Conference Abstract

2018 2nd International Conference on Education and Distance Learning

ICEDL 2018

2018 2nd International Conference on Computer, Software and Modeling

ICCSM 2018

July 17-19, 2018

Nice, France

Co-organized and Sponsored by

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Welcome Message from Organizing Committee

It is our great pleasure to invite you to join our international conferences, 2018 2nd International Conference on Education and Distance Learning (ICEDL 2018) & 2018 2nd International Conference on Computer, Software and Modeling (ICCSM 2018). This event will provide a unique opportunity for editors and authors to get together and share their latest research findings and results. We look forward to welcoming you at Nice, France.

We're confident that over the two days you'll get the theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, profitable and sustainable communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in education and distance learning & computer, software and modeling.

On behalf of all the conference committees, we would like to thank all the authors as well as the technical program committee members and reviewers. Their high competence, their enthusiasm, their time and expertise knowledge, enabled us to prepare the high-quality final program and helped to make the conference become a successful event.

We truly hope you'll enjoy the conference and get what you expect from the conference.

Organizing Committee

June 29, 2018

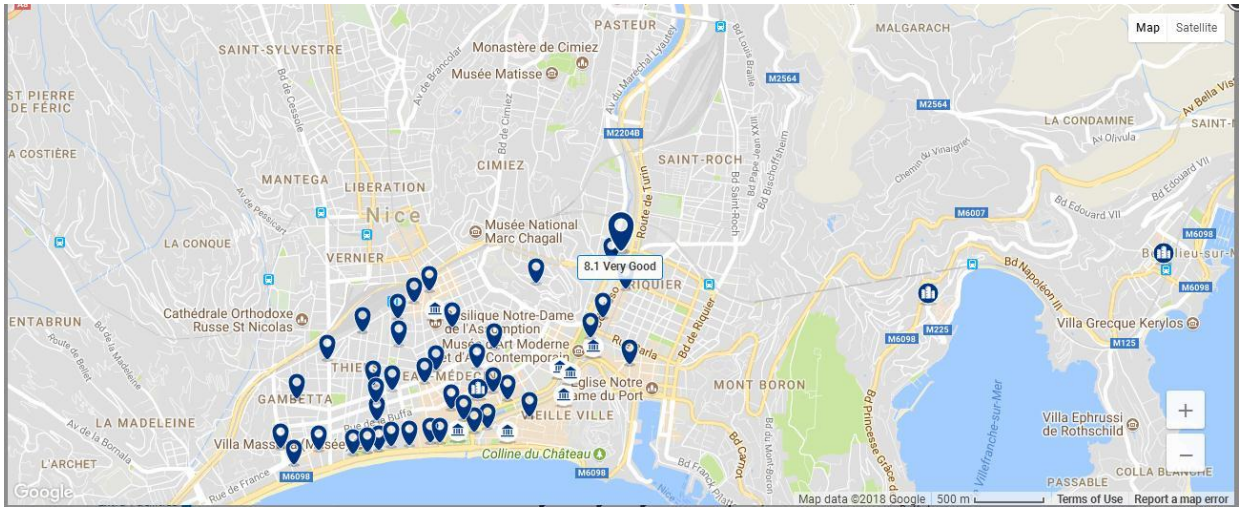
Conference Location and Directions

NH NICE

www.nh-hotels.com

Address: 2,4 Parvis de l'Europe | 06300 NICE | FRANCE

Tel.: +33-492008000 | Email: nhnice@nh-hotels.com



Instructions for Oral & Poster Presentations

Oral Presentations

- **Time:** a maximum of 15 minutes in total, including speaking time and discussion. Please make sure your presentation is well timed. Please keep in mind that the program is full and that the speaker after you would like their allocated time available to them.
- You can use CD or USB flash drive (memory stick), make sure you scanned viruses in your own computer. Each speaker is required to meet her / his session chair in the corresponding session rooms 10 minutes before the session starts and copy the slide file (PPT or PDF) to the computer.
- It is suggested that you email a copy of your presentation to your personal in box as a backup. If for some reason the files can't be accessed from your flash drive, you will be able to download them to the computer from your email.
- Please note that each session room will be equipped with a LCD projector, screen, point device, microphone, and a laptop with general presentation software such as Microsoft Power Point and Adobe Reader. Please make sure that your files are compatible and readable with our operation system by using commonly used fronts and symbols. If you plan to use your own computer, please try the connection and make sure it works before your presentation.
- Movies: If your Power Point files contain movies please make sure that they are well formatted and connected to the main files.

Poster Presentations

- Maximum poster size is 36 inches wide by 48 inches high (3ft.x4ft.)
- Posters are required to be condensed and attractive. The characters should be large enough so that they are visible from 1 meter apart.
- Please note that during your poster session, the author should stay by your poster paper to explain and discuss your paper with visiting delegates.

Dress Code

- Please wear formal clothes or national characteristics of clothing.

Program at a Glance

July 17, 2018 (10:00am-5:00pm)		
10:00am-5:00pm	**Arrival and Registration**	Lobby
July 18, 2018 (9:20am-9:00pm)		
9:20am-9:30am	**Opening Remark:** Prof. Antanas Verikas Halmstad University, Sweden	Venue: ESTERON
9:30am-10:10am	**Keynote Speech I:** Prof. Xabier Basogain University of the Basque Country, Bilbao, Spain	
10:10am-10:40am	**Coffee Break & Group Photo**	Foyer
10:40am-11:20am	**Plenary Speech I:** Assoc. Prof. Brad Mehlenbacher Department of English Language and Literature, University of Waterloo, Canada	Venue: ESTERON
11:20am-12:00pm	**Keynote Speech II:** Prof. Antanas Verikas Halmstad University, Sweden	
12:00pm-1:30pm	**Lunch Buffet**	Hotel Restaurant
1:30pm-3:30pm	**Session One: Learning Methods and Techniques**	Venue: ESTERON
1:30pm-3:30pm	**Session Two: Classroom Teaching Techniques and Methods**	Venue: VESUBIE
1:30pm-3:30pm	**Session Three: System Modeling and Analysis**	Venue: UBAYE
3:30pm-4:00pm	**Coffee Break**	Foyer
4:00pm-6:30pm	**Session Four: Learning and Education**	Venue: ESTERON
4:00pm-6:30pm	**Session Five: Teacher Management and Career Evaluation**	Venue: VESUBIE
4:00pm-6:30pm	**Session Six: Computer and Network Engineering**	Venue: UBAYE
6:30pm-9:00pm	**Three-Course Dinner**	Hotel Restaurant
June 19, 2018 (9:00am-4:00pm)		
9:00am-4:00pm	One Day Tour (DIY Tour)	

Tips: Please arrive at the conference room around 10 minutes before the session begins to copy your PPT into the conference laptop.

Keynote Speakers

Prof. Antanas Verikas

Halmstad University, Sweden

Prof. Antanas Verikas was awarded a PhD degree in pattern recognition from Kaunas University of Technology, Lithuania. Currently he holds a professor position at both Halmstad University Sweden, where he leads the Department of Intelligent Systems, and Kaunas University of Technology, Lithuania. His research interests include learning systems, classification, fuzzy logic, image processing, computer vision, pattern recognition, applied soft computing, and visual media technology. He published more than 170 peer reviewed articles in international journals and conference proceedings and served as Program committee member in numerous international conferences. He is a member of the European Neural Network Society, International Pattern Recognition Society, International Association of Science and Technology for Development, and a member of the IEEE.

Speech Title: "Modelling Speech Signals for Parkinson's Disease Screening"

Abstract: Parkinson's disease (PD) is the second most common neurodegenerative disease after Alzheimer's and it is anticipated that the prevalence of PD is going to increase due to population ageing. This study investigated sustained phonation and text-dependent speech modalities for Parkinson's disease screening. Signals were recorded through two channels simultaneously, namely, acoustic cardioid (AC) and smart phone (SP) microphones.

Information in each modality was summarized by 18 well-known audio feature sets. The sustained phonation modality was also explored by applying signal decomposition into intrinsic mode functions (IMFs), namely, the empirical mode decomposition (EMD) and the variational mode decomposition (VMD). Random forest (RF) was used as a machine learning algorithm, for both individual feature sets and for decision-level fusion. Non-

linear projection of an RF-based proximity matrix into the 2D space enriched medical decision support by visualization.

The voice signal decomposition into IMFs followed by the decision-level fusion was capable of providing excellent detection performance. The out-of-bag equal error rate (EER) of ~1% for the AC and ~12% for the SP channel was observed. Application of convolutional neural networks (CNN) on text-dependent speech recordings resulted in the EER of 14.1% for the AC channel. Besides the common Mel-frequency spectrogram and its first and second derivatives, various other input feature maps were also used in the CNN.

Detection performance was consistently better for the AC than for SP microphone. Nonetheless, sustained phonation and/or text-dependent speech recordings of SP quality have potential for PD detection. Additional information is worth considering by tracking an accelerometer signal, for example. Drawing an Archimedean spiral is an interesting type of tactile task which could be performed using a hand-held device. Fusion of information from diverse non-invasive modalities could help to develop an efficient SP-based tool for PD screening.

Prof. Xabier Basogain

University of the Basque Country, Bilbao, Spain

Xabier Basogain is professor of the University of the Basque Country - Euskal Herriko Unibertsitatea. He is doctor engineer of telecommunications by the Polytechnic University of Madrid, and member of the Department of Engineering Systems and Automatics of the School of Engineering of Bilbao, Spain. He has taught courses in digital systems, microprocessors, digital control, modeling and simulation of discrete events, machine learning, and collaborative tools in education. His research activities include the areas of: a) soft computing and cognitive sciences to STEM; b) learning and teaching technologies applied to online education and inclusive education; c) augmented and virtual reality with mobile technologies.

Speech Title: "Using the Computational Model of the Mind to Design Educational Methodologies: Solving Problems more Efficiently in the Classroom"

Abstract: The developed countries of the world have a unified curriculum for primary and secondary schools. The performance of the educational systems of these countries is evaluated every three years with the global Pisa Test. This Test is of great research value. It allows to draw two fundamental conclusions: the curriculum is obsolete, and the performance of the students around the world is extremely poor. Recent developments in cognitive sciences provide resources that can ameliorate these two deficiencies. A computational model of the mind provides the framework for the development of a new school curriculum and a new set of educational methodologies. Our research team presents in this keynote the fundamental ideas of a computational model of the mind and its implications in the development of new school content and school teaching and learning methods. We use a set of examples to illustrate the new framework and its effects in a more effective classroom.

Plenary Speaker

Assoc. Prof. Brad Mehlenbacher

Department of English Language and Literature, University of Waterloo, Canada

Dr. Brad Mehlenbacher is an Associate Professor of Rhetoric and Communication in the Department of English Language and Literature at the University of Waterloo in Canada. Mehlenbacher is author of the award-winning book, Instruction and Technology: Designs for Everyday Learning (MIT Press, 2010), co-author of Online Help: Design and Evaluation (Ablex, 1993), and has chapters in the award-winning Solving Problems in Technical Communication (U of Chicago Press), The Human-Computer Interaction Handbook (Lawrence Erlbaum), The Computer Science and Engineering Handbook (CRC), and Computers and Technical Communication (Ablex). He earned his BA and MA at the University of Waterloo and his PhD in Rhetoric at Carnegie Mellon University. Brad has consulted for the Computer Science Department and Engineering Design Research Center at Carnegie Mellon; the Centre for Professional Writing at the University of Waterloo; the Office of Information Technology and Engineering Online at NC State University; Apple Computer; and IBM.

Speech Title: "Learning in an Attention Economy: Online Courses, MOOCs, and the Gamification of Higher Education"

Abstract: This presentation will include a brief history of distance learning courses, MOOCs, and gamification efforts that have developed and ignited enthusiasm in many North American higher educational settings. Importantly, the presentation will provide both an overview of future implications of these instructional activities and also take a critical perspective toward many of the exigencies and assumptions driving these developments. The relationship between instruction, learning, and attention will be examined. Multitasking, split attention, and the challenges of learning "anywhere,

anytime" will be outlined. The socioeconomic implications of digital media for the enterprise of higher education, cognition, and learning will be discussed. And the conflict between for-profit initiatives and educational ideals to produce citizens rather than superficial consumers will be explored.

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Oral Presentation Abstracts

Session 1: Learning Methods and Techniques

Venue: ESTERON
Chair: Prof. Xabier Basogain
University of the Basque Country, Bilbao, Spain
Time: 1:30pm-3:30pm

Note:
* Session photo will be taken at the end of the session.
* Copy PPT/PDF on conference laptop 10 minutes earlier before each session starts.
* For the best presentation of each session, it's encouraged to award it to student author prior.
* The certification of Oral/Poster presentation, listeners, will be awarded at the end of each session.
* To show respect to other authors, especially to encourage the student authors, we strongly suggest you attend the whole session, and the scheduled time for presentations might be changed due to unexpected situations, please come as early as you could.

EDL007-A Time: 1:30pm-1:45pm	Problem-Based vs. Competency Based Education: The CEIPA Model **Ramon Corona** and Diego Mauricio Mazo-Cuervo *National University, San Diego, California, USA*

Abstract: Since 1995 CEIPA Business School in Medellin, Colombia has adopted the problem-based educational model with great success and way ahead of most universities in Colombia and South America. The School has grown to become one of the largest Business Schools in Colombia, having six undergraduate programs and seven graduate specializations, and more than 5,000 students and over 20,000 alumni.
Their adapted problem-based model has generated very successful graduates at the top of the ranks in employment and salaries in the country, and keeps attracting students based on this entrepreneurial approach for creating new business in a rapidly developing nation.
The model is based on "problem nucleus", allowing students to start their learning process by analyzing a real problem or issue in a company, then developing the appropriate competencies and skills to solve it. The model encompasses not only classroom and online acquisition of knowledge and skills, but also hands-on experiences, outdoor training for polishing of personal skills and managerial abilities.

This paper analyzes the characteristics and effectiveness of both problem-based and competency-based learning, compared to the CEIPA model in an effort to discover any possible additions or improvement to the model and therefore increase academic quality for the future.

EDL011-A Time: 1:45pm-2:00pm	On the Effectiveness of Grade Retention in Secondary School **Florian Klapproth** *Medical School Berlin, Berlin, Germany*

Abstract: In this talk I will report on a study that examined how grade retention in secondary school affects students' academic achievement and psychosocial adjustment. In this study, short-term and medium-term effects of grade retention on students' outcomes were investigated. Propensity score matching was used to select a control group of promoted students who were similar to the retained students on a variety of characteristics. Furthermore, a type of comparison was used by which the outcome variables of the retained and promoted students were compared at different times while the grade and age-cohort were held equal between groups. Three major results were found. With respect to school marks as an indicator of students' academic achievement, this study showed that retaining students resulted in short-term benefits for the retained students but that the matched promoted students performed equally well in the medium-term. The results of standardized achievement tests additionally indicated that the students who were retained did not differ significantly from the students who were promoted. Regarding psychosocial outcomes, students differed only in self-concept (favoring the promoted students) but not in other ratings.

EDL024-A Time: 2:00pm-2:15pm	The Transition to Postgraduate Studies: Do First-Generation Students Have Different Plans? **Thomas Fischer** *University of Flensburg, Germany*

Abstract: Over the last few decades, there has been growing interest in widening participation within higher education for students from diverse social and educational backgrounds. According to rational choice theory social background plays a crucial role for educational transitions and the reproduction of social inequality. It has been argued that educational decisions from individuals with lower social backgrounds are driven by the fundamental desire to avoid the risk of downward social class mobility. In Germany, more than 40 percent of students at universities and 63 percent at universities of applied science are first-generation students. However, up to now, the research has tended to focus on the entry to higher education and student retention for

undergraduates rather than on the transition to postgraduate studies. Thus, there is lack on comprehensive empirical studies, especially for students whose parents have had no college experience.

Against this background, the present study aims to examine new insights into the transition from undergraduates to postgraduate studies. The analysis focuses on first-generations students and their peers and examines the intention to pursue a master's degree. The current data stems from a representative study (Studierendensurvey) commissioned by the working group on university research that was carried out in 2012. The data covers 2363 students from different fields of study and institutions (university and university of applied sciences) who were enrolled for a bachelor's degree.

Logistic regression models were conducted to examine the effect of independent variables (parental educational level, migration background, gender, field of studies, grades) on the dependent binary variable (intention to leave or pursue after bachelor's degree). The data reveals that first-generation students are less likely to pursue a master's degree than their peers. Furthermore, the empirical findings suggest the importance of gender and age in the transition to postgraduate studies.

EDL032 Time: 2:15pm-2:30pm	Personalized Blended Learning via New Media and Formative Assessment **Peter Clutterbuck** and Daniel Lewis *University of Queensland, Australia*

Abstract: In this paper we describe an ongoing multi-year project to improve the learning outcomes in relation to advanced Excel competence for first year undergraduate business students within an Information Systems (IS) course with very large enrolment. The students study within a blended learning environment that combines face-to-face and online content delivery. The first stage of the project defined the learning outcomes and pedagogical framework for teaching end-user Excel programming to the students. The theory utilized for this stage was the Four Resources Literacy Education model. The second stage involved the development and delivery of additional scaffolding of pedagogical content via audio/visual (MP4) streaming/download. The most recent stage comprises a trial in which formative assessment of each student's construction of sophisticated Excel formulas is comprehensively facilitated via a purpose-built Excel workbook that records a student's attempts in relation to the production of a specific formula. This record is then analyzed by teaching staff who can then more accurately assess how a student is building knowledge and experience in the professional use of Excel. This in turn provides more relevant and accurate feedback to each student and also better informs ongoing teaching messages delivered to the total student cohort. In overall terms, the results

indicate that students positively respond to the approaches primarily because of the increased personal autonomy of the audio/visual instructional content, and because of the increased level of dialogue created by the digitally facilitated formative assessment feedback.

EDL034 Time: 2:30pm-2:45pm	Multimodal Mastery Learning **Matthew Montebello**, Bill Cope, Mary Kalantzis, Tabassum Amina, Anastasia Olga Tzirides, Samaa Haniya, Duane Searsmith, Naichen Zhao, and Min Chen *University of Malta, Malta*

Abstract: Educators frequently encourage and value the use of a variety of media in student work, as learners design their knowledge representations using rich, multimodal sources and embedding multiple types of complementary media—photographs, diagrams, tables, data visualizations, videos, and raw datasets. The pedagogical and cognitive benefits of shifting meaning representation across a range of integrated modalities enriches their understanding. In this paper we present our experiences and findings from a case-study in which graduate learners are engaged in the creation of knowledge artefacts as part of their evidentiary work in an online environment. The e-learning portal we created supports and enables the incorporation of all types of new media through its "Creator" interface as they move incrementally towards subject-matter mastery. We present the rationale behind our design, together with methodologies employed to encourage the creative use of diverse yet complementary media. Finally, we present results from qualitative data collected and analysed regarding the use of rich, multimodal sources, as we come to a close with a number of conclusions and recommendations.

EDL046-A Time: 2:45pm-3:00pm	To What Extent, Can Lifelong Learning Provisions Promote Social Inclusion and Wellbeing of Migrant Workers In Shanghai? **Ye Xiaohan** and Jiang Luyi *East China Normal University, China*

Abstract: The term'migrant workers',as a social concept ,mainly refers to people who were once registered as peasants, many of whom owned some contracted land. Nevertheless, those migrant workers are now mostly involved in non-agricultural industries. During China's economic and social transformation, the numbers of migrant workers who were born in the 1980s and 1990s has gradually increased; that generation now dominates the whole group.

The aim of this study is to investigate the social dimension of community wellbeing, with a particular focus on the integration of migrant workers into urban communities and on the way in which community education promotes both integration and wellbeing. Shanghai has been selected for this research study because, every year, a large number of rural labourers migrate there and try their best to integrate into the metropolis. Literature on migration in China, on policies and community education for China's migrant workers, and on relevant concepts such as social capital, was reviewed. It was argued that community education as one form of lifelong learning has significant benefits on migrant workers. Further, qualitative methods were conducted to develop analyses and discussions. Six younger and older migrant workers, a community worker and two policy makers from Shanghai were interviewed.

It was found that community education has its advantages: it covers career training aspects, is flexible, inexpensive, and thus meets migrant workers' special needs. Community education in Shanghai is a popular and effective learning provision due to its wide selection of learning concepts, and its wide focus on both individual economic growth, as well as social equality and justice. Community-based approaches are likely to play a more pivotal role in bridging the gap between subject wellbeing and the national quality of life.

EDL049 Time: 3:00pm-3:15pm	A Study of the Effect of Learning Attachment Type on Collaborative Learning Activity – A Case of Network Course **Lu Hsin-Ke**, Lin Peng-Chun, and Lin Cheng-Chih *Chinese Culture University, Taipei, Taiwan (R.O.C)*

Abstract: Among multiple education theories, collaborative learning instruction was considered as the key factor affecting learning achievement. During the thinking and analyzing process, each member of a collaborative learning group had his/her unique background and characteristics. The purpose of this study was to evaluate the instruction for learners with different learning attachment styles in the environment of collaborative problem solving and also investigate the differences of their learning achievement, knowledge dimension and knowledge process by using the standardized instrument "Learning Attachment Inventory" developed based on attachment theory and learning environment. Those learners were categorized into "collaborative group" and "avoidance group" according to the contents they filled in the inventory. The results showed that their learning achievement had improved; the knowledge processes of "avoidance group" were more diverse.

EDL063-A Time: 3:15pm-3:30pm	Efforts for Learner Supports Toward Deep Learning **Ryuichi Matsuba**, Shin-Ichiro Kubota, Yusei Suzuki, Naoshi Hiraoka, and Makoto Miyazaki *Kumamoto University, Japan*

Abstract: For life-long continuous learning it is indispensable for learners to acquire learning literacy like selfregulation, reflective thinking, and so in independent-minded learning activities. In a class a student produces learning outcomes being conscious of learning target, and then integrates newly learned findings in pre-existing knowledge through sharing of the outcomes with others, and/or reflection activities by him/herself. Students, in usual, have trained to acquire such literacy through the learning activities, there unfortunately are some students cannot get enough practice.

For supporting such students we have continued to study for development of a learning environment that gives a student a learning prompt or facilitation toward their learning more deepen. We address the study from educational and technological aspects. As a training of building learning style for continuous learning, we consider that students make their own portfolios in learning experiences of higher education, because the work can provide students a practice to acquire some of the learning skills as portfolio literacy. So we have constructed portfolio literacy that portfolio beginners should be acquired and design a course for training the literacy. In a technological aspect we recently consider system gives students unconscious information about his/hers various learning experiences with correlation between artificial intelligence technologies and electric portfolios. If a student tackles their learning more deepen, they should clarify own learning experiences carefully through reflective thinking. We recognize a shallow learner usually has inadequate reflection or uncomprehend what he/she learned. So we consider that if a technology helps them to make out unconscious learning data by him/herself, it will be a scaffold toward their deep learning.

In this presentation we show our recent works in an effort to development of an ICT supported learning environment.

Session 2: Classroom Teaching Techniques and Methods

Venue: VESUBIE
Chair: Assoc. Prof. Brad Mehlenbacher
Department of English Language and Literature, University of Waterloo, Canada
Time: 1:30pm-3:30pm

Note:
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EDL002-A Time: 1:30pm-1:45pm	Application of Flipped Class to Improve the Interactivity of Nursing Student in Learning Nursing Skill **Dai Hong-Xia** *School of Health Science, Macao Polytechnic Institute*

Abstract: Objectives: To evaluate the interactivity effects of application of 'flipped class' on nursing student during their learning nursing skill. Methods: There were 29 nursing students from year two took part in the study in 2017. The flipped class included three parts. Before the class, the teacher uploaded all of data onto the Dropbox, include planning template, PPT, nursing skill checklist of "colostomy pouch application", skill demonstration video and quizzes. Students were required to complete one hour self-learning online before class. During laboratory class, students watched a teacher's skill demonstrate. Then four teachers, each teacher guided one group students (6 to 7 students) to practice the skill one by one while other peer group members and the teacher gave oral feedback to each student's practice. After class: students practiced the skill and completed the survey of "Individual degree of interactivity" for flipped class. The scale is a good validated instrument for measuring classroom interactivity. The score ranged from 0 to 50. The higher score means high interactivity degree. Results: The average score of interactivity degree to flipped class was 39.57± 3.11. There were 22 students (75.9%) preferred flipped class but 7 students (24.1%) dislike flipped class. Most of students agreed that flipped class got good preparation before lab class (75.9%), improved their self-learning ability (69.0%), strengthened their confidence of

dong nursing skill (51.7%), enhanced learning effective (65.5%). Conclusions: Flipped Class effectively improved nursing students' interactivity and engagement in nursing skill learning in Macao.

EDL019-A Time: 1:45pm-2:00pm	Application of Video-Recorded Examination in the Practice Teaching of Nurse-Midwifery of China **Xin Wang** *Macao Polytechnic Institute, Macao, China*

Abstract: Objective to evaluate the effects of video-recorded examination in the practice teaching of nurse-midwifery of China. Methods 66 undergraduate nurse-midwifery students were randomly divided into two groups, 33 cases in each group. Cooperative leaning mode was applied in both groups. Traditional examination and video-recorded examination was implemented in the control group and the experimental group respectively. The students were investigated using questionnaires after practice examination. Results The students' performance in the examination was significantly higher in the experimental group than that of the control group ($P<0.01$). The mode of video-recorded examination got higher evaluation ($P<0.01$). Conclusion The mode of video-recorded examination is convenient and simple which can stimulate students' learning interest and initiative improve the teaching outcomes and train the comprehensive quality of students.

EDL036-A Time: 2:00pm-2:15pm	Monitoring and Evaluation in MOOC Courses: A Report of a Brazilian University Experience with Courses in the Public Health Management Area Elza Monier, Ana Oliveira, Katherine Assis, **Juliane Santos**, and Juan Paiva *UNA-SUS/UFMA, São Luís - Maranhão, Brazil*

Abstract: The course offer in the MOOCs (Massive Open Online Courses) category is increasingly present in the current educational context due to its scalability capacity, low cost and proposal of ease access to education. However, the completion rate is one of the challenges to be overcome in MOOCs. Reports in the literature indicate an average completion rate of 5 to 10%. This paper aims to describe the monitoring process carried out in MOOC courses in the area of Public Health Management, offered by a Brazilian university, in addition to presenting the results of the completion percentage. Five courses were offered, they all shared the following attributes: individual workload of 30 hours; available to all national territory; directed to SUS managers and professionals, in health management and health planning actions; total duration of 12 months. The process of student monitoring, carried out transversally to the offers, consisted of two

sequential actions: data collection and intervention. The survey was done through an auxiliary resource called MonSys, a data mining system that extracts quantitative information from the moodle platform. Subsequently, the interventions were started after categorizing the students into groups, according to the access profile. For each group, it was done specific interventions with an encouraging or alert aspect, using standardized messages sent via e-mail, virtual learning environment, cellphone, among others. The five courses mentioned obtained a total quantitative of 87,693 enrolled students, with average completion rate of 30.62%. This result suggests that a well-structured and executed monitoring process, together with other important elements related to pedagogical production and educational offer, contributed to better approval results of these courses.

EDL037-A Time: 2:15pm-2:30pm	Developing a Higher Order Thinking Skills Module for Weak ESL Learners **Charanjit Kaur Swaran Singh**, Tunku Mohani Tunku Mohtar, and Nor Azmi Mostafa *Universiti Pendidikan Sultan Idris, Malaysia*

Abstract: The problem of mastering English does not involve students alone. The English language teachers, policy makers and curriculum developers are also affected. Thus, teachers have resorted to use higher order thinking skills (HOT) as a means to teach writing to weak learners of ESL. The study aimed to develop and validate a higher order thinking skills module for teaching writing to weak ESL learners. The study employs a qualitative research paradigm through the use of documents analysis, interviews, observations and validation form. The study was conducted in two phases. The first phase was completed with needs' analysis specifically identifying problems teachers faced for teaching writing using the higher order thinking skills in six selected secondary schools. The ADDIE model approach was used by the ESL teachers and experts in HOTs to create the content for writing the module. In the second phase, the teachers were observed 2 times to look at the effectiveness of using the HOTs module developed for teaching writing. The findings revealed that the HOTs module developed served as a guideline for the teachers in applying and integrating thinking skills in the process of teaching writing. These findings were used to guide decisions on the needs for the appropriate teaching pedagogy to apply HOTS for teaching writing.

EDL047-A Time: 2:30pm-2:45pm	Stanislavsky, Characterisation and the Irish Drama Curriculum (Primary Level) **Helen Hallissey** *University of Cambridge, United Kingdom*

Abstract: Drama is a subject on the Irish primary school curriculum since 1999. Its lack of implementation in senior classes has been attributed to a lack of time and resources and more especially to poor student characterisation leading to surface-level acting. This study (2016) was a mixed-methods single bound case-study. The research question was a test of the 'applicability' of some of Stanislavsky's strategies for 'training' actors to the primary teacher's teaching of characterisation in a Southern Ireland primary classroom. This was a single sex (female) Catholic multi-cultural school. Thirty one Sixth class 12 year old students were in their final two months in primary school. I, the teacher researcher, was not the class teacher. The topic for the 12 lesson scheme was 'The Titanic'.
Characterisation was defined in the Drama document as ''the entire intellectual, emotional and physical make-up of a real or fictional person' (1999, 'Teacher Guidelines, 108). A literature review pointed to the use of 'role-play' in other jurisdictions but in Ireland, role-play deemed to be 'a limited activity' (49). Data analysis for criteria (voice, empathy, emotion) was conducted through observation, semi-structured interviews, journaling and in-role writing. Some Stanislavsky strategies tested included exploration of objects, physical gestures, 'objectives and super-objectives' but the main finding was that the best result came from the combined use of two strategies: 'Given Circumstances' where the players (students) were required to generate a context through questioning; and 'the magic 'What If'' requiring the students to focus on using their imagination to help them behave 'as if' they were in those circumstances.

EDL014-A Time: 2:45pm-3:00pm	Student Experiences with Massive Open Online Courses (MOOCs) in a Residential College World History Course **K. Palmer** *University of Virginia, USA*

Abstract: With the increasing cost of textbooks, faculty are looking for options for reducing costs for students. One method is to use open educational resources (OER) as textbook materials. A type of OER is massive open online course (MOOC). This study reviews longitudinal qualitative survey data from residential college students who have been using MOOC materials in a flipped classroom setting for the past three years in a world history course. Data indicates students value the convenience and ease of use of MOOC materials. Clickstream data indicate that they do not watch all course videos and they take quizzes multiple times to improve their grades. Students comment that the biggest issue is time management outside of the classroom. Overall, ninety percent of students prefer the residential course to include the MOOC component rather than traditional face to face lectures.

EDL022-A Time: 3:00pm-3:15pm	Factors Influencing Self-Efficacy in Clinical Instructors' Teaching **Shu-Yuan Chao** *Nursing Department, Hungkuang University, Taiwan*

Abstract: The purpose of this study was to investigate the clinical instructors' teaching self-efficacy and the influencing factors.

140 subjects who were employed by the school and assumed full time supervision in students' clinical practice were selected from nursing schools in middle Taiwan, includes two universities and two junior colleges. The subjects were mostly between the ages of 36-45, married women and more than half of them have their masters. The subjects teaching experience below 5 years is 28%, 10-14 years 27.4% and 16.9% were above 15 years. 95% of them supervise 6-8 students in clinical practice, 87% of subjects feel moderate degree of stress, but 75% of them expressed satisfaction with their job. As to role identification, 70% of them express they understand their teaching role clearly.

A structural questionnaire was used to explore the level of the instructors' self-efficacy in clinical teaching for nursing students. The internal reliability in Cronbach Alpha level were 0.88-0.955. We used 5 points method to identify the achieved degree of self-efficacy, the higher score the higher level achieved. The self-administered method was used for collecting data in 2017, March to April.

The results indicated that, the average score in instructor's preparation degree was 4.7points, in teaching behavior was 4.5 points, in teaching evaluation was 4.6 points, in professional competent level was 4.6 points, in resolving student's learning problem was 4.4 points, the lowest level was in research and professional development, 4.2 points.

The influencing factors in instructors' teaching self-efficacy were, age, clinical teaching experience in years, degree of work satisfaction and the identification of teaching role in clinical practice, which achieved statistic level. The group with age between 36-45 and 5-9 years of teaching experience, scores were higher than other group. In addition, higher job satisfaction and clearer role identification, higher self-efficacy scores.

EDL050-A Time: 3:15pm-3:30pm	The Comparative Effect of Verification and Falsification Teaching Models on Elementary Student's Argumentation Skills Ting-Ju Hsu and **Yu-Ling Lu** *National Taipei University of Education, Taiwan*

Abstract: Scientific argumentation which involves describing scientific phenomena and drawing conclusions from evidence are regarded as important in scientific literacy.

Verification and falsification are often used in teaching students' argumentation skills. Students use these two to justify why evidences can verify or falsify their claims. Osborne, Erduran, & Simon (2004) considered the rebuttal as a higher level argumentation which involves using direct evidences to rebut opposer's view. Therefore, one of the important goals of teaching students' argumentation ability is to adequately use evidences to falsify improper scientific claims. However, in Taiwan, most popular science teaching method is using verification principle with which students learn how to use evidences to justify their claims. This study is to explore the comparative effect of verification and falsification teaching methods. This study implanted instructional materials into e-learning formats, one with verification and the other with falsification approach, to reduce the unintentional influences from instructors. The learning effects of scientific argumentation was compared. Two-group pre-post-test quasi-experimental design was used. Students in the group A (n=42) were taught with verification teaching models, whereas students in the group B (n=42) were taught with falsification teaching model. The evaluation instruments included scientific argumentation ability test and scientific argumentation assessment worksheet. Scientific argumentation ability test used has shown adequate validity and reliability. The treatment lasted for 5 weeks. Descriptive statistics, chi-square test, paired t-test analysis and one-way ANCOVA analysis were used to analyze the data. Results: Students in both groups perform significantly better in the post-tests than those in the pre-tests. However, there are no significant differences between the two groups. In addition, students' tendency of using approach were found.

Session 3: System Modeling and Analysis

Venue: UBAYE
Chair: Prof. Antanas Verikas
Halmstad University, Sweden
Time: 1:30pm-3:30pm

Note:
* Session photo will be taken at the end of the session.
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CM002 Time: 1:30pm-1:45pm	Composing Internet of Things Platforms in Smart Grid-API-Driven Composition Method **Ervin Varga**, Bojan Blagojević, and Dejan Mijić *Faculty of Tech. Sciences, University of Novi Sad, Trg Dositeja Obradovića 6, Novi Sad, Serbia*

Abstract: The abundance of smart appliances and concomitant data in Internet of Things (IoT) poses new industrial challenges. Devices must be managed, and data efficiently harvested. IoT platforms are the rescue; they are key architectural components in combatting complexity and scalability issues. This paper proposes a pragmatic composition method of these platforms, hence helps solving IoT interoperability conundrums. The described approach results in a higher-level abstraction, that shields user applications from the underlying turmoil. Our article presents an approach of wrapping such a mesh under a high-level domain API. To verify the soundness of our proposal we have implemented a fully functional proof of concept implementation. The source code is freely available at GitHub (see https://github.com/MainfluxLabs/loadmanager). The outcome decisively demonstrates the proposed method's feasibility, power, and usefulness.

CM010-A	A Unified Approach for Software Reliability Modeling
Time: 1:45pm-2:00pm	**Jung-Hua Lo** *Department of Applied Informatics, Fo-Guang University, Taiwan*

Abstract: As software systems become bigger and more complex, we need powerful approach to create them in time at reasonable cost with adequate reliability. When the demand for computer systems increases, the possibility of crises from computer failure will also increase. Therefore, the reliability of computer systems has become an important concern for our daily life. Software reliability can be viewed as a powerful measure of quantifying software failures and it is defined as the probability of failure-free software operation for a specified period of time in a specified environment. In this study, we will first investigate a Software Reliability Growth Model (SRGM) based on the Nonhomogeneous Poisson Process (NHPP) which incorporates a time-dependent delay function in the fault correction process. Significant improvements on the conventional software reliability growth models (SRGMs) to better describe the actual software development have been achieved by eliminating an unrealistic assumption that detected errors are immediately corrected. We propose a new model that incorporates both the fault-detection process and the fault-correction process. In addition, the fault-correction process is modeled as a delayed fault-detection process. With these enhancements, conventional SRGMs based on the Nonhomogeneous Poisson Process (NHPP) model can be regarded as new delayed NHPP models. A key part of the proposed models is the "delay-effect factor", which measures the expected time lag in correcting the detected faults during software development. To establish the proposed model, we first determine the delay-effect factor which is to be included in the actual correction process. For the conventional SRGMs, the delay-effect factor is a non-decreasing function. This means that the delayed effect becomes more significant as time moves forward. However this phenomenon may not be applicable for some applications and therefore, we develop a bell-shaped curve to reflect the human learning process in the proposed model. Furthermore, we develop a general delayed-time NHPP model, which can be used to derive new software reliability models. Experiments on three real data sets have been performed, and the results show that the proposed new model performs much better in estimating the number of initial faults than previous approaches. Furthermore, it has been observed that the proposed model is good in predicting the behavior of future failures.

CM004-A Time: 2:00pm-2:15pm	Evaluate Transmission Characteristics and Non-pharmaceutical Control Measures of a School Outbreak of the 2009 H1N1 Influenza **Zhidong Cao** *Institute of Automation, Chinese Academy of Sciences, China*

Abstract: Non-pharmaceutical control measures including quarantine have been widely-adopted by public health agencies around the globe as a response to outbreaks in schools, partially due to absence or insufficient supply of effective drugs or vaccines. Understanding school transmission characteristics and potential effect is critical when developing guidelines to prevent spread of pandemic influenza among students. Based on the data acquired through a detailed epidemiological investigation of a large H1N1 pandemic influenza outbreak, with possibly the largest size of H1N1 outbreak in university in China. From August 28, 2009 to September 18, 2009, 586 ILI cases were reported and then subsequently investigated. Among them, 226 pharyngeal swabs samples were tested positive for the 2009 H1N1 virus. Among 226 confirmed cases, 121 scattered in 9 different buildings. This paper investigate the H1N1 characteristics of social and spatial contact among infected students. We evaluates quarantine control measures implemented during this H1N1 outbreak. Our finding show that: (1) the H1N1 spread quickly and deeply among high density student population, timely and effective emergency response are urgent needed; (2) the size of the outbreak among students in dormitory and class student groups confirms the power law distribution, which imply that it is a self-organization system of the infectious diseases transmission among school students; (3) the transmission probability between an infective student and a susceptive student is controlled by their social and spatial relationships; (4) the behavior interventions are effective, but with a certain time lag; (5) the impact of these interventions is uneven, overall mitigate risk, but likely to aggravate risk in local population.

CM033 Time: 2:15pm-2:30pm	A Mediate-Based ABS Framework in Large-Scale Analytic Simulation **Yang Mei**, Peng Yong, Mei Shan, and Ju Ru-sheng *College of Systems Engineering, National University of Defense Technology, Changsha, China*

Abstract: This paper presents a Mediate-based ABS framework for a multi-agent hybrid simulation in which agents are modeled based on a "sense-think-lookahead-act" paradigm. This design draws out some general functions as mediators from the lookahead process, and coordinates the interactions between agents and discrete event

simulation engine. The mediators are organized as Sense mediator, Move mediator and Engagement mediator in accordance with the major types of actions in military simulation. With the MABSF, an lookahead behavior model can be built much more easily.

CM034 Time: 2:30pm-2:45pm	Labview Virtual Instrument Based on Intelligent Management and Monitoring of Microclimate in Precision Pig Farming with Wireless Sensor Network Belma Gaazi, Plamen Daskalov, Tsvetelina Georgievaand, and **Eleonora Kirilova** *Department of Autromatics and Mechatronics, Ruse 7017, Bulgaria*

Abstract: The article proposes a Labview based virtual instrument for visualization on technological and economic parameters in precision pig farming with WSN (Wireless Sensor Network). The dynamic economic model is applied in the virtual instrument, which calculates the economic effective temperature with a direct search optimization algorithm. On the front panel are visualized the current values of profit, feed consumption and heating depending on the input and measured parameters. Based on the received data, the relevant outputs for the control are activated. The proposed system offers a useful cost-effective way to manage in the precision pig farm.

CM037 Time: 2:45pm-3:00pm	One Approach for Identification of Brain Signals for Smart Devices Control **Georgi P. Dimitrov**, Galina S. Panayotova, Eugenia Kovatcheva, Daniela Borissova, and Pavel Petrov *University of Library Studies and Information Technologies, Sofia, 1712, Bulgaria*

Abstract: Nowadays the UX design become on a next level. Together with new way of interaction are introduced as finger and hand movement. The technology offer and thought-driven approach with so called brain-computer interface (BCI). This possibility open a new challenges for uses as well as for designers and researchers.
More than 15 years there are devices for brain signal interception, such as EMotiv Epoc, Neurosky headset and others. The reliable translation of user commands to the app on a global scale, with no leaps in advancement for its lifetime, is a challenge. It is still un-solve for modern scientists and software developers. Success requires the effective interaction of many adaptive controllers: the user's brain, which produces brain activity that encodes intent; the BCI system, which translates that activity into the digital signals; the accuracy of aforementioned system, computer algorithms to translate the brain

signals to commands. In order to find out this complex and monumental task, many teams are exploring a variety of signal analysis techniques to improve the adaptation of the BCI system to the user. Rarely there are publications, in which are described the used methods, steps and algorithms for discerning varying commands, words, signals and etc.

This article describes one approach to the retrieval, analysis and processing of the received signals. These data are the result of researching the capabilities of Arduino robot management through the brain signals received by BCI.

CM038 Time: 3:00pm-3:15pm	Small and Large Signal Modeling of Heavy Duty Gas Turbine Plant **Ali Ghafourisanati** *Parand Azad University, Iran*

Abstract: In this paper, the transfer function model of heavy duty gas turbine has been developed for doing load frequency control studies. Based on the large signal model of Rowen, small signal model has been developed. This model is much suitable for doing Automatic Generation Control. Proportional integral and derivative secondary controller has been developed for both the small and large signal models to improve the system response. Ziegler Nichols' method, Simulated Annealing and Fuzzy Gain Scheduling have been used for tuning the secondary controller. Ziegler Nichols' method is used as conventional tuning, whereas Simulated Annealing is a search based tuning and Fuzzy Gain Scheduling is adaptive. It is found that Simulated Annealing tuned Proportional Integral Derivative Controller yields better response than other two controllers in both large signal and small signal model of heavy duty gas turbine plant.

CM035 Time: 3:15pm-3:30pm	Dynamic Model for Determining Technological and Economic Parameters for Precision Pigs Farming Belma Gaazi, Plamen Daskalov, Tsvetelina Georgieva, and **Eleonora Kirilova** *Department of Autromatics and Mechatronics, Ruse 7017, Bulgaria*

Abstract: Dynamic model for determining technological and economic parameters for precision pigs farming is proposed in the paper. The model includes equations describing the temperature-humidity processes, growth, feed consumption and heating in the building, depending on the controlling inputs and the measurable disturbances movements on the building's microclimate. A cost-effective temperature is determined to maximize growth and minimize feed and energy consumption by using the Direct

Search optimization procedure in Matlab. A cost effective temperature for 9 climatic zones of Bulgaria in winter season for fattening pigs 45 and 90 kg has been found. The economically efficient temperature for 45 kg pigs is determined between 20,86 °C - 18,58 °C for different climatic zones of Bulgaria. For 90 kg pigs the economically efficient temperature is calculated and the results show that the temperature is the same for all climatic zones – 17.81 °C.

Session 4: Learning and Education

Venue: ESTERON
Chair: Assoc. Prof. Ryuichi Matsuba
Kumamoto University, Japan
Time: 4:00pm-6:15pm

Note:
* Session photo will be taken at the end of the session.
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EDL044-A Time: 4:00pm-4:15pm	Factors Affacting Teachers' Intention to Use Interactive Whitboard (IWB) at High School **Suha Fouad Salem** *Management and Science University, Malaysia*

Abstract: Interactive whiteboard one of technological tools that enhance and improve teaching and learning process which consider as a modern device in the classroom due to the rapid expansion of information technologies. This research study aims to predict teachers' intention to use interactive whiteboard based on the technology acceptance model. A total of 500 respondents collected in Palestine as data input. SmartPls was used to conduct structural equation modelling (SEM) to test how well the research objectives and hypotheses fit into the research model. The result shows that personality characteristic which is teacher self- efficacy, subjective norm and resistance to change were the major factors affecting the success of using the interactive whiteboard. The results of this study contribute to schools in the education field to develop strategies might improve using interactive whiteboard at school. Furthermore, developers for interactive whiteboard could benefit from the results of this study to improve the hardware and software of interactive whiteboard to motivate teachers more to use in the teaching and learning processes and reduce teachers' resistance to adopt this technology.

EDL052 Time: 4:15pm-4:30pm	Improving Learning Motivation and Academic Achievement by Flipped Learning Hee Suk Lee and **Chang Suk Kim** *Kongju National University, Korea*

Abstract: Since the introduction history of flipped learning is short, there have been few previous studies on the impact of this on individual learners. The purpose of this study is to investigate the effectiveness of flipped learning, which is emerging as an alternative to classroom improvement and classroom innovation in school, by statistically examining and analyzing the effects of learning motivation and academic achievement based on Keller's theory, and contribute to the application and diffusion of learning. Therefore, in this study, we will investigate the effect of flipped learning on learners' motivation and academic achievement.
The study tool used flipped learning program, learning motivation test, and academic achievement test. The research procedure was conducted in the order of pre-test, experimental treatment, and post-test. The data were processed by independent sample t-test and corresponding sample t-test. For the experiment, flipped learning was applied to experiment group, general lecture learning model was applied to control group, and independent motivation test was performed between two groups.
As a result, the mean score of the control group was 108, the learning motivation score of the experimental group was 123, and the score of the experimental group was higher than that of the control group. This indicates that out-of-school learning has a positive effect on learning motivation compared to traditional classroom instruction.
In the post - test results, the mean score of the experimental group and the control group was about 11 points higher than the experimental group. Particularly, the subordinate learners of the experimental group were 32 points higher than the control group subordinate learners, and there was a statistically significant difference between the two groups with low learning achievement ($p < .05$). Inverted learning has a positive effect in raising all learners' academic achievement and has a very positive effect on improving the academic performance of learners who need or need help. In addition, academic achievement affects lower grade students than high school students.

EDL058-A Time: 4:30pm-4:45pm	Study on the Purchasing Decision of Snack Food of University Students Regarding Packaging Attributes **Maggie Fung** *Hong Kong Baptist University*

Abstract: Snack food is one of the competitive food markets in Hong Kong. In addition, visual element of the packaging design was one of the important factors affecting the purchasing decision (Silayoi and Speece, 2007). This pilot study was conducted in Hong Kong focusing on several factors that might influence the purchasing decision at the

point of sale. The study started by asking respondents to buy a snack food which s/he would bring to a lecture, followed by the paper questionnaire consisting of 8 items, in which colour related attributes, reasons for purchasing, demographics information were collected. The questionnaire was completed by 82 respondents aged between 20-24 years old, composing of female (77%) and male (23%).

From the packaging design aspect, colour is considered as one of the primary perceptive elements during purchase. Therefore, this study was initiated for the intention to understand the purchasing decision of snack food focusing on the colour attributes from the packaging design perspective. The dependent variable is the purchased snack's colour, and the independent variables selected for this pilot study including (1) sophistication of colour; (2) the colour distinctiveness among the snack category; and (3) personal colour preference. In addition, the demographic data and academic performance also included for the study to enrich the findings and future research direction.

Relationships and connections between variables were analysed using Cross Tabulation and Chi Square tests. The results indicated that there is a strong association between Black colour and strong taste among both female and male respondents. Moreover, Red was considered as the most sophisticated and distinctive colour among the snack category. Respondents who have personal preferences on colour orange, yellow and red tend to buy yellow and red packaged snacks, on the other hand, respondents who favoured white colour has strong relationship of buying green packaged snacks.

EDL059 Time: 4:45pm-5:00pm	The Selection of Online Reading Strategies among Genders by EFL College Students **Intan Pradita** and Mohammad Ma'rif *Islamic University of Indonesia, UII, Indonesia*

Abstract: Many researchers have conducted the studies about the influence of gender to reading strategies. The results tend to reveal that gender contributes only in the selection of reading strategies, but there is no influence of gender itself to reading strategies ((Poole, 2001; Lee, 2012). However, the resources to explore gender influence to online reading strategies are still insufficient. Thus, this research is aimed at describing the influence of gender to the selection of online reading strategies in EFL context. This is a cross-sectional survey study which employed ORSI as the instrument (Kymes, 2007). There were 16900 population and 300 sample in this study to gain 95% confidence level and $\alpha = 0.05$. The data were analyzed by using t-test, linear regression test to describe the influence. The results revealed that there is an influence of gender to the selection of online reading strategies ($p < 0.05$, $p = 0.015$) although gender itself contributes only 12.7% as the influential factors. Global reading strategies are more favored by male students ($M = 3.57$) whereas support strategies are low frequently used

by male students (M= 3.12). Whereas, female students performed problem-solving strategies with high frequency used (M= 3.97), and they also perform the same in support strategies (M= 3.54).

EDL061-A Time: 5:00pm-5:15pm	Beyond Attractions and Activities: What Did University Students Appreciate Most in a Study Tour? **Edwin K. Luk** *Hong Kong Baptist University*

Abstract: Internationalization seems to be a trend in today's higher education. Educational leaders organize faculty member-led study tours for their university students. Despite study tours have been well used by educators as part of their formal delivery or as a supplementary educational tool, study tour has been relatively under-researched when it was compared to other educational tools such as pedagogy. The literature on university study tour as an educational tool seems to be sporadic such as study of students' cross-cultural understanding (e.g. Hutchings et al 2002) or study tour as an alternative to regular courses (e.g. Johnson & Madder 1992). Surprisingly, research conducted from the students' perspective seems to be only contributed by Evans et al, 2008. The scholars conducted a survey on the undergraduates' general perception of study tour before the students registered any study tour. This research is a case study of a group of 51 third year and final year undergraduate students who concentrated their studies in marketing communication in Hong Kong and their ratings after a 5-day study tour during the summer break in 2017 in Seoul, Korea. The students were asked to rate the whole study tour, the travel agent's services, the lecturers, the company visits, the attractions and other activities in Seoul. The company visits and attractions that related to the students' subjects were rated higher than less directly-related activities. In fact, what contributed to the students' perception of satisfaction after the study tour were not the attractions, visits or activities. It was the four lecturers' collective ratings outperformed all other attributes. This case study is a pilot study which has made an attempt to study the importance of faculty members of a faculty member-led study tour.

EDL3006-A Time: 5:15pm-5:30pm	Survey of the Availability and Utilization Pattern of Information and Communication Technology by French Language Teachers in Upper Basic Classes in Edo State, Nigeria **P. J. Alufohai** *Ambrose Alli University, Ekpoma, Edo State, Nigeria*

Abstract: The study adopted the survey design to assess teachers' use of Information Communication technology in public Secondary Schools in Edo State. Purposive sampling technique was used to draw the sample for the study. The questionnaire titled Information and Communication Technology Availability and Utilization by French Teachers' Questionnaires (ICTAUFLTQ) was used to elicit information from the teachers (respondents). Data were analyzed using frequency count and simple percentage. Findings revealed that availability of computer and internet facilities, competency level of teachers on information and communication technology was very low and inadequate to cope with the recent trends. Recommendations were made and it includes the fact that government needs to wake up to her responsibility by providing adequate information and communication gadgets facilities to the Junior Secondary Schools for the effective implementation of the French Language Curriculum.

CM026 Time: 5:30pm-5:45pm	A Dynamic Hierarchical Evaluating Network for Real-Time Strategy Games Weilong Yang, Qi Zhang, and **Yong Peng** *Department of Modeling and Simulation, National University of Defense Technology, Changsha, China*

Abstract: Researches of AI planning in Real-Time Strategy (RTS) games have been widely applied to human behavior modeling and combat simulation. State evaluation is an important research area for AI planning, which ensures the decision accuracy. Since complex interactions exist among different game aspects, the weighted average model usually cannot be well used to compute the evaluation of game state, which results in misleading player's generation strategy. In this paper, we take dynamic changes and player's preference into consideration, analyze player's preference and units' relationships base on game theory and propose a dynamic hierarchical evaluating network, denoted as DHEN. Experiments show that the modified evaluating algorithm can effectively improve the accuracy of task planning algorithm for RTS games.

EDL038 Time: 5:45pm-6:00pm	An Interpretation of English Writing Obstacles to Chinese English Learners **Qianyu Wang** *School of Foreign Languages, Harbin Institute of Technology, Harbin, China*

Abstract: The aim of foreign language teaching is to help the learners master the non-native language. What a teacher is required to do, in this sense, is to help the students to acquire the abilities of listening, speaking, reading and writing to name in detail. In

practice, however, the teaching aim is not so easy to achieve as is expected. It is common to find that these skills gained by students are not only unbalanced, but some skill, writing, for example, is hard to improve even though more time and more energy are expended on it than on others. The fact shows that there must be some obstacles in the teaching and the learning of this language skill. This article is intended to identify these obstacles to English writing first, then make a categorization of them and explain them in detail, followed by some suggestions to overcome them, with the aim of providing some theoretical and practical advice for English teachers.

EDL009-A Time: 6:00pm-6:15pm	Reading and Subjectivity: Foucauldian-Butlerian Exploration of Power Relations among Postgraduate Students while Reading Texts **Amin Zaini** *Deakin University, Australia*

Abstract: While previous studies in critical literacy have explored and highlighted issues pertaining to reading critically (Shin & Riazentseva, 2015), the impact of text on adult readers is still unexplored in many levels. Taking into consideration power relations and subjectivity from Foucauldian and Butlerian perspectives, this study sought to investigate how texts work on readers. A case study was chosen as the methodology while individual interviews and focus groups were employed as methods of data collection. Two male and two female Iranian postgraduate participants living in Australia were involved in reading two opposing texts. One of the texts defended the ideas of the Persian poet Ferdowsi and his notion of national identity and the other was a critique of this. The participants highlighted the different sections of the text showing their agreement, disagreement or ambivalence. After reading text one, they were involved in interview 1 to explain the reasons of their agreement, disagreement, and ambivalence. The results of the interviews and the follow up focus groups revealed that participants felt inferior to the texts they read. It also revealed that females were linguistically more sensitive to the text. Issues pertaining to power relations and inequality in childhood education have been discussed as well.

Session 5: Teacher Management and Career Evaluation

Venue: VESUBIE
Chair: Prof. Ramon Corona
National University, San Diego, California, USA
Time:4:00pm-6:00pm

Note:
* Session photo will be taken at the end of the session.
* Copy PPT/PDF on conference laptop 10 minutes earlier before each session starts.
* For the best presentation of each session, it's encouraged to award it to student author prior.
* The certification of Oral/Poster presentation, listeners, will be awarded at the end of each session.
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EDL051 Time: 4:00pm-4:15pm	Research on Preschool Bilingual Teachers' Research Hotspot Based on Co-word Clustering and Multi-dimensional Scale Analysis - Take 123 Chinese documents from 2003 to 2017 as an example **Luyi Jiang** and Xiaohan Ye *East China Normal University, China*

Abstract: Bilingual education of young children is one of the international research hotspots. As a world's most populous nation, China has done abundant research on this topic and pay more attention on the teachers. This study collected 123 valid documents in the full-text database of CNKI. Based on the overall situation analysis of the published documents in the past years, the keywords were analyzed with respect to frequency, co-occurrence, co-word clustering and multidimensional Scale. Combing with the above results, the research classifies research hotspots into four categories: (a) Research on the development of professional competence of pre-school bilingual teachers; (b) Research on teacher training for pre-school bilingual teachers; (c) Research on bilingual teachers in ethnic minority areas; (d) Research on teaching strategies of pre-school bilingual teachers. Based on the above research, this study puts forward the important tasks of current research and future research trends in order to provide some ideas for follow-up research.

EDL065 Time: 4:15pm-4:30pm	Work Skills Needs and Job Performance of Graduates of Blocklaying and Concreting Works Trade of Technical Colleges for Employment in South-South Nigeria **Jane Itohan Oviawe** and Raymond Uwameiye *Ambrose Alli University, Ekpoma, Edo State, Nigeria*

Abstract: This study identified the work skills required by technical college graduates in blocklaying and concreting works trade as a means to mitigate the current graduate unemployment in South-South Nigeria using descriptive survey research design. Two research questions guided the study. The study sample consisted of 258 blocklaying and concreting work graduates. A 92 competency item questionnaire developed from literature reviewed was used for data collection. Three experts face validated the instrument. Cronbach Alpha was used to test the reliability of the instrument which yielded a reliability coefficient of .83. Data collected were analyzed using weighted mean and improvement need index. The findings revealed that blocklaying and concreting works graduates needed training in 75 out of the 85 competency items identified in this study; and that the technical college graduates could not perform the competency items to the level needed in blocklaying and concreting works. It was recommended that government should provide adequate training facilities at the technical colleges in order to address work skills the graduates were deficient in; the identified skills where graduates of technical colleges performed poorly should be packaged and used for remedial training programme to remedy the competencies in which blocklaying and concreting works graduates need improvement since they exhibited low level of job performance.

EDL1001-A Time: 4:30pm-4:45pm	Teachers' Self-Reported Intentions to Change Their Practice Based on Second Language Acquisition (SLA) Theories **Paul Markham** *Dept. of Curriculum & Instruction, University of Kansas, USA*

Abstract: The purpose of this study was to understand how teachers' intentions to utilize SLA theories change as a result of participation in a university SLA theory course. This investigation follows earlier research addressing the influence of university instruction on second language teacher beliefs (Busch, 2010; Kamiya & Loewen, 2014). The specific research questions were:
(1) To what extent do teachers indicate changes in their SLA theories resulting from course participation? and;

(2) Which SLA theories presented in an SLA theory course do teachers indicate they are willing to apply in their classrooms?

A total of 75 participants took part in the study by participating in regular or online sections of a second language acquisition theory course over four semesters. In addition to the weekly evaluation of their assignments based on reading the assigned research articles, students were asked to articulate their own personal theory of SLA once at the beginning and at the end of the semester.

The results revealed that preservice teachers (68%) and practicing teachers (67%) were both quite likely to change their initial personal theories as a result of course participation. However, 82% of the international students changed their personal theories completely or somewhat, whereas only 61% of domestic students demonstrated similar changes. Regarding the application of their personal theories, no participants mentioned English for Academic Purposes in their initial theories, but it was the most frequently mentioned factor in their final theories. Moreover, the Practice variable listed first in their initial theories was mentioned fourth in their final theories, and the Exposure factor tied for first place in their initial theories, but did not make their top 10 factors at the end of the course. Additionally, Bilingual Education, Feedback, and Learner Variability received support among the top 10 factors mentioned in their final theories, but received no mention in their initial theories.

EDL1002 Time: 4:45pm-5:00pm	Research Project Subject: A Study on Obstacles and Countermeasures for the Internationalization of Junior Faculty at Universities **Xiaojuan Hui**, Beibei Yang, Chao Huang, and Zhen Qin *Nankai University Binhai College, Tianjin, China*

Abstract: This study uses the Delphi method to conduct questionnaire surveys among 30 professionals in higher education, education theory, and management. The first round of surveys was supported by 19 experts who offered their opinions on the preliminary indicators. Their opinions were classified as agree, disagree, agree after revision, or uncertain. The experts also provided other suggestions and comments. The second round of surveys was an improvement of the first, with 16 experts responding. By calculating the arithmetic mean, full-mark frequency, and coefficient of variation, 17 evaluation indicators for the internationalization of junior faculty were identified, including "results being applied abroad," "applications for foreign funds," "number of records in international search engines," "integrating international issues and multicultural understanding into existing courses," and "extent of international cooperation."

EDL030 Time: 5:00pm-5:15pm	Exploration of Outcome-Based Computational Thinking Education Programs for Teachers Yiyi Xu, **Pengfei Liu**, Peihe Tang, and Xinlai Tang *Australian Maritime College, University of Tasmania, Australia*

Abstract: It is widely accepted that computer foundation course will benefit from the research and application of Computational Thinking in China. It is in fact that most research work in Computation Thinking have served for students but much less for teachers. College teachers in China took less systematic training in order to adequately prepare them for increasingly higher teaching requirements. To address this issue, this paper first proposes an outcomes-based teacher education program distinguished from CT principles under teaching and learning perspective, decomposed an abstract computational thinking idea into a definite coursework content. This paper then describe an outcomes-based evaluative frame which supports teachers to ensure a successful application of CT theories and concepts into practical skill development. Results from practice showed that the current research work is effective and widely accepted for which evidence is also provided.

EDL035-A Time: 5:15pm-5:30pm	Tutor Training to Work with Distance Education in Health Elza Monier, Ana Oliveira, **Katherine Assis**, and Juliane Santos *UNA-SUS/UFMA, São Luís - Maranhão, Brazil*

Abstract: In distance education (DE), the tutor performs one of the most complex tasks of teaching practice in this type of teaching, requiring different skills to perform the duties of a tutor. Literature reports that in courses with proactive and trained tutors, the student dropout rate has an average of less than 10%. This paper aims to describe the formation and evaluation process of tutors working in health courses, offered by a Brazilian university, besides correlating it with the student dropout rate of the educational offer in which these tutors worked. The course lasted for 04 months, with the participation of 18 tutors and it was developed within the principles of active teaching methodologies. It was composed of 04 online modules (made available in a virtual room built on the Moodle platform) and 04 face-to-face meetings, with the purpose of instructing tutors about tutoring in DE, permanent health education and the process of evaluating learning in DE, totaling 120 hours. At the end of the course, 15 participants were willing to evaluate the training, according to the criteria of didactic-pedagogical aspects, teacher-facilitator's performance, and general evaluation of the course. Positive feedback was obtained, with 60% of the tutors considering the course

as "great", and 40% evaluated it as "good", with relevant points to be improved, such as the insertion of more audiovisual resources in the content, presentation of more simulations situations in the forums and explore more questions related to the teaching - learning process. The student dropout rate obtained in the groups under these tutors care was 8.5%. Thus, it can be said that investing in training of proactive tutors is an important reinforcement in the conduct of a distance education offer, and that, in addition to other factors, can contribute to reduce the avoidance level in a DE course.

EDL012 Time: 5:30pm-5:45pm	Expanding Higher Education: Does the Open University of Sri Lanka Adequately Provide Distance Education Opportunities? **Chitrangani Hewapthirana** *Open University of Sri Lanka, Nawala, Sri Lanka*

Abstract: A good education system and proper training opportunities are necessary to build up human resources of any country. In Sri Lanka, securing a place in a higher education institute has become more and more competitive and as a solution to the demand on the government for higher education opportunities for qualified students, The Open University of Sri Lanka (OUSL) was started in 1980.The prime goal of OUSL is to provide to enter to university due to reasons beyond their control. But through the analysis of data, it was understood that the supply of education is unable to meet the demand and the supply is unable to win the demand it needs and results in the primary goals of the university being challenged, the norms of distance learning being absent, large scale benefits not being obtained, increase in the unit cost and overall cost, not being able to get the optimum use of physical and human resources, and the recurrence of problems pertaining to higher education entrance as a result of admission opportunities not being filled to the full capacity. Therefore in order to overcome these problems the Open University should come up with a program to increase its student admissions through its 22 centers throughout the country.

EDL064 Time: 5:45pm-6:00pm	Trainees' Views on the Use of Self Evaluation of Teacher Talk (SETT) in Microteaching Sessions **Irma Windy Astuti** and Gusmi Wena Selti *Universitas Islam Indonesia, Indonesia*

Abstract: Teacher talk has a strategic role in foreign language teaching and learning. The need to equip foreign language teacher trainees with reflective pratice on their use of teacher talk is, among others, to sensitize and raise their awareness on the interactional aspects of their classroom teaching simulation, in addition to the

methodological aspects that they receive in their training. The present study aims to describe four teacher-trainees' views on their use of SETT (Self Evaluation of Teacher Talk) framework as it is incorporated into microteaching/ peer-teaching practicum sessions. The study employs case study and gathers its data from interview, observation of trainees' teaching practices and their teacher talk evaluation employing SETT framework. The findings of the study advocate the importance of providing comprehensive induction and systematic integration of SETT framework into the peer-teaching practicum for better development of trainees' awareness towards SETT metalanguage to facilitate the reflection and evaluation of their use of teacher talk.

Session 6: Computer and Network Engineering

Venue: UBAYE
Chair: Assoc. Prof. Ervin Varga
University of Novi Sad, Serbia
Time: 4:00pm-6:15pm

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CM018 Time: 4:00pm-4:15pm	Effort Estimation across Mobile App Platforms Using Agile Processes: A Systematic Literature Review **Abdullah R Altaleb** and Andrew M Gravell *Department of Electronics and Computer Science, University of Southampton, Southampton, UK*

Abstract: It is predicted that smartphone numbers will increase to 2.8B in 2018, up from around 2B in 2016. Moreover, revenue from application stores is predicted to reach $189B by 2020, up from $88.3B in 2016 . Software effort and size estimation are essential when it comes to project managers being able to manage and plan a project so as to prevent it from failing. The planning and development of mobile applications differs from other traditional software applications due to the characteristics of the mobile environment, high autonomy requirements, market competition, and many other constraints. Therefore, this paper presents the results of a Systematic Literature Review (SLR) concerning effort and size estimation models in mobile application development; this is followed by a summary of estimation techniques used across mobile apps. In particular, we focus on the software estimation models that are applicable to the Agile Software Development (ASD) process. The aim of this SLR is to provide researchers and practitioners with an overview of the current state-of-the-art software estimation techniques used in mobile applications. At the end of this review, some suggestions, research gaps and possible future work will be presented.

CM020 Time: 4:15pm-4:30pm	Trust Evaluation Model for P2P Networks Based on Time and Interaction **Ke Xuemeng**, Zhou Guofu, and Du Zhoumin *State Key Laboratory of Software Engineering, Wuhan University, China*

Abstract: The traditional centralized trusting mechanism does not meet the requirements of the modern P2P network, so it is necessary to establish a distributed trusting mechanism to strengthen the system's reliability. Factors including time attenuation factor, interactive frequency factor, interactive size factor and average online time factor markedly influence the trust of the nodes in a P2P network. This paper defines the precise effects of these factors on trust and proposes a comprehensive trust model and global trust model based on direct trust and indirect trust.

CM1001 Time: 4:30pm-4:45pm	Big Data Service Delivery Network **Xinhua E.** and Binjie Zhu *Faculty of Information Technology, Beijing University of Technology, Beijing, China*

Abstract: Big data service is a promising technology in Internet. Quality of service of big data services is a very important indicator. A service delivery network was presented in this paper to reduce service delays. The web services were distribution to the edge of the network to making it closer to users, so the network delay is small. A services distribution method with QoS guarantee was presented in this paper. Friendly degrees were measured in this method between the servers. According to the friendly degree determine the coverage areas of a copy. It takes up less resource under the premise of QoS guaranteeing.

CM023 Time: 4:45pm-5:00pm	A Novel Holistic Design Optimisation Algorithm for the Ironless Inductive Position Sensor **Adrian Grima**, Mario Di Castro, Alessandro Masi, and Nicholas Sammut *EN-SMM-MRO Group, European Organization for Nuclear Research (CERN), Geneva, Switzerland* *Department of Micro and Nanoelectronics, Faculty of ICT, University of Malta, Msida*

Abstract: The Ironless Inductive Position Sensor (I2PS) is a state-of-the-art high precision linear position sensor, which is designed to be radiation hard and immune to magnetic fields. This sensor is built for the Large Hadron Collider collimation system at the European Organization for Nuclear Research. It is continuously monitored to assess the precision, accuracy and drifts during the machine's operation. The ironless inductive position sensor was previously designed and optimised manually on a programmed electromagnetic model and simulated using a finite element model simulator. This sensor has the potential to be used extensively in industry, especially in areas with high radiation and high electro-magnetic interference. To industrialise it, an automated design procedure is required that offers the possibility to a user with minimal knowledge to design and optimise the sensor. This paper identifies the optimisation parameters and constants required in the manual design. It hence presents an automated design procedure which uses a multi-objective optimisation algorithm to automatically produce ironless inductive position sensors tailor-made to the user`s specifications.

CM1002 Time: 5:00pm-5:15pm	Requirements Engineering for a Matching Algorithm to Use in Hospital Networks **Hubertus Franke**, Katharina Lanko, M.A., Martina Hasseler, Denise Dick Anwander, and Sven-Nelson Ruppert M.A. *Institute for logistics optimization, Ostfalia, University of Applied Sciences, Salzgitter, Germany*

Abstract: This paper demonstrates the opportunity to optimize the personnel selection procedures in hospitals for short-dated proxies in need of the skills shortages. The basis for this optimizing is an algorithm for matching parameters that help to bring firms and employees with needed skills together.

CM008 Time: 5:15pm-5:30pm	A Cognitive Framework to Secure Smart Cities **Shahab Tayeb**, Neha Raste, Matin Pirouz, and Shahram Latifi *University of Nevada, Las Vegas USA*

Abstract: The advancement in technology has transformed Cyber Physical Systems and their interface with IoT into a more sophisticated and challenging paradigm. As a result, vulnerabilities and potential attacks manifest themselves considerably more than before, forcing researchers to rethink the conventional strategies that are currently in place to secure such physical systems. This manuscript studies the complex interweaving of sensor networks and physical systems, and suggests a foundational innovation in the field. In sharp contrast with the existing IDS and IPS solutions, in this paper, a preventive

and proactive method is employed to stay ahead of attacks by constantly monitoring network data patterns and identifying threats that are imminent. Here, by capitalizing on the significant progress in processing power (e.g. petascale computing) and storage capacity of computer systems, we propose a deep learning approach to predict and identify various security breaches that are about to occur. The learning process takes place by collecting a large number of files of different types and running tests on them to classify them as benign or malicious. The prediction model obtained as such can then be used to identify attacks. Our project articulates a new framework for interactions between physical systems and sensor networks, where malicious packets are repeatedly learned over time while the system continually operates with respect to imperfect security mechanisms.

CM007 Time: 5:30pm-5:45pm	Spectral Graph Analysis with Apache Spark-Proof of Concept Implementation Davor Šutić and **Ervin Varga** *Faculty of Technical Sciences, University of Novi Sad, Trg Dositeja Obradovića 6, 21000 Novi Sad, Serbia*

Abstract: Graphs are the cornerstone of many algorithms pertaining to various network analyses. When the problem's dimensionality is relatively small, expressed in the number of vertices and edges of a graph, then most methods perform adequately well. As the problem size increases, more compute power is required. Distributed computing is a one viable option to address this issue, but it cannot scale indefinitely. At one point, it is necessary to turn to heuristic approaches. Spectral graph theory is an example of such approximate scheme. In this paper, we combine spectral analysis with distributed computing using Apache Spark. The paper is accompanied with a publicly available proof of concept implementation. The system was extensively performance tested, and the results show a superb fit of Apache Spark to the purpose of spectral graph analysis. Furthermore, the resulting code is straightforward thankfully to Spark's intuitive distributed programming model, and welldesigned APIs.

CM016 Time: 5:45pm-6:00pm	Core Segmentation and Fracture Path Detection Using Shadows **Hasan Ozturk** and I. Turgut Saricam *Mining Engineering Dept., Middle East Technical University, Ankara, Turkey*

Abstract: Drilling is one of the routine operations carried out in geotechnical projects in order to retrieve samples from the ground. The retrieved samples, i.e. cores, are stored in boxes and analyzed by the geologists and mining engineers to determine several

parameters required for rock mass classification systems, such as RMR (Rock Mass Rating), GSI (Geological Strength Index), and Q. For this routine task to be automated, cores should be segmented properly. In this paper, a method is introduced for the segmentation of cores and detection of their fracture paths by using shadows. First of all, three digital true color images of a core box, with the same camera position but different light source positions, are taken using a high resolution camera. After the detection of the core box with color thresholding, the sections of the box are detected by using Hough transform and boundary tracing algorithms. Then, after extracting cores from each row of the box using color thresholding, touching cores are separated from each other with the help of shadows, concave points, and edges. Finally, fracture paths of the cores are detected by taking positions of the light sources into account and tracing the boundaries of the detected shadows. All coding routines are developed in MATLAB 2017a. Two different core boxes with 4 and 5 rows storing HQ and NQ diameter cores having various joint/bedding plane angles are photographed to conduct the study.

CM036 Time: 6:00pm-6:15pm	A Direct Implementation for a Multi-core Cache Architecture Rano Mal and **Yul Chu** *Electrical Engineering Department, University of Texas Rio Grande Valley, 1201 W. University Dr. Edinburg, TX, USA*

Abstract: This paper presents a direct implementation for a multi-core cache architecture. The proposed method needs to use Pin, which is an open-source dynamic instrumentation tool provided by Intel. The Pin intercepts the execution of instructions and generates a sequence code (traces) to feed into the proposed tool for any selected benchmark programs, such as SPEC2006, SPLASH2, or PARSEC. We are going to share this tool as an open-source (like Pin) with various research and/or academic communities for their design and/or education purpose. In addition, we expect more functions can be added on top of this tool by the research community.

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One Day Tour (*DIY Tour*)

Panorama of Nice from Colline du Château (9: 00am-11:00am)

The Promenade des Anglais ("Promenade of the English") is a promenade along the Baie des Anges ("Bay of the Angels"), which is a bay of the Mediterranean, in Nice. Before Nice was urbanised, the coastline at Nice was just bordered by a deserted stretch of shingle beach (covered with large pebbles). The first houses were located on higher ground well away from the sea, as wealthy tourists visiting Nice in the 18th century did not come for the beach, but for the gentle winter weather.[citation needed] The areas close to the water were home to Nice's dockworkers and fishermen.

In the second half of the 18th century, many wealthy English people took to spending the winter in Nice, enjoying the panorama along the coast. When a particularly harsh winter up north brought an influx of beggars to Nice, some of the rich Englishmen proposed a useful project for them: the construction of a walkway (chemin de promenade) along the sea.

Vieille Nice (11:00am-1:00pm)

Le Vieux-Nice (Vila-Vielha ou plus couramment Babazouk en Niçois) est la partie ancienne de la ville de Nice.

One of the most colorful areas of Nice is the Vieille Ville or Old Town at the base of la Colline du Chateau (Castle Hill). It's a quaint neighborhood with a strong Italian influence, leftover from when Nice was part of the Kingdom of Savoy (you may recall that Nice has only been part of France since 1860). We really enjoyed wandering down the narrow winding streets in the Old Town, surrounded by the beautiful earth-toned Italianate buildings. This is an area rich in local color and culture.

Place Massena (1:00pm-2:00pm)

The Place Massena is the main square of the city. Before the Paillon River was covered over, the Pont-Neuf was the only practicable way between the old town and the modern one. The square was thus divided into two parts (North and South) in 1824. With the demolition of the Massena Casino in 1979, the Place Massena became more spacious and less dense and is now bordered by red ochre buildings of Italian architecture.

The recent rebuilding of the tramline gave the square back to the pedestrians, restoring its status as a real Mediterranean square. It is lined with palm trees and stone pines, instead of being the rectangular roundabout of sorts it had become over the years. Since its construction, the Place Massena has always been the spot for great public events. It is used for concerts, and particularly during the summer festivals, the Corso carnavalesque (carnival parade) in February, the military procession of 14 July (Bastille Day) or other traditional celebrations and banquets.

The Place Massena is a two-minute walk from the Promenade des Anglais, old town, town centre, and Albert I Garden (Jardin Albert Ier). It is also a large crossroads between several of the main streets of the city: avenue Jean Medecin, avenue Felix Faure, boulevard Jean Jaures, avenue de Verdun and rue Gioffredo.

Basilique Notre-Dame de Nice (2:00pm-3:00pm)

The Basilica of Notre-Dame de Nice is a Roman Catholic basilica situated on the Avenue Jean-Medecin in the centre of Nice, in France. It is in the Neo-Gothic architectural tradition. The basilica, built between 1864 and 1868, was designed by Louis Lenormand and is the largest church in Nice, but is not the cathedral.

Le Cap de Nice (3:00pm-4:00pm)

Nestled between Mont Boron, the Port and the sea, this small residential area is undoubtedly one of the most prestigious in the capital on the French Riviera. There are

absolutely magical views of the beautiful blue and the Baie des Anges with the exception of just a couple of streets... Stroll along the Avenue Jean Lorrain, near Coco Beach and the famous restaurant La Reserve and discover the latest waterfront homes that Nice has to offer, some with private access to the sea and sandy beach!

Here, one can just hang out in the sun and enjoy the wonderful views, sunbathe on the rocks where the waves break, listening to the echoes of the sea, and since you are beneath the main road, you are guaranteed peace and well-being. One can also climb the trail that extends from the coastal port of Nice to Cap de Nice. Several sitting benches are placed along the trail where you can discover the beauty of the surrounding seabed.

Finally, stop for a few moments at the monument Maurice Maeterlinck and discover a simply unforgettable perspective.

memo