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A Blind-peer-reviewed Refereed Multidisciplinary Teaching Journal

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▪ BIOGRAPHY

From Artistic Performance To Civil Rights Leadership: The life journey of Josephine Baker
Page 3

By William W. Bostock



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FROM ARTISTIC PERFORMANCE TO CIVIL RIGHTS LEADERSHIP: THE LIFE JOURNEY OF JOSEPHINE BAKER

William W. Bostock
University of Tasmania, Tasmania, AUSTRALIA

ABSTRACT

Josephine Baker's life journey took her from poverty and marginalization through conflict and war to civil rights leadership. Her journey can be interpreted in terms of spiritual leadership in response to a sense of a calling, of having meaning, and of making a difference. Her work for change was based on the vision that "there is only one race and that is the human race". In making a positive contribution to the struggle for civil rights in the United States, she showed that a performing artist can successfully undertake a journey of spiritual leadership by helping to bring about social and political change.

INTRODUCTION

There are many accepted theories of leadership whose value is related to the situations in which they are applied. Perhaps an unusual example of leadership, the life of Josephine Baker (1906-1975), the performing artist who specialized in erotic dance, then went on to become a secret agent in World War II, and finally a campaigner for social and political change, is worthy of study. One theory of leadership that is of particular relevance is that of spiritual leadership. In studying Josephine Baker's journey to leadership, it will be possible to see an embodiment of the link between art and politics.

SPIRITUAL LEADERSHIP

Spiritual leadership has been defined as comprising the values, attitudes and behaviors that are necessary to intrinsically motivate one's self and others so that they can attain a sense of spiritual survival (Fry, 2003, pp. 694-695). Spiritual leadership may or may not involve a belief in God, but does embody a belief in an ultimate purpose, power or being, which is necessary for a sense of meaning that can enable survival. Its major characteristics are vision and altruistic love. A vision of the near or distant future serves three important functions: clarifying the direction of change, simplifying detail, and identifying and implementing a sense of journey, so that people can be mobilized (Fry, 2003, p. 711). Altruistic love, which is unconditional, unselfish and loyal for itself and others, helps to generate a sense of wholeness, harmony and well-being, in contrast with the negative or destructive values such as fear, anger, sense of failure or pride (Fry, 2003, p. 712).

Spiritual leadership is built on faith or certainty of the arrival of things hoped for, which again, may or may not be religious. Spiritual leadership, derived from faith, has often been expressed in terms of the metaphor of a journey, "...a journey that, when undertaken, will give one a sense of a calling, of one's life having meaning, and of making a difference..." (Fry, 2003, p. 718). Spiritual leadership differs from many other theories of leadership in that it does not imply an organized movement, relying on direct ties between leader and follower at a spiritual level.

THE METAPHOR OF THE JOURNEY

Metaphor is defined by Webster's dictionary as a figure of speech in which one thing is spoken of as if it were another, with the example given of the "curtain of night."

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 The paper is 8 pages long.....

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▪ CLASSROOM ASSESSMENT

Peer Review Process For Face-to-Face Classroom Observation: A Proposed Life Cycle Model Page 13

By Olu Omolayole, **Senior Fellow of the ooi Senior Academy**



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PEER REVIEW PROCESS FOR FACE-TO-FACE CLASSROOM OBSERVATION: A PROPOSED LIFE CYCLE MODEL

Olu Omolayole

Senior Fellow of the ooi Senior Academy

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ABSTRACT

The classroom observation of an instructor's teaching is a major component of regular peer review process of the teaching activities of the instructor to assure education administrators that the teaching activities of the instructor meet the educational goal of an academic program. Most peer reviews for classroom observation do not have continuous improvement aspect in the process, contrary to encouragement by most accreditation bodies of academic programs. This paper proposes a peer review process model for classroom observation that includes continuous improvement in the process, borrowing ideas from Information Technology's Systems Development Life Cycle concept and Total Quality Management for classroom instructions.

KEY WORDS AND PHRASES

Throughout this paper, several terms, words and phrases are used interchangeably (or to mean the same thing). "Instructor" and "the observed (the instructor who is being observed)" mean the same thing. "Peers," "peer reviewers" and "observers" mean the same thing. "Peer review," "classroom observation (observing the teaching and learning that occur in the classroom)," "face-to-face classroom observation (observation that occurs in classroom where the instructor, students and the observers can physically touch one and other)" and "class visitation" are used interchangeably. "Classroom instruction" is use here to mean teaching and learning that occur in a face-to-face classroom. Also, part of the title of this paper "peer review process for a face-to-face classroom observation" is paraphrased here as "peer reviewed classroom observation." "Peer reviewed class observation" is a key term that is used often throughout this paper.

INTRODUCTION

In most cases, when an individual steps into the classroom of a four year college or university to teach for the first time he or she does not have any clue as to what impact his or her teaching will have on student learning. This is particularly true for many instructors in four year colleges or universities who do not have formal education on teaching nor prior experience in teaching. Many instructors who are new in the classroom learn on the job as they mature in the teaching profession. In many cases, newly hired faculty members (mentees) are assigned to more experienced faculty members (mentors) in the same teaching area for one or two years so as to help the mentees gain experience in teaching and in other faculty duties.

Regardless of experience, teaching and student learning are one aspect of education that is very dynamic and continuously involving. There is no such thing as "a Perfect Teacher." There is always room for improvement in teaching. Hence faculty development, of which teaching workshops form major part, becomes essential aspect of ongoing training needed by a faculty member until he or she retires from teaching. Most higher education accreditation bodies see the need of it and many four year college and university education administrators embrace the idea so much so that faculty development activities have become one factor used in evaluating faculty for tenure, promotion and salary increase.

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The paper is 20 pages long.....

The final Force Field Analysis product:

The Statement of an action plan, the Recording the Driving and Restraining Forces of the action plan, Ranking of the Forces and the Recommendation of steps to be taken are combined to create a Force Field Analysis table for the action plan, as follows.

FORCE FIELD ANALYSIS	
Action Plan: Install Electronic Teaching Equipments in the Classroom.	
Driving Forces (+)	Restraining Forces (-)
1. Students responded positively to the idea (+1).	1. Instructor lacks the knowledge of how to use the equipments (-1).
	2. Department lacks resources for the instructor to create new materials for the course (-3).
	3. No incentive for the instructor to try new ideas (-2).
2. Accommodates students’ different learning style (+2).	1. Instructor needs to alter the course content (-5).
	2. Instructor lacks the skill to create new instructional materials for a technology classroom (-6).
3. Interrelates different parts of the course (+3).	1. Requires the instructor to think about the course differently and plan alternative class activities (-4).
<p>Recommended actions:</p> <ol style="list-style-type: none"> 1. The administration should purchase technology for the classroom and provide funding for the observed to attend classroom technology training workshop. This will address -1, -4, -5 and -6 Restraining Forces and the +2 and +3 Driving Forces. 2. The observed should be encouraged to incorporate technology in his or her teaching and may present his or her plans and outcomes before the entire faculty, This will address -2, -3 -6, +1 and +3 Forces. 3. The instructor who cooperates with other faculty members in incorporating classroom technology in their courses will receive grant from the administration to develop additional instructional materials for his or her technology classroom. This will address -2, -3, -6, +1 and +3 Forces. 	

Authors:

Olu Omolayole is a Senior Fellow of the ooi Senior Academy. He is a Professor of Computer Information Systems (CIS) at Grambling State University, Grambling, Louisiana, U. S. A. He was the Acting Head of CIS Department, 1999-2001. He holds M. S. and Ph.D. in Computer Science from UCLA and MBA from California State University, Sacramento, California, U. S. A. Olu has many articles in several refereed and peer reviewed proceedings and journals. His current research area is curriculum assessment. He owns Olu Olu Institute, LLC, a consulting institute; and he is the founder of the ooi Consortium for Teaching, Research, Learning and Development (ooiCTRLD): a Professional Academic Global Organization responsible for this journal. Olu’s experience is extensive.

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▪ PRIMARY EDUCATION

The Strategic Priority for the Primary Education Development in Bangladesh: From divergence to the convergence of multidimensional institutions as option Page 35

By Bashir Ahmed Bhuiyan
& Sofe Ahmed



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THE STRATEGIC PRIORITY FOR THE PRIMARY EDUCATION DEVELOPMENT IN BANGLADESH: FROM DIVERGENCE TO THE CONVERGENCE OF MULTIDIMENSIONAL INSTITUTIONS AS OPTION

Bashir Ahmed Bhuiyan
Leading University, Sylhet, BANGLADESH
and
Sofe Ahmed
Sylhet Ideal College, Sylhet, BANGLADESH

ABSTRACT

Education plays an important role in transmitting nation's historical, cultural and moral values into the lifestyles and living standard according to Sattar, 1982. Buch in 1974 expressed that it is a sub-system of total systems of the society that influences or is influenced by various social institutions and ideologies. Primary education is considered as a preparatory stage for higher education at secondary, college, and universities or other higher academic achievements. It also has a great deal of significance for constructing the base of education and developing certain essential skills of use in a society. The significance of primary education lies with building up a committed generation, creating and preserving the unity of national spirit, ideology, thought, and attitude etc. This paper aims to frame a universal policy for the education in compliance with social customs, beliefs, and demand of mass people which are enormously grounded with religious and ethical values. Although, Bangladesh has undergone almost eight commissions to settle this issue, but, none of them could have achieved any remarkable results in terms of convergence. This paper identifies causes of divergence among erstwhile education policies of Bangladesh and suggested ways of convergence in order to thrive and survive in the global competition for achieving expected national progress and other objectives that assure planned use of its numerous human, physical and other resources. Finally, the study suggests strategic options to achieve universal education objectives and their implementation.

INTRODUCTION

It is needless to say that the existence of any modern and progressive society can never be imagined without education. The meaning, purpose, and functions of education suggest that it is such a fundamental and inevitable need for human life, which distinguishes the life and identity of humankind from that of animal or all the other creatures of Allah Almighty. To some educationists the word education is derived from Latin word *educatum* meaning to teach, or to train. Other segment finds that education comes from Latin word *educare*, which means to lead out, to draw out, to take care etc. A few specialists think that the word education is originated from Latin word *educere* meaning (Uddin and Das, 2006:7). From the interpretation to bring up, to train, to mould, to lead by giving instruction, to develop the inner capacity or dormant talents, to change from within, to teach according to need and necessity of the meaning of the terms 'educatum', 'educare' and 'educere' it can safely be said that education aids the development and expansion of the physical, mental, as well as inner capacity and strength of a human child. Swift (1970:217) defines the functions of education as to maintain and to change society with dynamism. Uddin and Das (2006:13) quotes from Rabindranath Tagore that, "Education should be in full touch with our complete life-economical, intellectual, aesthetic, social, and spiritual". Thus, education is the way of developing human beings' mind, body, soul, understanding, attitudes, and all other humanly features, which human beings need in order to lead their personal, family, social, economic and political lives and to accomplish all the aspirations of life as a rational and civilized human being as designed by the creator, Allah Almighty.

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The paper is 10 pages long.....

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THE EFFECTIVENESS OF USING BILINGUAL PORTABLE ELECTRONIC DICTIONARIES (BPEDs) IN A LANGUAGE TRANSLATION CLASS

Aisha Alhussain

Princess Nora University, Riyadh, KINGDOME OF SAUDI ARABIA

ABSTRACT

An empirical study was conducted to investigate the effectiveness of using bilingual Portable Electronic Dictionaries (BPEDs) in a language translation class in Saudi Arabia. The study was conducted by comparing the performance of the subjects when they translated easy and difficult short stories making use of PEDs. The subjects of the study were comprised of 50 students majoring in English Language and Literature at the College of Arts, Princess Nora University, Riyadh, Saudi Arabia. The subjects were at level seven (fourth year, first semester). They were given easy and difficult short stories in English and were asked to translate them into Arabic, first time without using PEDs and at the second time using PEDs. Their translations were collected and corrected by the researcher. The data for the study was collected over one semester in 2009. Results of the study revealed that Portable Electronic Dictionaries were empirically found to be effective in a language translation class, especially when students translated difficult materials. The results of this study may encourage translation instructors in general and translation teachers at the college of Arts, Princess Nora University, Riyadh, Saudi Arabia, in particular, to have a positive view towards the use of PEDs in their language translation classes.

INTRODUCTION

Today, millions of people worldwide believe that computers can play a crucial role in providing English as a Foreign Language (EFL) students with valuable language resources as they learn a second or foreign language. Computers are essential for developing language skills in general and translation in particular. Most EFL learners use Portable Electronic Dictionaries (PEDs) to translate words from one language to the other and vice versa. With the advent of different PEDs models, the paper-based dictionaries are no more convenient. This inconvenience is attributed to many disadvantages related to paper-based dictionaries. On the other hand, there are opponents to the use of PEDs in the classrooms. The use of paper-based dictionaries, portable electronic dictionaries, spelling and grammar checkers and mini-electronic language translators in foreign language learning at different learning levels has been the focus of recent studies (Tang, 1997; Midlane, 2005; Stirling, 2003; Nesi, 2003; Aust, 1993; MacArthur, 1996).

LITERATURE REVIEW

Knight (1994) studied the effectiveness of using dictionaries in vocabulary retention and reading comprehension. Subjects were put in two different groups, access to dictionary and no access to dictionary. Results revealed that access to dictionaries helped students in word retention and comprehension.

Tang's (1997) study was mainly concerned with the effectiveness of Electronic Dictionaries (EDs) in helping English as a Second Language (ESL) students in comprehension and speaking. It also investigated ESL teachers' opinion on the advantages and disadvantages of EDs. The results showed that PEDs helped students in comprehension and English speaking. The analysis of the teachers' opinions showed advantages similar to those found by Nesi (2003).

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The paper is 9 pages long.....

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A STATISTICAL ANALYSIS EXAMPLE OF A FULL FUNCTIONAL UTILIZATION OF AN ENGINEERING CALCULATOR

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ABSTRACT

Statistics is a science of analyzing data. The statistical software which is installed in the computer can be used to analyze data easily, if those functions and commands are not complicated. On the other hand, the engineering calculator is easier to manipulate and cheaper to possess. Today even statistical programming can be done on an engineering calculator. When the data is not too large, a handy engineering calculator can be used to analyze it. It's a pity to let the functional engineering calculator lie low and not be fully utilized. This paper gives an example of using CASIO fx-7400G PLUS to do the hypothesis testing and draw the residual plot of the simple linear regression analysis. Some readers of this paper may already be familiar with the example used in this paper or similar example may exist in print some place without the knowledge of the author. However, this example drives home the point about ease of use of less expensive resource and full utilization of a handy modern electronic calculator compared with other more expensive resources for doing statistical calculations.

INTRODUCTION

This paper will give an example of using CASIO fx-7400G PLUS to do the simple linear regression analysis.

This particular engineering calculator can do parts of the simple linear regression analysis by showing the slope, the intercept and the coefficient of correlation and drawing the regression line directly. However, there are no further results about hypothesis testing or residual plot. Fortunately, lots of basic statistics such as n , \bar{x} , \bar{y} , Σx^2 , Σy^2 , Σxy can still be extracted from the memory of the calculator.

Step 1.

The sum of squares for X can be computed by $SSX = \sum_{i=1}^n (x_i - \bar{x})^2 = n(x\sigma - n)^2$. To save more memory space, the longer command $(n-1)(x\sigma - n-1)^2$ won't be used.

The slope for the regression line is $b_1 = \frac{\sum xy - n\bar{x}\bar{y}}{SSX}$.

The intercept for the regression line is $b_0 = \bar{y} - b_1\bar{x}$.

The residual versus X plot shouldn't present any special pattern.

Step 2.

The sum of squares for regression is $SSR = \sum_{i=1}^n (\hat{y}_i - \bar{y})^2 = b_1^2 SSX$.

To find SSE and SST, the sum of squares for Y or the sum of squares for total is also needed: $SSY = SST = \sum_{i=1}^n (y_i - \bar{y})^2 = n(y\sigma n)^2$.

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The paper is 8 pages long.....

CONCLUSIONS

Generally speaking, this particular engineering calculator can accomplish lots of interesting statistical analyses if it's fully utilized. The derived benefit of this short paper is to create awareness of alternative resources that are cheaply available for accomplishing the same tasks that conventional expensive resources are manufactured to accomplish.

DISCLAIMANT

Some readers of this paper may already be familiar with the example used in this paper or similar example may exist in print some place without the knowledge of the author. However, this example drives home the point about ease of use of less expensive resource and full utilization of a handy modern electronic calculator compared with other more expensive resources for doing statistical calculations.

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THE NEED FOR COMPUTER LITERACY COURSE AS A GENERAL UNIVERSITY COURSE REQUIREMENT: A STUDY OF AN INTRODUCTION TO COMPUTER AND SOFTWARE APPLICATIONS COURSE AT AN HBCU

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ABSTRACT

This paper presents a study conducted at a Historically Black College/University (HBCU) located in the southern part of U. S. A. The study used TAM – Technology Acceptance Model to determine whether or not there is need to require or continue to require a computer literacy course as a general university course requirement for graduation. The study was conducted in the Introduction To Computer And Software Applications class that had multiple sections. The Introduction To Computer And Software course was one of two courses offered by the College of Business of the University to satisfy computer literacy requirement for graduation. There were 121 students who participated in the study. At the end of the semester, the students completed an extensive survey questionnaire. By using simple averages to analyze the data collected from the survey, the findings of the research confirmed the TAM theory and strongly suggested that students who participated in the study perceived the usefulness and the ease of use of the tools learned or re-learned in the course – self efficacy. The analysis revealed that the student participants of the study felt that there is a future need to use the tools; that the tools will be useful in their other courses, everyday life and careers after graduation. Based, on the findings, the authors of this paper feel strongly that colleges and universities should require or continue to require computer literacy course as a General University Course Requirement for graduation.

INTRODUCTION

Students who hope to succeed in higher education need to be both literate and proficient in Information Technology (IT). To meet this need, many four-year-colleges/universities require at least one course for graduation devoted to developing literacy and proficiency in computer and its applications. Moreover, many higher education institution accreditation bodies, such as Association to Advance Collegiate Schools of Business (AACSB), support the idea of students having computer and appropriate IT skills upon students' graduation from college/university (Schaniel, W. C., 2000).

The word “college” is used in this paper to mean “a four-year-college” that offers baccalaureate degrees, and in most cases are equivalent to a four-year-curriculum in a university. Also, “technology,” “information technology,” and “computers” are words and phrases used interchangeably in this paper. They all convey the same domain. They are used appropriately to elicit the issues being discussed in this paper.

There are arguments against and for making computer literacy course (a computer and it's applications course) a requirement for graduation among education professionals.

This is the end of this paper.....
The paper is 13 pages long.....

LIMITATION OF THE STUDY AND FUTURE RESEARCH

One obvious limitation of this study is that it took place in one university. Also, the demography of the study participants consisted of majority African or African American heritage. For the future research, it is recommended that several colleges or universities should be included in the study. The students who will participate in the study should have diverse background and heritage.

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IN THIS ISSUE

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The Publication Guideline (Journal Paper Format) for this Journal Page 81



ooi Junior Academy

A Blind-peer-reviewed Refereed Multidisciplinary Teaching Journal

**AUTHOR’S GUIDE FOR PREPARING AN ooi JUNIOR ACADEMY JOURNAL PAPER
(THE FORMAT OF THE MANUSCRIPT OF THE JOURNAL PAPER)**

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The abstract should summarize the content of the paper. Try to keep the abstract under 200 words. Do not have references or displayed equations in the abstract. Your manuscript should fit on a 8.5” x 11 (or A4) paper. It is imperative that the margins and style described below be adhered to carefully. Please keep in mind that the manuscript you prepare will be electronically uploaded from the source and printed as received. Readability of the paper is of paramount importance. Use indirect sentences in your writing. Report your research in past tense since you have already done the research. A paper submitted which does not comply with this Journal Publication Format will be rejected or recommended for publication in the Proceedings of the Conference. The ooi Junior Academy Journal is a lower tier journal compared with the ooi Senior Academy Journal.

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The length of an acceptable paper is 4 to 14 single-spaced pages. There is a limit of 14 pages for each paper in the Journal. At most, 4 additional pages can be included, provided the fee of US\$ 25.00 per extra page is submitted with the Author’s registration. Also, complete the Copyright Transfer form and fax it to the conference headquarters. The conference headquarters’ contact information is as follows:

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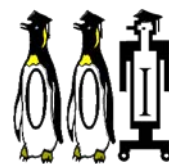
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