



UNIVERSITY of GUYANA

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

BIENNIAL TEACHING CONFERENCE FOR TERTIARY EDUCATORS (VIRTUAL)

Theme: Emergency Remote Teaching,
Leading, and Learning

BOOK OF ABSTRACTS

September 20 - 22, 2021

Georgetown, Guyana

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

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Leading, and Learning

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“Into the World Go We...Leaping, Limping, Learning....”

**Welcome Remarks
for
“Emergency Remote Teaching, Leading and Learning”**

**University of Guyana’s CoETaL and CPCE’s
2nd Biennial Conference for Tertiary Educators
September 20 – 22, 2021**

Prof. Paloma Mohamed Martin
Vice-Chancellor, XI, The University of Guyana

When the first CoETaL Conference was conceived and produced in October 2019 to a packed house in the Savannah Suite of the Pegasus Hotel in Georgetown, Guyana, none of us who were present could have imagined what was to happen to education and to the world in just a few short months. It goes without saying, that despite its tragic consequences the disruptions of the COVID-19 pandemic have illuminated dark and stark realities about education and the world as we once thought we knew them. Many of us witnessing the pandemic have found impregnable purpose in these chaos born out of the need to recreate order and the unassailable conviction that doing nothing was not a viable option.

So, we did things. Some things better than others. Some things never done before in ways never done before with people we couldn’t reach in the recent past. In capturing this modus, we note the nuanced theme of this conference “Emergency Remote Teaching, Leading and Learning”, as distinct from online education. And so, this is why we are gathered together, to share, interrogate and dissimilate what we did, how we did it, why, with whom and with what observable effects in the short term.

This conference is historic for many reasons. First, obviously we are hosting this completely in a virtual mode. Second, the subject matter is prescient and occurring in the midst of an historic episode as that episode itself is still unfolding. So, we look forward to sharing, hearing, and learning as we leap into the future as educators. Sometimes leaping and laughing, sometimes limping, but always learning and teaching and training.

To this end, I therefore, wish to welcome you all on behalf of the University of Guyana and our partners who are co-hosting this conference. The Cyril Potters College of Education (CPCE) and its dynamic principal Dr. Viola Rowe, the Minister of Education Priya Manickchand and CEO Dr. Marcel Hutson and EBSCO for once again supporting the conference. We welcome and thank our Chancellor Professor Edward Greene and special keynote speaker Dr Dimitrios Vlachopolous, presenters, panelists, and workshop presenters from around the world for the gracious contributions of time, thoughtfulness, and insights. Special word of thanks for our UWI and ASU academic brothers and sisters who are joining us again this year and to our special panel of advanced Ed.D students whose emerging work is about to be presented for the first time publicly here. To those joining us for the first time, from the Caribbean, Guyana, Africa, India, Latin America, Europe, Australia and North America, special warm welcome to you, we hope to welcome you again in person soon. To our dynamic and dedicated programme chair, Dr. Charmaine Bissessar who waded through many rivers of adversity to ensure that this conference was realized after its enforced hiatus last year, thank you for an amazing and selfless job. Sincere thanks also to the entire conference planning team, the performers and conference support teams in the University’s Departments of Events, Conferences and Communication (DECC) as well as the Tactical Online Services Unit (TOS). To the hundreds of teachers and educators from Guyana and across the Caribbean and globe joining us over the next few days and who may access and learn from the recordings of these proceedings years after this conference has ended, a warm welcome to you too, on behalf of the senior administration team, staff, and students of the University of Guyana and from our beautiful country of Guyana.

Over the next few days, may we each find a gem to add to our intellectual life chests and may we each find meaning and direction for the future out of our toils during this pandemic. May we all be blessed with good health, all good things and the resilience to overcome any and all adversity.

**Prof. Paloma Mohamed Martin
Vice-Chancellor, XI
The University of Guyana
September 16, 2021**

Welcome Message From Conference Chair

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

The Centre of Excellence in Teaching and Learning (CoETaL) welcomes you, on behalf of the University of Guyana and its own behalf, to its second Biennial Conference, which is free. The Biennial Conference, which started in 2019, provides a space for academics, educators, researchers, stakeholders and our invaluable sponsors and supporters to coalesce and deliberate on issues in tertiary education and its paradigm shifts. This year, the theme of the conference is “Emergency Remote Teaching, Leading and Learning.” It is, therefore, fitting that the Biennial Conference is taking place remotely as we – in the educational system – grapple with and learn to navigate amidst the most recent disruptive paradigm shifts in history.

This year’s conference brings together a cadre of distinguished researchers, educators and key stakeholders as a community involved in tertiary education to share our expertise, knowledge, and skills with one another. We are fortunate to have with us Dr. Dimitrios Vlachopoulos who is a world-renowned keynote speaker who is an expert in distance education and instructional technology. We also have well-known educators in their fields who will be conducting six plenary sessions on the various sub-themes. We have Dr. Katija Khan who will be speaking on the issue of care and well-being during the pandemic. Dr. Ramesh Sharma will be discussing techniques to enhance student engagement online. We will have the honour of learning some online assessment techniques from Dr. Gordon Harewood. Dr. Wayne Wesley will discuss the challenges and opportunities inherent in the digital divide. Dr. Carole Basile will discuss the issues of leading, teaching and learning post-COVID-19. Dr. Mairette Newman and Dr. Leory Hill will be part of a panel discussion on emergency remote learning, teaching, and leading. Mrs. Zaida Khan-Ventour will facilitate an e-quality workshop. All of our presenters, I assure you, will deliver an enriching and eclectic array of empirical, anecdotal and literature review on the conference’s sub-themes. This Conference’s presentations, plenary sessions, panels and workshop are expected to be inspiring and innovative at the individual and community levels. They will definitely leave us more knowledgeable, intellectually edified. They will provide compelling fodder for future research, whet our appetites for more, and most importantly, empower and motivate us to speak our truths confidently and to DO MORE.

I encourage you to be prepared to engage in the communal academic synergy that encompasses the true Gestalt reflected in the presentations; for this proverbial/metaphorical boat, is about to rock. However, do not be troubled, we are all tested, tried and found to be reliably able. Community spirit, resilience, grit and proving our mettle have been the predominant challenges tested in the present COVID-19 pandemic.

The conference’s themes capture these qualities. In our altered world, the presenters take on the almost Sisyphean task of educating, inspiring and innovating. The presentations resonate the communal sharing of knowledge, expertise, skills and competencies. This new social consciousness allows us to reflect on the indomitable nature of the human spirit to adapt, succeed, progress and acclimatize despite the odds.

The success of this conference would not have been possible without the support of the University of Guyana’s Senior Administration, the Organizing Committee, DECC, TOS, sponsors, chairs, moderators, panelists and you the participants. CoETaL is grateful to all who contributed in some way to bring this programme into fruition.

We, the Organizing Committee, know that you will have an engaging, insightful, productive and inspirational conference experience as you share, discuss, listen and ruminate on the presentations. We are all kindred spirits in these unprecedented times as we continue to reimagine and dismantle the orthodox notions of what teaching, learning and leading should look like.

*Docendo discimus
While teaching, we learn*

*Docendo discimus
While teaching, we learn*

**Charmaine Bissessar, DM
Conference Chair**

**Director
Centre of Excellence in Teaching and Learning (CoETaL)
The University of Guyana
September 16, 2021**

Guest Speaker



DR. MARCEL HUTSON
Chief Education Officer,
Ministry of Education,
Guyana

Dr. Marcel Hutson has worked as an educator for over 33 years. He holds a Doctorate in Transformational Leadership (Bakke Graduate University-Texas, USA), 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), Bachelors Arts-Theology (Caribbean School of Theology) and T rained Class 1 Grade 1 Teachers' Certificate (Cyril Potter College of Education).

Dr Hutson has served in the Central Ministry of Education in Guyana as Regional Education Officer, Assistant Chief Education Officer, Deputy Chief Education Officer (Development) and is currently the Chief Education Officer, where he manages the delivery of education nationally. He enjoys reading and research. Additionally, Dr Hutson takes a special interest in seeing young people, in particular, fulfil their God-given potential that resulted in the publication of his book Born to Succeed.

Keynote Speaker



DR. DIMITRIOS VLACHOPOULOS
Programme Manager,
Amsterdam University of
Applied Sciences

Dr. Dimitrios Vlachopoulos has worked as faculty member in different universities in the Netherlands, the UK, the USA, Spain and Cyprus, mainly conducting research in education sciences and teaching in post-graduate and doctorate programs. He is a committed lifelong learner with a PhD in distance education and instructional technology and 6 MA degrees in education and social sciences. His research focuses on new and emerging pedagogies, instructional design, research methodology, digital transformation, teachers' training and quality assurance in (online higher) education.

He is a Senior Fellow of the Higher Education Academy (SFHEA) and Fellow of the Royal Society of Arts (FRSA). He has more than 100 publications in peer-reviewed journals, books and international conferences and has participated in more than 15 EU projects related to education and ICT.

His Google Scholar profile can be accessed [here](#).

Plenary Speakers



DR. RAMESH SHARMA
Professor,
Dr. B. R. Ambedkar
University Delhi

Dr Ramesh C. Sharma teaches Instructional Design at Dr. B. R. Ambedkar University Delhi, India. Earlier he has taught Educational Technology and Learning Resources at Wawasan Open University, Malaysia. He is an OER Ambassador for Open Education Resource (OER) Foundation, New Zealand. He mentored the OE4BW-UNESCO Chair course for 2020 Cooperative Learning Pedagogy

He is an expert in open and distance and technology mediated learning and has served as an International Visiting Professor at the Polytechnic University of The Philippines, Open University System, Manila, Republic of the Philippines; Visiting Professor at Universidade do Estado da Bahia, UNEB, Salvador, Bahia, Brazil; Visiting Professor at University of Fiji, Fiji; Commonwealth of Learning as Director of the Commonwealth Educational Media Centre for Asia, New Delhi; Regional Director of Indira Gandhi National Open University, India, and Director of Distance Education at University of Guyana, Guyana, South America.



DR. GORDON HAREWOOD
Retired as Senior Manager,
Examinations Development
and Production, CXC

I have been an educator for all my adult life. I started the Guyana part of this journey as a teenaged Non-Graduate Teacher at North Georgetown Secondary School, with three GCE A Levels and zero teaching experience or training, fresh-faced, nervous and eager, and culminated as Deputy Principal at President's College. Fortunately for my students, along the route I did benefit from academic and professional education and growth, much of it provided by the University of Guyana (B.A., Dip. Ed. and M.Ed.), and subsequently a Ph.D. at the Ontario Institute for Studies in Education at the University of Toronto.

Thanks to a group of excellent, knowledgeable and expert professors and clear-thinking, high-achieving peers on the M.Ed. programme I developed a deep interest in educational assessment, and when the opportunity arose to join the Measurement and Evaluation Division of the Caribbean Examinations Council, for what I thought would be a three-year stint, I grasped it eagerly. I retired from CXC 23 years later as Senior Manager, heading the Examinations Development and Production Division.

Working at CXC allowed me to become familiar with education practices in all the countries that CXC serves. I was privileged to lead teams that designed, implemented and evaluated assessment programmes throughout the Caribbean and to provide psychometric leadership to several CXC Syllabus Panels and Examination Committees. I have also facilitated professional development sessions for Ministry of Education technical officers, university faculty, and primary and secondary school teachers and principals in most of the participating countries of CXC.

Now that I am retired from CXC, I continue to be committed to regional education and to seek to demonstrate this by serving as part of capacity building consultancies in Guyana and the wider Caribbean.

Plenary Speakers



DR. KATIJA KHAN
Lecturer,
University of the West
Indies (UWI)

Dr Katija Khan is a Clinical Psychologist and Neuropsychologist, Lecturer at the Faculty of Medical Sciences, UWI and a member of the UWI COVID-19 Task Force. She is an executive council member of the Caribbean Alliance of National Psychological Associations and a past President of the Trinidad and Tobago Association of Psychologists.

For the past 20 years, Dr Khan has been a passionate lecturer, researcher, clinician and public advocate, promoting mental health and wellbeing across the Caribbean. She provides consultant psychology services for the TT Children's Authority, Medical Research Foundation, North Central Regional Health Authority and University of Guyana. In Guyana she has also worked with PRAGMATIS, UNICEF, the Ministry of Social Protection and the Guyana Judiciary to provide services related to the assessment of juvenile offending, forensic interviewing and training in forensic psychology and sexual offences.

Since the COVID-19 pandemic, she has worked with various stakeholders (including CARICOM, PAHO, Trinidad and Tobago Ministry of Health, Trinidad and Tobago Police Service Victim and Witness Support Unit, Trinidad and Tobago Medical Association, Coalition Against Domestic Violence, Rotaract) to promote stress management, psychological coping and wellbeing.



DR. WAYNE WESLEY
Registrar & CEO Caribbean
Examinations Council (CXC)

Dr. Wayne Wesley was appointed as the 7th Registrar and Chief Executive Officer of the Caribbean Examinations Council® (CXC®) in August 2019. He previously held the position of Director of Operations, Examination Services. Dr Wesley has spent the last 25 years in both education and training regionally and internationally. His professional experience spans industrial engineering, technical education, strategic leadership and executive management.

He holds a Doctor of Philosophy in Industrial Engineering from Florida State University and has successfully completed Executive Education programmes in Innovation and Advanced Management at Harvard and Manchester Business School respectively.

Dr. Wesley is also a Fulbright scholar, a Chartered Manager, and Fellow of the Chartered Management Institute, UK, and a Fellow of the American Society for Quality.

Plenary Speakers



DR. CAROLE BASILE
Dean, Mary Lou Fulton
Teachers' College,
Arizona State University

Dr. Carole G. Basile is the Dean of the Mary Lou Fulton Teachers College at Arizona State University (ASU). Prior to joining ASU, Basile was Dean and Professor in the College of Education at the University of Missouri St. Louis (UMSL). As Dean at ASU, her work has centered on redesigning the education workforce and changing practices in teacher and leadership preparation.

She is currently working with education organizations nationally and internationally to design systems and enable organizational change in these areas. She is recognized for her work in math and science education, teacher education, community engagement, and environmental education and has published numerous articles, books, book chapters, and technical papers. She is serving as Principal Investigator for multi-million dollar projects funded by the Kern Family Foundation and the Department of Education.

Her community work is also extensive, as she has actively partnered with many urban school districts, nonprofit community and social service entities, and organizations focused on business, workforce, and economic development.

Dr. Basile has 15 years of business experience in the areas of sales, management, and corporate training and human capital development.



DR. LIDON LASHLEY
Lecturer and
Assistant Dean,
Faculty of Education and
Humanities,
University of Guyana

Dr Lidon Lashley has been working in the field of teaching and teacher education for the past 19 years. He is currently a Lecturer, Department of Foundation and Education Management and an Assistant Dean in the Faculty of Education and Humanities, University of Guyana.

Lidon is the holder of a Trained Class One Grade One Teachers' Certificate from the Cyril Potter of Education where he graduated in the top percentile of his cohort. He also returned to the college and lectured for a while. Lidon has a Bachelor of Education (Distinction) from the University of Guyana; Masters of Education (GPA 4.0) - Curriculum and Instruction from the University of Guyana; Masters of Arts - Special and Inclusive Education (Merit) from the University of Roehampton, United Kingdom and a PhD Special and Inclusive Education (Pass Without Corrections) from the University of Roehampton, United Kingdom.

Lidon is a Commonwealth PhD Scholar and also a Certified Accounting Technician, Institute of Commercial Management, United Kingdom. Lidon's research interest lies in the area of Curriculum Development and Special and Inclusive Education. Dr Lidon Lashley is also the author of two books namely, Guyana's Child Fighting to Be Free and Computer Aided Instructions In Mathematics. He also co-authored a third book with Dr Michelle Semple-McBean on Sociodramatic Play in Guyana. In addition, Dr Lashley has fourteen (14) research papers published in international peer-reviewed academic journals.



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Schedule

DAY ONE

September 20, 2021

Chairperson:
Dr. Charmaine Bissessar, UG

9:00 AM NATIONAL ANTHEM

9:02 AM REMARKS

Prof. Edward Greene
Chancellor, University of Guyana

9:07 AM WELCOME AND OPENING REMARKS

Prof. Paloma Mohamed Martin
Vice-Chancellor, XI, University of Guyana

9:17 AM OPENING REMARKS

Dr. Marcel Hutson
Chief Education Officer, Ministry of Education

9:27 AM INTRODUCTION OF KEYNOTE SPEAKER

Dr. Charmaine Bissessar
Director (a.g), CoETaL, University of Guyana

9:30 AM KEYNOTE SPEAKER

Dr. Dimitrios Vlachopoulos
Programme Manager, Amsterdam University of Applied Sciences

10:00 AM QUESTION & ANSWER SESSION MODERATOR:
Dr. Charmaine Bissessar

10:10 AM EDUTAINMENT

Michael Khan
Lecturer, Faculty of Education and Humanities, University of Guyana

10:15 AM APPRECIATIONS

Dr. Viola Rowe
Principal, Cyril Potter College of Education (CPCE)

10:20 AM BREAK

Schedule

DAY ONE

September 20, 2021

10:30 AM PLENARY SESSION 1: TOOLS AND TECHNIQUES TO
BOLSTER STUDENT ENGAGEMENT DURING EMERGENCY
REMOTE EDUCATION

Prof. Ramesh Sharma
Dr. B. R. Ambedkar University Delhi

10:50 AM QUESTION & ANSWER SESSION MODERATOR:
Dr. Charmaine Bissessar

SUB-THEME: STUDENT ENGAGEMENT
Moderator: Mr. Clarence Brotherson, University of Guyana

11:00 AM Physics Teachers' Pedagogical Content Knowledge on
Students' Academic Achievement in Kwara State, Nigeria

Aishat Yusuf, E. O. Omosewo, A. O Akanbi, R. E. Mohammed, A. T.
Badmus & A. Usman, University of Llorin

11:20 AM Cultivating a Growth Mindset-Oriented Learning
Environment to Support Students' Socio-Emotional Needs
and Learning during Emergency Remote Instruction

Afiya Fredericks & Dhymsey Vixamar-Owens,
University of Columbia

11:40 AM The Future of Caribbean Undergraduate Science
Laboratories: Leading, Teaching and Learning Using Virtual
Simulations Post COVID-19

Dave Cassie & Lydia Campbell-George,
University of the Southern Caribbean

12:00 PM Tertiary Chemistry Education in Guyana: A Baseline Study
Towards Innovative Pedagogy

Jacqueline Murray, Medeba Uzzi, Dawn Fox
University of Guyana

12:20 PM QUESTION & ANSWER SESSION MODERATOR:
Mr. Clarence Brotherson

12:30 PM LUNCH

Schedule

DAY ONE

September 20, 2021

1:00 PM

PANEL DISCUSSION: EMERGENCY REMOTE EDUCATION

Moderator: Mr. Lenandlar Singh, *University of Guyana*

Dr. Lidon Lashley, *University of Guyana*
Dr. Leroy Hill, *University of the West Indies*
Dr. Mairette Newman, *Commonwealth of Learning*

1:30 PM

PLENARY SESSION 2: ASSESSMENT AND EVALUATION TECHNIQUES DURING EMERGENCY REMOTE EDUCATION

Dr. Gordon Harewood (Retd)
Senior Manager, Examinations Development and Production, CXC

1:50 PM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Charmaine Bissessar

SUB-THEME: ASSESSMENT AND EVALUATION TECHNIQUES

Moderator: Dr. Roslin Khan, *University of Guyana*

2:00 PM

Equality of Online, Non-proctored Assessments Generated From an Item Bank

Medeba Uzzi, *University of Guyana*

2:20 PM

QUESTION & ANSWER SESSION

Moderator:
Dr. Roslin Khan

SUB-THEME: PARENTAL INVOLVEMENT DURING EMERGENCY REMOTE LEADING, TEACHING AND LEARNING

Moderator: Mrs. Omwattie Ramdin, *University of Guyana*

2:30 PM

Parental involvement, learning participation and online learning commitment of adolescent learners during COVID-19 lockdown

Kehinde Clement Lawrence and Molebatsi Milton Nkoane
University of Zululand

2:50 PM

Possibilities or Problems? The Experiences of Private-School Parents during the Shift to ERTL

Murella Sambucharan, Zaida Ventour, Rinelle Lee Piggott,
University of the West Indies

3:10 PM

QUESTION & ANSWER SESSION

MODERATOR:
Mrs. Omawattie Ramdin

Schedule

DAY TWO

September 21, 2021

Chairperson:
Dr. Jacqueline Murray, UG

9:00 AM

NATIONAL ANTHEM

9:02 AM

WELCOME AND OPENING REMARKS

Dr. Jacqueline Murray
Director, IDCE, University of Guyana

9:07 AM

RECAP OF DAY 1 SESSIONS

Ms. Medeba Uzzi
*Assistant Dean, Faculty of Natural Sciences
University of Guyana*

9:17 AM

PLENARY SESSION 3: ISSUE OF CARE AND WELL-BEING DURING EMERGENCY REMOTE EDUCATION

Dr. Katija Khan
Lecturer, University of the West Indies

9:37 AM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Jacqueline Murray

SUB-THEME: THE ISSUE OF CARE AND WELL-BEING

Moderator: Dr. Paulette Henry

9:47 AM

Exploring The Framework of Achievement Best For Improving Nigerian Students' Well-Being

Saidat Morenike Adeniji, *University of New England*
Khadijat S. Ameen, *University of Llorin*

10:07 AM

An Exploration of the Effects of COVID-19 on Undergraduate Social Work Students' Well-Being

Debbie Hopkinson, *University of Guyana*

10:27 AM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Paulette Henry

10:37 AM

BREAK

10:47 AM

WORKSHOP 1: E-QUALITY DURING THE PANDEMIC

Facilitator: Zaida Ventour, *University of the West Indies*

Schedule

DAY TWO

September 21, 2021

11:17 AM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Jacqueline Murray

11:22 AM

EBSCO INFORMATION SERVICES PRESENTATION

Damien Satterthwaite
Regional Sales Manager, EBSCO Publishing

11:42 AM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Jacqueline Murray

**SUB-THEME: QUALITY ASSURANCE DURING EMERGENCY
REMOTE LEARNING, TEACHING AND LEADING**
Moderators: Dr. Viola Rowe

11:52 AM

Higher Education Quality Assurance in pandemic times

Nataliia Stukalo
*Vice-Head, National Agency for Higher Education
Quality Assurance*

12:12 PM

QUESTION & ANSWER SESSION

MODERATORS:
Dr. Viola Rowe

12:22 PM

LUNCH

12:52 PM

**PLENARY SESSION 4: DIGITAL DIVIDE: OPPORTUNITIES AND
CHALLENGES DURING EMERGENCY REMOTE EDUCATION**

Dr. Wayne Wesley
Registrar & CEO Caribbean Examinations Council (CXC)

1:12 PM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Jacqueline Murray

**SUB-THEME: DIGITAL DIVIDE: OPPORTUNITIES
AND CHALLENGES**
Moderators: Ms. Penelope DeFreitas/Ms. Juanelle Marks

1:22 PM

**Online Teaching and Learning in Higher Education Institutes
During COVID-19 Pandemic: Students' Perspectives**

Mohammad Asif, Yeasmin Sultana & Neeha Saikia
Tezpur University

Schedule

DAY TWO

September 21, 2021

1:42 PM

**The Effects of COVID-19 on Rural School Communities in
Guyana: New Directions or Old Methods Retooled.**

Charmaine Bissessar,
University of Guyana

2:02 PM

**Dual Dilemma: The impact of the COVID-19 pandemic
on socio-economically vulnerable College-level students
in Jamaica**

Jordan K. Williams & Dosseth Edwards-Watson
Trench Town Polytechnic College

2:22 PM

**Students' Access to Academic Advisement
During COVID-19: Implications for Students'
Course Study Completion Rates**

Stephen Wallder & Rachele McFarlane
UTECH

2:42 PM

**Reflections on Emergency Remote Education during the
COVID-19 Pandemic: Opportunities and Challenges**

Raymond Jagessar
University of Guyana

3:02 PM

**Understanding the Technological Environment of Online
Mode for Educational Institutions in Guyana: Our Lived
Experiences**

Taijrani Rampersaud & Neketa Forde
University of Guyana

3:22 PM

QUESTION & ANSWER SESSION

MODERATORS:
Ms. Penelope DeFreitas/
Ms. Juanelle Marks

Schedule

DAY THREE

September 22, 2021

Chairperson:
Mr. Lenandlar Singh, UG

9:00 AM NATIONAL ANTHEM

9:02 AM WELCOME AND OPENING REMARKS

Mr. Lenandlar Singh
Lecturer, University of Guyana

9:07 AM RECAP OF DAY 2 SESSIONS

Dr. Troy Thomas
*Dean, Faculty of Natural Sciences
University of Guyana*

9:17 AM PLENARY SESSION 5: LEADING, TEACHING
AND LEARNING POST-COVID

Dr. Carol Basile
*Dean, Mary Lou Fulton Teachers' College,
Arizona State University*

9:37 AM QUESTION & ANSWER SESSION **MODERATOR:**
Mr. Lenadlar Singh

**SUB-THEME: LEADING, TEACHING, AND LEARNING
POST-COVID-19**

Moderator: Dr. Jacqueline Murray

9:47 AM Supporting Jamaican teachers through COVID-19
And Beyond

Carol Hordatt Gentles, Tashane Haynes Brown, Sharline Cole,
Yewande Lewis Fokum, Schontal Moore & O'Neil Rattray
School of Education, University of the West Indies

10:07 AM Leading Remotely: Four Cs for Leading Teachers
During Crisis

Carmel Roofe
*Deputy Dean, Graduate Studies and Research,
University of the West Indies*

Schedule

DAY THREE

September 22, 2021

10:27 AM Students' Experiences Transitioning to Emergency Remote
Teaching - A Case Study

Lenandlar Singh
University of Guyana

10:47 AM Blended Learning, Facilitating and Leading During and
Post-Disruptions

Nicole Welsh, *UWI Open Campus, Grenada*
Robert Tucker, *UWI Open Campus, Jamaica*

11:07 AM QUESTION & ANSWER SESSION **MODERATOR:**
Dr. Jacqueline Murray

11:17 AM PLENARY SESSION 6: INCLUSIVE EDUCATION AND
EMERGENCY REMOTE EDUCATION

Dr. Lidon Lashley
Lecturer, University of Guyana

11:37 AM QUESTION & ANSWER SESSION **MODERATOR:**
Mr. Lenadlar Singh

11:47 AM LUNCH

**SUB-THEME: INNOVATION IN LEADERSHIP AND TEACHING
INCLUDING INCLUSIVE EDUCATION**

Moderator: Dr. Mishel Moriah

12:17 PM Mothers' Evaluation of Fathers' Involvement in Emergency
Remote Education for the Hearing Impaired Child

Olufemi Timothy Adigun and Prof. Dumisani R Nzima
University of Zululand

12:37 PM Online Transition for Students with Disabilities in the time
of COVID-19 Pandemic

Mintu Bhattacharya
Gauhati University Assam

12:57 PM Remote Teaching and COVID-19 in Inclusive Primary
Schools in Belize

Candy Garnett, D. Danderson, & K. Curry
MoE Belize; Oklahoma State University

Schedule

DAY THREE

September 22, 2021

1:17 PM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Mishel Moriah

1:27 PM

Panel Discussion:
**University of Guyana-Arizona State University Special
Programme Creating Educational Change through
Practitioner Action Research**

Moderator: Dr. Stephanie Smith

Kara Lord, *Faculty of Education and Humanities*
Angelina Autar, *Faculty of Social Sciences*
Shanomae Rose, *Faculty of Earth & Environmental Sciences*
Lisa Edwards, *Institute of Gender Studies*
Monique Sarius, *Belladrum Secondary*

2:12 PM

QUESTION & ANSWER SESSION

MODERATOR:
Dr. Stephanie Smith

2:22 PM

CLOSING PLENARY

Dr. Jacqueline Murray
Director, IDCE, *University of Guyana*

2:32 PM

CLOSING REMARKS

Prof. Paloma Mohamed Martin
Vice-Chancellor, XI, University of Guyana

2:47 PM

CULTURAL PERFORMANCE

Tomorrow and the World Poem by Martin Carter

2:50 PM

APPRECIATIONS

Mr. Lenandlar Singh,
Member of Organizing Committee & Advisory Board
University of Guyana

ABSTRACTS

(arranged in order of presentation)

STUDENT ENGAGEMENT

Cultivating a Growth Mindset-Oriented Learning Environment to Support Students' Socio-Emotional Needs and Learning during Emergency Remote Instruction

Afiya Fredericks ^{1A} and Dhymsey Vixamar-Owens ^{2B}

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ABSTRACT

In the wake of a global pandemic, higher education institutions have been forced to engage in emergency remote instruction (ERI), where teaching and learning is predominantly virtual. The abrupt shift to ERI has presented significant challenges to students' engagement and learning and teacher effectiveness. Growth mindset-the belief in malleable intelligence-has been found to increase students' motivation and achievement, especially during times of transition, which often present significant challenges to learners. Recent research has demonstrated the effect of faculty mindsets on students' engagement, persistence and learning and posits a need to explore the classroom practices that cultivate a growth mindset-oriented culture. The current research explores the experiences of 30 students in two Psychology courses (i.e., Developmental Psychology & Experimental Psychology) at a Historically Black College and University (HBCU) in the Mid-Atlantic region of the United States, as their professor employed strategies to support a growth mindset-oriented learning environment. This survey research study employed convenience sampling methods, where students voluntarily participated in the anonymous end of semester evaluations. Three strategies-relationship building, game-based learning, direct growth mindset instruction- were employed to support a Growth mindset-oriented learning environment of students enrolled during the first completely ERI semester. End of semester evaluations, consisting of both open and close-ended questions, were analyzed using descriptive statistics and thematic coding. The analysis suggests that relationship building strategies are paramount to supporting students' Socio-emotional needs. However, although growth mindset and game-based learning strategies showed promise in supporting student motivation and learning, the study provides suggestions for how altering delivery methods and frequency of these strategies may have the potential to maximize benefits for students.

Keywords: growth mindset, learning environment, emergency remote instruction, socio-emotional needs, student learning

Physics Teachers' Pedagogical Content Knowledge on Students' Academic Achievement in Kwara State, Nigeria

A. A. Yusuf,^{1A} E. O. Omosewo,^{2B} A. O. Akanbi,^{3C}
R. E. Mohammed,^{4D} O. T. Badmus^{5E} and A. Usman^{6F}

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ABSTRACT

The study investigated Physics Teachers' Pedagogical Content Knowledge and Students' Academic Achievement. The researchers designed an instrument called Physics Teachers Pedagogical Content Knowledge on Students' Academic Achievement Questionnaire (PTPCKSAAQ), which was used to gather the data for the study. Additionally, pro-forma was used to collect students' performance, random sampling technique was used to select 400 Physics teachers in 40 public and private secondary schools respectively, making it 80 schools with a school having 5 representatives. The reliability of the instrument was tested using Cronbach Alpha and a coefficient of 0.84 was derived. The two sets of scores obtained from the two administrations correlated using Pearson Product Moment Correlation Coefficient. Findings revealed that there is a significant relationship between Physics teachers' qualification and students' academic achievement which was analysed by ANOVA ($F(2, 16) = .813; P < 0.05$). In addition, the findings indicated that there was a significant relationship between Physics teachers' teaching experience and students' academic achievement at .05 level of significance. It was then concluded that there is a significant relationship between Physics Teacher Pedagogical Knowledge and Students' Academic Performance in Kwara State, Nigeria. Based on the findings of this study, it was recommended that active actions are needed to increase teachers pedagogical knowledge, teachers recruitment should be more dependent on qualifications and teachers should endeavour to engage in in-training so as to enhance their pedagogical knowledge.

Keyword: Pedagogical content, Teacher competence, Teacher experience, Students' Academic Achievement

Tertiary Chemistry Education in Guyana: A Baseline Study Towards Innovative Pedagogy

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ABSTRACT

Prior to the COVID-19 pandemic, the need for a transformation in chemistry pedagogy as evidenced by students' poor engagement and performance in the subject was identified. This need was exacerbated by the prevailing global pandemic and consequent shift to emergency remote teaching, which have resulted in even lower rates of student engagement. Gardner's theory of multiple intelligences underpinned the research as it was conceptualised that the ways in which students learn are contingent upon their varied intelligences and are influenced by the ways in which they are taught. The objective of this research was to investigate the status quo regarding the teaching and learning of tertiary level chemistry in Guyana with a view to informing changes in pedagogy. The study employed a convergent mixed-method design that was mainly quantitative. A purposive sample comprising 210 students and 11 teachers from four tertiary institutions in Guyana were surveyed (between June – July 2020) for their learning and teaching styles respectively. Electronic questionnaires were used to collect the closed and open-ended data, which were analysed, coded and subjected to chi square tests, cluster analyses, cross-tabulation procedures and analyses of variance using SPSS version 27. Findings revealed that both teachers and students agree on lectures being the most commonly utilized method of teaching across all institutions. Students, however, stated a distinct preference for more active methods such as laboratory experiments, in-class discussions and in-class exercises. The preferred learning activities were not significantly related at $p < .05$ level to students' age, sex, study year nor institution. Whilst there was some matching of students' learning styles with teaching styles, the quantitative and qualitative data suggest that there is need for the introduction of innovative methods of teaching consistent with students' preferred learning styles.

Keywords: chemistry, pedagogy, learning styles, multiple intelligences.

The Future of Caribbean Undergraduate Science Laboratories: Leading, Teaching and Learning Using Virtual Simulations Post Covid-19

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ABSTRACT

Traditionally, science disciplines require the use of laboratory activities in order to reinforce theory and develop students' practical skills. The ability to achieve this objective was of some concern with the onset of COVID-19 pandemic. A descriptive study using a retrospective cross-sectional approach was completed using data from an adapted Labster Student Survey. This anonymous and self-administered evaluation instrument collected opinions about simulations from students at a Caribbean university in the Departments of Biology, Nursing and Consumer Sciences during the period 2020-2021 of the pandemic. Descriptive and inferential statistics were used to analyze the data. Data were collected from 112 students, of which 49.1% were from the Nursing Department, 45.5% were from the Biology Department and 5.4% were from the Consumer Sciences Department. In terms of learning effectiveness, 78.6% found that the simulations were effective whilst 42.8% found that the simulations were more beneficial over complicated hands-on activities. Over 80% of the students found they could apply what they learnt in the simulations to the real world. Over 91% of the students felt they gained relevant knowledge after using simulations whilst about 83% of the students found simulations motivating and 69.6% felt confident about their laboratory skills after using them. The majority of students (75.9%) preferred the use of simulation laboratories rather than hands-on activities during the pandemic. Overall, students were pleased with the use of virtual science laboratory simulations (87%). An independent t-test was conducted to test the hypothesis whether any statistical significant relationship existed between Biology majors and Nursing majors' views with regard the use of virtual science simulations. The results showed that a significant difference does exist between the groups with respect to students' overall satisfaction with simulations, $t(104) = -2.1, p = 0.037$ and confidence to transfer learning to the real world, $t(99) = -3.1, p = 0.003$. The results of this study can inform the future direction for continued adoption of the educational innovation. Consequently, Caribbean undergraduate science programmes could see the integration of virtual laboratory simulations as a part of their overall science laboratory experience in the post COVID-19 era.

Keywords: diffusion of innovation; virtual laboratory; science simulations

ASSESSMENT AND EVALUATION TECHNIQUES

Equality of online, non-proctored assessments generated from an item bank

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ABSTRACT

Concerns regarding the integrity of non-proctored, online assessments arose when Universities adapted compulsory online academic activity due to the COVID-19 pandemic. Universities are mandated to deliver a good quality education to all of its students. Online, non-proctored examinations containing items polled from an item bank should therefore present similar levels of difficulty to all candidates. The objective of this study was to compare the levels of difficulty on an assessment based on Introductory Thermodynamics among various ranks of performers. The assessment was executed in May of 2020 in an online, non-proctored mode to a group of 296 students. The assessment comprised 18 items polled from an item bank containing 129 items divided into 6 categories. Each student received a script that contained 12 questions of the Knowledge/Understanding type and 6 questions of the application type. A quantitative methodology was used involving a sample of 33 candidates (12.5%) polled sequentially from the top 20%, middle 20% and bottom 20% ranks based on test scores. The mean facility index on each script was determined and comparisons were made between candidates of different ranks using ANOVA. Pearson's test for correlations between test scores and facility Index and test scores and number of difficult items were also conducted using SPSS version 28. Findings showed that there were no significant differences in the mean facility index between high, middle and low performing candidates ($p=0.326$). Test scores were not correlated to facility Index ($r = 0.176$) nor to the number of difficult items per script ($r = 0.002$). There were significant differences in the mean facility index between some individual scripts, but this did not affect student performance. There seemed to be no difference in the difficulty of online, non-proctored assessments containing items polled from an item bank.

Keywords: equality, difficulty, online assessments, item bank, proctored assessments, non-proctored assessments

PARENTAL INVOLVEMENT DURING EMERGENCY REMOTE LEADING TEACHING AND LEARNING

Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners During Covid-19 Lockdown

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ABSTRACT

In light of the escalating COVID-19 pandemic and efforts to contain its spread, a large number of educational institutions shut down face-to-face teaching and learning activities globally due to a complete lockdown. This study aims to assess parental involvement, learning participation and the commitment to online learning of adolescent learners during the COVID-19 lockdown in Nigeria. The engagement theory of Kearsley and Shneiderman (1998) was used as a theoretical lens to understand the link between parental involvement and learners' online learning participation and the contribution of adolescent learners' commitment to successful online learning. The authors adopted the engagement theory because it sheds light on how to increase the commitment of adolescent learners towards online learning. This is effected through the involvement of parents in providing digital resources and learners' participation, strengthening the non-academic, collaborative and project-based components of the theory. One thousand, four hundred and seven adolescents (male = 38.8%; female 61.2%) aged between 12 and 20 (mean = 15; SD = 4.24) responded to the online survey, which was open for two months. The convenience sampling method was used. Data were analysed using descriptive statistics of frequency distribution and inferential statistics of multiple regression. The findings revealed that adolescent learners' online learning commitment level was high. The finding further yielded a coefficient of $R = 0.439$ and $R\text{-square} = 0.192$ variance in the prediction of the outcome measure. Parental involvement contributed 32% (Beta = .322, $p < 0.05$) and learning participation 23.4% (Beta = .234, $p < 0.05$). The study concludes that parental involvement and learning participation played a significant and positive role in online learning commitment of adolescent learners during the COVID-19 lockdown in Nigeria. Therefore, it is recommended that secondary school system should adopt and keep abreast with online learning education as a supplement to the traditional method of teaching and learning to maintain continuity during exceptional times such as the COVID-19 pandemic, not only

in Nigeria but also in the world at large. Parents should endeavour to synergise with the digitalised revolution in sustaining the educational system for the academic success of their children who have become digital addicts.

Keywords: Adolescent learners; COVID-19 lockdown; online learning commitments; learning participation; parental involvement.

Possibilities or Problems?

The Experiences of Private-School Parents during the Shift to ERTL

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ABSTRACT

What are parents' experiences of private schooling during pandemic school closure in Trinidad and Tobago? Following government-mandated physical school closure in March 2020, the relocation of the classroom environment from physical onsite to virtual at-home, placed parents at the centre of their children's learning. Using a phenomenographical multiple-case study approach and purposive sampling, this study explores the varied experiences of stakeholders in learning continuity at three private primary schools in T&T. This paper presents thirteen parents' experiences with emergency remote teaching and learning (ERTL) captured in individual semi-structured Zoom interviews. Epstein's six areas of parental engagement and Pugh & De'Ath's five dimensions to parental involvement provided theoretical frameworks for interpreting parents' experiences. Iterative thematic analysis based on hybrid coding (inductive and deductive) revealed three recurrent themes: infrastructural modifications, novel volunteerism, and increased involvement in children's learning. Findings also highlighted that while traditional parental input in schooling continued, parental roles expanded to varying degrees, their pedagogical literacy increased, with some acknowledgement of the complexity of teaching and learning. The emergence of a virtual collaborative partnership, enhanced by strengthened and now crucial home-school communication, was also evident. The incorporation of structured, systematic parental engagement practices is thus recommended to realise desired student outcome gains, particularly during ERTL.

Keywords: Virtual collaborative partnership, parental engagement, private schools, phenomenography, ERTL

THE ISSUE OF CARE AND WELL-BEING

An Exploration of the Effects of COVID-19 on Undergraduate Social Work Students' Well-Being

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ABSTRACT

The first case of COVID-19 was discovered in Guyana on March 11, 2020. As of May 2021, the COVID-19 pandemic has not shown any signs of stopping or slowing. Consequently, the University of Guyana (UG) remained in full-time online teaching mode for the Social Work programs. Lecturers utilized a combination of Moodle, SRMS, and Zoom online platforms as the new forms of teaching (the new norm) in contrast to the face-to-face mode to continue the delivery of Social Work education to students at the University of Guyana. This research explored, "The effects of COVID-19 pandemic on the well-being of undergraduate Social Work students of the University of Guyana as they transitioned from face-to-face learning to online virtual platforms." The study employed a qualitative approach that applied a purposive sampling method using a semi-structured interview tool consisting of open-ended questions to garner data. Due to the COVID-19 pandemic, Google interview forms were emailed to a sample of 20 undergraduate Social Work students. The study upheld all ethical guidelines including anonymity and confidentiality. Crisis and objective education theories underpinned the study. The former focused on the coping mechanisms and resilience of students to adjust their thinking based on the situational crisis of COVID-19 as they transitioned to virtual learning. The latter suggested that school community well-being meant an environment that focused on being responsive to the needs of students and incorporating well-being into planning and systemic processes.

Keywords: well-being, school community, academic learning, coping, resilience

Exploring the Framework of Achievement Best for Improving Nigerian Students' Well-being

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ABSTRACT

Personal well-being influences individual flourishing and functioning. There are empirical validations that effective functioning contributes to students' cognitive and non-cognitive outcomes. Unfortunately, the socio-cultural context of students in developing countries contributes to their poor well-being, which accounted for their low cognitive and non-cognitive performances. Perhaps, the emergence of remote teaching and learning, following the COVID-19 pandemic, are likely to worsen students' well-being and consequently their performances. However, there is inadequate research from developing countries addressing the importance of students' well-being. This study, therefore, explores the Framework of Achievement Bests to advance the understanding of students' personal well-being. The Framework of Achievement Bests identifies two levels of best practice: realistic achievement best (i.e., a person's current level of best practice) and optimal achievement best (i.e., a person's maximum level of best practice). This framework is significant for its detailed theoretical account of optimization. Particularly, this study identifies Nigeria, as a developing country with poor students' well-being and present how the Framework of Achievement Best could be used to improve students' personal well-being, which will, in turn, lead to improved performances of cognitive and non-cognitive outcomes. On this basis, given the present study's sociocultural context, the well-being attributes for examination are optimism, emotions, personal interest and aspirations. This paper is expected to contribute to the theoretical and practical relevance of well-being to individual functioning and outcomes. It is recommended that educators and educational researchers should prioritize students' well-being while seeking to improve their cognitive and non-cognitive performances and particularly, during remote teaching and learning.

Keywords: Well-being; Achievement Best; Realistic Achievement Best, Optimal Achievement, Personal Interest

QUALITY ASSURANCE DURING EMERGENCY REMOTE LEARNING, TEACHING AND LEADING

Higher Education Quality Assurance in pandemic times

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ABSTRACT

This chapter investigates the higher education quality assurance practices in emerging remote teaching and learning. Quarantine restrictions influence the higher education and its external quality assurance as most Universities moved the study process into the distant mode. The Ukrainian National Agency for Higher Education Quality Assurance has conducted about 2000 remote site-visits and accreditations during 2020 case and this case demonstrates that distant accreditation site visit is an innovative and effective external quality assurance tool and could be used after the quarantine. The data obtained through questionnaires show that key stakeholders are satisfied with this new approach to accreditation. Secondary data analysis provides evidence that role of quality assurance institutions increases and supportive communication, leadership and adaptability of Quality Assurance Agencies is becoming the new trend to be considered in the future.

Keywords: Quality Assurance; Quarantine; Distant Accreditation; External Quality Assurance Tool; Ukraine

DIGITAL DIVIDE: OPPORTUNITIES AND CHALLENGES

COVID-19 and Its Effects on Rural Communities in Guyana: New Directions or Old Methods Retooled

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ABSTRACT

The true effect of the pandemic will not be felt for many years. However, the present effect of the pandemic has resulted in a digital canyon between the haves and have nots concerning accessibility to devices and Internet connectivity. Rural school communities are feeling the effects of the pandemic. This qualitative methodology, buttressed in the descriptive phenomenology approach, examined the views of 12 secondary school teachers who are teaching in rural Guyana (hinterland) regions, in order to understand some of the issues they and their students are facing. The participants were purposively sampled since they had to be teaching in rural Guyana. The issues were learning loss, the COVID slide, and digital divide. In order to mitigate these effects the teachers have been using first and second-generation media (community boards, radio, and supermarkets). Their resilience and grit are evidenced as they continue the education process. Rural communities have galvanized into action to provide spaces for sharing worksheets and to ensure that no child is left behind.

Keywords: digital divide; emergency remote education; rural communities; learning loss; COVID Slide

Dual Dilemma: The impact of the COVID-19 Pandemic on Socio-Economically Vulnerable College-level Students in Jamaica

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ABSTRACT

The move to virtual instruction highlighted the differences that exist across Jamaica's geosocial zones. COVID-19 has effectively amplified the effects of socioeconomic disparities in educational access. In this context, this study examines the experiences of 42 college-level students of which: 22 are urban working poor and 20 are rural working poor. This qualitative methodology study was conducted through a critical quasi-ethnographic approach. Through a constructivist worldview, the researchers explored lived realities through a cross-sectional design. This study employed non-probability sampling methods namely: purposive and snowballing. The data were analyzed through processes of indexing, as well as thematic and content analysis. This study highlighted that configurations of structural violence differ in urban and rural settings and that the onset of COVID-19 has adversely affected students' tertiary education. Conversely, the social and economic implications of the pandemic have been flagged as the catalyst for societal upheaval, college students in urban and rural working poor settings recognize the pandemic as a source of exacerbation rather than creation. The data from this study suggest that governments and key stakeholders should create systemic mechanisms to provide holistic social protection for the most vulnerable. Additionally, there is a need to invest in emerging technologies for the post-pandemic area, foster blended approaches to learning and teaching: agenda-specific actions in moving towards a digitally advanced society and fueling the digital humanity of all citizens.

Keywords: Socio-Economically Vulnerable, Rural Communities, urban inner-cities, Digital divide, social exclusion, education inequity, structural violence.

Online Teaching and Learning in Higher Education Institutes during COVID-19 Pandemic: Students' Perspectives

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ABSTRACT

Online teaching and learning has become the new normal these days, as it remained the only way for continuation of academic activities during the COVID-19 pandemic for all level of Education. It provided the opportunity to each student regardless of his/her geographical location and the situation in which he/she is residing. The intended purpose of the study was to uncover students' perspectives of online teaching and learning during the COVID-19 Pandemic. The study was conducted among the Tezpur University students of Sonitpur District, Assam. Qualitative methodology was used for the study and data were collected from 10 students using purposive sampling technique. A self-developed semi-structured interview schedule was used for data collection and the data collected were analyzed thematically. The findings of the study highlighted that students had positive attitudes towards online teaching-learning during the COVID-19 pandemic. Online teaching and learning helped them to stay abreast of their classwork. Simultaneously, there were also challenges linked with the theme of digital divide like poor internet connectivity, lack of availability of gadgets, insufficient mobile data, inconsistent power supply that impacted in a bigger way. Adding to this, the frustration level seemed high among the students, as they had to shift, all of a sudden, from offline to online mode of learning.

Keywords: Online Teaching and Learning, Home Environment, Content Delivery, ICT Facilities

Reflections on Emergency Remote Education During the COVID-19 Pandemic: Opportunities and Challenges

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ABSTRACT

Teaching online via Zoom/Moodle interface, during the emergency COVID-19 pandemic, can be both rewarding and frustrating at the University of Guyana. This paper entails my reflection of what took place as the University of Guyana transitioned from face-to-face to Emergency Remote Education (ERE). This qualitative methodology, case study, entails this lecturer's reflections on the challenges and opportunities inherent in emergency remote Chemistry teaching at the University of Guyana. This lecturer reflects on the advantages and disadvantages of technology use in the face-to-face and online classroom with specific examples of the shortcomings and opportunities for growth. This author will compare the use of the Moodle platform to that of face-to-face teaching in Chemistry. He will also discuss the issue of academic integrity arising from conducting online assessments. Moreover, he will interrogate the issue of critical thinking and how it can be promoted and/or diminished in the Moodle platform. He will also provide recommendations from the scholarly literature on how to resolve and embrace the changing landscape of emergency remote teaching and learning.

Keywords: online teaching, COVID-19 pandemic, moodle platform, academic integrity, online assessment.

Students' Access to Academic Advisement during COVID-19: Implications for Students' Course Study Completion Rates

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ABSTRACT

The COVID-19 pandemic has significantly affected education provision and access across the globe. One key aspect affected is academic advisement, vital to a student's university experience for enhancing success and engagement. While recognising disparities between academic advisement and student progression at the University of Technology, Jamaica, the study explored the strength and efficacy of the institution's academic advisement processes since the onset of the COVID-19 pandemic, toward facilitating successful and continuing student engagement. A mixed method approach utilising surveys was adopted to enable the capture of the advisor/advisee experience so that an appreciation for shifting academic advisement engagement and practice may be reviewed. The research was informed through data collected from 108 students and 15 lecturers attached to a Bachelors of Education qualification, the learning programmes were in Business and Computer Studies (BCS) and Industrial Technology (IT) options. The findings revealed that 80% of students sought their advisors on matters related to their course of study, notably student groups with lower advisee/advisor interactions tended to have extended course tenure, beyond the prescribed 4-year programme. Significantly, advisees shifted their interactions with advisors from personal office visits to virtual meeting spaces (mainly Zoom and Skype) and telecommunications, however, limitations were encountered due to unreliable and inequitable online access as the main modes for contact changed during the pandemic. Recommendations include the strategic institutionalisation of a mandatory advisement function, quality enhanced through a dedicated unit with the purpose of enhancing the advisee/ advisor experience for both student and institutional success. A key adjustment needed for the success of these recommendations, is that the current information communication technology (ICT) platforms for enrolment and course selection be adjusted to include "checkpoints" for academic advisors.

Keywords: academic advisement, student access, retention, student services, COVID-19 pandemic, online access.

Understanding the Technological Environment of Online Mode For Educational Institutions in Guyana: Our Lived Experiences at the University of Guyana

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ABSTRACT

The sudden migration to a fully online mode at the University of Guyana (Guyana), resulting from the COVID-19 Pandemic, has had both positive and negative results. This paper presents the experiences of two somewhat technologically savvy staff at the University of Guyana who operated in both administrative and teaching capacities as they: delivered classes and/or guest talks on audio production, research, and layout and design; supervised final year Communication students' projects; and, managed multimedia productions for the University – all happening in the online mode. Being exploratory, qualitative, and self-reflective based on lived experiences during the Academic Year 2020/2021, this paper categorises data under two key sections: (1) knowledge and use of technology and (2) infrastructure (electricity, internet, and device) – while subliminally highlighting the need for capacity building in all technologies used in the online delivery of content. While it is important for administrators and educators to understand how to adapt content and teaching methodologies for the online environment, it is also important for them to understand the wider environment in which online mode occurs. This paper aims to highlight this and present entry points for better understanding of these matters in the tertiary educational environment in Guyana.

Keywords: technology, technological environment, online mode, online teaching, online leading, tertiary educational, educators, administrators, autoethnography

LEADING, TEACHING AND LEARNING POST-COVID 19

Blended Learning, Facilitating and Leading During and Post-Disruptions

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ABSTRACT

The blended approach to learning uses a combination of face-to-face and online teaching and learning strategies. The approach is evolving and flexible, allowing continuity of learning during extended periods of disruption in in-classroom teaching. Institutions traditionally focused on face-to-face teaching should adopt varying degrees of blended learning, enabling smoother transition along the learning continuum when in-person course delivery is inhibited. This article refers to the Complex Adaptive Blended Learning System (CABLS) framework as an impetus for blended learning. It proposes an enhancement to demonstrate the interrelation between the learner, teacher, technology and other elements. The framework is adaptive and ensures continuity of learning in times of uncertainty. Thus, even if in-person delivery reconvenes post-pandemic, facilitators should include blended components to cater to students' changing needs in the dynamic learning environment. Moreover, facilitators should serve as innovators, focused on developing quality learning experiences and effecting positive change for several stakeholders and the interest of society and the environment.

Keywords: blended learning; complex adaptive; disruption; learning continuum; online teaching; social change agent; transformational leader.

Leading Remotely: Four Cs (Communication, Co-operation, Collaboration, Context) For Leading Teachers During Crisis

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ABSTRACT

The COVID-19 pandemic has initiated Jamaican school principals into the practices of leading remotely. As first responders in providing education during crisis, they must lead to ensure that students remain successful and that teaching and learning are prioritised. Leading remotely through a pandemic can be messy, unpredictable, and frustrating indicating that there are no fixed certainties. Notwithstanding this, principals as school leaders are called upon to act swiftly and to respond to immediate needs with much foresight. To be effective, principals in their roles as school leaders need to have the right tools for the task. This study sought to understand principal's individual and contextualized responses to leading teachers remotely during COVID-19. The study utilized a generic qualitative design with participants selected through purposive and network sampling of school leaders. Data were then collected through interviews of four school leaders and findings were analysed through thematic analysis. The main findings from the study revealed that school leaders had a narrowed understanding of instructional leadership, they experienced remote leading as a paradox, and they supported themselves and teachers through a range of contextualised responses. Theorized through the 3T model (triage, transition, transform) of crisis the presentation highlights the four Cs (communication, co-operation, collaboration and context) that are considered critical to principals' remote leadership of teachers during a crisis. Consequently, recommendations include a contextualized approach to instructional leadership which takes into consideration a learning disposition by the school leader, and clear communication to reduce barriers of power, facilitate co-operation and foster collaboration.

Keywords: school leadership, emergency remote leading, triage, transition, transform, communication, collaboration

Students' Experiences Transitioning to Emergency Remote Teaching – An Exploratory Case Study

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ABSTRACT

Many higher education institutions across the world, including the University of Guyana, adopted Emergency Remote Teaching as a response to the COVID-19 pandemic. In many ways, transitioning from face-to-face to an online teaching environment was a new experience for many, including students and lecturers. This exploratory case study used an open-ended survey instrument to examine students' experiences transitioning from a face-to-face experience to emergency remote education. The study used learning ecology an analytical framework to ground the data analysis given its utility for exploring emergent and transitional contextual learning settings. Using a reflexive thematic analysis of 68 students' responses, six themes were constructed. These are: a) positive online experience; b) valuing lecture; c) use of supplementary resources; d) convenience and comfort; e) making adjustments; and f) infrastructural challenges. Overall, students found the emergency remote educational experience was positive, engaging, and to their convenience and comfort. However, several challenges affected students' participation in online sessions, including infrastructural. Implications from this case study should be taken with caution but the findings do point to the potential for exploring further online learning opportunities for students. However, the study highlights learners' inclination to adjust to their learning context by deploying various strategies and technological tools to support their learning. This study, though exploratory, suggests two courses of action: a) that learning design for emergency remote teaching scenarios adopt a learning ecology perspectives, and b) that blended learning be adopted as a natural instantiation of this learning ecology design. These approaches could potentially address some aspects of the infrastructure challenges students' experiences through flexibility, choice, to self-organise and take increased control of their learning environment.

Keywords: Emergency Remote Teaching, COVID-19, Students' Experiences, learning ecology

Supporting Jamaican teachers through COVID-19 and beyond

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ABSTRACT

Comparative studies of education systems and international surveys of factors that contribute to teachers' capacity to teach well speak to the same notion - that support is key and has implications for teachers' motivation, sense of self-efficacy and job satisfaction. These, in turn, are associated with improved student learning (OECD, 2014; Darling- Hammond, 2012). Anecdotal evidence about the first eight months of schooling during the COVID-19 pandemic in Jamaica suggested that teachers struggled in many ways because they lacked support – which affected their capacity to offer quality instruction. Therefore, there is value in documenting and understanding teachers' experiences during the pandemic to identify practices and strategies for supporting teachers now and in the future. This mixed methodology study used an online google survey to quantitatively capture responses to closed questions, and for qualitative analysis of open-ended questions. A random cluster sampling proportional to size technique was employed to select 41 schools across all levels of the sector. One hundred and ninety-eight teachers from these schools were surveyed. Descriptive and inferential statistics were used for quantitative analysis, while responses to the open-ended questions were analysed thematically using manual coding. The results provide a quantitative summary of methods used by teachers to reach and prepare students for exams during the COVID-19 pandemic, as well as the extent to which age, qualifications, years of teaching experience and competence affected method choice. Zoom and Blackboard Collaborate were the most frequently used technology tools used to facilitate students online. Learning was also supported with WhatsApp and posting assignments on Google Classroom. Internet connectivity and lack of access to devices affected students' participation in online sessions. Qualitative findings highlight emerging themes about teachers' experiences such as the negative effect of poor ICT skills, lack of equitable access to the internet, lack of leadership, inefficient organization, and underfunding, which all impacted teachers' well-being and their capacity to be effective educators.

Keywords: Supporting teachers; teaching in a pandemic; teaching beyond COVID-19

INNOVATION IN LEADERSHIP AND TEACHING INCLUDING INCLUSIVE EDUCATION

Mothers' Evaluation of Fathers' Involvement in Emergency Remote Education for the Hearing Impaired Child

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ABSTRACT

Lockdown measures, which aimed to reduce the spread of COVID-19, did not only foster emergency remote education but also gave ample time for family bonding. Hence, while the lockdown lasted and traditional mode of teaching transformed into online teaching and learning model, we were curious about fathers' involvement in emergency remote education especially for learners who are hearing impaired. Thus, based on mothers' evaluation, we examined the effects of fathers' acceptance or rejection of the hearing-impaired child's academic resilience, computer use and self-efficacy. We employed a descriptive cross-sectional research design and purposively sampled, through snowball approach, 292 respondents. Data were collected through structured questionnaire using Google form. Data generated were analysed using structural equation modelling. The mean age of respondents was ± 31.5 . It was observed that all the fit measures of the SEM fell within the acceptable range ($\chi^2 = 10.42$, $df = 4$, $\chi^2/df = 2.61$, $GFI = 0.99$, $CFI = 0.91$, $NFI = 0.99$, $AGFI = 0.98$, $IFI = 0.91$ and $RMSEA = 0.04$). Findings further revealed that fathers' acceptance or rejection (based on mothers' evaluation) of a hearing-impaired child's academic resilience, computer use, and self-efficacy had a negative but direct relationship with fathers' involvement in their hearing-impaired children's emergency remote education. Based on the finding in the study, it is recommended that teachers of learners with hearing impairment should strategically give assignments that will specifically involve fathers' inputs.

Keywords: Academic resilience, emergency remote education, computer use, hearing impaired, self-efficacy.

Online Transition for Students with Disabilities in the time of COVID-19 Pandemic

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ABSTRACT

According to UNESCO, 24 million learners from pre-primary to tertiary education are not finding their way back to their studies in 2020 following the COVID-19-induced closures. Among the largest share of learners at risk are 5.9 million, lives in South and West Asia and 5.3 million students are at risk are in sub-Saharan Africa (UNESCO, 2020). These two regions have faced severe educational challenges even before the pandemic, which is likely to worsen their situation considerably (UNESCO, 2020). Further, the school children affected by COVID-19-related school closures had significant strain on the learning progress and well-being of 90 million students globally (UNICEF, 2020). Only 10% of countries have laws that help ensure full inclusion in education (UNESCO GEM Report, 2020). The present paper discusses several basic issues, challenges, recommendations that are required for the online transition for students with disabilities in difficult times of COVID-19. It can be seen that online learning policies, parental involvement, lack of equipments with appropriate software, teachers' knowledge and robust internet connectivity are the key elements for successful inclusive education. Artificial Intelligence and technology advancement are also playing a major role in providing effective online transition to students with disabilities in the time of COVID 19 pandemic.

Keywords: Online Transition, Students with Disabilities, Inclusive Education, COVID-19.

Remote Teaching and COVID-19 in Inclusive Primary Schools in Belize

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ABSTRACT

School closures during the pandemic imposed significant challenges by disrupting pedagogy as classrooms transitioned to remote learning. This qualitative case study explored teaching strategies employed through remote learning as teachers worked to meet the diverse needs of students. The design for this study was a qualitative case study conducted in the form of Community Engaged Research. Purposive sampling was utilized to identify participants and teachers were randomly chosen to participate in an interview. This study utilized multiple sources of data including participant interviews through zoom technology, document analysis, and survey data to gain a better understanding of teaching practices. Two hundred and thirty surveys were emailed to teachers. Eighty-eight responses were received, indicating a 38% response rate. Twenty teachers were randomly chosen for the interview portion of this study. Researchers utilized two forms of data analysis. Quantitative descriptive data and qualitative data were analysed according to a modified convergent design approach. Descriptive statistics were calculated for survey data using IBM SPSS statistical analysis software. The qualitative data analysis involved "consolidating, reducing, and interpreting responses to identify codes that emerged. The salient themes identified included: teaching/commitment to meeting student needs, need for additional resources and training, and a disconnect between families and schools. Our findings suggest that, before the pandemic, teachers in primary schools relied primarily on ability grouping, peer tutoring, and differentiated instruction for special needs students. However, without time to prepare and adjust to school closures and without adequate technology to support synchronous classroom meetings, teachers were forced to rely on take-home packets to meet instructional goals. Teachers, although they were passionate about meeting the needs of their students, struggled to find resources and techniques that could provide support for special needs students. Findings further suggest that family engagement during school closures influenced the success of students. Teachers depended upon families in primary grades to emphasize learning through completion of take-home learning packages and explanation of key learning concepts.

Keywords: Community engaged research, family engagement, emergency remote education, theory of inclusive education.

PRESENTERS BIOGRAPHIES

(arranged in alphabetical order)

Saidat Adeniji is currently a PhD candidate at the School of Education, University of New England, Australia. She earned her Master and Bachelor (First class Hons.) degrees in Mathematics Education from the University of Ilorin, Nigeria. She has more than seven years demonstrated experience in teaching at the secondary and higher education levels. She has few research publications in the field of Mathematics learning and teaching. Her research interests include: pedagogies of teaching and learning mathematics, psychology, mathematics assessment, mathematics teacher education and mathematics curriculum.

Olufemi Timothy Adigun, PhD is a Postdoctoral Research Fellow of the Department of Special Needs Education, University of Zululand, South Africa under the mentorship of Prof D. R. Nzima. Olufemi has a passion for deaf studies and inclusive educational processes and has published research articles on deaf-related issues. He is a member of the Association of Sign Language Interpreters in Nigeria (ASLIN), the Educational Sign Language Interpreters Association in Nigeria (ESLIAN), and the World Association of Sign Language Interpreters (WASLI).

Dr. Khadijat S. Ameen is a Senior Lecturer in the department of Science Education, Faculty of Education, University of Ilorin, Nigeria. She obtained her Ph.D., M.Sc. and B.Ed. respectively from the same University. She has over twenty publications spread across local, national and international journals. She is a member of numerous learned professional societies like the Mathematical Association of Nigeria (MAN), Science Association of Nigeria (SAN), Science Teachers Association of Nigeria (STAN), and Teachers' Registration Council of Nigeria (TRCN), to mention a few. Dr Ameen has attended several workshops and presented papers at conferences. She is presently the Postgraduate Coordinator and the Chairperson Dress Code committee for the Faculty of Education, University of Ilorin, Nigeria.

Mohammad Asif, assistant professor working in the Department of Education, Tezpur Central University, Tezpur, Assam. I did my post-graduation in History and completed BEd, MEd. I am pursuing my PhD from JMI, New Delhi. I have around 6 years of teaching as well as research experience. My area of interest lies in Contemporary Indian Education, Teacher Education, Educational Technology, and Pedagogy of Social Sciences. The experience I gained as a school teacher before joining the university provided me necessary skills and knowledge to serve better in the field as it proved helpful to understand the needs of school education and prepare teachers accordingly who are being trained in my department. I have participated in a quite a number of International and National level conferences as a resource person as well as a participant. At present, I have life membership for IFORE and CESI.

Ms. Angelina Autar is a Lecturer at the University of Guyana Berbice Campus (UGBC) and has taught sociology courses there for the past ten years. She has primarily worked with students in UGBC's Social Work programme but also enjoys introducing sociology to students in cross-faculty courses. Her research interests include comparative and critical sociology. Ms. Angelina Autar is currently pursuing doctoral studies in the area of education with the aim of continuing to improve teaching and learning at the University of Guyana.

Carole G. Basile is the Dean of the Mary Lou Fulton Teachers College at Arizona State University (ASU). Prior to joining ASU, Basile was Dean and Professor in the College of Education at the University of Missouri St. Louis (UMSL). As Dean at ASU, her work has centered on redesigning the education workforce and changing practices in teacher and leadership preparation. She is currently working with education organizations nationally and internationally to design systems and enable organizational change in these areas. She is recognized for her work in math and science education, teacher education, community engagement, and environmental education and has published numerous articles, books, book chapters, and technical papers. She is serving as Principal Investigator for multi-million dollar projects funded by the Kern Family Foundation and the Department of Education. Her community work is also extensive, as she has actively partnered with many urban school districts, nonprofit community and social service entities, and organizations focused on business, workforce, and economic development. Dr. Basile has 15 years of business experience in the areas of sales, management, and corporate training and human capital development.

Dr. Mintu Bhattacharya is a Licensed Physiotherapist, a Special Educator & Rehabilitation Administrator. He is having Ph.D. in Education-specialized in Inclusive Education for Students with Disabilities from Don Bosco University. He has done his Bachelors of Physiotherapy done from Rajiv Gandhi University of Health Sciences, Karnataka, India and Management in Disability Rehabilitation from National Institute for the Empowerment of Persons with Intellectual Disabilities, (Divyangjan), Andhra Pradesh, Ministry of Social Justice & Empowerment, Government of India. He is an also a special educator. He is also a certified Wheelchair Service Training Package (Basic Level)-WSTP-ISWP from International Society of Wheelchair Professionals, Pittsburgh, PA & Mobility India, Bangalore, India and a manual therapist from FIMT, Bangalore, India.

Dr. Mintu Bhattacharya has 31 conference presentations to his name (International-11, National-19, Regional-01) and thirteen publications in different journals and books of international and national repute. He has also received Dr. Barbara Hanfstingl Best Paper Award by Dr. Barbara Hanfstingl for the paper titled "Inclusive Approach in Schools: Current practices and Basic competencies for Overall Development for Children with Disabilities" at the Annual InSPA International Conference. Presently, Dr. Mintu Bhattacharya is serving as an Assistant Professor in the Department of Disabilities Studies, Gauhati University, Assam, India.

Dr. Charmaine Bissessar is the Acting Director of the Centre of Excellence in Teaching and Learning at the University of Guyana. She is a Senior Lecturer with the University of Guyana where she lectures in Education at the Masters and Post-Graduate levels and supervises Master's theses. She is also a Fellow of the Higher Education Academy (FHEA). Dr. Bissessar has presented at conferences regionally and globally and has written extensively on leadership in education focusing on gender. Her publications add to the limited extant research on anecdotal and empirical data on the Caribbean. Her passion continues to be research and teaching. Additionally, she conducts peer-reviews for several international journals to keep abreast of the latest research in her field. Her interests encompass education, professional development, quality assurance in education and online learning and teaching. In her spare time, she writes prose and short stories. Her latest prose was published in an issue of the Caribbean Writer dedicated to Dereck Walcott

Dr. Lydia Campbell-George is currently an Assistant Professor for the Department of Nursing Education at the University of the Southern Caribbean (USC) in Trinidad and Tobago. At this institution, her primary teaching responsibilities include teaching in the Associates to Bachelors of Nursing (BScN) and the generic BScN programs both offered blended and remotely. She has served as Ag. Director of the Nursing Department on several occasions and also on various administrative committees at USC. She is actively involved in several research groups conducting studies locally and regionally as a Principal and Co-Investigator. She received her BScN specializing in Nursing Education (First Class Hons), MSc in Advanced Nursing specializing in Nursing Administration/Leadership and an Ed.D in Educational Leadership with a specialization in Higher Education from the University of the West Indies St Augustine.

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He holds a Doctor of Education Degree in Educational Leadership in Higher Education from the University of the West Indies Open Campus (UWIOC). He is also the holder of a Master of Philosophy and a Bachelor of Science Degree (First Class Honors) in Chemistry from the University of the West Indies, St. Augustine and was the recipient of The President's Gold Medal for Top Student at Teachers' College Examination in 1999.

He has diverse research interests in online learning, public health and e-leadership. Apart from his academic pursuits, he has interests in hiking, badminton and other outdoor activities. He describes himself as a dedicated, enthusiastic, student-centered Caribbean-based college educational leader.

Lisa Edwards is the research assistant attached at the Institute of Gender Studies at the University of Guyana. Ms. Edwards graduated with a degree in Communication Studies from the University of Guyana and completed her Masters in Science degree in Gender and Development at the University of the West Indies. Presently, Ms. Edwards is a doctoral student in the Innovation and Leadership Education programme at Arizona State University. Her present programme of study centers on conducting action research, which will be used as she investigates student engagement in large class settings.

Dosseth Edwards-Watson PhD, is an educator extraordinaire with over thirty-four years' experience in the field of education. She has distinguished herself as an exemplary transformational leader, an educational leadership researcher, instructional coach, workshop facilitator, and school improvement specialist with emphasis on school violence reduction/elimination; teacher education, and establishing compassionate schools towards positive outcomes for all stakeholders.

Dr. Edwards-Watson, a Jamaican, is the recipient of The Prime Minister's Medal of Appreciation for Service to Education 2019 and, was the LASCO/Ministry of Education, Youth & Information 1st Runner-up Principal of the Year 2017-2018. She currently serves as the Principal, Team Leader, and Chief Executive Officer of the Trench Town Polytechnic College.

She earned her Doctorate and a Master of Education at the University of the West Indies, Mona, specializing in Teacher Education; a Master of Arts (First Division/Upper Class Honours), and a Post Graduate Diploma in Education from the Indira Gandhi National Open University, India. She holds a Bachelor of Education (Honours) from the University of Technology, Jamaica; a Diploma in Industrial Management from the University of London, UK; a Diploma in Teaching from Shortwood Teachers' College and, numerous stackable credentials in Technical/Vocational Education.

Dr. Dawn I. Fox is a Senior Lecturer in the Department of Chemistry at the University of Guyana. Her overarching research interest is in converting local materials into filters and sorbents for improving water quality. Dr. Fox earned her Bachelor of Science in Chemistry at the University of Guyana in 1997, and in 2002 a Master of Chemical & Materials Engineering at the University of Auckland in Auckland, New Zealand. She returned to her home university and completed a post-graduate Diploma in Education, before starting her doctoral studies. In 2011, she graduated with a Doctor of Philosophy degree in Chemical Engineering from the University of South Florida (USF), in Tampa, Florida, USA.

Dr. Fox's tertiary teaching career spans over 20 years and she has always been passionate about creating transformative learning experiences for students. Dr. Fox has several peer-reviewed journal and conference proceedings publications, one book chapter, and holds two patents. In 2018 she became the first Guyanese to be awarded the Organisation for Women in Science for the Developing World – Elsevier Foundation Early Career Award for scholarship and research in the Physical Sciences.

Neketa Forde is a Visual Storyteller and pragmatic Guyanese traveller who has spent almost a decade documenting the world - from Guyana's Rupununi Savannah to Ecuador's Loja Province. Versed in a broad range of art forms, she is a skilled multimedia practitioner and educator with a BSc. in Communication Studies from the University of Guyana and an MFA in Communication Media Arts, specializing in Animation and Storytelling for Social Change from Ohio University.

Professionally, Ms. Forde is a videographer and audio/video editor who has spent years working for a range of non-governmental organisations to turn case study reports into mini documentaries that illustrate the impact said organisations have on the rural communities in which they serve. As an educator, she is still trying to find her place but believes it is her job to facilitate learning by creating an environment through which students exert effort and a lot of forethought. And as a creative she continues to work on her 2D animated docufiction series, *Tings Brown*, which focuses on highlighting snippets of social inequalities that drive citizens from developing countries such as Guyana into emigrating. Ms. Forde is currently employed at the University of Guyana, holding the portfolio of Multimedia Production Manager within the Department of Events, Conferences and Communication (DECC).

Dr. Afiya Fredericks is an Assistant Professor of Psychology at the University of the District of Columbia. Her research agenda includes understanding the impact of implicit beliefs (mindsets) on motivation and achievement, particularly for minoritized students in STEM and exploring the role of leadership in cultivating growth mindset-oriented environments.

Dr. Fredericks has been immersed in mindset research for over a decade now and is the former Director of Professional Learning at Mindset Works Inc. There, she supported the implementation of Growth Mindset programs and practices in schools and organizations for 6 years. As a life-long learner, she believes that embodying a growth mindset is a beautiful journey that she works on daily. Dr. Fredericks is a proud US Virgin Islander and enjoys opportunities to escape home to the beautiful island of St. Croix.

Candy Garnett holds a Bachelor's degree in Primary Education from the University of Belize, a Master's Degree in Education leadership from the University of North Florida and a Doctoral Degree in Higher Education from Oklahoma State University. She is a career educator with more than 28 years' experience working in the primary sector and at the policy level of the Belizean education system. Her work experience includes teaching at the primary, serving as a Literacy Coordinator at the Caribbean Center of Excellence for Teacher Training at the University of Belize, serving as an Education Officer and, presently, the Director of Education Support Services for the Belize Ministry of Education, Culture, Science and Technology. In her present capacity she works to improve access to and the quality of education for vulnerable children in the school system. Dr. Garnett served as a reviewer on the expert peer-review panels for the American Educational Research Association (AERA) 2021 Annual Meeting.

Dr. LeRoy Hill is the Director of the Centre of Excellence in Teaching and Learning, UWI, St. Augustine. He was the former Dean, School of Distance Education at the University of Southern Caribbean and has been an educator and academic leader for over 24 years. He holds a Masters in Instructional Design & Technology from Virginia Tech, a Phd in Education (eLearning) from University of Nottingham and a Certificate in University & College Leadership and Administration from University of Manitoba. Dr. Hill teaches online at a number of universities in the fields of Instructional Design, Educational Leadership and Learning Designs. His research interests include Socio-cultural Activity Theory, Distance & Online Education, Learning Designs and Teacher Education. Dr. Hill is host of the podcast - "Let's Talk eLearning". The podcast shares success tips on elearning and distance education and was created as a way to demystify and to assist practitioners to understand some key issues, challenges and opportunities in distance learning and is hosted on popular platforms: Amazon - Audible, SoundCloud, Spotify, Google Podcast, Spotify, iTunes and Podbean. You can find out more about his research interests by visiting his blog at www.hillconcepts.com.

Gordon N. Harewood, BA, DIP.ED MED, PHD Education Assessment Specialist -

I have been an educator for all my adult life. I started the Guyana part of this journey as a teenaged Non-Graduate Teacher at North Georgetown Secondary School, with three GCE A Levels and zero teaching experience or training, fresh-faced, nervous and eager, and culminated as Deputy Principal at President's College. Fortunately for my students, along the route I did benefit from academic and professional education and growth, much of it provided by the University of Guyana (B.A., Dip. Ed. and M.Ed.), and subsequently a Ph.D. at the Ontario Institute for Studies in Education at the University of Toronto.

Thanks to a group of excellent, knowledgeable and expert professors and clear-thinking, high-achieving peers on the M.Ed. programme I developed a deep interest in educational assessment, and when the opportunity arose to join the Measurement and Evaluation Division of the Caribbean Examinations Council, for what I thought would be a three-year stint, I grasped it eagerly. I retired from CXC 23 years later as Senior Manager, heading the Examinations Development and Production Division.

Working at CXC allowed me to become familiar with education practices in all the countries that CXC serves. I was privileged to lead teams that designed, implemented and evaluated assessment programmes throughout the Caribbean and to provide psychometric leadership to several CXC Syllabus Panels and Examination Committees. I have also facilitated professional development sessions for Ministry of Education technical officers, university faculty, and primary and secondary school teachers and principals in most of the participating countries of CXC.

CXC's introduction of the Caribbean Primary Exit Assessment (CPEA) allowed me to focus on close examination and analysis of the classroom assessment practices of primary school teachers and to work with teachers and Ministry of Education resource persons to incorporate quality continuous assessment into the pedagogical practices of primary school teachers. My interest in enhancing the assessment knowledge and practices of teachers has continued in my life after CXC and I am currently involved in projects that seek to build teachers' capacity to use assessment for more than the determination of progress; indeed, to examine assessment results in a manner that informs their teaching and provides formative feedback for students, their teachers and their parents or guardians.

Now that I am retired from CXC, I continue to be committed to regional education and to seek to demonstrate this by serving as part of capacity building consultancies in Guyana and the wider Caribbean.

Carol Hordatt Gentles et al. - The presenters for this paper are a team of lecturers from the School of Education, UWI. Mona. Dr. Carol Hordatt Gentles is a Senior Lecturer in Teacher Education, Chair of the Joint Board of Teacher Education, and Programme Coordinator for the MA in Teacher Education and Teacher Development. Dr Tashane Haynes - Brown is a Lecturer in Teacher Education, Coordinator of PGDE in Modern Foreign Language Programme and serves as the Undergraduate Coordinator for the School of Education. Dr. Sharline Cole is a Lecturer in Educational Psychology and Coordinator for the Educational Psychology Programme. Dr Yewande Lewis-Fokum is a Lecturer in English Language and Literacy. She also serves as Coordinator for Undergraduate programmes in Literacy & English Language and as Coordinator for the Graduate programme in Literacy. Dr. Schontal Moore is a Lecturer in Language and Literature, with Educational Technology. She also serves as the Graduate Coordinator for the School of Education. Mr. Oneil Rattray is an MPhil student in the UWI, School of Education, Educational Administration programme.

Debbie Hopkinson is a National Professional Social Work Consultant, Educator, Mentor Guidance and Counselor, Parenting and Human Services Leadership Trainer. She holds a Master Degree in Social Work from the University of the West Indies, a Post Graduate Diploma in Education and a Bachelor's Degree in Social Work. Her main interest is working with parents and families to improve parenting styles and behaviours. Also, parent to child relations toward enabling youths to become well-adjusted adults. To this end Debbie has embarked on training programs with parents in a number of regions in Guyana stemming from the findings of her thesis which strongly indicated that parenting styles are connected to wayward and wandering behaviours in children. She continues to empower Youths and contributes toward community development and psycho-social functioning of individuals, groups and families.

Dr Marcel Hutson has worked as an educator for over 33 years. He holds a Doctorate in Transformational Leadership (Bakke Graduate University-Texas, USA), 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), Bachelors 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 Central Ministry of Education in Guyana as Regional Education Officer, Assistant Chief Education Officer, Deputy Chief Education Officer (Development) and is currently the Chief Education Officer, where he manages the delivery of education nationally. He enjoys reading and research. Additionally, Dr Hutson takes a special interest in seeing young people, in particular, fulfil their God-given potential that resulted in the publication of his book *Born to Succeed*.

Prof. Raymond C. Jagessar obtained his BSc (distinction) in Chemistry/Biology from the University of Guyana (1991) and was assistant lecturer in the Department of Chemistry from (1991-1992). He obtained his PhD from the UK in 1995. He held three Post Doctoral Research Fellowships (PDF) at the University of South Carolina (USA), Wichita State University (USA) and the University of the West Indies during the period, 1996-1999. He has several international awards, amongst them are Chartered Chemist, CChem and Fellow of the Royal Society of Chemistry, FRSC, UK, Research Grants and recently, 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 100 research articles, five book chapters, one book and presented at many conferences, locally and internationally. He is currently Professor in Chemistry (Organic and Inorganic) at the University of Guyana (South America), Fellow and President of the Caribbean Academy of Sciences.

Dr Katija Khan is a Clinical Psychologist and Neuropsychologist, Lecturer at the Faculty of Medical Sciences, UWI and a member of the UWI COVID-19 Task Force. She is an executive council member of the Caribbean Alliance of National Psychological Associations and a past President of the Trinidad and Tobago Association of Psychologists.

For the past 20 years, Dr Khan has been a passionate lecturer, researcher, clinician and public advocate, promoting mental health and wellbeing across the Caribbean. She provides consultant psychology services for the TT Children's Authority, Medical Research Foundation, North Central Regional Health Authority and University of Guyana. In Guyana she has also worked with PRAGMATIS, UNICEF, the Ministry of Social Protection and the Guyana Judiciary to provide services related to the assessment of juvenile offending, forensic interviewing and training in forensic psychology and sexual offences.

Since the COVID-19 pandemic, she has worked with various stakeholders (including CARICOM, PAHO, Trinidad and Tobago Ministry of Health, Trinidad and Tobago Police Service Victim and Witness Support Unit, Trinidad and Tobago Medical Association, Coalition Against Domestic Violence, Rotaract) to promote stress management, psychological coping and wellbeing.

Dr Lidon Lashley has been working in the field of teaching and teacher education for the past 19 years. He is currently a lecturer, Department of Foundation and Education Management and an Assistant Dean in the Faculty of Education and Humanities. Lidon is the holder of a Trained Class One Grade One Teachers' Certificate from the Cyril Potter of Education where he graduated in the top percentile of his cohort. He also returned to the college and lectured for a while. Lidon has a Bachelor of Education (Distinction) from the University of Guyana; Masters of Education (GPA 4.0) - Curriculum and Instruction from the University of Guyana; Masters of Arts - Special and Inclusive Education (Merit) from the University of Roehampton, United Kingdom and a PhD Special and Inclusive Education (Pass Without Corrections) from the University of Roehampton, United Kingdom. Lidon is a Commonwealth PhD Scholar and also a Certified Accounting Technician, Institute of Commercial Management, United Kingdom. Lidon's research interest lies in the area of Curriculum Development and Special and Inclusive Education. Dr Lidon Lashley is also the author of two books namely, *Guyana's Child Fighting to Be Free* and *Computer Aided Instructions In Mathematics*. He also co-authored a third book with Dr Michelle Semple-McBean on *Sociodramatic Play in Guyana*. In addition, Dr Lashley has fourteen (14) research papers published in international peer-reviewed academic journals.

Dr Kehinde Clement Lawrence is a postdoctoral research fellow in the Department of Educational Psychology and Special Education at the Faculty of Education, University of Zululand, South Africa. He obtained his Doctoral degree in Counselling and Developmental Psychology in 2019 from the University of Ibadan, Nigeria, where he also obtained his first degree and masters in the Department of Counselling and Human Development Studies. Dr Lawrence is passionate and committed to advance research frontiers and teaching excellence at any level of the undergraduate and postgraduate levels, and with research capability in quantitative and qualitative research, conducting and data analyses in the area of educational counselling and developmental psychology. His research is premised on educational, developmental antecedents and behavioural consequences, counselling and developmental psychology adolescents/youths, their psychosocial well-being in diverse cultural contexts. He has published over 26 articles in peer reviewed Scopus journals. He is currently conducting a research on Post COVID-19 Counselling Needs of Academically Challenged Adolescent Learners in in South Africa.

Rinnelle Lee-Piggott, PhD (University of Nottingham, UK) is a lecturer in Educational Administration at the University of the West Indies (St Augustine, T&T), where she coordinates and teaches leadership courses at the postgraduate level. She is a trained ACTT external evaluator and has experience leading and working with teams in Quality Assurance Review and programme writing and restructuring at the Higher Education level. Dr Lee-Piggott also functions as a feature speaker, consultant and external examiner. She is also an associate editor for the new 'Equity in Education and Society' journal.

A former primary school middle-management leader and teacher, Dr Lee-Piggott's doctoral thesis won 2nd place in the 2017 British Educational Leadership Management and Administration Society's (BELMAS) Best Thesis Award. As a researcher, her interests focus on principal leadership, social justice leadership, education privatization, school culture, school and system improvement and schools facing challenging circumstances. Her most recent publications are: A coauthored chapter, "Doing social justice leadership in challenging circumstances: Principals' perspectives" (2021) in K. Arar, D. Örüçü & J. Wilkinson (Eds.), *Neoliberalism and education systems in conflict: Exploring challenges across the globe* and "A clinical supervision intervention in questioning: An action research study" (2021) in *Educational Action Research*, also co-authored.

Ms. Kara Lord is an educator at the University of Guyana, teaching substantively in the areas of counseling, educational, and developmental psychology. She currently works primarily with teachers pursuing programs in the Faculty of Education and Humanities. Although her first love is the field of psychology, Kara has used opportunities to expand her background to: human resources, training, & organizational development; higher education, leadership, innovation & administration; and instructional design & technology.

She is the holder of multiple advanced degrees from universities: locally, regionally, and internationally; and is currently pursuing doctoral studies. She also operates as a consultant for organizations to build capacity, develop systems as needed, and support problem solving solutions. Kara is a wife; a mother; a former Miss Guyana; and a Chevening Scholar who has dabbled in modeling and pageantry in her former years. She is pleased to be a founding member of the Guyana Association for Professional Psychologists and is passionate about fulfilling its mandates and applying herself in service to development of her country and people.

Mrs. Rachelle McFarlane is a Senior Lecturer at the University of Technology, Jamaica in the Faculty of Education and Liberal Studies with over 15 years' experience in technical and vocational education. She holds a B.Ed. in Industrial Technology (UTech, Ja.), a BSc. in Construction and Engineering Management (UTech, Ja.), and an MSc. in Road Engineering and Management (University of Birmingham, UK) and is currently pursuing doctoral studies at the University of the West Indies, Mona Campus. Mrs. McFarlane has served as the programme director for the B.Ed. TVET in Industrial Technology and as the Faculty's Academic Advisement coordinator. Her research interests are centred on disability access, road safety and tertiary programme administration and financing.

Dr. Jacqueline Murray is the Director of the Institute of Distance and Continuing Education. Before joining the staff at the Institute, she lectured at the Berbice Campus where she held the post of Assistant Director from May 2014 to August 2016. She is the holder of a Bachelor of Social Sciences in Accountancy from the University of Guyana. A Master of Science, Finance, Accounting and Management from the University of Bradford. Master of Education, Measurement and Evaluation from the University of Guyana and a Doctorate in Business Administration from the Edinburgh Napier University for a dissertation "Improving Student Satisfaction at a Caribbean University using a Customer Focused Strategy".

As an Academic Administrator, Jacqueline brings to bear a set of distinctive skills acquired in industry and the educational sector - secondary, post-secondary and commercial. Dr. Murray has over 32 years of teaching experience, was instrumental in the establishment of the Business Department at the New Amsterdam Multilateral School in 1997 and served as its Head until 2000 shortly before proceeding to the University of Guyana to continue her higher education journey. The accounting experience she acquired while working in Industry allows her to contribute meaningfully to the activities of the University of Guyana and continues to prove invaluable in the execution her duties as an Academic Administrator.

Dr Mairette Newman is an education specialist at the Commonwealth of Learning (COL), based in Vancouver Canada, where she is responsible for the Virtual University for Small States of the Commonwealth. Partnering with Ministries, post-secondary institutions and government agencies in Africa, the Caribbean, and the Pacific, she designs and manages projects that build capacity in Open and Distance Learning and facilitates the development of learning opportunities in areas relevant to the 32 Small States of the Commonwealth. Prior to joining COL, she lectured at The University of the West Indies, and the University of Technology Jamaica. Her areas of expertise include educational leadership, faculty development, online pedagogy, and teacher education. She holds an undergraduate arts degree from the National University of Ireland, a postgraduate diploma in education from Trinity College Dublin, a master's in education from The University of the West Indies and a doctorate in education from Griffith University, Australia. You can reach Mairette at mnewman@col.org

Dr Tajrani Rampersaud 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 Communication for Development and Participatory Communication. Her creative abilities include photography as well as the production of content for audio, video, print, and multimedia platforms. 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.

Dr. Carmel Roofe is the Deputy Dean for Graduate Studies and Research and the programme co-ordinator for masters and doctoral programmes in Curriculum Studies within the Faculty of Humanities and Education at The University of the West Indies, Mona. She is also the co-founder and current president of the Caribbean Association for the Advancement of Curriculum Studies. She has authored and co-authored several peer-reviewed journal articles, special issue journals, books and book chapters. Recent co-authored book publications include *Intercultural studies in curriculum: Theory, policy and practice* (Palgrave Macmillan), *SDG 4 – Quality education: Inclusivity, equity and lifelong learning for all* (Emerald publishing), and *A cross-cultural consideration of teacher leaders' narratives of power, agency and school culture: England, Jamaica and the United States* (Myers Education Press). She may be contacted at carmel.roofebowen@uwimona.edu.jm

Ms. Shanomae Rose is a lecturer and the current Head, Department of Environmental Studies, Faculty of Earth & Environmental Sciences. She graduated with a Diploma in Medical Technology and a Bachelor of Science in Environmental Studies from the University of Guyana in 1994 and 1997 respectively; a Master of Science in Environmental Science from Wageningen University, the Netherlands in 2000 and a Master of Public Health in Epidemiology from St. George's University, Grenada in 2011.

Shanomae commenced work at the University of Guyana in 2000 as a part-time lecturer in the Department of Public Health, Faculty of Health Sciences while she held the post of Technical Specialist with the National Wildlife Survey, EPA/Iwokrama. In 2001, she joined the Environmental Studies Unit now the Faculty of Earth & Environmental Sciences as a lecturer. She has served as Coordinator (2006 – 2007) and Director of the School (2011 – 2013). Shanomae's primary research interest and publications are in the areas of environmental and occupational health.

Murella Sambucharan-Mohammed has been involved in the education sector for the past 20 years both at the secondary and tertiary levels. She holds the portfolio of Lecturer in Education with the School of Education (SOE), UWI, St. Augustine Campus since 2018. She has worked as a Curriculum Officer at the Ministry of Education in Trinidad since 2012 and her career as an Educator commenced in 2001 as a Spanish/French Teacher and progressed to Head of Department, Modern Languages thereafter.

Her tertiary teaching profile includes Teacher Education, Technology Integration, Research Methods in Education and Instructional Design both at the undergraduate and postgraduate levels. She currently chairs the Management Committee of 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.

Murella has presented at local and international conferences and more recently presented on at The SOE's Webinar on Evidence-Informed Education Policy "Making Pedagogy and Learning Better" as well as The UN's Webinar on "Putting Human Rights at the Centre of the COVID-19 Pandemic."

Her research interests lie in the areas of Technology Integration, Equity and Social Justice in Education through Technology-use, Assessment, Curriculum Design and Implementation, and Teacher Education.

Damien Satterthwaite is a Regional Manager for EBSCO Information Services. He has been a member of the EBSCO team for approximately 10 years, supporting various Academic, Corporate and Government Libraries, Information units and research professional gain access to relevant and appropriate scholarly content. Damien's extensive experience includes leadership roles at global technology and manufacturing organizations with operations in the Caribbean. Happily Married with three children, Damien is a graduate of Nova Southern University, where he earned both a MBA and BSc in Management. He is an active advocate for libraries in developing markets and has served on projects at various organizations such as the Jamaica Computer Society, the Jamaica Library Service and the Bureau of Standards. Damien's support of library initiatives extends to sustainability projects that has culminated in Solar grant awards to institutions in Belize, the British Virgin Islands and Jamaica.

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Dr Ramesh C. Sharma teaches Instructional Design at Ambedkar University Delhi, India. Earlier he has taught Educational Technology and Learning Resources at Wawasan Open University, Malaysia. He is an OER Ambassador for Open Education Resource (OER) Foundation, New Zealand. He mentored the OE4BW-UNESCO Chair course for 2020 Cooperative Learning Pedagogy. He is an expert in open and distance and technology mediated learning and has served as an International Visiting Professor at the Polytechnic University of The Philippines, Open University System, Manila, Republic of the Philippines; Visiting Professor at Universidad do Estado da Bahia, UNEB, Salvador, Bahia, Brazil; Visiting Professor at University of Fiji, Fiji; Commonwealth of Learning as Director of the Commonwealth Educational Media Centre for Asia, New Delhi; Regional Director of Indira Gandhi National Open University, India, and Director of Distance Education at University of Guyana, Guyana, South America. He had been a member of Advisory Group on He had been a member of Advisory Group on

Mr. Lenandlar Singh is a Senior Lecturer in the Department of Computer Science at the University of Guyana. He has approximately 20 years' experience teaching computer science and information systems. He has a BSc in Computer Science, MSc in Internet Applications Development and Post Graduate Diploma in Education. He is presently reading for his PhD at the University of Lancaster, England. His present research interests are in the areas of Computing Education, Technology Enhanced Learning, and Mixed Methods Social Network Analysis.

Dr. Stephanie Smith received her BS in Psychology from Loyola University of Chicago, an MS in Education/Counseling in Higher Ed at Northern Illinois University, and her Doctor of Education degree from Arizona State University (ASU), Mary Lou Fulton Teachers College. Stephanie has worked in various Student Affairs departments in higher education for over 23 years in variety of roles, including career and personal counseling, director of student services, learning specialist, and dean of students. Her action research study involved identifying and fostering help-seeking behaviors in medical students. She began her role as a Clinical Assistant Professor last year in the EdD Program, Leadership and Innovation at the Mary Lou Fulton Teachers College, where she also serves as a faculty advisor, supporting the students at the University of Guyana in their doctoral journey at ASU.

Dr Viola Rowe's career in education is over three decades, twenty-four of which she has dedicated to teacher education and training in Guyana. She is integrally involved in significant developments in teacher education in Guyana, including expanding access and implementing new programmes.

Dr Rowe served the National Commission of UNESCO as the focal point for the Global Report on Adult Learning and Education (GRALEs 4 and 5) and is a member of the CARICOM Technical Working Group for Educational Leadership and Teaching Innovations.

Dr Rowe holds a Doctor of Education degree in Higher Education from the University of Liverpool, Post Graduate Certificate in Education Leadership from the University of New Brunswick, Canada, a Master of Arts in Education Management and Supervision, and a Bachelor of Science in Economics from the University of Guyana. Dr Rowe received in situ training in transitioning a two-year College to a four-year University College at the Mico Teachers College, Jamaica.

Dr Rowe is an author for the Springer writing team and recently contributed to Springer's new reference work project, "the Encyclopedia of International Higher Education Systems and Institutions". Her research interest is in higher education - teacher preparation, systems and institutions, globalisation and internationalisation.

Dr Rowe is a recipient of a national award – The Golden Arrow of Achievement (AA).

Nataliia Stukalo is the Vice-Head of the National Agency for Higher Education Quality Assurance (NAQA). She has completed her PhD and DSc in International Economics at Kyiv National Economic University and has taken internships and trainings at Harvard University, University of Amsterdam, Catholic University of Leuven, University of Liverpool, and the others. She is well-known Ukrainian educator, quality assurance expert and researcher. Nataliia has 10-years' experience in online education working at Laureate Online Education UK-based Universities and at Global University System InteractivePro. Before being elected as a member of NAQA, she spent 20 years teaching and managing at Ukrainian, British and German Universities. Professor Stukalo is the author of more than 100 academic papers on International Economics, Global Finance and Higher Education issues. In addition to contributing to the development of the Ukrainian higher education quality assurance system, she enjoys discovering new places and getting to know new people. She currently resides in Kyiv (Ukraine) and identifies her personal mission as serving as an academic leader by promoting the culture of quality, high standards, and forward-thinking so that the students get relevant competencies to become successful in the changing globalized world. She values shared research and teaching excellence and she ensure that the equally high level of education quality is adhered to in Ukraine and globally. You can reach her at nstukalo@naqa.gov.ua.

Dr. Yeasmin Sultana is an Assistant Professor in the Department of Education, Tezpur University since 2014. She has completed her MA in English from Aligarh Muslim University and then MEd & PhD from Assam University, Silchar, India. Her area of specialization is Language Education. However, she is involved in teaching of language pedagogy (English) to BEd students and Methodology in Educational Research to MA and PhD Students. She has four scholars working with her for their doctoral degrees. She has published ten papers so far in reputed journals in the discipline of education besides participating in a quite a few number of International and National level conferences.

Robert Tucker - I am a multimedia specialist with the UWI Open Campus, based in Jamaica. Coupled with my postgraduate background in computer science, I have over a decade of extensive experience in building complex, interactive animated multimedia resources (utilizing both 2D and 3D computer-generated imagery) from the ground up, as well as significant experience in video editing using the Adobe suite of tools. I have gained this experience by working on a large number of projects and by assisting in formerly running a company where I managed the delivery of many complex projects.

I attempt to keep up-to-date with technology by continuously attending online university-level courses (for both Film and 3D software). I was an expert in Adobe Flash (in both animation and Actionscript programming) for over a decade, when I noticed that the internet at large began to move towards an HTML5, Javascript, and CSS format. Since then, I have spent time upskilling and using Javascript frameworks such as ReactJS, and supplemented my animation skillsets with the inclusion of the majority of the Adobe Cloud software. Experimentally, I have integrated HTML5-based .OAM files in Adobe Captivate productions to offer more compelling interactive learning experiences to the relevant audience(s).

Ms. Medeba Uzzi is a General Chemist and chemistry educator within the Department of Chemistry, University of Guyana. She is currently the Assistant Dean – Administration for the Faculty of Natural Sciences at the University of Guyana where she has almost 20 years of experience in chemistry education. Her teaching duties include Physical Chemistry, Chemical Thermodynamics and General Chemistry classes which typically comprise many students with a wide variety of academic abilities and learning styles.

Ms. Uzzi earned a Bachelor of Science Degree in Chemistry in 1999, a Master of Science Degree in Forest Biology and a Post Graduate Diploma in Education specializing in Higher Education in 2017 all from the University of Guyana. Medeba Uzzi is a naturalist whose research efforts are focused on toxicant analyses in food and plant tissues; and natural alternatives for treatment of surface water. However, her grand passion is for chemistry education with a view towards improving the teaching and learning of chemistry at the upper Secondary and introductory Tertiary levels.

Zaida Ventour is a respected education and training consultant with over 20 years of experience in both her native Trinidad and in England. She enjoys supporting schools and teachers to successfully design, implement and evaluate change-making programmes and projects. Zaida is a PhD candidate in Education at The University of the West Indies (UWI) in St Augustine, Trinidad, where she has also served as a part-time lecturer and tutor. Her latest consultancy work has focused on programme development and organisational effectiveness. Her recent collaborators and clients include The School of Education at The UWI (St. Augustine), Bishop Anstey Junior School, The Lightbulb NGO and Soroptimist International. Her research interests include teacher professional learning, teacher standards and school improvement.

In 2014, she was designated a Specialist Leader in Education by the National College of Teaching and Leadership in England. In this role she provided strategic support to schools to boost mathematics attainment. Having earned her Master of Education degree in 2013, she served as a lecturer at Hull University in England. Before this, she was the Head of Mathematics at a leading secondary school in Hull.

She lives in St. Joseph, Trinidad with her husband, two daughters and four dogs.
August 2021

Dhymy Vixamar-Owens is an Assistant Professor of Psychology at the University of the District of Columbia. She thrives off her daily interactions with students and has taught at the collegiate level for 10+ years. With a commitment to providing excellent education and student support, she actively engages in research surrounding teaching and learning science, with a focus on developing enriching experiences for historically resilient students.

As a Community Health Psychologist, Dr. Owens studies psychological and behavioral processes in health and illness from a sociocultural and community context. Her research efforts lean towards (1) securing health equity and eradicating disparities, and (2) understanding the importance of acculturation, assimilation, and cultural identity. Dr. Owens is intentional about using her research to promote health and well-being in minority populations through interventions and community outreach.

Dr. Owens earned her Ph. D. in Health Psychology from Virginia State University. She is most proud of her Haitian heritage and of her roles as wife and mother to four young boys. Dr. Owens grew up in Spring Valley, New York and Irvington, New Jersey.

Dimitrios Vlachopoulos has worked as faculty member in different universities in the Netherlands, the UK, the USA, Spain and Cyprus, mainly conducting research in education sciences and teaching in post-graduate and doctorate programs. He is a committed lifelong learner with a PhD in distance education and instructional technology and 6 MA degrees in education and social sciences. His research focuses on new and emerging pedagogies, instructional design, research methodology, digital transformation, teachers' training and quality assurance in (online higher) education. He is a Senior Fellow of the Higher Education Academy (SFHEA) and Fellow of the Royal Society of Arts (FRSA). He has more than 100 publications in peer-reviewed journals, books and international conferences and has participated in more than 15 EU projects related to education and ICT. His Google Scholar profile can be accessed

Stephen Wallder has worked in the field of education and human resource development for over 25 years and is currently pursuing a PhD. 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 assessment and teacher training. Research has focused upon matriculation in tertiary education, the effectiveness of academic advisement, student-centred learning and enrolment and admissions effectiveness in tertiary education.

Nicole Welsh works as an Instructional Development Coordinator within The University of the West Indies, Open Campus (UWIOC) and consultant on designing, developing and teaching online courses. Her previous roles include course developer, coordinator, instructor and curriculum development specialist. She also worked as Human Resource and Admin Manager with primary responsibility for learning and development and in the administrative field for over 21 years.

In 2020, she presented at three online MoodleMoots (India, Global and US) and facilitated several workshops for teachers and students focused on preparing for remote delivery and online open-book assessments, respectively. Nicole enjoys reading, inclusive online course design (check out her 5 tips to consider when building a learning environment in Moodle) and listening to 80s music. She is currently pursuing post-graduate studies in Learning, Instruction and Innovation.

Dr Wayne Wesley was appointed as the 7th Registrar and Chief Executive Officer of the Caribbean Examinations Council® (CXC®) in August 2019. He previously held the position of Director of Operations, Examination Services. Dr Wesley has spent the last 25 years in both education and training regionally and internationally.

His professional experience spans industrial engineering, technical education, strategic leadership and executive management. He holds a Doctor of Philosophy in Industrial Engineering from Florida State University and has successfully completed Executive Education programmes in Innovation and Advanced Management at Harvard and Manchester Business School respectively.

Dr Wesley is also a Fulbright scholar, a Chartered Manager, and Fellow of the Chartered Management Institute, UK, and a Fellow of the American Society for Quality.

Jordan K. Williams is currently Research Officer at the Trench Town Polytechnic College. He is a trained social anthropologist and sociologist. Jordan holds a Bachelor of Science in Political Science and Social Anthropology as well as a Master of Science in Sociology from the University of the West Indies (Mona). He also works as research assistant at the University of the West Indies and Columbia University. He is an executive member of the Caribbean Sociological Association (CASA). His research areas include gender studies, urbanities, medical anthropology, political culture and structural violence. His research approach is informed by intersectionality and engages frameworks informed by his interdisciplinary training.

Aishat A. Yusuf (Mrs.) is a native of Ilorin, in Ilorin West Local Government of Kwara State, Nigeria, born in July 17th in 1982, married with five children. She received the Diploma in Computer Science and N.C.E. in Mathematics and Physics from Kwara State College of Education, Ilorin in 2003 and 2006 respectively, B. Sc. (Ed.) degree in Physics from University of Ado-Ekiti, (UNAD), Nigeria in 2011. M. Ed. in Science Education from National Open University of Nigeria (NOUN) in 2016 and Ph.D. degree in Science Education (Physics) in view from the University of Ilorin, Ilorin, Nigeria.

From 2012 to March 2019, she was a senior teacher with the University School, University of Ilorin, Nigeria. Since March 2019, she has been an Assistant Lecturer with the Science Education Department, University of Ilorin, Ilorin, Nigeria. She is an author of more than five articles and more than five conference proceedings. Her research interests include physics, physics education, sciences, science education, gender and equity education, improvisation, gamification or any innovative teaching approach, techniques or methods. She is a member of Teacher Registration Council of Nigeria (TRCN), Science Association of Nigeria (SAN), Association of African Universities (AAU), National Science Teacher Association (NSTA) among others



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