November 2026: Top 10 Cited Article in Education

International Journal of Education (IJE)

ISSN: 2348- 1552

https://airccse.com/ije/index.html

IMPLEMENTATION OF THE NEW SENIOR HIGH SCHOOL STANDARDS-BASED CURRICULUM IN GHANA AND MATTERS ARISING: FROM 21ST CENTURY SKILLS TO A BIPOLAR GLOBAL PROBLEM? David

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ABSTRACT

Education is an essential vehicle that could be used to promote the development drive of developing countries including Ghana. This is because education imbibe in the citizens useful cultural traits including knowledge, values, attitudes and skills. A combination of internal and external factors however, combine to limit the levels of educational attainment for people in developing countries, but also act to alter the sociocultural standards of these countries. Using a combination of mixed methods and desktop review of published and unpublished data sources the author attempts a chronicle of Ghana's past curriculum designs and its local cultural impacts viz-a-viz its correlation with issues bothering the global community. KEYWORDS Education, curriculum, cross-cutting issues, differentiation, pedagogy, 21st century skills, gender.

Volume Link: https://airccse.com/ije/current2024.html

Full Text Link: https://airccse.com/ije/papers/12224ije01.pdf

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IN SEARCH OF THE PROMPT THAT PRODUCES USEFUL WRITTEN CORRECTIVE FEEDBACK FOR L2 COMPOSITION CLASSES

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ABSTRACT

The use of artificial intelligence (AI) in language education may be in its infancy, but technological advances, especially natural language processing, will lead to its widespread adoption far sooner than many may think. For example, large language models (LLMs) like ChatGPT are often used when individuals utilize AI systems. This means that researchers in second language learning must begin evaluating the utility of AI-based tools for second language instruction. This study describes the importance of prompt engineering in designing effective prompts for second-language writing feedback. This action research (AR) study revealed that prompts could constrain the usefulness of AI-generated feedback and suggests that, like LLMs, users are few-shot learners. Adapting the prompts and understanding the limitations and constraints that these prompts produce will allow instructors to design prompts to make ChatGPT and other AI-based applications more helpful to learners in second-language composition classes.

KEYWORDS

prompt engineering; written corrective feedback; AI; ChatGPT; L2 composition

Volume Link: https://airccse.com/ije/current2024.html
Full Text Link: https://airccse.com/ije/papers/12424ije02.pdf

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EVALUATING TEACHER EFFECTIVENESS: METHODS, CHALLENGES AND IMPLICATIONS

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ABSTRACT

This research paper examines the multifaceted nature of effective teacher evaluation, drawing on insights from various sources. The paper discusses various evaluation methods, the challenges faced in implementation, and the implications for educational policy and practice. By integrating diverse evaluation strategies and addressing common issues, the paper aims to provide a balanced perspective on enhancing teacher effectiveness through comprehensive evaluation systems by integrating diverse evaluation strategies and addressing common issues.

KEYWORDS

Teacher effectiveness , Evaluation models , challenges , Implications Literature Review

Volume Link: https://airccse.com/ije/current2024.html
Full Text Link: https://airccse.com/ije/papers/12224ije04.pdf

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THE FORMATION OF INTERCULTURAL COMMUNICATION COMPETENCE OF FUTURE ENGLISH TEACHERS

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ABSTRACT

In today's diverse classrooms, educators must possess the vital skill of intercultural communication competence. This piece delves into the importance of this competence within teacher education, examining the factors that shape it among aspiring educators, such as cultural awareness, sensitivity, knowledge, and skills. The article also discusses effective strategies and approaches for integrating intercultural communication training into teacher education programs. Through a comprehensive examination of theory, research, and practice, this article aims to provide insights into fostering intercultural communication competence among future teachers.The purpose of writing the current work is to focus on certain concepts, among them are Educational Awareness: The primary purpose of the article is to raise awareness among future teachers about the importance of intercultural communication competence in their professional practice. This piece underscores the importance of cultural diversity in educational environments and highlights the necessity of cultivating abilities to communicate and collaborate effectively with a diverse range of students, families, and colleagues. As a resource for professional development, the article aims to equip future teachers with insights into intercultural communication and offer actionable strategies for seamlessly integrating cultural competence into their teaching methodologies. It should inspire them to engage in continuous learning and reflection to become culturally responsive educators. Promoting Inclusivity: Another purpose of the article is to advocate for inclusivity and equity in education.

KEYWORDS

Intercultural Communication Competence, Educational Awareness, Professional Development

Volume Link: https://airccse.com/ije/current2024.html
Full Text Link: https://airccse.com/ije/papers/12124ije03.pdf

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EFFECTIVE TEACHING FOR CLASSROOM MANAGEMENT WORKSHOP: THE GHANAIAN TEACHERS' PERSPECTIVES AND EVALUATION

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ABSTRACT

The paper is about teachers' reflection on and evaluation of continuous professional training and development. It is a qualitative survey, grounded in narrative inquiry framework of educational research with the assumptions that humans are social storytelling organisms. With a convenient sampling technique, 619 responses were received from 778 participants. Adopting a participant-centred mode of teaching, participants evaluated the workshop in their own words. With a human cognition of thinking, learning, and understanding, comments were classified into Bloom's (1956) three learning domains of cognitive, affective, and skills combined with Perry & Booth's (2021) concept of evaluating facilitators and workshop organizations and Kirkpatrick's (1998) four levels of evaluation. Participants insisted that this workshop be extended to other schools to build the required foundation for students. They mentioned also that their exposures to contemporary instructional strategies meet the globally acceptable standards and are challenged as 21st century teachers. Participants maintained that they would go back to the classroom with different mind-sets to include learners during lesson planning.

KEYWORDS

Capacity Building, Effective Teaching, Classroom Management, Cognitive Learning, Pedagogy

Volume Link: https://airccse.com/ije/current2024.html
Full Text Link: https://airccse.com/ije/papers/12324ije03.pdf

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IMPLEMENTATION OF THE NEW SENIOR HIGH SCHOOL STANDARDS-BASED CURRICULUM IN GHANA AND MATTERS ARISING: FROM 21ST CENTURY SKILLS TO A BIPOLAR GLOBAL PROBLEM?

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ABSTRACT

Education is an essential vehicle that could be used to promote the development drive of developing countries including Ghana. This is because education imbibe in the citizens useful cultural traits including knowledge, values, attitudes and skills. A combination of internal and external factors however, combine to limit the levels of educational attainment for people in developing countries, but also act to alter the sociocultural standards of these countries. Using a combination of mixed methods and desktop review of published and unpublished data sources the author attempts a chronicle of Ghana's past curriculum designs and its local cultural impacts viz-a-viz its correlation with issues bothering the global community.

KEYWORDS

Education, curriculum, cross-cutting issues, differentiation, pedagogy, 21st century skills, gender.

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Full Text Link: https://airccse.com/ije/papers/12224ije01.pdf

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CULTIVATION MODEL OF PROFESSIONAL DEGREE GRADUATE STUDENTS INTEGRATING INDUSTRY AND EDUCATION UNDER BACKGROUND OF "NEW ENGINEERING"

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ABSTRACT

Due to the weak practical ability, insufficient innovative spirit, and weak professional awareness in the current professional degree graduate student education, this paper has conducted the study on the joint cultivation of the professional degree graduate student integrating the industry and education under the background of the "new engineering". It has established the cultivation model of the professional degree graduate student with the industry-education integration and collaborative education. Guided by the national major strategies and the economic and social development needs of the Guangdong-Hong KongMacao Greater Bay Area (GBA), the universities, enterprises and governments fully coordinates and cooperates with the cultivation of the high-level engineering talents and scarce talents, which is able to comprehensively improve the practical innovation ability of the professional degree graduate students, and enhance the market recognition of the engineering education, thereby promoting the sustainable development of the engineering education under the background of the "new engineering".

KEYWORDS

Professional Degree Graduate Student Education, Industry-education Integration and Collaborative Education, Joint Cultivation Model, "New Engineering"

Volume Link: https://airccse.com/ije/current2024.html

Full Text Link: https://airccse.com/ije/papers/12124ije01.pdf

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EXAMINING THE LEARNING ENGAGEMENT OF ESL LEARNERS WITH NATIVE ESL TEACHING INSTRUCTIONS, FOCUSING ON BEHAVIORAL, AFFECTIVE, AND COGNITIVE ASPECTS

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ABSTRACT

Student engagement is vital in ESL education, with various pedagogical approaches emphasizing its importance. This research reviews literature on learner engagement in ESL and EFL classrooms, while also collecting data on students' attitudes towards native and non-native ESL teachers. The study aims to examine three types of teaching-learning engagements and explore learners' responses to instructions from native ESL teachers. A purposive sampling method was employed, selecting 41 participants consisting of 24 first-year and 17 second-year students. A survey research design utilizing a nonexperimental approach was used, employing a Likert scale and polling instrument. The study found that students had positive responses to instructions from native ESL teachers in Central Asia. This suggests that the presence of these teachers has had a significant impact and efforts should be made to recruit more. These findings could improve ESL teaching approaches and methodologies.

KEYWORDS

Behavioural engagement, affective engagement, cognitive engagement, learning attitudes, Non-native English as a Second Language (NNESL) Teacher, Native English as a Second Language (NESL) Teacher.

Volume Link: https://airccse.com/ije/current2024.html

Full Text Link: https://airccse.com/ije/papers/12224ije03.pdf

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INCLUSION OF LEARNERS WITH AUTISM SPECTRUM DISORDERS (ASD) IN LESOTHO PRIMARY SCHOOLS

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Abstract

The Lesotho Inclusive Education Policy 2018 aims to integrate all learners with special needs, with teachers playing a crucial role in including autism spectrum disorder (ASD). This paper focused on exploring teachers' perceptions of including learners with ASD in mainstream primary schools in Lesotho. Ten practising teachers, pursuing a bachelor's degree, were selected for semi-structured interviews regarding their experiences teaching learners with ASD. A phenomenological approach was used to analyse their responses. The findings indicate that the Lesotho education system does not adequately support learners with autism. Teachers feel unprepared to accommodate these learners and lack understanding of their needs. The findings suggest various forms of support to help manage ASD effectively. Therefore, a national study is recommended to assess teachers' needs in supporting learners with autism spectrum disorders, which would inform the successful implementation of the Lesotho Inclusive Education Policy (LIEP) 2018 in mainstream schools.

KEYWORDS

Autism Spectrum Disorders, inclusion, learners, teachers, mainstream primary schools, Lesotho

Volume Link: https://airccse.com/ije/current2024.html

Full Text Link: http://airccse.com/ije/papers/12424ije03.pdf

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DIFFERENT LEARNING STYLES AND THE 4 MAT IN SCIENCE

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ABSTRACT

This paper reviews the different learning styles in science, NLP, Kolb, Felder and Silverman, Hermann, McCarthy explaining their main characteristics and concluding with the socalled 4 MAT, which integrates them into a single model with eight pedagogical steps that must be covered in their entirety to connect teaching with student learning in an effective way.

KEYWORDS

learning styles, science, pedagogical steps, 4 MAT

Volume Link: https://airccse.com/ije/current2023.html

Full Text Link: https://airccse.com/ije/papers/11323ije04.pdf

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