
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Cooperative learning (CL) is one of the strategies that educators use to improve or boost students' learning in all formats via retention of knowledge, social interactions, etc. in a classroom setting. Cooperative learning can take several forms of which Group Investigation and Jigsaw strategies are two. These two strategies were applied to PHM 2207, with the view to promote learning based on the high-content nature of the course and the basic chemistry background of the students. This research aims to aid learning in PHM 2207, via retention of knowledge and social interactions using the Jigsaw Cooperative learning strategy. Permission to conduct the research was granted by the Head of Pharmacy and students' endorsements. A quantitative research approach was employed using questionnaires as the research instrument with a sample size of 34 students. Random sampling was utilized and the total marks were 10. Data were statistically analysed and values were quoted as mean with standard deviation. ANOVA analyses were applied using SPSS software to investigate whether there was any significant difference in learning via Jigsaw strategies. Results indicated that the Experimental Post-Test mean score of (7.730 ± 1.057) and Control Group Post-Tests mean score (8.36 ± 0.47) for the Multiple Choice (MC) questions were found to be higher than the Experimental Pre-Test (7.040 ± 0.967) and Control Group Pre-Test (7.2815 ± 1.67), using the independent Jigsaw strategy. The same was noted for the Structured Question with an Experimental Post-Test mean score of (6.845 ± 2.402) and a Control group Post-Test score of (7.075 ± 2.467) versus an Experimental Pre-Test mean score of (5.21 ± 1.127) and a Control group Pre-test score of (5.175 ± 1.802). This indicated that CL promoted student learning via the Jigsaw strategy and the learning strategy may be applicable across the University.

Intrinsic Motivation and Resiliency: Perspectives of Senior Teachers from Twenty Public Schools in Guyana during the COVID-19 Pandemic

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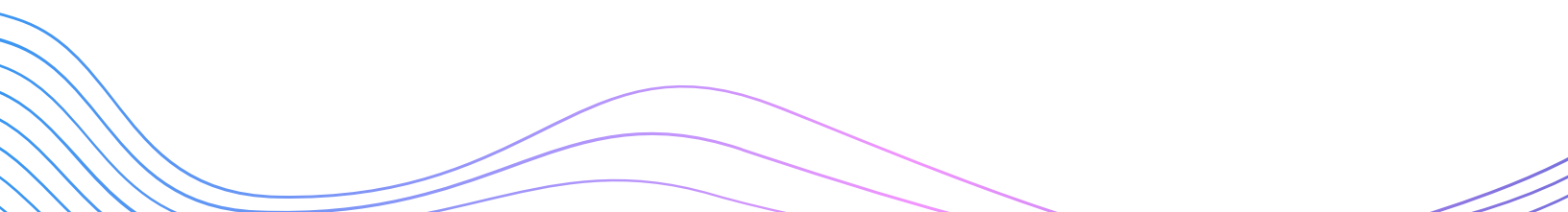
This paper explored intrinsic motivation in conjunction with resilience as a means for the accomplishment of goals among senior public school educators. It is evident that motivation is one of the factors that contributes to the achievement of objectives but requires educators to be resilient as well. It is, therefore, critical for senior educators to be both motivated and resilient. There is a gap in the study of intrinsic motivation and resiliency during a pandemic in Guyana's context. Educators were particularly challenged during the COVID-19 pandemic in accomplishing goals. The purpose of this mixed methods convergent research was to gain insights from 20 senior educators from 20 schools in eight administrative regions (80%) in Guyana on intrinsic motivation and resiliency in the achievement of goals. Intrinsic motivation in the contexts of content motivation and process motivation was contextualized through Herzberg's Two Factors Theory and the Goal Setting Theory respectively. The link between motivation and resilience was explored in Polidore's Resilience Theory. The researcher utilized both quantitative and qualitative approaches simultaneously in the development of the research. The research questions were addressed in an integrated approach from the quantitative and qualitative perspectives. A purposive sampling technique was utilized. Results showed that 95% of the teachers believed that intrinsic motivation is a major driving force to resiliency. Teachers were faced with similar challenges in the execution of their duties and responsibilities. Teachers indicated that their drive to achieve both personal and organizational goals propelled them to implement several strategies to achieve those goals.



Extra-Curricular Activities and Positive Self-Concept in Students: A Case Study with the 4H Programme in Trinidad and Tobago

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The purpose of this study is to explore whether extra-curricular activities such as the 4H club have a positive influence on a child's self-concept. The study argues that the complementary learning experiences gained in the 4H club activities can have positive effects on all the known domains of self-concept, therefore, fostering a better-rounded student. The study implemented the Piers-Harris self-concept scale across several primary schools in Trinidad and Tobago that have active 4H clubs. Both 4H and non-4H students were surveyed using the survey instrument for which a comparison of the results was conducted using ordinal regression modelling and the Kruskal–Wallis test. The results showed that students involved in multiple extracurricular activities alongside the 4H club were 33% more likely to have a positive outlook on their intellectual and social status domain, 31% more positive outlook on their physical attributes domain, 38% more positive outlook on the freedom to express themselves domain and 31% more positive outlook on the happiness domain. The findings suggest that involvement in multiple extra-curricular activities can have a positive social and psychological effect on students which can enhance their academic achievements but also their moral and social responsibilities to their community and country.



Impact of Social-Emotional Learning on Conflict Resolution

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A high incidence of maladaptive behaviours increases adolescents' propensity to engage in behaviours that reflect their lack of social-emotional skills throughout their school career. Guided by frequent misunderstandings and misperceptions, these behaviours serve as ingredients for many conflict engagements that can lead to school-related disciplinary actions. Therefore, the possession of conflict resolution skills is vital in the mediation of conflict. Conflict resolution is one component of a Social-Emotional Learning (SEL) pedagogy that can be effective in reducing discipline referrals and building students' social-emotional capacity. Given this problem of practice, my decision to provide Social-Emotional Learning in an urban school context located in New York City is based on the rationale that (1) Emotional intelligence, fostered by SEL can be an important catalyst in the reduction of aggressive behaviors in adolescents. (2) More importantly, the educational setting must provide instruction beyond the core academic content areas such as those that enhance social-emotional competency (Cristovoa (2017). Adolescent Development, Emotional Intelligence (EI), and Social Emotional Learning (SEL) framework were used. Eight students were recruited based on teacher recommendation. Using a mixed method approach, data were collected by way of a survey, the researcher developed a virtual SEL curriculum, researcher field notes, and Zoom transcripts. Data were analysed through manual coding of transcripts. Descriptive analysis was applied to the survey responses to support answering the following research questions: How do adolescents participating, in and to what extent do participants in a virtual social-emotional learning workshop focused on conflict resolution share their lived experiences? How do adolescent students respond to social-emotional learning instruction focused on conflict resolution?

Instructional Delivery- Online Strategies



Comparative analysis of Moodle training to design and deliver quality online/blended courses in three Caribbean higher educational institutions: Curriculum needs, challenges, and recommendations

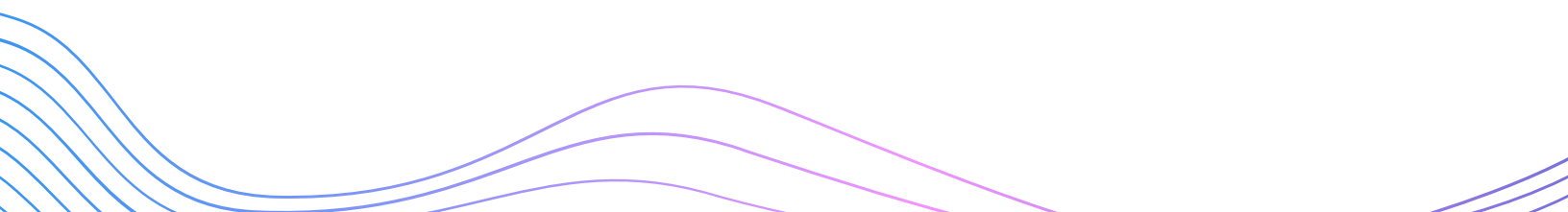
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This qualitative case study aims to conduct a comparative analysis of Moodle training programs implemented in three Caribbean higher educational institutions (HEI) in St. Vincent and the Grenadines, Antigua, and Guyana. Emerging from emergency remote teaching occasioned by the pandemic, although several facilitators had to teach via online/blended modalities, many of them are still not confident in their abilities because of little to no training in the art and skill of online course design and delivery. By addressing their specific learning needs and skills-related challenges, academic staff from three Caribbean HEI engaged in face-to-face Moodle training to equip themselves with the necessary skills to successfully transition from face-to-face courses to online instructional delivery. The overarching aim of the training was to improve the quality of online education in their institutions. Using the Kirkpatrick Evaluation Model, this paper focuses on the participants' developmental experiences. Starting with their curriculum needs and challenges based on their self-disclosures during the pre-test, then providing them with hands-on practice and recommendations in the training sessions, the participants were equipped to eventually design and deliver quality online/blended courses in their respective educational contexts. A post-test assessment was utilized to measure their knowledge growth regarding Moodle tools, Open Educational Resources (OER), Lumi, Screenpal, and other relevant e-resources. Finally, an online survey was conducted to gather feedback on their overall workshop experiences, followed by post-workshop support, offered online, to ensure sustained learning and implementation of their newly acquired skills. Some key findings were that continuous training for professional development is essential given the centrality of changes in educational technology. Additionally, access to design models of best practices within online classrooms is important for stimulating dynamic and effective teaching-learning spaces in virtual and blended classroom environments. This paper's comparative analysis enables an understanding of the commonalities and unique aspects of implementing Moodle training in diverse Caribbean contexts. It offers recommendations to enhance the quality of training programs, including refining the curriculum content, incorporating innovative teaching strategies, and fostering collaboration among participants and facilitators.

Overall, the outcomes of this paper are aimed at contributing to the body of knowledge on designing and delivering effective online/blended courses in Caribbean HEI and improving the quality of online teacher training vis-à-vis education within the region.



From Crisis to Classroom Transformation: Unleashing the Power of the Flipped Classroom Model in a Post-COVID Era

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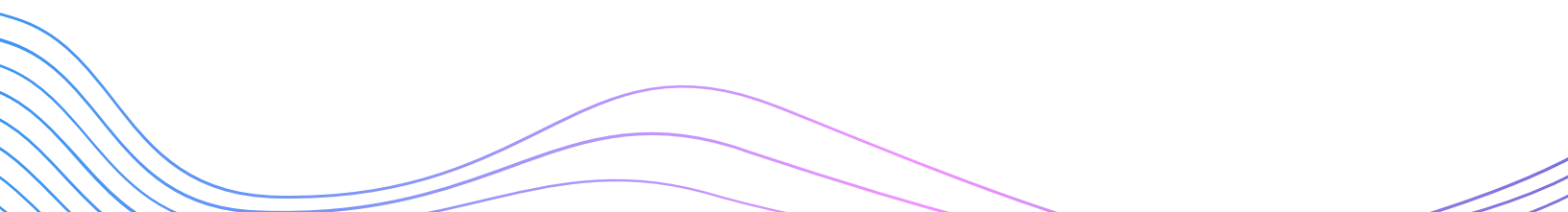
The COVID-19 pandemic brought about an unprecedented crisis in education, forcing educators to quickly adapt and find innovative approaches to ensure effective learning in a remote environment that many were not accustomed to. Two chemistry educators went against the grain at their university and successfully utilized a Flipped Classroom approach during this tumultuous time. This presentation explores the journey from crisis to classroom transformation, highlighting the power of the Flipped Classroom Model in a post-COVID era. A study conducted in 2020-21 with 22 undergraduate students revealed that during the pandemic, the Flipped Classroom Model offered numerous benefits. Students had the flexibility to learn at their own pace and revisit content as needed in a way that the HyFlex model did not provide. Additionally, the model fostered active learning, as students engaged in collaborative activities and discussions during synchronous class sessions. As we transitioned back to face-to-face instruction, the question arose: Why not continue to reap the benefits of the Flipped Classroom Model? Drawing on an auto-ethnographic methodology, two Chemistry Educators engaged in self-reflection of their pedagogical practices, offering valuable insights into their implementation of the Flipped classroom Model in their post-COVID chemistry classes. Employing a thematic approach, their reflections were analysed to identify recurring patterns and key themes including the benefits and challenges they encountered. The educators observed increased student engagement, improved conceptual understanding, and enhanced problem-solving skills, despite facing obstacles such as student resistance to self-directed learning. Ultimately, the students showed an appreciation for the opportunity to actively participate in class and the flexibility provided by the pre-recorded lectures. They appeared more confident in their understanding of complex concepts while appreciating the emphasis on practical applications. The impact of this study includes improved teaching practices and student learning experiences. It shows that evidence-based decision-making can lead to educational resilience in the post-COVID environment.

Using the Principles of Universal Design for Learning to Support Students in Higher Education

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Students enter higher education with a wide range of knowledge, skills, experiences, and interests (Rao, 2019). Therefore, it is important that higher education faculty acknowledge learner variation as typical, expected, and differences celebrated. Further, higher education faculty must proactively plan instructional strategies to support a wide variety of learners. In this presentation, we will propose Universal Design for Learning (UDL) as a framework to guide the development and implementation of inclusive instructional strategies to support all learners. UDL is a conceptual framework grounded in neuroscience (Novak, 2016) and has been found to have a positive effect on academic achievement in PK-12 school settings, as well as in higher education settings (King-Sear et al., 2022). UDL is structured around three key principles: (1) provide multiple means of engagement, (2) provide multiple means of representation, and (3) provide multiple means of action and expression. These principles supply the foundation for the UDL framework. The framework is further structured by nine guidelines and 31 checkpoints, which provide actionable steps for implementing the UDL principles with learners in a variety of settings. In this presentation, we will provide an overview of these three principles, as well as examples of how the UDL principles can be enacted with adult learners in a higher education setting.



Intellectual Skills



Strengthening Approaches to Developing Critical Thinking: Action Research, and Dialogic and Inclusive Pedagogy at the University of Guyana

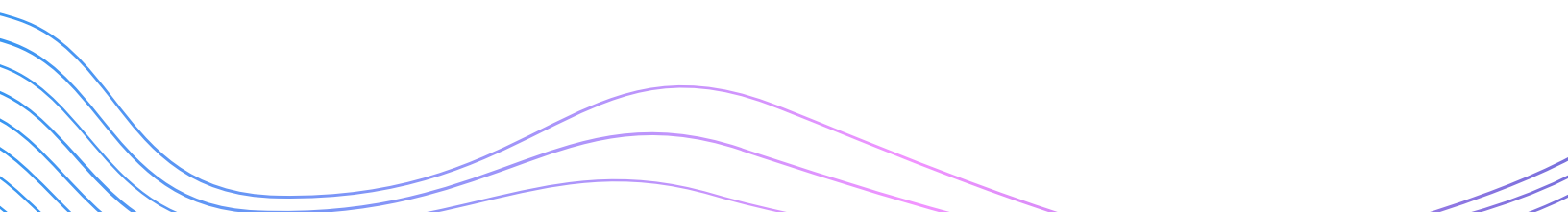
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To create possibilities for the development of sociological imaginations, a type of critical thinking specific to sociology, an action research study was conducted in the Department of Sociology at the University of Guyana Berbice Campus (UGBC). Initial cycles of action research highlighted the importance of the dynamics of the local teaching and learning context on student engagement and expressions of critical thinking. Further, applying the Freirean concept of banking education to this context suggested that dialogic and inclusive approaches were promising for developing critical thinking. Thus, this study used an action research intervention comprising student reflection and student-led discussion designed using a dialogic and inclusive framework and then sought to understand how students perceive, experience, and respond to that intervention. Sixteen social work students enrolled in a final year sociology course at UGBC participated in this study. Qualitative analysis of 43 written and verbal student reflections and eight end-of-course qualitative research interviews suggested that dialogic and inclusive approaches offer possibilities for enhancing and decolonizing education within the situated context of the study. First, mutually respectful relationships of trust between lecturers and students created room for students' funds of knowledge to be centrally included in teaching and learning processes. Second, students were able to connect content with their experiences leading to a personalization of learning and empowering them to question and articulate sociologically informed original arguments. Finally, classroom dialogue deepened students' initial understandings and allowed for openness to learning from a multiplicity of perspectives, a crucial step toward strengthening critical thinking. The findings of this study demonstrate the powerful potential of reflection and dialogue for the development of sociological imagination as well as critical thinking across the University community.

Routine versus Non-Routine Mathematics Problem Solving Among Primary School Teachers in Guyana

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This study was conducted over a 13-week semester at the University of Guyana involving 50 primary school teachers. Non-routine mathematics problems were embedded in the course. Data were gathered during the course using Google survey forms, interviews, and focused group discussions. It is believed that primary school teachers' attitude towards mathematics influences the way they teach mathematics in the classroom. The method used by primary school teachers in solving mathematics problems focuses mainly on routine mathematics exercises in which procedural understanding of computational skills is emphasized. The teachers have very little formal exposure to the solution of non-routine mathematics problems in which divergent thinking is encouraged in solving problems. The findings of this research show, from the focus group discussions and survey results, that systematic exposure to the solution of non-routine mathematics problems alongside the solution of routine mathematics problems has a positive impact on the teachers' attitude towards mathematics. The scores obtained for the final course assessment show no significant difference in the performance between those who rated themselves as having a positive attitude against the others using the Point Biserial correlation coefficient for the t-test. A tracer study could be used to determine if the teachers' knowledge, skills, and attitude are translated into enhanced mathematics performance of their students.



Professional Development



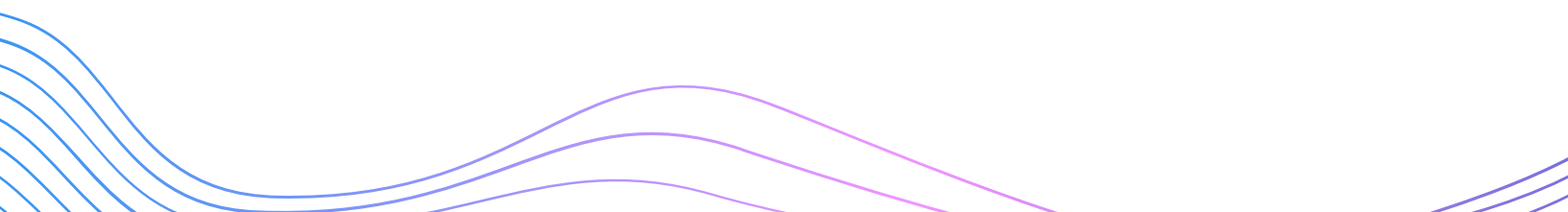
Teacher Training and its Influence on Teachers' Classroom Practices: Perspectives from a Secondary Cohort in Grenada

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Globally, and within the Caribbean context, teacher quality is imperative; therefore, governments and other agencies invest heavily in teacher training and professional development. Given the expenditure incurred, it is expected that teachers will exemplify best practices in the teaching and learning process. On the contrary, while many teachers, especially those at the secondary level receive training, anecdotal reports of these teachers not incorporating the skills received during training continue to reverberate among key education stakeholders in Grenada. Using the theoretical lenses of Lewis' (1935) Model of Teacher Change and Grossman and Salas' (2011) Transfer of Training Model, the study sought to examine the perceptions of a cohort of recently trained secondary teachers of Associate Degrees in Education (ADE) and its Influence on their Classroom Practices. This research, in the form of a Single Case Study, utilized purposive sampling and incorporated the use of an Explanatory Sequential Mixed Methods design that combined the collection and analysis of quantitative data through questionnaires, which then informed the collection of qualitative data from focus group interviews. The quantitative data were analysed using both descriptive and inferential statistics and the qualitative data were coded for emerging themes. The results of the study indicated that generally, the teachers had a positive perception of the Programme. They agreed that several of the courses were very useful and had a positive influence on their classroom practices. In fact, the results revealed a statistically significant difference in teachers' perceptions of their instructional competencies before and after training. Notwithstanding, they believed that the courses were too theoretical, and they also shared concerns about the implemented curriculum, including the didactic teaching practices of some lecturers. Furthermore, the teachers believed that although the Teaching Practicum was important, they were of the view, however, that they did not receive sufficient practice prior to the Practicum. On returning to their respective schools post-training, the teachers reported the limited use of, and a lack of variety in, the inclusion of resources, especially instructional technology.

Moreover, according to the teachers, they were most often constrained by the lack of resource materials and equipment, lack of student readiness, students' resistance to change, and the general school culture as they attempted to incorporate the best practices acquired. These findings hold implications for the overall development of the ADE programme offered by the Eastern Caribbean Joint Board of Teacher Education (ECJBTE), School of Education, The University of the West Indies (UWI), Cave Hill, and for post-training imperatives.



An Investigation into the Continuing Professional Development Practices of Accounting Educators at a Selected Tertiary Institution

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Significant changes in the discipline of accounting over the past two decades have resulted in the need for accounting practitioners and accounting educators to keep up-to-date in their field. They may do so by engaging in various forms of continuing professional development activities. This engagement enables practitioners to maintain, improve, and broaden their knowledge, skills, and competence in their areas of specialisation. The purpose of this study was to determine the continuing professional development practices of accounting educators, given emerging trends in the accounting discipline. The study was grounded in the principles of the human capital and social capital theories. It followed a sequential exploratory design and a mixed methods approach, with a sample frame consisting of accounting educators in two schools at a selected tertiary institution. Given that there was an initial qualitative approach in the study, the participants were selected using a criterion sampling approach. The primary research data were obtained from interviews, document reviews, and a survey. The quantitative research findings were analysed based on the themes that emanated from the interviews and the review of the documents. The quantitative data was analysed using a computerized statistical package. The findings from the two approaches were then integrated in the study. The findings showed that although not mandated to do so, the majority of accounting educators (71%) engage in various forms of continuing professional development through workshops, seminars, in-house meetings, and conferences. It was interesting to note that males were more likely to be engaged in continuing professional development than females, and this was also the case for those with longer years of service. This engagement has manifested in the development of new teaching strategies and methods, and in producing graduates who are highly sought after in the industry. A key recommendation from the study was that the tertiary institution should develop a policy to encourage, acknowledge, and accredit the continuing professional development pursuit of faculty. To this end, a framework for developing such a policy has been recommended.

Exploring the Significance of Professional Development in Shaping Teachers' Use of Information and Communication Technology: A Mixed Methods Study

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The potential impact of Information and Communication Technology (ICT) on teachers' pedagogy continues to fuel a renewed commitment to increasing opportunities for professional development (PD), yet teachers continue to use ICT in teacher-centred ways. This paper draws on findings from an explanatory sequential mixed methods study conducted in Jamaica exploring teachers' use of ICT, specifically, it examines teachers' level of involvement in PD using Desimone's (2009) framework. The study explored the significance of PD in accounting for variance in teachers' use of ICT, their experience with PD in the use of ICT, and the critical features of PD activities that they considered most meaningful in shaping their decisions and actions in using ICT in their classrooms. The quantitative data were obtained by surveying 248 secondary school teachers and then a case study phase was conducted using a subsample of 9 teachers. The data for the case study were collected using semi-structured interviews, video-recorded classroom observations, observation checklists, and ideo-elicitation interviews. The quantitative results revealed that teachers' level of involvement in PD had a significant direct effect on teachers' beliefs about teaching. The case study findings revealed that the content focus of the PD activities and opportunities for collaboration in the PD activities were considered important in shaping teachers' beliefs and classroom practices. The findings of the present study support existing research that involvement in PD is of significance in shaping teachers' beliefs and classroom practices and support the need for ensuring that the design of PD activities ensures that content is relevant to teachers' classroom practices and that we move towards creating more opportunities for active engagement and collaboration among teachers. There is also a need for refocussing PD activities in such a way that they help teachers to develop a clear understanding of how to use ICT in learner-centred ways and provide opportunities for teachers to reflect on their beliefs and use of technology.

A Peer Review Model for School-based Professional Development

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A key task for school leaders is the creation of conditions that foster continuous improvement of organisational processes and results. Crucial among these is the implementation of opportunities for teacher learning and development. This study describes the design, implementation, and outcomes of the School Inquiring and Learning with Peers (SILP) programme based on an adaptation of the Research-informed Peer Review (RiPR) model developed by Godfrey and Brown (2019). This model involves school teams gathering evidence for school self-evaluation in collaboration with other school teams, with the support of university-based facilitators. The three school teams comprised the principal, the curriculum coordinator, and a teacher leader selected by the principal (N=9). The focus of SILP was to strengthen participants' capacities to improve the use of feedback by classroom teachers. We analysed transcripts of 9 network-level meetings (university-based workshops, the plenary sessions after each school visit, plus the post-visit meeting in each school). Transcripts were read multiple times by all researchers, examining in detail how participants' theories of action were disrupted, we make visible how knowledge is 'in' the people and systems that use SILP (Engeström, 2008). By attending to feedback, teams developed a shared language to talk about learning and build a shared vision of the learning approach to be promoted at the school. This vision placed students as protagonists in the learning process. Additionally, school leaders developed a new understanding of what they needed to do to support teachers' professional learning.

Supporting Teachers as Principled Innovators

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This qualitative case study conducted in a higher education institution in Guyana aimed to address a need for more transformative approaches to professional learning and development given that accelerated transformation of the education system is required to meet the fast-paced national economic development. Through the lens of the Transformative Paradigm, Critical Pedagogy, and Transformative Learning Theory, this study explored four educators' perceptions of Principled Innovation Educators (PIE) workshops and their influence on educators' ability to (a) identify, (b) redefine problems in their educational practice, and (c) generate new ideas for problem-solving in their practice. Principled Innovation was used as a guiding framework for the workshops that were embedded in a research proposal course at the University of Guyana, a key provider of professional development for educators. In the four online PIE workshops, participants engaged with Principled Innovation. They used the generative and reflective questions on the Generative and Reflective Question Card Deck to work collaboratively, self-reflect, and make decisions related to identifying problems and generating ideas to address these problems during the problem identification stage of their research proposals. Triangulated data analysis from five data sets (pre-intervention focus group, field notes, journals, post-intervention individual interview, and final reports) indicated that participants' perceptions aligned with mine as the researcher and facilitator in revealing that the PIE workshops were successful in creating an empowering professional learning environment that supported transformative learning for the study participants. Implications for practice and recommendations are discussed.

Quality Assurance



A Narrative Review of the Professional Teacher Standards Movement in the Caribbean

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Significant work has been undertaken across the Caribbean region to implement professional standards for teachers. Within the Caribbean Community (CARICOM), standards of practice for the teaching profession have been developed and refined (Mark, 2005; 2013). However, the implementation of these standards on a regional scale has been uneven in spite of almost two decades of Commonwealth and CARICOM initiatives. There is currently a lack of research that may elucidate the status of the region's attempts to implement professional standards for teachers thus far. Findings from this review can help to address these gaps. This narrative review explores the implementation of professional standards for teachers in the Caribbean region. Drawing from policy statements and other written sources of information, the review utilises the PRISMA 2020 flow diagram to conduct a systematic search of accessible databases. Key search terms included "professional standards for teachers", "teacher quality in the Caribbean", "education policies" and "teacher development". The sampled sources were selected based on eligibility criteria including their relevance to the topic and the author's credibility. The conceptual framework for the discussion of the findings centred on Mark's (2013) model of the determinants of teacher quality. The review highlights the Caribbean context of the expected role of standards in elevating the competence and professionalism of educators in the region. Findings underscore the potential for a unified and standardised approach to teacher professional development across CARICOM member states. Notably, Mark's (2005, 2013) work stresses the crucial role of collaborative efforts between policymakers, teacher training institutions, and educators in ensuring successful implementation and adherence to professional standards. Overall, the research underscores the perceived positive impact of well-implemented professional standards on student outcomes and overall education quality.

A Social Realist Panorama on Quality Assurance: A Case of the University of Namibia

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Quality is an elastic aspect that can be defined differently depending on the scenario. This presentation aims to employ a social realist outlook on quality assurance in teaching and learning at the University of Namibia. It is guided by these objectives: 1) to establish the structural, cultural, and agential mechanisms that guide quality assurance of teaching and learning and 2) to define quality within the University of Namibia using Harvey and Green's analysis. The paper used a social realist theory as an analytical tool to establish the enabling or constraining mechanisms as the parts and people interact in an institution of higher learning. It is found that there are structures, cultures, and agents in the university aimed at enhancing the quality of teaching and learning. It is further revealed that quality within the university fits in multiple definitions. It is concluded that, in Namibia, the delivery of quality higher education is determined by the national quality assurance agencies, while the process to ensure its implementation success in institutions starts and entirely depends on the institutions of higher learning. The internal quality assurance unit, centre, and policies are established to facilitate the institutional and external agencies' quality assurance processes.

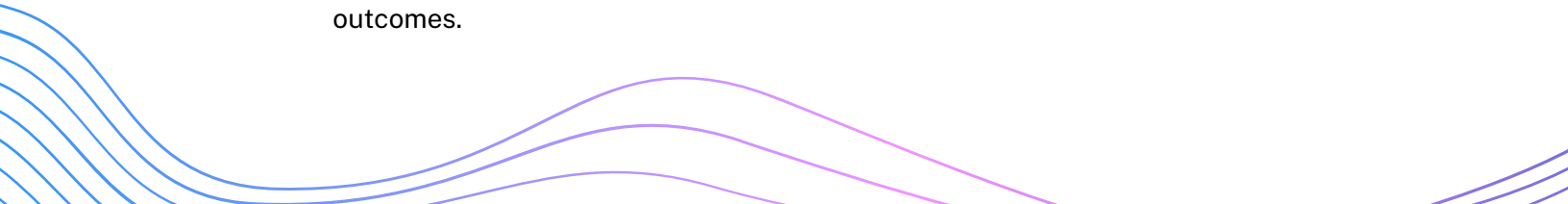
Teaching and Learning: Linguistics



Translanguaging practices for effective instruction across the curriculum in Anglophone Caribbean multilingual classrooms

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Linguistic diversity requires proactive responses from governments and education systems across the Caribbean for both social and academic reasons. In 2004, the Trinidad and Tobago Government officially declared Spanish as a foreign language and initiated steps to introduce Spanish in primary schools (<https://www.moe.gov.tt/spanish-implementation-secretariat-sis/#>). The Guyana Government also recently announced policy changes to make the teaching of Spanish compulsory (<https://www.stabroeknews.com/2023/07/13/news/guyana/spanish-to-be-compulsory-in-primary-school-ali/>). Given the gaps that often emerge among official policy statements in education, curriculum change, and effective enactment in classrooms, research into suitable pedagogical approaches in multilingual contexts is important. Additionally, regional migration has increased demands for foreign language speakers to be accommodated in classrooms. This research assessed the appropriateness of translanguaging, a pedagogical approach to instruction in multilingual contexts, and identified principles that are suitable for Anglophone Caribbean classrooms. Translanguaging is both the process of switching between two languages, and the methodology underlying the use of multiple languages in communication (Garcia et al., 2017; Nagy, 2018). Based on literature reviews and analyses of studies on translanguaging methodology in different contexts, this presentation highlights the importance of differentiated teaching, collaborative learning, teacher modelling, and culturally relevant pedagogy. The challenges and opportunities for using translanguaging in Anglophone Caribbean contexts are also explored. Comparison of contexts suggests that where Creole languages co-exist with Standard English varieties and other languages, there is a need for 1) heightened teacher and student language awareness; 2) educators' change of mindset to allow for the use of multiple languages for learning content in language classes and disciplines across the curriculum; and 3) the creation of classroom climates that permit students to use their entire linguistic repertoire. This research contributes to the body of pedagogical methods that teachers can use in the Caribbean to cater for diversity in the classroom and engage second language learners for more successful learning outcomes.



Of COVID-19 and BMA Genomes in Bilingual Sentence Strands: A Mathematical Iteration Towards Creole Robotics

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A scrutiny of most early childhood Caribbean writers reveals a continuous discrepancy between genders and performance in written English, extending academic levels, exacerbated by a COVID-19 Pandemic. Soon, questions arise about other factors such as reading levels and their bearing on dialect shifting in the written English of young Grade four Jamaican student writers. The aim of the research is therefore to show that reading levels impact dialectal shifts in the written English of Grade four Jamaican students. The project inspects this influence by use of a piloted bilingual test scale iterated on the mathematical principles of Rasch's Model. The study takes a mixed methods approach using a Convergent parallel design with a random sample of 110 students as well as their three English Language Arts Teachers from three primary schools within Kingston, deep rural St. Andrew, and Clarendon. Data from five instruments consisting of an observation checklist, a written essay, a questionnaire, a developed bilingual test scale, and a bilingual rubric were triangulated and analyzed, first by conducting a two-phase piloting test and alternate forms of data reliability testing to including test-retest, Cronbach Alpha, and descriptive statistics. The standard deviation between lects by gender using a two-way ANOVA is 2.572 while reading levels based on the national diagnostic reading test MDRT- 11 reveals a mean frequency of 2.60 for low reading level and Mesolectal strands for boys as against a mean score of 1.92 for low reading levels and Acrolectal strands amongst girls. It was revealed that in Jamaica, grade 4 boys and girls rely on three bilingual strands differently by reading level. The implications of the study could be far-reaching for educational equity, policy, gender-based violence, and artificial intelligence (AI).

Teaching and Learning: Modern Languages



A Study on Student Teachers' Opinions of a Connectivist-Based Foreign Language Methodology course

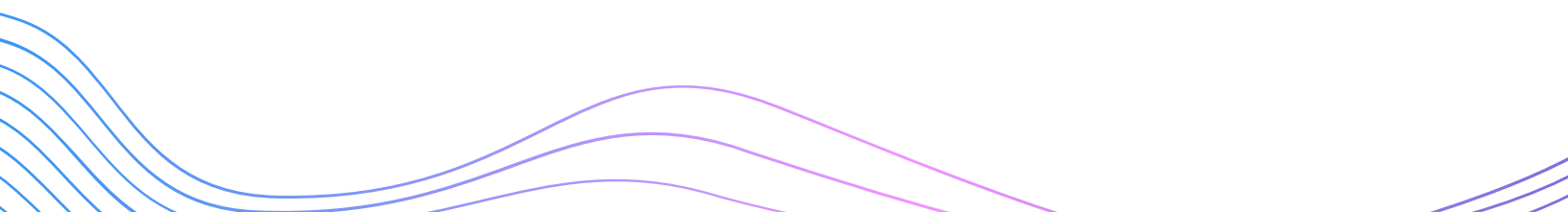
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Teacher preparation programs for the Primary school in Trinidad and Tobago have been mandated to include the teaching of Spanish in order to reinforce this country's 2004 policy on the implementation of Spanish as a First Foreign Language. To improve the existing teaching methodology for preservice teachers at the UTT, connectivist principles were applied to a Spanish Methodology course and the impact of this course was examined through the views shared by the student teachers. Connectivism as a theoretical framework was put forward as a way to systematize learning by showing how technology and making connections to information can create a new understanding of learning in the current digital Age. The purpose of this study is to determine if Connectivism may provide a framework that may guide the redesign of the Spanish Methodology course. This study uses a descriptive survey research design in which an online survey questionnaire was distributed to students of a final year cohort of undergraduates pursuing their degree in education. The sampling method used was non-probability convenient sampling. Results of the study revealed that 82% of participants rated the course format in a positive light and influential on their delivery of a Spanish lesson. They engaged fully with the aspects of the course that encouraged the connectivist learning cycle of aggregation, remixing, repurposing and feedforwarding. They also reported time limitations and other academic responsibilities as having an effect on the quality of their learning. An overwhelming amount (95%) agreed that they will use course content sources for future applications. These results can have far reaching impacts on the redesign of Foreign Language methodology courses as well to reaffirm connectivism as a learning theory for the digital environment.

Enhancing Classroom Learning Experience: A Comprehensive Study on the Integration and Influence of Technology in 21st Century Education

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This study explored the impact of advanced technology, including interactive whiteboards, Learning Management Systems, digital content, Augmented Reality, Virtual Reality, and Artificial Intelligence (AI), on pedagogical approaches and student outcomes. The research employed the Technological Pedagogical Content Knowledge (TPACK) framework to assess the interplay between technology, pedagogy, and content in effective teaching practices. A mixed-methods approach was used, combining quantitative surveys with qualitative interviews. The sample included 20 students from grades 1-12 at a local international school, selected using stratified random sampling. The findings revealed that technology positively influences teaching and learning, enhancing student engagement and assessment efficiency. However, challenges such as the digital divide and accessibility need to be addressed. The study underscores the importance of teacher training to adapt to rapid technological changes. The insights gained from this research will assist educators, policymakers, technology vendors, and researchers in optimizing technology integration in education, bridging gaps, and fostering an inclusive environment for 21st-century students.



Jugar para Aprender o Aprender a Jugar: MFL Teachers' Use of Digital Games in Classroom Instruction and Assessment

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How are Modern Foreign Language (MFL) teachers using digital games to teach and assess their students? Classrooms have borne witness to an evolving use of technology by educators; MFL classrooms are not exempt. Given the ubiquity of technology tools, curriculum delivery and classroom assessment have invariably been influenced, as teachers are finding themselves more flexible and creative in the ways they engage their students. Research has unearthed the link between technology-mediated games as in-class tasks and formative checks, to student motivation, improved student performance and higher levels of engagement. Using an exploratory case study approach and purposive sampling, this investigation examines twenty MFL teachers' use of digital games in their classrooms. Mishra and Koehler's Technological Pedagogical Content Knowledge (TPACK) Framework provides the theoretical basis to interpret teachers' use of these digital games with their students to demonstrate understanding and engage in learning. The types of digital games used as well as curriculum-relevant design elements and transformative classroom assessment practices are revealed. Preliminary data derived from an open-ended survey, focus group interviews, and secondary data analysis suggest a transformation in instructional delivery as well as classroom assessment linked to the use of digital games. The findings reveal that digital games can enhance the ways teachers deliver content and formatively assess students, fostering interaction and collaboration in the classroom setting. A positive impact on student motivation, engagement as well as feedback is apparent through the purposeful use of well-designed digital games for classroom use. Notably, the data also suggest teachers faced several obstacles related to administrative and infrastructural support when using digital games in their classes. The use of digital games to address MFL competencies both in instruction as well as classroom assessment checks is recommended to meet the needs of 21st Century foreign language learners.

Technology



The Nature of Cyberbullying at a University in Guyana

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Several studies have shown that cyberbullying is prevalent in colleges and universities. There is, however, very little research that has looked into this phenomenon in the Guyanese setting. This investigation aimed to solve this shortcoming. This study included a convenience sample of 50 students from the university who completed the questionnaire that served as the data-gathering tool. The purpose of this study was to find out “The Nature of Cyberbullying at a University in Guyana”. The research questions were (1) to what extent did university students experience cyberbullying? (2) to what extent were cyberbully victims also bullies? (3) were there differences in the frequency of cyberbullying based on gender and ethnicity? (4) were there differences in the frequency of time on digital media? (5) what were the most frequently used media to cyberbully? (6) what were the effects of being cyberbullied? (7) what actions did victims take after being cyberbullied? and (8) to what extent did the participants prefer education on cyberbullying? Descriptive statistics, the T- test, and the one-way ANOVA were used to analyse the data using IBM SPSS. Some of the findings were that cyberbullying was prevalent at University X, most of the participants denied cyberbullying, and there were no significant differences between gender and cyberbullying, also no significant differences between Afro and Indo-Guyanese in incidences of cyberbullying. However, there were significant differences between Mixed Race and Afro and Indo-Guyanese and the frequency of times cyberbullied. The data also indicated that most participants took no action after experiencing cyberbullying. The results of this study add to the body of knowledge about the nature of cyberbullying among university students around the world. Additionally, it offers important preliminary information on cyberbullying among university students in Guyana.

Adding Human Value to Artificial Intelligence Outputs: Student Curation of ChatGPT Outputs in an International Marketing Course

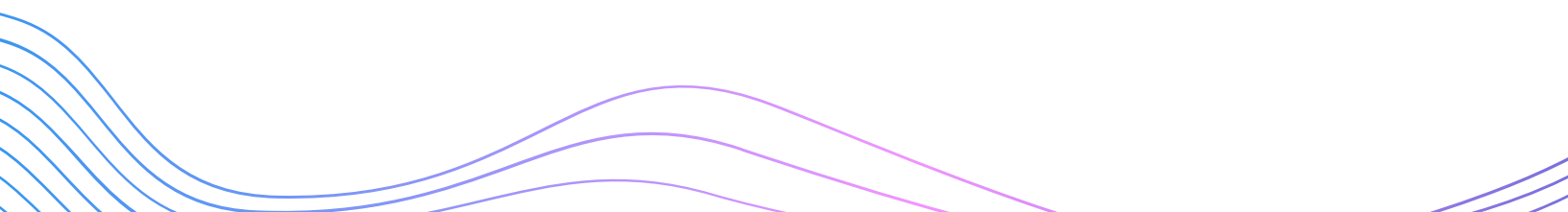
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This paper examines an innovative pedagogical approach that leverages AI technology, specifically ChatGPT, to enhance student learning outcomes in an upper-level undergraduate international marketing course during Spring 2023. Nearly every class session, students and instructor participated together in AI-assisted brainstorming activities on topics like analysing consumer behavior, assessing competition, and developing integrated marketing campaigns. The prime chatbot learning outcome was applying the curation paradigm to adding value in the AI-human partnership. To maximize the value extracted from the often extensive ChatGPT outputs, the overarching framework of curation was applied by both students and faculty. Students learned to carefully sift through lengthy chatbot responses, identify the most relevant, unique, and informative pieces of information, arrange the chosen content in a coherent and meaningful way, provide contextual interpretation for the intended audience, and present the final curated AI content through professional deliverables like marketing plans, campaign reports, presentations, and spreadsheets. That is, combining machine efficiency with human effectiveness. Daily student self-assessments on their key learnings revealed that over time, students gained deeper knowledge of marketing concepts, learned specific strategies for executing campaigns based on ChatGPT recommendations, and discovered techniques to more effectively prompt the chatbot and curate its outputs. Trends showed AI responses became more detailed and complex as students learned to better frame prompts and follow-ups. This innovative curation approach aligns with applied learning goals by teaching students a structured methodology to engage with and evaluate emerging AI technologies. It provides tangible skills to address contemporary issues like information overload by curating AI content to be more digestible, relevant, and engaging. As AI capabilities rapidly diffuse across industries, developing expertise in human-centred skills to assess, organise, interpret, and present AI outputs will prove invaluable.

Adapting a Community of Inquiry Model in a Higher Education Gender Studies Classroom

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Classroom engagement continues to remain a challenge in higher education institutions. Using an action research methodology, several cycles were conducted into exploring classroom engagement in a higher education gender studies classroom. This led to the adaptation of the Community of Inquiry (CoI) model. The CoI model emphasizes social, cognitive, and teaching presences. This model was adapted against the background of emergency remote teaching and large class size of over 100 students. Course assessments were revised to sustain group collaboration from the beginning to the end of the semester. Assessments included peer feedback and meeting instructor within a scheduled period. Student assessments were returned with instructor's feedback to expand learning opportunities. The data collection focused on exploring the learning experiences with only groups where all members scored an 'A' grade. With the exception of one assessment, all other assessments were individually graded. Key findings revealed that students shared history, course organization, and assessment guidelines enhanced the teaching and learning environment of participants in the study. The impact of the study attempts foster work to resist pedagogies that are instructor-centered to student-led by incorporating student- instructor, student-student and course to student relationships.



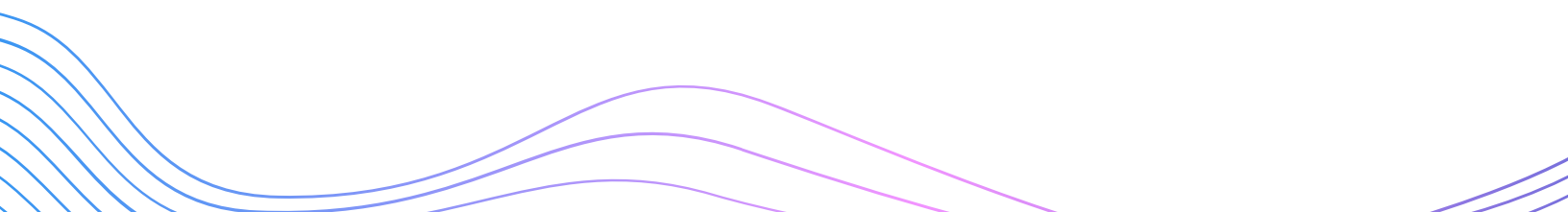
A quantitative evaluation of lecturers' attitude towards online education at the University of Guyana

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Education is a constant process for the acquisition of knowledge and skills. The three main modes for the delivery of education have been identified as traditional face-to-face, online, and blended. The University of Guyana, which is a higher institution for learning utilizes all the methods of delivery. The shift to online education at UG began around March 2019, when the first coronavirus case was identified in Guyana. The administrative body at UG applied several measures to facilitate online learning. The purpose of this research project was to examine lecturers' attitudes toward online teaching at UG. Lecturers' attitudes were determined under four key areas namely: (1) interest in computers and adoption of online teaching, (2) the effectiveness of online teaching, (3) the ease of online teaching, and (4) assessments using online platforms at UG. As a result, several specific research questions were created. A cross-sectional descriptive study was employed. Lecturers at UG were conveniently sampled to determine their attitudes toward online teaching. This study utilized a non-experimental research design with an exploratory method. It explored the lecturers' ideas, notions, and thoughts related to the topic in the study and was constructivist in nature. Two tools were developed using a four-point Likert scale to assess the attitudes of lecturers as it relates to the use of online learning platforms. The first tool consists of 8 items to assess lecturers online teaching experiences and the electronic learning environment and has a Cronbach alpha score of 0.67. The second tool consists of 6 items and assesses online teaching and its effects on the teaching experience and learning outcomes and has a Cronbach alpha score of 0.63. UG because of inadequate ICT training, poor internet, slow computers and difficulty in preparing examinations on Moodle have had issues maintaining the integrity of exams in certain ways. This study reflects a general acceptance of online learning by the lecturers at the University of Guyana; however, it is recommended that the University consider face-to-face invigilation for assessments conducted on Moodle to maintain the integrity of the examination.

PRESENTERS BIOGRAPHIES

(arranged in alphabetical order)





Adalbertus Fortunatus Kamanzi is a Senior Lecturer in the Department of Development Studies at the University of Namibia. He holds a PhD in Development Studies from the Radboud University, Nijmegen, Netherlands. He studied Ethics and Development Studies at Uganda Martyrs University (BA and MA) in Uganda and he also lectured in Uganda and Tanzania. Currently, he is a Research Fellow at the Institute of Rural Development Planning, Dodoma, Tanzania and an Online Tutor at the Virtue University of Uganda. His research interest is on development-related issues, particularly on Gender issues, Development Studies, HIV/AIDS, micro-finance, politics, and development cooperation.



Alabi Abdul-Hafiz Abolade, a prodigious Nigerian physicist, specializes in Physics Education, Medical and Health Physics research. As a young investigator he has already showcased an impressive academic trajectory, holding a BSc(Ed) in Physics Education from the esteemed University of Ilorin. He has an extensive list of authored and co-authored papers, reflecting his deep understanding of his discipline and contributing significantly to the field. Currently, Abdul-Hafiz serves as a Physics Laboratory Technician at Bamidele Olumilua University of Education, Science, and Technology, under the National Youth Service Corps program. His commitment to academic progress and practical application of physics in education and health sectors remains his driving force. Alabi's research continues to push boundaries, combining innovative solutions with the scientific foundations that shape our world.



Alexander Kurz is an associate research professor in the Mary Lou Fulton Teachers College at Arizona State University. He is also the director of the Arizona Practitioner-Researcher Partnership (AzPREP) Office and the internship program for Applied Data Analysis & Visualization (ADAV). Professor Kurz, a native of Germany, received his doctorate in special education from Vanderbilt University in 2011. He has studied in Germany and the United States, earning degrees in special education and philosophy. Prior to entering academia, he worked as a special education teacher, board certified behavior analyst (BCBA), and data scientist for Discovery Education Assessment. His graduate work focused on behavior disorders, applied behavior analysis, educational measurement, and the inclusion of students with disabilities in test-based accountability. Professor Kurz has published over 50 articles and chapters on opportunity-to-learn (OTL), instructional coaching, educational technology, alignment, accessibility, and testing accommodations.



Alina Uusiku is a part-time lecturer at the University of Namibia (UNAM). She is also a staff and researcher in the Namibian Green Hydrogen Research Institute. Additionally, she is a grant and project management coordinator at UNAM. She holds a Doctor of Philosophy in Engineering (Applied Chemistry and Chemical Engineering) from Kogakuin University, Japan. She acquired a Master of Science and BSc in Chemistry from UNAM. Her research interests are on teaching and learning in the higher education context, electrochemical hydrogen production using Namibian raw material of copper electrodes, Fabrication of functional nanomaterials with various energy-requiring applications such as conductive copper and copper-based thin films, and fabrication of p-type Cu₂O photocatalyst.



Allison Campbell-Sanderson is a Christian, wife, mother, and education enthusiast who works at the University of the Southern Caribbean in the capacity of Chairperson of the Humanities' Undergraduate Programmes. She has had opportunities to work at all levels of academia and is continuously awed by the gift she is given to mould young minds and help shape our world's future. She received her undergraduate degree from Andrews University, CUC Campus; her MA TESL from St Michael's College, US and her terminal degree in Educational Leadership from Northcentral University, USA. Along the way, Dr. Campbell-Sanderson has taught at UWI, St. Augustine, and Open Campuses; developed curriculum for new courses, and functioned as the educational director for an ESL school. Her research interests lie in academic writing, Caribbean identity, language acquisition, and development.



Amarnath Chinchamee graduated from the University of the West Indies with a B.Sc. (Hon) and a PhD in Surveying and Land Information. He is currently an Assistant Professor in Geomatics and the Programme Leader of the Unit of Project Management and Civil Infrastructure Systems at the University of Trinidad and Tobago. He has twenty years of teaching experience at the territory level and nearly ten years in the administration of academic programmes. His research areas include geographic information systems (GIS), engineering surveying, land use/cover change, water demand, climate change, sustainable development, and academic programme quality assurance.



André Lewis, an esteemed alumnus of the University of California, Davis with a Ph.D. in French and Francophone Studies, has profoundly influenced both K-12 and Adult Education, emphasizing language acquisition, educational innovation, and leadership. His distinguished academic career spans roles as Head of Curriculum, Instruction, and Innovation at Georgetown International Academy, and French Lecturer at the University of Guyana. Furthermore, Dr. Lewis has held pivotal roles including Head of K-12 Professional Development, Education Technology Coordinator, and Lead Instructional Coach. From 2010 to 2022, he spearheaded training programs for teachers at ISS-affiliated international schools. Adapting to the emergence of technological innovations, Dr. Lewis has advocated for modern teaching techniques, notably in foreign language instruction utilizing cutting-edge technologies. As AI gains prominence, he remains at the vanguard of pedagogical transformation, organizing workshops that emphasize the fusion of Generative AI with curriculum design and learning methodologies.



Andrew Hutson is a medical doctor that lectures in the School of Allied Health Sciences in the College of medical sciences. He is currently reading for a Master of Education Subspecialty in Curriculum Development as well as pursuing his thesis with the University of Liverpool for a Master of Public Health- Subspecialty in International Health. He currently lectures Anatomy and Physiology, Epidemiology, and Pathophysiology and is undertaking research in the medical disciplines concerning Nephrotic syndrome, congenital cardiac malformations, and under-five mortality rates. When it concerns education, he has a post-graduate diploma in education subspecialty tertiary education and has pursued qualitative research to understand the lecturer's perspectives regarding experiencing remote E-learning platforms after the onset of the COVID-19 pandemic.



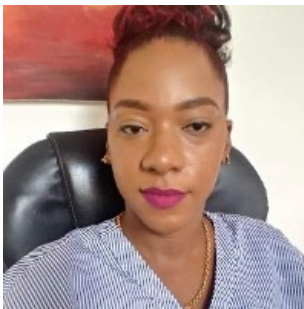
Angelina Autar is a sociology lecturer who has been teaching at the University of Guyana Berbice Campus since 2011. Dr. Autar holds a Doctor of Education degree in Leadership and Innovation from the prestigious Mary Lou Fulton Teachers College at Arizona State University. Prior to that, she earned a bachelor's and master's degree in Sociology from Saint John's University in New York, USA. Her secondary education began in Guyana and was completed at President's College. Dr. Autar's action research dissertation focused on understanding how students perceive, experience, and respond to the integration of dialogic and inclusive approaches within the University of Guyana's higher education context. Her current research interests revolve around innovations that enhance the student learning experience and allow educators to better understand and design relevant and meaningful approaches to teaching. Through her work, she strives to contribute to the advancement of higher education in Guyana and beyond.



Beena Williams is 24 years of age and is on a mission to make a significant impact in the medical community. Her journey in medicine began at the University of Guyana, where she pursued her passion for helping others by studying Biology, after which she transferred to Rajiv Gandhi University of Science and Technology (RGUST) to pursue the Doctor of Medicine (MD) program. Earlier this year Dr. Williams completed her first research paper entitled “Online learning satisfaction during COVID-19 pandemic among offshore medical students in Guyana” which made publication in the West Indian Medical Journal 2023, Supplement Volume 70 (suppl 2): 56. In May 2023, she also attempted the Caribbean Association of Medical Council (CAMC) Examination Part 1 and was successful. Dr. Williams is waiting to commence the Georgetown Public Hospital (GPHC) internship program.



Carmen Montecinos is a professor of psychology and the Executive Director of the Leadership Centre at Pontificia Universidad Católica de Valparaíso, Chile. She is also the executive director of C Líder, a consortium of four institutions conducting research and development programs on school improvement and educational leadership in Chile. In addition, she is a main researcher with the Centre for Advanced Research in Education at the Universidad de Chile and serves on the Board of the International Congress for School Effectiveness and Improvement. Carmen has researched initial teacher preparation with a focus on the field-based component and situated learning among novice school principals. She serves on the editorial board of international journals, including Leadership and Policy in Schools, Educational Management Administration & Leadership, and the Journal of Educational Administration. Carmen also has extensive experience leading a range of evaluation studies of innovative university-based programs and educational policies.



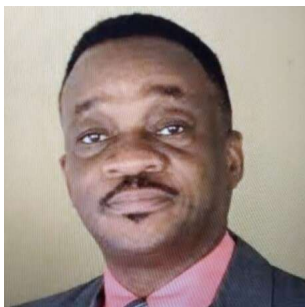
Carolyn Cummings has been an educator for almost 25 years and has taught at various levels of education, ranging from primary to tertiary. She is currently the Head of the Department of Language Centre and Cultural Studies, Faculty of Education and Humanities at the University of Guyana and she is a lecturer of Applied Linguistics and English Language in the Department. Dr. Cummings was trained at the Cyril Potter College of Education and completed her Bachelor of Arts in English, majoring in Linguistics and minoring in Fine Arts at the University of Guyana. She has a Master of Arts in English Language and a Doctor of Educational Leadership in Higher Education from the University of the West Indies. Her academic and professional experiences have provided a foundation that fostered an interest in the systems of education at all levels and a deep appreciation for Languages, Linguistics, Literature, and cultural diversity and artefacts. Her research interests include education policies; language policies in Guyana and the Caribbean; Teaching English as a second language; and popular culture, cultural identities, artefacts, agendas, and policy.



Charmaine Bissessar is the Director of the Center for Excellence in Teaching and Learning (CoETaL) and the Interim Director of Educational Onlining Support Systems (EDOSS). She is also a Senior Lecturer at the University of Guyana where she lectures in Educational Leadership at the Masters and Post-Graduate levels. She is also a Fellow of the Higher Education Academy (FHEA). She was the Academic Development Coach and Acting Quality Assurance Manager of Hugh Wooding Law School. She also served as Adjunct Faculty face-to-face with UWI ROYTEC, SITAL, Trinidad and Tobago Hospitality and Tourism School, and Catholic Religious Educational Development Institute. She worked online as an Adjunct Faculty with the University of Roehampton (Laureate International Networks) and UWI Open Campus.



Cheryl-Ann Sarita Boodram holds a PhD in Social Work and is currently serving as Lecturer and Co-ordinator of the Social Work Programme, UWI, St. Augustine. She is actively involved in teaching courses in research methodologies in social work and leadership and planning in social services. She also coordinates the social work practicum for both undergraduate and postgraduate programmes. Her teaching approach is based on her commitment to authentic learning which involves building alliances with students to explore, and meaningfully construct concepts and develop solutions to real-life problems. Her professional experiences include working with marginalized youth, forced migrants, and people who have experienced loss following disasters. Her research in these areas has also led to publications in several international academic journals and presentations at international conferences. She is hallmarked by her commitment to grassroots intervention and participatory action research. Dr. Boodram's research interest is unified by a focus on collective trauma as it relates to the Caribbean and the issues of migration, community violence, and experiences of disasters.



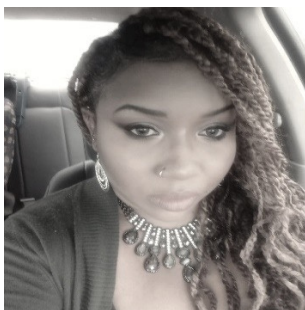
Courtney Garrick is a Senior Lecturer at the University of Technology, Jamaica. He has over 30 years of teaching experience in the fields of accounting, business management, and research. Dr. Garrick has served the University of Technology, Jamaica in various capacities, including Associate Head of the School of Business Administration, Accounting Program Director, Community College Franchise Coordinator, and Resident Manager for the Halls of Residence. He holds a Ph.D. in Educational Leadership and Management, an M.Sc. in Accounting, A Bachelor of Business Administration majoring in Management, and a Postgraduate Diploma in Education. He serves as a liaison for various student bodies on campus. He also serves as a member of the Credit Committee on the board of Edu-Com Cooperative Credit Union, as well as a Board Member of the Citizens' Advice Bureau.



Cynthia Onyefulu is a Professor of Educational Assessment in the Faculty of Education and Liberal Studies at the University of Technology (UTech), Jamaica. She holds a Ph.D. in Educational Psychology, with a specialisation in psychometrics, from the University of Alberta in Canada. Her primary research interests and publications have been on, among others: classroom assessment practices, teacher education, programme and policy evaluation, and research ethics and management. Professor Onyefulu has authored and co-authored several peer-reviewed journal articles and book chapters. She is also the editor of a peer-reviewed book and the author of numerous commissioned studies. She has served as a reviewer for the American Educational Research Association, the World Education Research Association, the Continental Journal of Education Research, the Caribbean Education Research Journal, and the Collected Essays on Learning and Teaching, among others. She was the Editor-in-Chief of the Journal of Arts, Science and Technology.



Desire Collins hails from the beautiful Caribbean island of Grenada. She holds a Certificate in Education (Secondary Education), a Bachelor of Education - Social Studies (First Class Honours) and a Master of Philosophy in Education, from The University of the West Indies (UWI), Cave Hill. Desire has been an educator for the past twenty-five (25) years both at the secondary and tertiary levels and has served on several local and regional education committees aimed at contributing to the growth and enhancement of the education sector in Grenada and the Organization of Eastern Caribbean States (OECS). Over the last decade, she has dedicated her service to the development of teacher education and training, as a lecturer, and more recently, as the Chair of the Teacher Education Department at the T. A. Marryshow Community College in Grenada. Currently, Ms. Collins is a PhD Candidate at the UWI, Cave Hill. She is also attached to the Caribbean Educational Research Centre (CERC), where she functions as a Research Assistant and as an adjunct lecturer at the School of Education. Her research interests center around Education for All, Differentiated Teaching and Learning, and Teacher Training and Professional Development.



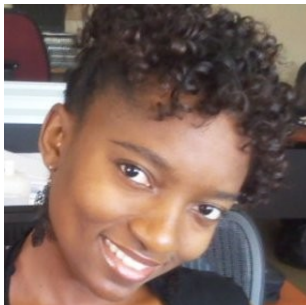
Donna-Marie Renn-Moonsammy is the Co-Founder, Managing, and Creative Director for Pensa Fuori Concepts. Mrs. Renn-Moonsammy has a diversified portfolio of research interests which encompasses agricultural extension, sociology, and environmental management. Mrs. Donna-Marie Renn-Moonsammy is passionate about creating a better society that functions under true sustainability fostered by awareness, knowledge-building, and community-oriented approaches that help uplift others.



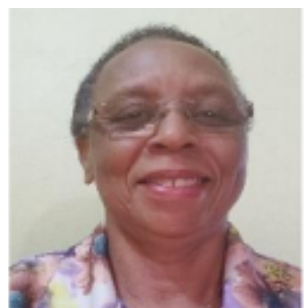
Gerson Hakutumbulwa is currently the Head of the Department for Social Sciences at Martti Ahtisaari Primary School (MAPS). With over 12 years' of experience in Primary Education. With a great passion for curricular issues, he has written curriculum modules (Curriculum, Pedagogy, and Assessment) for the Namibian College of Open Learning, for teacher educators. He is currently studying towards a PhD in Teacher Development with the University of KwaZulu-Natal, (UKZN) in South Africa. He also holds a Master's Degree in Curriculum, Instruction, and Assessment Studies from the University of Namibia, (UNAM). His research interests are in; contemporary educational issues, teacher development and well-being, soft skills, blended learning, assessment of and for learning, and Project-Based Learning. Moreover, Gerson has attended many educational and research seminars in Namibia and others hosted by the OAJ in Finland (2022). His day-to-day roles include leading the Social Science department and lecturing part-time and distance students at (UNAM).



Gudrun Kaufmann is a PhD candidate at the University of Freiburg, Germany. She is a research associate in the department of Freiburg Institute for Basic Income Studies (FRIBIS). Her research interest is in social contracting, narrative economics, and analysis of Collective Decision-Making Economics of Contracts among others.



Hedvig Nyanyukweni Kakoko Mendonca is currently pursuing a PhD in Informatics at the Cape Peninsula University of Technology (CPUT). She earned her master's degree in information technology from CPUT and holds an Honours degree in Business Computing from the former Polytechnic of Namibia. Additionally, she serves as a Lecturer in the Department of Computing, Mathematics, and Statistical Sciences at the University of Namibia. Her research interests encompass a wide range of topics, including service design, mobile technology, Big Data, Artificial Intelligence, Legal Technology, Justice system services, and educational technology.



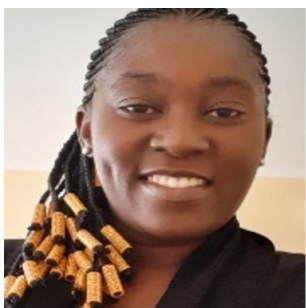
Iris Hewitt-Bradshaw is an Associate Professor in the Centre for Education Programmes at the University of Trinidad and Tobago where she is involved in teacher education and supervision of post-graduate research. She holds a BA in Language and Linguistics, an M.Phil. and Ph.D. in Language Education, and Diplomas in International Relations and Education from UWI. She also has a Post-graduate Certificate in Teaching in Higher Education from Anglia Ruskin University. Her career in education spans 40 years across both secondary and tertiary institutions. She is a member of the Trinidad and Tobago Association of Teacher Educators, the Association of Teacher Educators, the International Literacy Association, and the American Education Research Association. Dr. Hewitt-Bradshaw regularly presents at conferences, has published several journal articles and book chapters, and currently researches culturally relevant teaching practices, especially those related to language. She is also an external examiner, an academic journal reviewer, and a copy-editor.



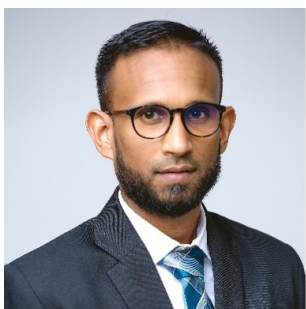
John Horsfall (Ed.D.) has been an educator for over 37 years. Born in Morecambe in the North of England, he earned a degree in Physics from the University of Manchester and trained as a teacher in Newcastle. After working as a Physics and Mathematics teacher in Sunderland he joined Voluntary Services Overseas (V.S.O.) and was posted to Anguilla. After six years in Anguilla he moved to Trinidad, teaching at various schools, including Fatima College, before gaining a post as a founding teacher at the International School of Port of Spain (I.S.P.S.). He was the high school principal at I.S.P.S. for 16 years and introduced many new programs to Trinidad and the Caribbean. He has also taught at a premier international school in Jakarta Indonesia and most recently is working as a tutor on the Dip. Ed. programme at UWI St. Augustine.



Joseph Namutungika Mukoroli teaches at the University of Namibia and obtained a Ph.D. from the University of the Western Cape, Cape Town and a Master's degree in Teaching of English to Speakers of Other Languages (TESOL) at S.I.T. Graduate Institute in the U.S.A. Also, he has a Postgraduate Diploma in Higher Education (PDHE) from the University of Namibia. He is fascinated by the philosophy of reflection or reflective practice, which enables praxis. As an academic development practitioner, his research interest is on teaching and student learning in a changing Higher Education environment.



Kashinaua Faustina Neshila (PhD Mathematics Education, Post Graduate Diploma in Higher Education for Academic developers, Certificate in Effective Teaching of Science in primary school, B.Ed.) holds a PhD from the University of Namibia. The PhD focused on academic resilience in Mathematics in Namibia at the secondary school level. At present, she is serving as the Head of Department for intermediate and Vocational Education in the School of Education. In addition, she has taught at various phases of education: secondary school, vocational institutions and the university. She serves in different educational institutions in Namibia, as an examiner, external moderator, research supervisor, workshop facilitator. Kashinaua's research interests include amongst others: academic achievement, educational resilience factors, School based studies, assessment in education, online teaching and learning, Project-Based Learning (PBL), and inclusive education.



Kevin N. Hassanali is currently employed as the Sector Project Manager – Manufacturing, at ANSA McAL Limited, a Trinidadian based conglomerate located in Port of Spain, Trinidad and Tobago, West Indies. He also holds the post of General Manager at Trinidad Match Limited. He is a registered engineer at the Board of Engineering of Trinidad and Tobago (BOETT) and at the Association of Professional Engineers of Trinidad and Tobago (APETT), a member of the Institute of Industrial and Systems Engineers (IISE), and a member of the Caribbean Academy of Sciences (CAS). He is also a Director on the Board for the Society of Caribbean Industrial Engineers (SCIE) and a Project Management Professional (PMP). He recently completed a PhD in Project Management with focus on productivity and performance management. He has special interests in bridging the theory-practice gap in industry to achieve operational excellence.



Leah Garner-O'Neale is a Senior Lecturer in Chemistry at the UWI Cave Hill campus and is currently the President of MMIRA-CC. Leah has made the transition from a pure science background having done her Ph.D. in Theoretical Chemistry to Science Education where her passion for educating young scientists has fueled her research agenda. She has mentored postgraduate students in Chemistry Education, theoretical and environmental chemistry. Her research brings to light the issues involved in the teaching and learning of science/chemistry in the Caribbean as well as to explore appropriate teaching strategies to engage and motivate students from early childhood to tertiary level. Leah is a former Deputy Dean of the Faculty of Science and Technology (Outreach & Research) and was a recipient of the Principal's Award for Outstanding Teaching (2013), CETL/Guild Certificate of recognition of outstanding contribution to student learning (2019) and the CETL Faculty Partner Award (2022).



Lisa Edwards has a multidisciplinary background; beginning with an undergraduate degree in Public Communication from the University of Guyana. She then went on to complete a post-graduate certificate and her Master of Science degree in Gender and Development Studies from the University of West Indies, Cave Hill Campus in Barbados. Presently, she is pursuing her doctoral degree in the area of education with a specific focus on Leadership and Innovation at the Mary Lou Fulton Teachers College at Arizona State University, USA. Her recent conference presentation was made at the Doctoral Research Conference in May 2022 where she presented part of a larger, ongoing study on student engagement at the University of Guyana. Lisa presently holds the post of research assistant at the Institute of Gender Studies, University of Guyana.



Lois Stephanas has been a Lecturer at the School of Nursing, College of Medical Sciences at the University of Guyana for the past 16 years. During this period, she has been extensively involved in undergraduate nursing research and training. Stephanas has published research titled "An assessment of dietary and physical activity behaviors among adolescents in selected secondary schools of Guyana" in the West Indian Medical Journal. She has also presented the research project, "A Comparative Study of Lifestyle Behaviors among undergraduate nursing students from the University of Guyana and Selected Institutions in India" at the 63rd Annual Caribbean Public Health Agency (CARPHA) conference. Additionally, she has collaborated on a research paper on the Predictors of Physical Activity Engagement among Chronic Disease Patients at Region 10, Guyana- Application of Modified Health Belief Model which was presented at The National Conference on Undergraduate Research (NCUR) virtually in 2021. Over the years, several collaborative research papers that she has supervised were presented annually at CARPHA. These research papers' abstracts are published in the West Indian Medical Journal supplement.



Lukas Matati Josua is a Senior Lecturer in the Department of High Education and Lifelong Learning at the University of Namibia, Oshakati Campus. He holds a Ph.D. in Educational Management and Administration from the University of Namibia and a Postgraduate Diploma in High Education for Academic Developers from Rhodes University, South Africa. Matati holds a Master of Education (Education Management and Administration) and a Bachelor of Education (English and Business Studies). His research interests are on issues such as decoloniality, high education context, educational management, and leadership.



Lydia Narain is a Guyanese educator by profession but serves in other capacities. Lydia is currently a Lecturer at the University of Guyana in the Faculty of Education and Humanities (Department of Curriculum and Instruction). She is an Assistant Agricultural Science Marker for the Caribbean Examinations Council, a Trainer for the Guyana Elections Commission, and a Subject Reviewer for the Ministry of Education, Guyana. She is a Literacy Volunteer for the Ministry of Education, Guyana and serves as representative on the Faculty of Agriculture and Forestry Board and liaison to the University of Guyana, Institute of Research, Innovation & Entrepreneurship. She worked in the public school system as a Graduate Senior Mistress and as a Research Technician with Guyana Rice Development Board. Lydia has qualifications in the Science and Education disciplines; she is currently pursuing her Doctor of Education Degree (EdD).



Lynette Tyson-Noel is a Senior Instructor in Reading at the University of Trinidad and Tobago who holds an M. Ed. (Literacy) from Mount Saint Vincent University. She recently successfully defended her Ph.D. in Literacy Education. She facilitates workshops in primary and secondary schools and has co-authored journal articles and an e-chapter. Her commitment to teacher professional development has inspired her to present at Literacy and Education conferences in Barbados, Bermuda, Jamaica, and the USA. This educator has served the Trinidad and Tobago Reading Association on three occasions as its President and was chairperson of the Caribbean section of the International Reading Association. She is the author of *The Bus Stories* (2018) and *The Night Nopat Was Left Out* (2011); co-author and co-editor of *Kaleidoscope Skills Book Two* (2004) and *Kaleidoscope Teacher's Guide* (2005). Her research interests are Reading, writing and linguistic competence of struggling learners, adolescent literacy, and teacher professional development for teachers.



Mani Ram Sharma, an M. Phil in language Education and the life member of NELTA(Nepal English Language Teachers Association), Eurasia Research (UAE) TESOL (Global-2019), ISTAR (Thailand), and country head of LEAD (Philippines-2020). Mr. Sharma teaches courses on research methodology, applied linguistics, critical discourse analysis, and contemporary theories of east, West, and world English for a Bachelor at the Department of Language Education, at Mahendra Ratna Campus, Tribhuvan University. Prior to joining Tribhuvan University, Mr. Sharma worked as a language teacher at the Department of Social Science and language, St. Xavier's School Jawalakhel, Nepal, He gave talks on issues of linguistics in international conferences such as University of Copenhagen, Denmark (2016), University of Kyoto, Japan (2017), University of Hanguk, South Korea (2018), University of Rajabhat, Thailand (2019), Multidisciplinary International Conference, Ramshowram, India (2015), International Convention in Classrooms Innovation, Ghaziabad, New Delhi (2018). Mr. Sharma studied in Kathmandu and received his B.Ed (English) and M. Ed in English Language and Methodology from Tribhuvan University. Later he received his M. Phil in English Language Education from Kathmandu University, Kathmandu. Currently, Mr. Sharma concentrates his research on multilingualism, the Ecology of language teaching, and society.



Marcel Hutson has worked as an educator for over 35 years. He holds a Doctorate in Transformational Leadership (Bakke Graduate University-Dallas, Texas), Master's in Education Planning Management and Supervision (University of Guyana), Post Graduate Diploma in Education Administration (University of Guyana), Bachelors Social Science-Sociology (University of Guyana), Bachelor Arts-Theology (Caribbean School of Theology) and Trained Class 1 Grade 1 Teachers' Certificate (Cyril Potter College of Education). Dr. Hutson has served in the Ministry of Education, Guyana as District Education Officer, Regional Education Officer, Assistant Chief Education Officer, Deputy Chief Education Officer (Development), and Chief Education Officer, where he managed the delivery of education nationally. He now serves as the Executive Director of the National Accreditation Council, Guyana, and Professor of Servant Leadership at the Bakke Graduate University (BGU), Dallas, Texas. He enjoys reading and research. Additionally, Dr Hutson takes a special interest in seeing young people, in particular, fulfil their God-given potential which resulted in the publication of two books, *Born to Succeed* and *Issues and Reflections on Missions, Leadership and Education*.



Matt Romkey serves as the vice president of enrollment management and marketing at a health science college in Iowa. Under his leadership the institution has launched an online division, reimagined cross-campus enrollment management, received numerous state and federal grants to increase educational access, increased brand awareness and affinity, and expanded continuing education initiatives across the region and country. Through innovative partnerships with The White House and organizations like Amazon and Salesforce, Dr. Romkey has grown the institution enrollment by nearly 70%, helping students earn healthcare degrees and credentials in flexible modalities and student-centered formats. Dr. Romkey earned his EdD in leadership and innovation from Arizona State University. His research centers around deploying alternative learning pathways for adult learners and increasing access to education. Dr. Romkey teaches courses in business transformation and systems thinking at Cornell University (eCornell) and higher education leadership at Arizona State University Mary Lou Fulton Teachers College.



In her current role as Lecturer II at the University of Guyana's Berbice Campus, Ms. **Maureen Ann Bynoe** teaches undergraduate students about educational administration, educational psychology, and issues and perspectives in education. She also supervises students as they complete their practicum and research courses. Additionally, Mrs. Bynoe serves on the Centre for Excellence in Teaching and Learning's (CoETaL) Advisory Board. She held the positions of Graduate Deputy Head Teacher at JC Chandisingh Secondary School and Social Studies CSEC Examiner. Mrs. Bynoe's research interests are in adult learning and bullying in schools. In addition to publications of four papers in peer-reviewed journals, she has written a book chapter. Mrs. Maureen Ann Bynoe also presented at several conferences.



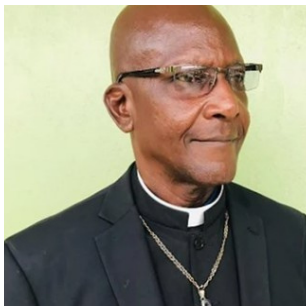
Medeba Uzzi is a General Chemist and Chemistry Educator with more than 20 years of experience in Chemistry Education at the University of Guyana. Her teaching duties include Chemical Thermodynamics, Physical Chemistry, and General Chemistry. As an advocate for natural treatment options of all kinds, her research efforts are focused on natural alternatives for water treatment, the feasibility of green energy initiatives, and food safety, specifically the quantification of food toxicants. Ms. Uzzi is also passionate about Chemistry Education particularly student engagement strategies and measurement and evaluation techniques. Through her dedication to the teaching/ learning process, she hopes to inspire young people especially girls to develop an appreciation and passion for the study of Chemistry.



Mohandatt Goolsarran is a lecturer in the Department of Curriculum and Instruction in the Faculty of Education and Humanities. He holds a BA in Mathematics, a Diploma in Education with specialization in Mathematics, and a Master's Degree in Curriculum Development from the University of Guyana. He holds a Post Graduate Certificate in Environmental Education from the University of Strathclyde, Scotland. Mr. Goolsarran served as Head of the Mathematics Department at Cyril Potter College of Education and later was promoted to Curriculum Development Officer in the Ministry of Education. Subsequently, he was promoted to Director of the National Centre for Educational Resource Development. He served as the Training Office of Guyana Water Incorporated before his appointment at the University of Guyana. Currently, Mr. Goolsarran is serving as Chairman of the National Accreditation Council of Guyana and is a Commissioner on the Public Service Commission of Guyana. He is a recipient of a National Award, and Medal of Service (MS) from the Government of Guyana.



Ndahafa Lusie Nghitotelwa is an educator, she holds a position as a lecturer at the International University of Management, with seven-year tenure in teaching. Her academic journey led her to attain a Doctor of Philosophy degree from Osmania University, India, in 2018, where she focused her studies on inclusive education. Notably, she took charge of an early childhood teachers' training center, demonstrating leadership in educational initiatives. Furthermore, her expertise extended to overseeing online programs centered around Technical Vocational Education and Training (TVET). Her multifaceted experience underscores her commitment to fostering inclusive learning environments and advancing pedagogical methodologies.



Noel Gordon Holder, AA., Author. His interest and research interest are Public health, focusing on Women and Children. Worked extensively with undergrad and graduate research. Practiced Nursing and Midwifery and Public Health. Following his career path, graduated from the University of Guyana in 1988, Medicine Extension; in 2002, Post Graduate Health Services Managers, and in 2005 BSc in Nursing Management. Public Health focus, in 2004, graduated from the University of the West Indies; with a Master of Public Health. In 2010, from the University of Washington, graduate-level program GH5 Global Management & Evaluation. In 2015, Public Health Fellowship Award DEFAT Government of Australia/CLAN). In 2011, Health Sciences Tutor; Ministry of Health / University of Washington. In 2008, graduated from the College for Ministry & Mission Studies, Ministerial Studies. In 2020, from BAKKE Graduate University Texas, Doctor of Transformational Leadership/Cultural Leadership. In 2022, Instructional Methods in Health Professions Education, University of Michigan.



Pamela Rose is currently employed at the University of Guyana Berbice Campus in the Departments of Language and Cultural Studies and Curriculum and Instruction. She has published in needs analysis and applied linguistics with a focus on academic writing but has most recently published in innovations in language teaching and learning. Her doctoral dissertation on the use of Principled Innovation in professional development for educators reflects her developing passion for educators' preparation, professional learning, and development in addition to her research interest in academic writing and undergraduate research. She has over twenty years of experience in the education field. She has a BA with a specialization in English from the University of Guyana, a Post Graduate Diploma in Language Teaching and Learning, and an MA in the same field from the University of Auckland, New Zealand. Her EdD from Arizona State University is in Leadership and Innovation.



Paula Smith is a Guyanese who migrated to the United States at the age of sixteen. She is a Special Education Teacher with over twenty years of teaching experience in diverse cultural settings. Her education career began in 1982 and went on to pursue a Bachelor of Science Degree in Early Childhood Education. In 2001, following this benchmark, she obtained a Master of Science Degree in Special Education from Arizona State University. Smith is a doctoral candidate pursuing a doctoral degree in Leadership and Innovation Studies at Arizona State University. Throughout the years of her educational career, she has seen a myriad of issues and problems surrounding adolescent behaviors. This has fostered a deep passion for supporting and creating positive outcomes for students.



Raymond Jagessar obtained his BSc (distinction) in Chemistry/Biology from the University of Guyana (1992) and his Ph.D. from the UK (1995) and DipEd (distinction) in higher education at the University of Guyana. He held three Post Doctoral Research Fellowships (PDF) in the USA and the University of the West Indies during the period, 1996-1999. He has several international awards, amongst them the Chartered Chemist, CChem, and Fellow of the Royal Society of Chemistry, FRSC, UK, Research Grants, etc. In addition, he was one of the awardees of the Guyana Innovation Prize, 2021. His research interests are broad, covering the spectrum of Pure and Applied Chemistry, Chemical Biology, and Pharmaceutical Chemistry. He has published over one hundred (100) research articles, five book chapters, and one book and presented at several international conferences, locally and internationally. He has given keynote presentations at several conferences and is currently a Professor of Chemistry at the University of Guyana (South America) and President of the Caribbean Academy of Sciences.



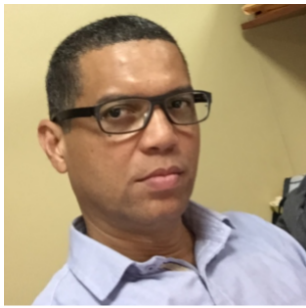
Renate Olga Shikwaya, a dedicated lecturer at the University of Namibia in the School of Education, Department of Early Childhood Education and Care, holds a Master's degree in Special Education from Sultan Idris Education University, a Post Graduate Diploma in Open School Operation and management graduate from Namibian College of Open Learning and a holder of Bachelor of Education (Honours degree) in Pre- and Lower Primary and Namibian Sign Language from University of Namibia. A determined doctoral candidate at the University of Western Cape, she showcases an unwavering commitment to advancing knowledge in early childhood education, numeracy, and mathematics. Collaborating with experts and engaging in multidisciplinary efforts, Renate addresses complex challenges in education. Her excellence and innovation expand the boundaries of Early Childhood Education and Care. Her current study focuses on Student Teachers' Challenges in Setting Reinforcement Assessment Tasks during Teaching Practice, promising fresh insights into pedagogical practices, benefiting teachers and learners alike.



Rhonda Dookwah is an Assistant Professor, serving as a Course Leader in Mathematics and Microeconomics modules. She lectures in two separate departments called Business Administration and Mathematics in the areas of Mathematics, Microeconomics, and Research Methods; and assesses students' final research projects at the University of the Commonwealth Caribbean. Rhonda has experience with creating programmes, teaching, and assessing learning activities at the primary, secondary, and tertiary levels of education, where she acquired over 30 years of teaching experience. She is passionate about conducting research on students' experiences in higher education. Online education has heightened her interest and has published work on the efficacy of online education, and students' experiences with Problem-Based Learning in Microeconomics, Macroeconomics, and Developmental Mathematics. Her latest publication was in April 2023. Rhonda lives her professional dream by ensuring her students leave her classes with a deep appreciation for life-long learning.



Rhonda Hamilton-Weekes is a passionate Educator, Instructional Designer, and Communication Strategist with over ten years of experience in the education sector. She is a lecturer at the University of Guyana and is attached to the Centre for Communication Studies. She teaches journalism writing and Integrated Marketing Communication courses and supervises undergraduate research students. Mrs Hamilton-Weekes is adept at developing communication strategy plans and learning solutions to facilitate effective teaching and learning for face-to-face and online learners. Her research interests fall into two categories: Communication strategy within public and political spheres and Instructional design for online and blended learning. Education; M.Sc., Instructional Design & Technology, University of the West Indies, Open Campus PG.Dip., Education, University of Guyana. B.Sc., Communication Studies, University of Guyana.



Rouven Govia is an instructor in the Centre for Education Programmes at the UTT. He has a Bachelor's in Foreign Languages and Linguistics from the UWI. At the postgraduate level, he attained a Diploma in Education (Modern Foreign Language specialization) and then a Diploma in Education Technology. Upon completing his first Degree, Rouven was appointed to teach Spanish and French at the secondary level where he taught for 15 years. He then diverged to teaching Spanish at the tertiary level for the past 12 years. At both levels, he succeeded in applying various online and digitally-based applications to enhance the learning of Foreign Languages. The completion of his Doctoral studies exposed the novel methodologies that can be tested and applied within the field of teacher education where the role of a primary school teacher is pivotal to opening children's minds to other cultures and language learning skills.



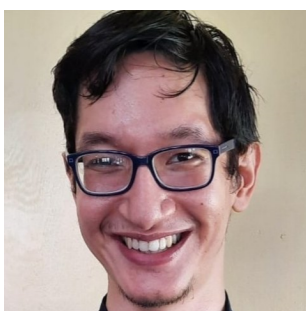
Sabita Ramlal is a researcher and consultant. She has been providing research and policy advice for more than 25 years to the NGO, universities, employers, and the public sector including the Employers' Consultative Association of Trinidad and Tobago, the City of Toronto, the Ministry of Training, Colleges and Universities in Ontario, Council of Ontario Universities, York University, and the Workforce Development Board of Toronto. She has written numerous professional policy papers and reports concerning labour markets and labour policy. Sabita's academic research focuses on both Canada and the Caribbean in the areas of education and higher education access; equity, inclusion, and decolonization; university accountability and managerialism; leadership; and TVET. She holds a B. Sc. in Social Sciences (The UWI); an M.A. in Public Policy and Administration (Ryerson University); an M.A. in Employment & Labour Studies (International Institute of Social Studies); and a Ph.D. in Education (York University).



Sandra Minott. Caribbean Classrooms are diglossic (bilingual) spaces where varying forms of Creoles compete with Standard Received English. Consequently, English Language instruction within such communities requires requisite skills which I have come to hone during my engagement with Foundation courses such as Critical Reading and Writing in the Social Sciences, Technology, and Medical Sciences. Approximately ninety-nine percent of the one hundred and forty students, to whom I am assigned, are diglossic speakers. Hence, instructing Tertiary English in this context is no petty task but an art that demands relentless practice and up-to-the-minute professional training that I have acquired over 15 years through the Department of Language Linguistics and Philosophy in the Faculty of Humanities and Education, University of the West Indies Mona Campus and through an active alliance with various university symposia and workshops both locally and overseas. As an Academic Literacy Specialist and previous adjunct Lecturer at Western Jamaica Campus, it is my belief that a man can become more than the measure of self if he never stops learning.



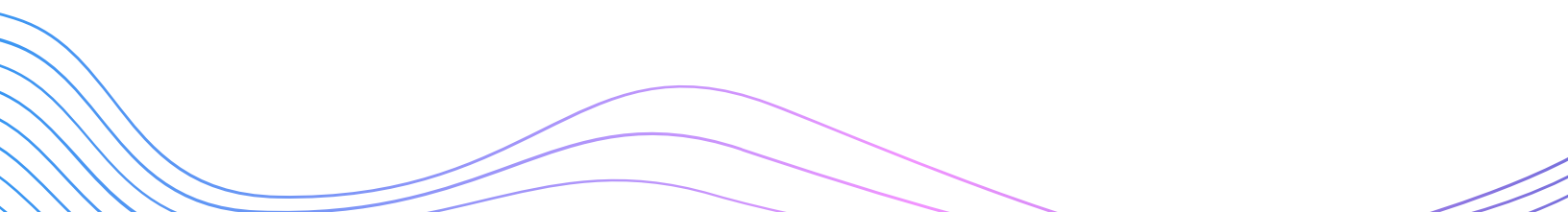
Schontal Moore (PhD) is a lecturer in Language and Literature Education, for the School of Education, UWI, Mona, Jamaica. She is the new Director of the Caribbean Centre For Educational Planning (CCEP), and she also represents the UWI on the University Council of Jamaica's Distance Education Standards Committee. Dr. Moore is a consultant for the Commonwealth of Learning, serving as an expert trainer for capacity building in designing and teaching online courses in Caribbean higher educational institutions. She was also the Project Lead for the UNESCO / Blackboard / CCEP / UNICEF "K-12 Blended Learning and Online Strategies" teacher training project in the Caribbean where over 12,000 educators were trained in 2021. Her research interests include blended and online education, English Language teaching in Creole-influenced contexts and teacher development in higher education.



Scott Ting-A-Kee holds a Bachelor of Arts in English Literature and a Postgraduate Diploma in Education (Secondary Education English) from the University of Guyana and a Postgraduate Diploma in Teaching and Learning with Emerging Technologies at the University of the West Indies (Open Campus). He serves as a Literature teacher, assistant examiner of CAPE Literatures in English and CSEC English Literature, a subject panel member of the Literatures in English syllabus committee, and author. His research interests include the Chinese-Caribbean experience, Caribbean literature, postcolonial literature, medical humanities, and literary and cultural disability studies. His debut novella *Red Hibiscus* was published in 2018 by Waywive Wordz. *Red Hibiscus* was shortlisted for the Guyana Prize for Literature 2022 in the First Book in the Fiction category. Ting-A-Kee was a writer-in-residence at the University of the West Indies, St. Augustine in 2020, and is currently reading for a MA in English Language and Literature.



Shalini Ramsaran-Baksh is currently employed as a Senior Instructor in the Unit for Project Management and Civil Infrastructure Systems at the University of Trinidad and Tobago with over 14 years' experience in research and teaching at a tertiary level. She is a graduate of the University of the West Indies in St. Augustine with a BSc in Environmental and Natural Resource Management with Geography; and a Msc in Environmental Engineering. Mrs. Ramsaran-Baksh has presented in several conferences and her research interest includes water quality, water resources management, and climate change.





Sharon Jacqueline Jaggernaut is a Lecturer at The University of the West Indies School of Education, Trinidad and Tobago. She has been a mathematics educator since 1997, and a teacher educator and educational researcher since 2009. Her work focuses on the professional development of primary and secondary school teachers and she supervises postgraduate students with diverse interests. Her personal research interests and publications focus on mathematics education, mathematics teacher efficacy, game-based learning, mathematics learning difficulties, and multisensory mathematics education. Her research has adopted quantitative, qualitative, and mixed methods approaches. On 1st August 2022, Dr Jaggernaut became the 5th President of Mixed Methods International Research Association Caribbean Chapter, member of its Board of Directors, and chaired its fourth regional mixed methods conference in Trinidad and Tobago. She is an active member of other professional associations, including the British Psychological Association, British Dyslexia Association, and Trinidad and Tobago Dyslexia Association.



Shawn P. Daly, P.E. is a highly accomplished academic and international business professional. Dr. Daly has served as the Dean of the College of Business Administration at Niagara University and is presently the Director of Student Global Experience. Prior to that, he was Dean at the University of the Incarnate Word and Tiffin University. The winner of two Fulbright scholarships, Dr. Daly has lectured extensively and appeared on television and radio news concerning the use of AI & chatbots, medical tourism, and business-to-business marketing. 80 countries and counting, Dr. Daly's teaching and service engagements have covered Africa, South America, Europe and Asia. His international experience extends to various management positions and has overseen educational operations as Managing Director (Romania) and Academic Dean (China, Mexico). He has also been involved in numerous international development projects, providing expertise in business, engineering, and marketing in Rwanda, Guyana, and Ethiopia.



Silohenda Hileni Amuthenu is currently the Head of Postgraduate Studies at the Faculty of Education within the International University of Management (IUM). With approximately eight years of experience in the space of higher education, she earned her PhD in Educational Leadership and Management from Beijing Normal University in 2020. Her academic journey also includes a master's degree in Curriculum and Pedagogy. Her primary research focus lies within the sphere of higher education and work-integrated learning. She offers guidance and mentorship to a diverse array of individuals, spanning from doctoral candidates and master's level students to a multitude of undergraduates. Beyond this, she manages the coordination of research undertakings within the faculty. Her other responsibilities encompass lecturing at both postgraduate and undergraduate levels.



Sis Meshel Williams Sampson has been a Registered Nurse and midwife for over 18 years. With a Diploma in Education and an Undergraduate Degree in Nursing from the University of Guyana and a Master's from the University of Sao Paulo, Meshel aids in helping to train young nursing students where she's attached at the New Amsterdam School of Nursing. She was an awardee for Guyana 25 Influential Woman Awards 2023. Meshel believes "As a nurse, we have the opportunity to heal the mind, soul, heart, and body of our patients. They may forget your name, but they will never forget how you made them feel." - Maya Angelou.



Stephan Moonsammy is a Senior Lecturer in the Department of Environmental Studies within the Faculty of Earth and Environmental Sciences at the University of Guyana. Mr. Moonsammy specializes in Environmental and Resource Economics with research interests in ecosystem services, sustainable development policies, and environmental data analysis. Mr. Moonsammy has a passion for research that improves the balance between society's way of life and the integrity of the environment.



Stephen Wallder has worked in the field of education and human resource development for over 25 years and is currently pursuing a Ph.D. in Education leadership, he holds an MBA from the University of Westminster in the United Kingdom. At present, as a Lecturer in Business Education at the University of Technology Jamaica, he contributes regularly to the enrichment of education thinking and practice in Jamaica through research and regular conference presentations, whilst also working alongside, amongst others, the Joint Board of Teacher Education, the Community Colleges of Jamaica and the Mico University College to ensure quality in course development, assessment and teacher training. Research has focused on matriculation in tertiary education, the effectiveness of academic advisement, student-centred learning and enrolment, and admissions effectiveness in tertiary education.



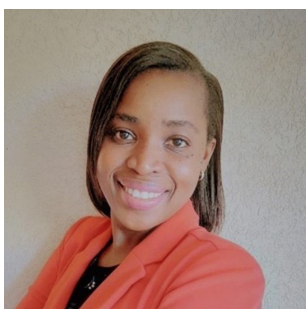
Tabitha Mallampati is a staunch believer in the power of lifelong learning and professional growth to help shape a brighter future. Her experiences as a Nursing educator for nearly three decades make her passionately engage in professional activities, particularly in nursing education and research. After obtaining her undergraduate nursing degree in India, Tabitha focused on working in vulnerable and under-resourced healthcare settings. Her drive to support communities who needed it the most brought her to Guyana, later serving as the Director of the School of Nursing at Saint Joseph Mercy Hospital. In 2009 she joined the University of Guyana's School of Nursing faculty. Tabitha obtained her master's in Nursing Education from the University of Saint Joseph, Connecticut, USA. She is enrolled in a Ph.D. program in Interdisciplinary Social Research at Trent University, Canada furthering her education through the Sustainable Guyana Program. Her research focus is Diabetes among populations living in a geographically challenging environment.



Taijrani Rampersaud-Skorka is an experienced professional with a demonstrated history of working in the education, research, and audio-visual production industries. She is skilled in a variety of areas - both in the theoretical and practical aspects of media and communication studies with a strong focus on Behaviour and Social Change Communication. Her creative abilities include photography, and content production for audio, video, print, and multimedia platforms. Currently, she is an Independent Researcher and Author pursuing personal projects, and a part-time Lecturer, at the University of Guyana. As an academic, a researcher, and a human being, she is interested in works that encourage positive social change. She believes that the transformation of societies should be in keeping with basic human rights and a strong respect for cultural diversity. One of her guiding philosophies is to “live like it’s heaven on Earth” and as such she identifies as a Citizen of the World.



Tanya Pinkerton is a clinical assistant professor in the division of teacher preparation for Mary Lou Fulton Teachers College. Prior to joining Arizona State University, Ms. Pinkerton spent ten years teaching preschool and elementary-aged children in a public school setting with a focus on educating students with disabilities in an inclusive school environment. Ms. Pinkerton is committed to ongoing engagement in teacher preparation spaces, especially those that serve future special education teachers. In addition to working with pre-service teachers at Arizona State University, Ms. Pinkerton is a Principal Investigator for the USAID-funded Teachers Excellence Initiative in Egypt and the project manager for the USAID-funded Higher Education Partnership - Morocco.



Tashane Haynes-Brown is a lecturer in the School of Education (SOE) at the UWI, Mona. She currently serves as the Coordinator of Undergraduate Programmes in the SOE and Coordinates the Masters in Teacher Education and the Post Graduate Diploma in Education (PGDE) Modern Language programmes. Dr. Haynes-Brown has graduate degrees in teacher education and development with a focus on teachers’ use of technology. She has over 20 years of combined work experience in teaching that spans the primary, secondary, and tertiary levels. Dr. Haynes-Brown has served as a workshop facilitator and consultant on over 25 local, regional, and international professional development activities focused on teacher education, technology integration, and research methodology. Dr. Haynes-Brown was a Visiting Scholar at the Michigan Mixed Methods Research and Scholarship Programme in 2017 and she served as President of the Mixed Methods International Research Association–Caribbean Chapter (MMIRA-CC) from 2020 to 2021. Aligned with her work in mixed methods research, Dr. Haynes-Brown has published peer-reviewed methodology journal articles on joint display analysis, video-elicitation interviews, and the use of theoretical models.



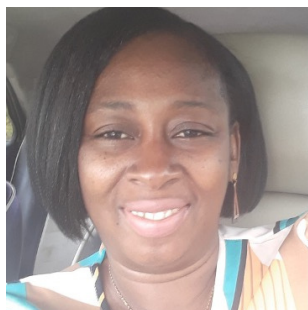
In a remarkable journey spanning three distinct phases, **Terrence Ross** has left an indelible mark on both healthcare and education. With a decade of experience as a dedicated registered nurse, he developed a profound understanding of healing and compassion. This foundation led him to pursue a master's degree at UWI, supported by the prestigious ECCAM scholarship, where he delved into the intricacies of his field. The past 10 years have seen him flourishing as an educator, first at the New Amsterdam School of Nursing, where he nurtured aspiring nurses, and subsequently as a part-time instructor at the University of Guyana. His unwavering commitment culminated in a full-time teaching contract in 2020. Terrence Ross's journey exemplifies a seamless blend of expertise, from hands-on care to shaping the next generation, painting a portrait of a life dedicated to service and learning. He has a passion for continuing nursing education and is currently conducting various research in that capacity.



Tomas Shivolo is currently the Head of the Department for Secondary Education in the Faculty of Education at the International University of Management (IUM). With nearly 15 years of experience in Secondary School Education with a specialization in Science Education, he recently submitted his Ph.D. thesis in Science Education at the University of South Africa (UNISA). Tomas also holds a Master's Degree in Science Education (with distinction) obtained from the University of Johannesburg in 2019. His research interests are in the areas of pre-service teachers' pedagogical orientations in teaching science; enactment of science practical work in resource-constrained environments; and teaching science through inquiry-based instructions. His day-to-day roles include lecturing at the undergraduate and postgraduate levels, spearheading the Secondary Education Department, and supervising undergraduate and postgraduate research projects. He also currently co-supervises three education Master's students.



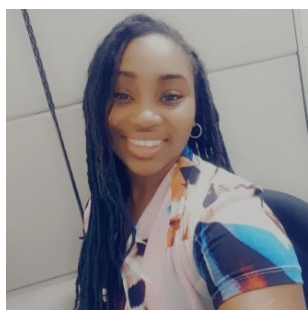
Wendy Peia Oakes is the associate director of graduate pathways and an associate professor at the Mary Lou Fulton Teachers College at Arizona State University. Her work focuses on practices that improve educational access and outcomes for young children with and at risk for emotional and behavioral disorders. For example, her research addresses comprehensive, integrated, three-tiered (Ci3T) models of prevention; the implementation of evidence-based academic and behavioral interventions; and professional development for preservice and in-service educators in implementing practices with fidelity. Professor Oakes serves as an associate editor for Remedial and Special Education and Special Issue Co-Editor for Education and Treatment of Children. She served as the President of the Council for Exceptional Children–Council for Children with Behavioral Disorders and currently serves as the Past President for the Council for Exceptional Children - Division for Research. Dr. Oakes is co-PI of three U.S. Department of Education, Institute of Education Sciences-funded research projects and the USAID-funded, Higher Education Partnership- Morocco and Principal Investigator for a U.S. Department of Education, Office of Special Education Programs-funded personnel preparation grant to support doctoral scholars in special education.



Yassanne Garraway-Lashley is a lecturer in the Division of Education and Humanities, University of Guyana, Berbice Campus. She also served as the coordinator of the division during the academic year 2019/2020. Dr. Garraway-Lashley has been in the field of education since 1998 and has worked at the primary, secondary, and tertiary levels of education. Her research interests focus strongly on teachers' education, science education, and curriculum innovation.



Yewande Lewis-Fokum is a lecturer at the School of Education, UWI, Mona. Her areas of research include English language and literacy within Creole-speaking environments. She received her doctorate from the University of Iowa, and her master's degree from Harvard University. She is involved with teacher training at various levels of the education system. Her work has been published in peer-reviewed journals such as *Changing English* and the *Caribbean Journal of Education*. Her most recent publication is *Each One Teach One: Parental Involvement and Family Engagement in Jamaica's Education System*, a collaborative edited work with colleagues and graduate students at the School of Education, UWI Mona.



Zhané Bridgeman-Maxwell recently graduated with a Ph.D. in Chemistry from the University of the West Indies, Cave Hill, Barbados in 2022 and is currently a part-time Lecturer in Chemistry. Her current area of research is in Physical Chemistry Education with a special interest in the visualization of abstract concepts through the creation and use of innovative technological tools, models, and resources. Zhané is the founding Vice President of the Chemistry Society (ChemSoc) of Cave Hill and has held subsequent posts of President and Postgraduate Representative. Since graduating she has served as the ChemSoc Aide. Zhané is currently the International Younger Chemists Network Delegate from Cave Hill, for the International Union of Pure and Applied Chemistry (IUPAC) and the Secretary of the Caribbean Chapter of the Mixed Methods International Research Association (MMIRA-CC).



Zaida Ventour is a respected school principal and education consultant with over 25 years of experience in both her native Trinidad and in England. A PhD candidate in Education at The University of the West Indies, Zaida was designated as a Specialist Leader in Education by the National College of Teaching and Leadership in England. In this role, she provided strategic support to clusters of schools in Middlesbrough, UK, to rapidly boost and sustain mathematics attainment. A certified Project Management Professional, Zaida holds a Master of Education degree and has been a lecturer at both Hull University in England, and The University of the West Indies in St. Augustine, Trinidad. Her research interests focus on professional standards and professional learning. Her recent consultancy work has served clients and collaborators including The School of Education at The UWI (St. Augustine), The Ministry of Education (TT), the Caribbean Alliance of National Psychological Associations, Soroptimist International and Bishop Anstey Junior School.



Murella Sambucharan has been involved in the education sector for over 20 years. She holds the portfolio of Lecturer in Education with the School of Education (SOE), UWI, St. Augustine Campus since 2018 and has worked as a Curriculum Officer at the Ministry of Education in Trinidad since 2012 and a Spanish/French Teacher and Head of Department, Modern Languages since 2001. Her tertiary teaching profile includes Teacher Education, Technology Integration, Research Methods in Education and Instructional Design at the undergraduate and postgraduate levels. She currently manages The UWI-School of Education's Family Development and Children's Centre where she maintains oversight of the operations of this research-based children's laboratory. Her research interests include Foreign Language Pedagogy, Technology Integration, Equity and Social Justice in Education through Technology-use, Assessment, Curriculum Design and Implementation, and Teacher Education.



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