Content

Conference Program: 5–12

Abstracts: 13–36

RONY STEIN-PERI, GAVIN SUSS, IRIS DORFMAN-OREN & NAFTALI KOLONETRO. Innovation and Quality: Compete or Complete? The Mediating Role of Managerial Risk Taking, p.13

PERCIVAL MAVUSO, EMMANUEL OLAWALE & NKOSINATHI MKOSI. Integration of Indigenous Knowledge in the Intermediate Phase Curriculum: a case of South African Schools, p.14

TUMANI MALINGA, POLOKO N. NTSHWARANG & NONOFO LOSIKE-SEDIMO. Innovation in university teaching: Blended learning at University of Botswana, p.15

JI HOON PARK, WEIHUA NIU & HEAVON ALLEN. Fostering Creativity and Critical Thinking in College: A Cross-cultural Investigation, p.16

RENALDO A. SCOTT. The manifesting of critical pedagogy in a phenomenological study context, p.17

FESTUS EDOBOR. The paradox of entrepreneurial marketing and the traditional marketing strategy, p.17-18

İREM DILEK & PINAR KAYGAN. Flexibility, Instability, and the Role of Networks: Comparison of the Work Conditions of the Designer Entrepreneurs and the Designers on Online Crowdwork Platforms, p.19

GABAIKANNGWE ETHEL MAMBO & GODFREY GICHUHI KINYANJUI, An analysis of the implementation of children's rights in the digital world: a case study of Botswana, pp.20-21

ELEI GREEN IGBOGI. Improving Government and Private Maritime Training Programmes for Nigerian Seafarers: Lessons from Selected Countries, p.22

ELIZABETH ACHINEWHU-NWORGU. Examine the experience of small business owners and entrepreneurs during the COVID 19 Pandemic and their "Push for Success, p.23

QUEEN CHIOMA NWORGU. What sets successful entrepreneurs apart? Nine golden rules for a success in your business venture or career, p.24

BOLATUMI OYEGOKE. Women against environment pollution: Strengthen resilience through participatory environment education, pp.25-26

GILLIAN L. S. HILTON. The Rise and Fall of English as a Medium of Instruction Globally in Higher Education, p.27

IRENE RACHEL TAUTONA. Main challenges confronting married women graduate students at the University of Botswana: 2017-2020 cohorts, pp.28-29

MOLEMOGI MAKGOBA. Dynamics of multicultural education in Botswana's primary education: Perspective from in-service teacher-learners at Ba Isago University, p.30

BOLATUMI OYEGOKE & REBECCA LEKOKO. Educating women for resilience to environmental pollution in Osun State, Nigeria: Merging action learning and lifelong learning, p.31-32

NONOFO LOSIKE-SEDIMO, POLOKO N. NTSHWARANG & TUMANI MALINGA. Girl's Education improvement: Sustainable strategies for empowering the girls in Botswana villages through transformative change in schools, p.32

RUDO GUMBO. 21st century skills for an Early Childhood Development (ECD) educator. Views from Ba Isago University lecturers, p.33

GERTRUDE SHOTTE, STEVE AZAIKI & RACHAEL DICKSON. Recasting Success in Personal, Local and National Moulds: Voices from Bayelsa, Nigeria, p.34

JOANNA SIMOS. Transformations on the go: international education, communities of practice and a global pandemic, p.35

NEISHA TERRY YOUNG & NEVA CAMERON-EDWARDS. Culturally Mediated Creativity and Coping with Trauma in the Jamaican Elementary Classroom, pp.36-37

PETE OPHOVEN, Everyday Creativity, p.37

TAJMA CAMERON. Examining the role teachers play in influencing the formation of Black students' STEM identities in their formal math courses, p.38

ANGELA NISSING. Pussy Riot: The Creativity of Protest, p.39

VLAD PETRE GLĂVEANU, Cultivating the possible: A new agenda for creativity studies in the (post)COVID-19 era, p.40

DERYN GRAHAM, Data Analytics and Artificial Intelligence for Post-Covid Recovery, p.41

DOMINIQUE A. HEGER. Quantum computing and its impact on how we conduct business & research, pp.41-42

RICHARD R. RENAULT. Biases of Knowledge Enterprise and Ways to Overcome Those, p.43

ANA TERRA MENEZES &TANIA STOLTZ. Creativity in education: a look at the perceptions of elementary school teachers and pedagogues in the Brazilian context, p.45

JEREMY BREWSTER. Post-traumatic Creativity: An Example from Myanmar through an Academic Civic Engagement Program, p.46

MICHAEL CROSSLEY. Epistemological and Methodological Issues and Frameworks in Comparative and International Research in Education, p.47

MAURA ANN DOWLING & CHRISTOPHER J. WILSON. The Art of Conscious Investment, p.48

RYAN DANIEL. Dean K. Simonton, p.49

IN-FILLED EVENTS

7th Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG), p.6

7th E. Paul Torrance International Roundtable on Creative Thinking, pp.6-7

9th KIE Big Data Analytics & E-Business Symposium, p.9

2nd Research Student Workshop, p.9

2nd Kaufman Family Research Symposium, p.10

3rd The World Education Fellowship Centenary Lecture, p.11

4th Global Comparative and International Education Roundtable (Global CIE Forum) Roundtable, p.12

Notes: 50-51

KIE Conference

Knowledge, Innovation & Enterprise Conference

with the World Education Fellowship

Conference Program

Tuesday 27th July 2021 **(DAY 1: Knowledge, Innovation & Creativity)**

Chair: *David Turner, PhD, University of South Wales, UK*

08:20 – 08:25	*James Ogunleye, PhD, 2020 KIE Conference Chair* Welcome
08:25 – 08:30	*Prof David Turner, University of South Wales, UK & Beijing Normal University, China & WEF & Global CIE* *Opening Remarks*
08:30 – 09:00	*Percival Mavuso, Dr Emmanuel Olawale & Nkosinathi Mkosi, University of Fort Hare, South Africa* Integration of Indigenous Knowledge in the Intermediate Phase Curriculum: a case of South African Schools *(Abstract, p.14)*
09:00 – 09:30	*Dr Tumani Malinga (Presenting), Poloko N. Ntshwarang & Dr Nonofo Losike-Sedimo University of Botswana, Gaborone, Botswana* Innovation in university teaching: Blended learning at University of Botswana *(Abstract, p.15)*
09:30 – 10:00	*Rony Stein-Peri, (Presenting) Ariel University, Israel, Dr Gavin Suss College of Management, Israel, Iris Dorfman-Oren & Naftali Kolonetro, Technion - Israel Institute of Technology, Israel* Innovation and Quality: Compete or Complete? The Mediating Role of Managerial Risk Taking *(Abstract, p.13)*
10:00 – 10:30	*Professor Ryan Daniel, James Cook University, Australia* Dean K. Simonton *(Abstract, p.49)*
10:30 – 11:00	Break
11:00 – 11:30	*Ana Terra Menezes (poster) &Tania Stoltz, Federal University of Paraná, Brazil* Creativity in education: a look at the perceptions of elementary school teachers and pedagogues in the Brazilian context *(Abstract, p.45)*
11:30 – 12:00	*Maura Ann Dowling, Bryant University, USA & Christopher J. Wilson (Presenting), Aston University, UK* The Art of Conscious Investment *(Abstract, p.48)*
12:00 – 12:30	*Neisha Terry Young (poster; presenting) Drexel University, PA, USA & Neva Cameron-Edwards, Ministry of Education, Jamaica* Culturally Mediated Creativity and Coping with Trauma in the Jamaican Elementary Classroom *(Abstract, pp.36-37)*
12:30 – 13:00	*Ji Hoon Park (Presenting), Weihua Niu, and Heavon Allen, Pace University, New York, USA* Fostering Creativity and Critical Thinking in College: A Cross-cultural Investigation *(Abstract, p.16)*
13:00 – 13:30	*Lindsay Esola (poster; PhD scholar), The Pennsylvania State University, PA, USA* Teaching Creative Thinking Through Art To Promote Artistic Gains: An Experiential Learning Inquiry *(Abstract, p.43)*

13:30 – 14:00	Break
14:00 – 14:30	*Pete Ophoven, Drexel University, PA, USA* Everyday Creativity *(Abstract, p.37-38)*
14:30 – 15:00	*Angela Nissing, Drexel University, PA, USA* Pussy Riot: The Creativity of Protest *(Abstract, p.39)*
15:00 – 15:30	*Jeremy Brewster, International Center for Studies in Creativity, State University of New York, Buffalo State, USA* Post-traumatic Creativity: An Example from Myanmar through an Academic Civic Engagement Program *(Abstract, p.46)*
15:30 – 17:00 In-filled Event	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
17:10 – 20:30 In-filled Event	Paul Torrance International Roundtable on Creative Thinking

7th Annual Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG) Presentations

27 July, 15:30-17:00 (3.30 PM – 5.00 PM) (UK)

Topic: *"Using the RDCA as a diagnostic investigative tool to explore and understand creativity dynamics for educators, entrepreneurs, job seekers and in the workplace"*

Moderators: *Larry Keiser, PhD, Assistant Clinical Professor &* Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA* **&** *Fredricka Reisman, PhD, Professor Emerita, School of Education, Drexel University, USA*

15:30 – 15:35	*Fredricka Reisman, PhD, Professor Emerita, Director of the Freddie Reisman Center for Translational Research in Creativity and Motivation, Co-Director of the Drexel/Torrance Center for Creativity & Innovation, and Founder of the School of Education, Drexel University, USA* Opening remarks
15:35 – 16:35	**Speakers** ***Christine Galib****, EdD, Senior Director of Programs, The Ion, Houston, TX, USA,* ***Melissa Schmitz****, EdD, Drexel University, USA,* ***Frankie Bonilla****, educator, PA, USA &* ***Mitch Marcello****, founder, Acts Network, Mitch, USA*
16:35 – 16:55	Q&A/Discussion
16:55 – 17:00	*Concluding remarks* *Fredricka Reisman, PhD, Professor Emerita & Founder of the School of Education, Drexel University, USA*

7th Annual E. Paul Torrance International Roundtable on Creative Thinking

27th July, 17:10 - 20:30 [5.10-8.30 pm] (UK)

***Part I*: "Concluding thoughts on the 70 Years of Research into Creativity following J.P. Guildford's APA Presidential Address"**

Part II: "How Can Creativity Provide Innovative Solutions for Communities in Post-Covid Recovery?"

Chair: *Larry Keiser, PhD, Assistant Clinical Professor &* Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

17:10 – 17:15	*Larry Keiser, PhD, Assistant Clinical Professor & Director of Creativity & Innovation Programmes, School of Education, Drexel University, USA* Chair of Torrance Roundtable: Opening remarks
Part I	*"Concluding thoughts on the 70 Years of Research into Creativity following J.P. Guildford's APA Presidential Address"*
17:15 – 17:35 Keynote 1	*Scott G. Isaksen, PhD, Professor of Leadership and Organizational Behavior, BI Norwegian Business School, Norway & founder, Creative Problem Solving Group, Buffalo, New York.*
17:35 – 17:55 Keynote 2	*Dean Simonton, PhD, distinguished professor of psychology, University of California, Davis, USA & past president of the Society for General Psychology, APA Division 1.*
17:55 – 18:15 Keynote 3	*Fredricka Reisman, PhD, Emerita Professor, founder of Drexel's School of Education & Co-Director of the Drexel/Torrance Center for Creativity and Innovation, Drexel University, PA, USA.*
18:15 – 18:30	Q&A/introducing part II
Part II	*"How Can Creativity Provide Innovative Solutions for Communities in Post-Covid Recovery?"*
18:30 – 18:55 Keynote 1	*Kobus Neethling, PhD, President of the South African Creativity Foundation & founder Kobus Neethling Institute & Creator of the Neethling Brain Instruments, South Africa.*
18:55 – 19:20 Keynote 2	*Todd Lubart, PhD, Professor of Psychology at the Université de Paris (LaPEA lab), France.*
19:20 – 19:45 Keynote 3	*Vlad Petre Glăveanu, PhD, Associate Professor & Head of the Department of Psychology and Counselling, & founder/director, Webster Center for Creativity and Innovation, Webster University Geneva, Switzerland.* *(Abstract, p.40)*
19:45 – 20:10 Keynote 4	*Pamela Burnard, PhD, Professor of Arts, Creativities and Education at the Faculty of Education, University of Cambridge, UK.*
20:10 – 20:25	Contributions/Comments/Q&A
20:25 – 20:30	Concluding remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 28th July 2021
(DAY 2: Innovation & Enterprise, Big Data Analytics & Research)

Chair: *Festus Edobor, PhD, Higher Colleges of Technology, Abu Dhabi, UAE*

08:00 – 08:30	*Richard R. Renault, College Applicant, Atlanta, GA, USA* Biases of Knowledge Enterprise and Ways to Overcome Those *(Abstract on p.43)*
08:30 – 09:00	*Dr Festus Edobor, Higher Colleges of Technology, Abu Dhabi, UAE* The paradox of entrepreneurial marketing and the traditional marketing strategy *(Abstract, pp.17-18)*
09:00 – 09:30	*İrem Dilek (Presenting) & Pınar Kaygan, Middle East Technical University, Turkey* Flexibility, Instability, and the Role of Networks: Comparison of the Work Conditions of the Designer Entrepreneurs and the Designers on Online Crowdwork Platforms *(Abstract, p.19)*
09:30 – 10:00	*Dr Gertrude Shotte (presenting), Professor Steve Azaiki & Dr Rachael Dickson (Presenting), ISCEST, Nigeria* Recasting Success in Personal, Local and National Moulds: Voices from Bayelsa, Nigeria *(Abstract, pp.34)*
10:00 – 10:30	Break
10:30 – 11:00	*Dr Elei Green Igbogi,* Nigerian Maritime Administration *and Safety* Agency*, Lagos, Nigeria* Improving Government and Private Maritime Training Programmes for Nigerian Seafarers: Lessons from Selected Countries *(Abstract, p. 22)*
11:00 – 11:30	*Gabaikanngwe Ethel Mambo & Godfrey Gichuhi Kinyanjui, Ba Isago University, Gaborone, Botswana* An analysis of the implementation of children's rights in the digital world: a case study of Botswana *(Abstract, pp.20-21)*
11:30 – 12:40	*PUSH For Success for Workshop* *(Abstract, pp.23-24)*
12:40 – 13:00	Break
13:00 – 14:00 Keynote	*Elias G. Carayannis, PhD, Professor of Science, Technology, Innovation and Entrepreneurship & Director, European Union Research Centre, George Washington University School of Business, Washington, D.C. USA* Towards Industry and Society 5.0 in the Era of the Pandemics via the Quadruple/ Quintuple Innovation Helix Lenses
14:00 – 15:30	9th Big Data Analytics & E Business Symposium
15:30 – 17:00	Research Student Workshop
17:00 – 19:00	Kaufman Family Research Symposium

Push For Success Workshop

Wednesday, 28th July, 11:00-12:40 (BST)

Topic: "Motivating people in the Business World"

Chair: *Dr Elizabeth Achinewhu-Nworgu, Focus Learning Support, UK*

11:30 – 11:35	*Dr Elizabeth Achinewhu-Nworgu, Focus Learning Support, UK* Opening remarks
11:35 – 12:00	*Dr Elizabeth Achinewhu-Nworgu, Focus Learning Support, UK* Examine the experience of small business owners and entrepreneurs during the COVID 19 Pandemic and their "Push for Success *(Abstract, p.23)*
12:00 – 12:25	*Ms Queen Nworgu, Focus Learning Support, UK* What sets successful entrepreneurs apart? Nine golden rules for a success in your business venture or career *(Abstract, p.24)*
12:25 – 12:38	Q&A
12:38 – 12:40	Concluding remarks

9th KIE Big Data Analytics & E-Business Symposium
28th July 2021; Time: 14:00-15:30

Topic: **'Big Data Smart Future: How to Leverage Data Analytics and Artificial Intelligence for Post-Covid Recovery'**

Chair: *James Ogunleye, KIE Chairman*

14:00 – 14:05	Chair's Opening remarks
14:05 – 14:35 Keynote	*Dominique Heger, PhD, CEO DHTecnologies & Data Analytica, Texas, USA.* *Topic:* 'Quantum computing and its impact on how we conduct business & research' *(Abstract, pp.41-42)*
14:35 – 15:05 Keynote	*Deryn Graham, PhD, Data Scientist, Data Analytica, UK & retired Senior Lecturer, Department of Systems Management and Strategy, University of Greenwich, UK.* *Topic:* 'Data Analytics and Artificial Intelligence for Post-Covid Recovery'*(Abstract, p.41)*
15:05 – 15:25	Contribution/Comments/Q&A
15:25 – 15:30	*Chair's Concluding remarks*

Research Student Workshop & Writing Clinic

Wednesday, 28th July, 15:30-17:10 (BST)

Topic: "Data Analysis, Findings & Discussion"

Chair: *Gertrude Shotte, Middlesex University, UK*

15:30 – 15:35	*Gertrude Shotte, PhD, Middlesex University, UK* Opening remarks & Welcome
15:35 – 16:15	*Prof Vusi Mncube, Dean, Faculty of Education, University of Fort Hare, South Africa* Keynote Presentation
16:15 – 16:45	*Gregory Julius, PhD, Director of Education, Ministry of Education, Montserrat* Contribution: 'My PhD Journey'
16:45 – 17:05	Q&A
17:05 – 17:10	*Gertrude Shotte, PhD, Middlesex University, UK* Chair's concluding remarks

Kaufman Family Research Symposium

Wednesday, 28th July, 17:15-19:00 [5.15-7.00 pm] (BST)

Topic: "Translating Research to the Field: Probe to Practice"

Chair: *Larry Keiser, PhD, Assistant Clinical Professor*
& Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

17:15 – 17:20	*Larry Keiser, PhD, Clinical Assistant Professor & Director of Creativity & Innovation* Programmes*, School of Education, Drexel University, USA.* Welcome
17:20 – 18:00	*David Turner, PhD, Professor Emeritus, Faculty of Business & Society, University of South Wales, UK & Professor at the Institute for International and Comparative Education, Beijing Normal University, China* *Keynote*
18:00 – 18:30	*Jennie Kaufman Singer, PhD, Professor, Sacramento State University, California, USA* *Contribution*
18:30 – 18:50	Q&A
18:50 – 19:00	*Chair's concluding remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

Thursday, 29 July 2020
(DAY 3: Education, the World Education Fellowship & Global CIE Events)

Chairs: *Prof James Ogunleye & Prof David Turner*

09:00 – 09:30	*Dr Gillian Hilton, British Federation of Women Graduates, UK* The Rise and Fall of English as a Medium of Instruction Globally in Higher Education *(Abstract, p.27)*
09:30 – 10:00	*Dr Bolatumi Oyegoke, Ba Isago University, Botswana* Women against environment pollution: Strengthen resilience through participatory environment education *(Abstract, pp.25-26)*
10:00 – 10:30	*Irene Rachel Tautona, Ba Isago University, Botswana* Main challenges confronting married women graduate students at the University of Botswana: 2017-2020 cohorts *(Abstract, pp.28-29)*
10:30 – 11:00	*Dr Bolatumi Oyegoke & Prof Rebecca Lekoko, Ba Isago University, Botswana* Educating women for resilience to environmental pollution in Osun State, Nigeria: Merging action learning and lifelong learning *(Abstract, pp.31-32)*
11:00 – 11:30	*Molemogi Makgoba, Ba Isago University, Botswana* Dynamics of multicultural education in Botswana's primary education: Perspective from in-service teacher-learners at Ba Isago University *(Abstract, p.30)*
11:00 – 11:30	Break
11:30 – 12:00	*Dr Nonofo Losike-Sedimo, Poloko N. Ntshwarang & Dr Tumani Malinga, University of Botswana, Gaborone, Botswana* Girl's Education improvement: Sustainable strategies for empowering the girls in Botswana villages through transformative change in schools *(Abstract, pp.32)*
12:00 – 12:30	*Rudo Gumbo, Ba Isago University, Botswana* 21st century skills for an Early Childhood Development (ECD) educator. Views from Ba Isago University lecturers *(Abstract, p.33)*
12:30 – 13.00	*Dr Joanna Simos, Arcadia University, London, UK* Transformations on the go: international education, communities of practice and a global pandemic *(Abstract, p.35)*
13:00 – 13:30	Break
13:30 – 14:00	*Tajma Cameron, PhD Student, Drexel University, PA, USA* Examining the role teachers play in influencing the formation of Black students' STEM identities in their formal math courses *(Abstract, p.38)*
14:00 – 14:30	*Dr Renaldo A. Scott (poster), University of Pennsylvania, USA* The manifesting of critical pedagogy in a phenomenological study context *(Abstract, p.17)*
14:30 – 15:00	*Extended Q&A/Discussion/Feedback session on the day's presentations*
15:00 – 15:30	Break
15:30 – 17:00 In-filled Event	3rd The World Education Fellowship Centenary Lecture
17:00 – 19:00 In-filled Event	4th Global Comparative and International Education Roundtable (Global CIE Forum) Topic: "Epistemological and Methodological Frameworks and Tools in International and Comparative Education Research"
19:00 – 19:10	*James Ogunleye, KIE Conference Chairman & Lupita Turner, WEF Secretary General* Closing Remarks

3rd World Education Fellowship Centenary Lecture

29th July 2021; 15:30-17:00 (BST)

***Topic:* "System School on the Test Bench: Challenges of the Present and Orientations for the Future"**

Convenor: *Prof James Ogunleye, WEF International Guiding Committee & Editor, New Era in Education, the Journal of World Education Fellowship*

15:30 – 15:35	Chair's Welcome
15:35 – 15:40	*Mrs Lupita Turner, Secretary General, WEF International* Opening Remarks
15:40 – 16:20 Keynoter	*Prof Ralf Koerrenza, PhD, Professor of Historical Pedagigy and Global Education, Faculty of Social and Behavioural Sciences, Friedrich Schiller University, Germany & Associate Editor, New Era in Education, the Journal of World Education Fellowship*
16:20 – 16:35 Discussants	*Dr Gillian Hilton, Vice President, British Federation of Women Graduates, UK &* *Prof David Turner, Electronic Secretary, WEF International*
16:35 – 16:55	Q&A
16:55 – 17:00	Closing Remarks

4th Global Comparative and International Education [Global CIE] Forum Roundtable

29th July 2021; 17:00-19:00 (BST)

Topic: 'Epistemological and Methodological Issues and Frameworks in Comparative and International Research in Education'

Convenor & Chair: James Ogunleye, PhD, KIE Conference Chair & Member, Global CIE Forum

17:00 – 17:05	*David Turner, PhD, President, Global CIE Forum* Opening Remarks
17:05 – 17:45	*Michael Crossley, PhD, Professor Emeritus, University of Bristol, UK and Former President, British Association for International & Comparative Education (BAICE) & Former Editor, Comparative Education* *(Abstract, p.47)* Keynoter
17:45 – 18:30	*David Turner, PhD, President, Global CIE Forum & Beijing Normal University, China* *Brian Denman, PhD, Secretary General, GlobalCIE & University of New England, Australia & Gertrude Shotte, PhD, Middlesex University, UK* Discussants
18:30 – 18:55	*Q&A*
18:55 – 19:00	*Brian Denman, PhD, Secretary General, GlobalCIE* Closing Remarks

ABSTRACTS

Innovation and Quality: Compete or Complete? The Mediating Role of Managerial Risk Taking

Rony Stein-Peri, Ariel University, Israel
Gavin Suss, College of Management, Israel
Iris Dorfman-Oren & Naftali Kolonetro, Technion - Israel Institute of Technology, Israel

Innovation and quality are two core elements in today business world. Organizations who want to maintain a competitive advantage need to generate innovative and applicable ideas, by the side of maintaining and ensuring quality standards. Research suggests two opposing paradigms to explore the relationship between innovation and quality – the complementary approach and the competing approach. To reconcile the existing complexity, this study uses the paradox theory, and particularly the paradoxical leadership behavior theory. In addition, relying on evidence regarding the association between innovation and risk taking, we also examined the mechanism underlying the well-established relation between innovation climate and innovative performance. Specifically, we offer managerial risk taking as a mediator in the association between the two. A total of 344 employees among 72 teams from nineteen Israeli companies participated in the study. For each team, we collected data from both team members and managers, aggregating their responses separately into team level of analysis. Findings show evidence for both competing and complementary approaches, offering comprehensive understanding of the conditions in which each one of them exists. In addition, the mediating role of managerial risk taking in the relation between innovation climate and innovative performance is being displayed, demonstrating the mechanism underlying this relation. Theoretical contributions and practical implementations are discussed.

Keywords: Innovation, quality, organization, PLB theory and managerial risk taking

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Integration of Indigenous Knowledge in the Intermediate Phase Curriculum: a case of South African Schools

Percival Mavuso, Emmanuel Olawale & Nkosinathi Mkosi
University of Fort Hare, Alice, South Africa

There has been various concern that the integration of indigenous knowledge systems in the curriculum, generally, and in the teaching of respective subjects, particularly, does not necessarily happen as it should be. Thus, to investigate how Indigenous knowledge is integrated into the intermediate phase curriculum in selected Education District in the Eastern Cape Province, South Africa, the study employed a mixed methods approach that adopted a concurrent triangulation mixed method. The population of the study consist of teachers teaching in primary schools, subject Head of Departments, and Subject Advisors in 20 schools. As such, 71 intermediate phase teachers, 10 subject HoDs, and, 5 subject advisors were purposively selected. Research findings among many others revealed that whilst a majority of teachers claimed to integrate IK in their classrooms, a significant number did not and those who claimed to be integrating were unsure about its integration. Based on the findings of the study, it was recommended that IK should not be integrated in isolation but rather used as prior knowledge in line with the philosophical teaching principle of starting from the known and moving to the unknown.

Keywords: Education, Integration, curriculum, Implementation, Indigenous knowledge (IK), Intermediate Phase (IP)

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Innovation in university teaching: Blended learning at University of Botswana

Tumani Malinga, Poloko N. Ntshwarang & Nonofo Losike-Sedimo
University of Botswana, Gaborone, Botswana

Students entering university settings from high school are faced with challenges as they try to adjust and adapt to the new ways of instruction. In an attempt to ensure retention and graduation of students, the University of Botswana encourages diversifying teaching strategies that can keep students interested in their chosen courses. The First Year Learning Experience Seminar was introduced to orient students to the university setting. Instructors who ran the seminar reflected on how they have been teaching the course and used a Student Evaluation of Course and Teaching to examine how students view the strategies used. An analysis of students' evaluations indicated that they appreciated the blended learning. This was shown by their morale in online and in class discussions, reduced class absenteeism and increased student retention. This article indicates the importance of adopting diverse learning and teaching strategies to ensure students active participation and satisfaction with the course. Blended learning is recommended for students to ensure their engagement with class material.

Keywords: Blended learning, First year learning experience, Active participation, Adjustment, Orientation, Student engagement

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Fostering Creativity and Critical Thinking in College: A Cross-cultural Investigation

Ji Hoon Park, Weihua Niu & Heavon Allen
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Enhancing creativity and critical thinking have garnered the attention of educators and researchers for decades. They have been highlighted as essential skills for the 21st century (National Education Association, 2012). One hundred and three US students (53 female, 24 male, two non-binary, 24 non-reporting) and 166 Chinese students (128 female, 30 male, one non-binary, seven non-reporting) completed an online survey. The survey includes the STEAM-related creative problem solving, Sternberg scientific reasoning tasks, psychological critical thinking exam, California critical thinking skills test, and college experience survey, as well as a demographic questionnaire. A confirmatory factor analysis (CFA) yields a two-factor model for all creativity and critical thinking measurements. Yet, the two latent factors are strongly associated with each other (r=.84). Moreover, Chinese students outperform American students in critical thinking, whereas Americans outperform Chinese students in creativity. Lastly, the results also demonstrate that having some college research experience (such as taking research method courses) could positively influence both US and Chinese students' creativity and critical thinking skills. Implications are discussed.

Keywords: creativity, critical thinking, culture, research experience

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The manifesting of critical pedagogy in a phenomenological study context
Renaldo A. Scott, University of Pennsylvania, PA, USA

Brazilian educator Paolo Freire challenged the usual definition of education. He viewed education as meaningful in freeing oppressed individuals from some repressive state. The author of this abstract will propose the presentation of a poster on his doctoral study but through the Freirean lens of education, i.e., critical pedagogy. At the core of his dissertation was his innovative heuristic—*Please ASK*—used to aid comprehension of English article grammar before proper nouns. Study participants noted a perceived change in comprehension before and after their exposure to the heuristic. However, in this poster, the author will use Freirean metalanguage to provide an account of education being manifested via participant shift in consciousness before and after exposure to the heuristic. That is, education could be viewed as a major factor behind the participant-perceived transformation in the study.

Keywords: Please ASK, critical pedagogy, Paolo Freire, education, consciousness

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The paradox of entrepreneurial marketing and the traditional marketing strategy
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Purpose/Aim: The purpose of this paper is to evaluate the concept of entrepreneurial marketing and the traditional marketing strategy and dichotomise both concept. Entrepreneurial Marketing (EM) has become a widely acceptable field of inquiry in the Entrepreneurship and Marketing literature. The dichotomy between entrepreneurial marketing strategy and the traditional marketing strategy is still very vague. There is now wider recognition of the role entrepreneurs play in shaping the marketing landscape.

Design/Methodology: A quantitative methodology approach was used and data were collected from about 120 Entrepreneurs to establish their various

marketing strategies and the data was analysed using SPSS. The relative statistical tests were made and conclusions drawn based on empirical evidence.

Findings: Findings show that beyond the traditional marketing strategies, entrepreneurs adopt the effectuation principles and networking in their marketing orientation approach. **Limitations:** This paper was aimed evaluate the concept of entrepreneurial marketing and the traditional marketing strategy and dichotomise both concept. Entrepreneurial marketing theories and the traditional marketing theories were not presented in this paper. Further research should consider the combination of the effectuation principles and the traditional marketing strategies for value creation.

Implications: Scholars acknowledge the important differences between large and small business ventures and call for greater presence of entrepreneurial elements in marketing theory education. The implications of this paper therefore, is the application of effectuation and effectual means in entrepreneurial venture creation and development.

Originality: This paper has identified and clarified the ambiguity in the concept of entrepreneurial marketing strategy and the traditional marketing strategy linking to the theoretical underpins. This paper will benefit marketing practitioners, entrepreneurs and academic scholars.

Keywords: Entrepreneurship, Marketing, Entrepreneurial Marketing, Market orientation, marketing strategy

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Flexibility, Instability, and the Role of Networks: Comparison of the Work Conditions of the Designer Entrepreneurs and the Designers on Online Crowdwork Platforms

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Aligned with the shift to knowledge economy over the world, new jobs are emerging. While this is more apparent in some sectors, such as the ones directly related to technology, in almost all professional groups, information revolution and knowledge economy have an impact on work practices. This research explores the experiences of a high-skilled professional group, industrial designers, who increasingly prefer autonomous work over in-house positions in corporate companies in this changing employment environment. We focus on two groups of designers, first, who have established their own micro-businesses, where they carry out the design, production, and marketing stages of their products, and second, who take design projects on online crowdwork platforms since both types of work are becoming popular among designers in the last few years. Our analysis will present a comparison of these two types of work with respect to three issues, which are (1) the flexibility provided to the designers, (2) the problem of continuity and stability in income, and (3) the importance of individual network both at the beginning of the work and the following stages. Comparing the accounts of designers from both groups, we will discuss how work conditions are transformed by the new work practices and relations within these work settings.

Keywords: Design, creative work, entrepreneurship, crowdwork, qualitative research

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An analysis of the implementation of children's rights in the digital world: a case study of Botswana

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This paper examines the effects of digital technologies on children's rights. All children's rights ought to be reinforced, respected, and protected. Majority of children devote their time on Internet using various social media platforms which have become a key means of teaching and learning. Increased internet access by children is associated with risks and escalation of children's rights violations. Institutions dealing with children continuously struggle to represent the rights of children enshrined within the Convention on the Rights of Children. The paper is mainly focuses on children's rights such as freedom of expression and information, privacy and data protection, protection and safety.

Keywords: social media, digital technologies, Rights of Children, Botswana

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Improving Government and Private Maritime Training Programmes for Nigerian Seafarers: Lessons from Selected Countries

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Education and training are vital elements to the development and standards of any maritime economy. For economic growth in Nigeria, many opportunities present themselves in oil and gas sectors, mega construction integration and sea-borne trade. However, the threats are just as prevalent in areas such as inefficient manpower, policy implementation failures, insufficient government funding and infrastructure deficit. These result in the dominance of the sub-sector by foreign seafarers. The need for education and training for Nigerian seafarers is vital. This paper explores how government and private maritime training institutions can improve their programmes with a view to strengthening the Nigerian maritime economy. It utilises a desk research approach to support the discussion. Turkey is identified as a nation that benefits from maritime training. The training programme was run by the Turkish Maritime Education Foundation (TUDEV) and the Turkish Chamber of Shipping (TCS). The paper also cited Australia, an island nation that is highly dependent on shipping for both international trade and domestic freight movements, as gaining much benefits from maritime education and training. The Philippines, China and Indonesia were also identified as nations whose economies have improved because of the focus that they have put on maritime education and training. From the literature that was reviewed, the paper concludes that there are many lessons that the Nigerian maritime industry can learn from the nations that run a comprehensive education and training programme. Following their examples can bring much benefit to the maritime and general economy.

Keywords: maritime economy, education and training, international trade, maritime industry, seafarer

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Examine the experience of small business owners and entrepreneurs during the COVID 19 Pandemic and their "Push for Success

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Among the wide range of factors that contribute to the success or failure of small business ventures, the motivation and determination of business owners is arguably the single most important factor. It is the variable that can explain why, when two similar business ventures are faced with the same market challenges, one enterprise fails and the other is able to overcome adversity and to flourish. The COVID-19 pandemic has placed unprecedented pressures on small business owners. The drive and determination of business owners to rise to this challenge, to adapt their operations and products to a radically changed business environment, has become even more critical to their success or failure. This paper draws on case studies of small business owners and entrepreneurs during the pandemic, focusing in particular on their motivation, self-belief, vision, confidence, response to adversity, and determination to succeed. Drawing on the author's own life experiences recounted in 'Determined to Succeed', and the seven rules for success identified in Queen Chioma Nworgu's 'Festive Success', the paper concludes that focusing on the mind-set of business owners should be a key priority for small business support.

Keywords: Small businesses, entrepreneurs, determination, motivation, confidence, business challenges, and the COVID-19 pandemic

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What sets successful entrepreneurs apart? Nine golden rules for a success in your business venture or career

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The paper shares the findings from an analysis of case studies of successful entrepreneurs that formed the basis for 'Festive Success: Nine golden rules for achieving your dreams, goals and aspirations'. The paper is aimed at sharing the possibility of being the best in what we do, to turn our mind-set on its head, and to live a life and each day as a celebration of unique talents, pushing our career dreams, and doing our best. It focuses on sharing nine golden rules for achieving your goals, dreams and aspirations based on your personality and individual desires. The work is based on a revisit of my book on a journey of success as an entrepreneur. The underlying principles remain as relevant as ever, as many people have talent, vision, and the urge to be successful, but lack the means to reach their goals. The paper draws on case studies and my work with many successful celebrities and business owners.

Keywords: Career journey, success, dreams, desire, aspirations, focus, and personality

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Epistemological and Methodological Issues and Frameworks in Comparative and International Research in Education

Michael Crossly, University of Bristol, UK

These are challenging times for comparative and International education (CIE), times when global socio-political changes and tensions are prioritising the critical interrogation of the intellectual foundations of our field, the nature and rationale for international development, the foregrounding of decolonisation debates, and the implications of climate change and environmental uncertainty for more equitable education futures in what we hope will become a post-Covid world. In this presentation for the CIE Round Table I will draw upon my own long term theoretical and empirical work challenging the international dimension of uncritical education policy transfer… doing so in ways that highlight the changing nature and scope of related epistemological and methodological implications.

This will include a critical analysis of globally dominant educational goals and agendas; the nature and impact of comparative educational assessments and related league tables; the increasing influence of big data; implications for international research and development agencies; epistemological issues related to research positioning, international partnerships and insider-outsider collaboration; and the significance of different cultural perspectives, ways of knowing and indigenous knowledges for epistemic justice and ongoing debates and tensions within our multi-disciplinary field.

Keywords: comparative and International education, epistemological and m*ethodological Issues*

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Women against environment pollution: Strengthen resilience through participatory environment education

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In a study carried with women civil servants in the State of Osun, Nigeria, the findings pointed to waste management as a major source of environmental pollution. Waste management, is a process involving waste generation, waste storage, recycling of waste, waste collection and waste disposal. These processes were explored at the household levels from the perspective of women civil servants. This population was particularly interesting for a number of reasons including: 1. Women civil servants in the State had acquired some formal education (over 60% possessed tertiary education) which was somewhat related to the environment, but experience and observation showed that their household practices were not much different from those of others who did not have any form of education. 2. The women were gainfully employed, but poorly paid or would not get paid for several months. So, they could not afford to spend money on waste disposal system provided by the government. 3. They are positioned in the administrative structures and they have the potential to affect policy making and implementation. Participants of the study were purposely selected. Criteria used included women who actively engaged in domestic waste generating activities, who were resident in the nine randomly selected local

government areas in the State and who were willing to participate in the study. A total of 106 women participated in the study. Both the interviews and questionnaires were used for data collection to explore women civil servants' awareness and perception of waste management (WM) and its impact on the environment. First, women placed themselves as the centre of waste management issues. They engaged in domestic household and home-based income generating activities that generated a lot of waste like cooking, rearing of domestic animals, sewing and gardening. In addition, they did not practice proper waste disposal, large amount of wastes were piled up in participants' yards, along roads and market places. Women thus acknowledged their contribution to poor waste management and suggested that participatory environment education can be one of the strategies for empowering women to gain awareness of the impact of poor waste management on the environment and good waste management practices. Participatory environment education emphasizes collaboration between the people within communities (local government administrators, traditional rulers, youth leaders, market women leaders etc.) and organisations within communities such as (religious organisations health institutions schools and colleges. It will involve using the resources of the local communities (churches, market places and the media) to harness the resources to produce waste management projects that will benefit the community.

Keywords: Women, civil-servants, waste management, community resilience

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The Rise and Fall of English as a Medium of Instruction Globally in Higher Education

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This paper addresses the use of English as a medium of instruction (EMI) in universities globally. This phenomenon has risen rapidly over the last decades, to the extent now that some universities use the English language for teaching rather than the indigenous language of the country. This has occurred for a variety of reasons, including; financial benefits and prestige for the institution. The language used for many of the subjects students now wish to follow, particularly technology, business and finance, are embedded in English for terminology and operational instructions. Students also see that studying in English gives them more opportunity to acquire good jobs and move to other countries for employment. However, all is not well with this innovation, as staff are being forced to use English in which they may not be fluent and students may find that they are learning less, as they struggle to understand the language used. Much research too is carried out in places where using English to communicate is essential. The paper presents the positive and negative results of using EMI. In addition, it uses the experience of the author, who has worked in English with international teams of reviewers in countries when only one of the team could speak the local language and personally teaching in English to students in a country, where many are not fluent in that language. Nor is the use of interactive, collegiate methods of teaching and learning common practice, which presented students with a double challenge. The paper concludes that much more research needs to be undertaken to examine the effect of this use of EMI in order to prevent the loss of native languages and cultures.

Keywords: Globalisation, Higher Education, English as a Medium of Instruction (EMI), English as Lingua Franca

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Main challenges confronting married women graduate students at the University of Botswana: 2017-2020 cohorts

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Twenty married women graduate students were purposively sampled to participate in a study intended to explore main challenges confronting them as graduate students of the University of Botswana. These were drawn mainly from the Faculty of Education, Science and Technology and Social work. They shared general factors that inhibited their effective studying and good performance in their studies. The study was exploratory in nature and used a qualitative research approach. Semi-structured in-depth interviews were guided by the main research question 'What experiences do married women describe as the main inhibiting factors to their study? Thematic approach was used to analyze the data. The findings of the study indicated that family responsibilities such as performing household chores, attending to social activities in the society such as weddings, funerals, marriage negotiations, attending and resolving conflicts in the extended family were the main obstacles to getting time to attend to their academic requirements. Culturally, women are expected to attend to family responsibilities and these responsibilities can break marriages if not done. Doing these responsibilities meant having little or no time to attend to their studies. They enrolled for graduate studies hoping to improve the quality of their married life like getting better jobs, for self-development, self-empowerment and a better life. Most of them realized that the price to pay for being in school is high. Studying consumed much of their time which made it difficult for them to spend time with their families and took toll on intimacy. Married women graduate students found it difficult to balance the roles of being a student and that of being a married woman graduate student. They are still expected to spend time with their in-laws, relatives and their spouses and as such communication was scarce between them and their spouses. The results also indicated that support services available in the University of Botswana were mainly generic counseling, health services and sports. The study suggested that support services such as cognitive approach, relaxation therapy, social support, and relationship enhancement programmes should be made available to help married women graduate students cope with the problems they encounter of finding it difficult to balance school and family life.

Keywords: Support services, Stress, Supportive counseling, Cognitive Therapy, Relaxation therapy

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Dynamics of multicultural education in Botswana's primary education: Perspective from in-service teacher-learners at Ba Isago University

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As in-service teachers, learners doing Bachelor of Education, Early childhood at Ba Isago University are accustomed to issues of multicultural education. Multicultural education here means the need for the student to acquire knowledge, skills and attitude needed to function in a diverse classroom. These aspects are rarely addressed in the school curriculum basically because Botswana believes that 'no one is discriminated as Botswana is a heterogeneous society. However, more concerns are raised regarding teachers' capability to handle the diverse cultures in their classrooms. Year after year, the final examination pass rates of students in primary schools go down and one contributory factor may be inability by teachers to handle the multicultural learning environments. The experiences of teachers have never been followed up through a study. This study therefore will examine the Baisago in-service teachers' experiences and preparedness handle culturally diverse classrooms. The main focus will be on their experiences, perceptions and opinions of what constitute "equitable pedagogy". This study will therefore be qualitative employing phenomenological principles,' The Critical race theory will be used as a framework for understanding the dynamics of a cultural diverse classroom. It is hoped that this study will unearth how University education helped them in acquiring skills to address issues of multicultural education.

Keywords: Cultural diversity, multicultural education, multiculturalism, cultural responsive, curriculum

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Educating women for resilience to environmental pollution in Osun State, Nigeria: Merging action learning and lifelong learning

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Poor waste management has been railed as the main cause of environmental pollution in Osun State, Nigeria. The urban population density has been cited as a main factor when considering poor waste management in Nigeria. As with most of the cities and towns, Osun State is occupied by millions of people because the country is the most populous and ethnically diverse country in Africa. Women civil servants, who participated in this study, entitled, Female Civil Servants' Perception of Poor Waste Management and its Mitigation, described hostile vulnerability conditions that include meagre salaries, crowded household and lack of transport to the dumping sites as forcing them to pollute the environment. The choice of participants for this study was based on an understanding that the level and type of education, family size, occupation, age (of children) affected domestic practices that contribute to accumulation of wastes in a highly populated State of Osun. In addition to purposeful sampling, snowballing was used to reach the study size of 106 females. Environmental education and behavioural change or environmental citizenship model was used as a theoretical framework. With regards to their contribution to poor waste management, many of the female civil servants engaged in backyard waste burning, dumping waste by the nearby roadsides and haphazardly throwing waste into drainages. They reported producing gaseous, liquid, paper, plastic water bottles, water sachets and other solid wastes generated on daily basis hence contributing to a highly polluted environment. Drawing upon their bad experiences and fear of environmental hazards, the participants suggested a resilience model that can help enhance their awareness of the effect of poor waste management; motivate them to act collectively and responsibility to avoid environmental pollution and to keep learning (lifelong learning). The long-term goal being for everyone to learn as they do and prevent further pollution. The model merges two important pillars of action learning and lifelong learning. This paper will thus present this model illustrating how it can be used to prepare women for their role in resisting environmental pollution.

Keywords: environmental pollution, women, lifelong learning, Osun State, poor waste management

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Girl's Education improvement: Sustainable strategies for empowering the girls in Botswana villages through transformative change in schools

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The Education statistics reports show that in the lower grades, there are more girls enrolled. As the grades go higher the number of girls significantly decreases. The demographics report reveals that a large number of girls who live in the rural villages are marginalized, despite the Government's effort to get rid of stumbling blocks for gender equality in schools. The purpose of this study is to address barriers to the girl child progress in educational development and life in general. Specifically the study asks what can be done to improve achievement, to reduce falling into the brutal cycle of poverty of rural girls in Botswana. The article will review studies and policies focusing on the girl child in Botswana, in relation to international convention education. This study seeks to inform transformative change to girls learning and achievement in Botswana schools, a change that will empower girls in a sustainable way. With girls having access to educational development, it is hoped that the poverty cycle will be broken.

Keywords: Transformative change, Girl child, Sustainable Strategies, Empowerment, Poverty

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21st century skills for an Early Childhood Development (ECD) educator. Views from Ba Isago University lecturers

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A qualitative case-study was carried out with 12 lecturers to explore their views on the apt skills for the ECD teacher of the 21st century. Skills here included the conceptual, technical, adaptive and attitudinal aptitudes that match the dynamics of the 21st century ECD schools. Natural occurring talks and interview guides were administered to a purposively targeted group. Key skills that emerged included collective responsibility, adapting teaching and learning to existing technologies, managing learners with special needs in mainstream classrooms and the soft skills, among others. Conclusions from the study hence showed that lack of such skills by the 21st century ECD educator was a cause for concern. The study hence recommended for institutional policy on the student to enrol as an ECD educator, teacher education curriculum review and staff development with regards to the 21st century classroom.

Keywords: 21st skills, educator, Early Childhood, Development and early childhood development

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Recasting Success in Personal, Local and National Moulds: Voices from Bayelsa, Nigeria

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Success is one of the most widely used words in educational settings, whether it is in policy formulation, curriculum development, teaching and learning, assessment or research activities. This word assumes an 'umbrella' position because it is recurrently associated with any circumstance that has to do with learner outcome. And when qualified by the word *academic*, it becomes more provocative since it is now directed to achievement that is linked to particular educational experiences, thus making success more complex to conceptualise and equally thorny to operationalize from learner satisfaction point of view. This paper explores the meaning of success from the perspectives of some young adults in the 18-25 age range, in Yenagoa, Nigeria. The literature reviewed makes reference to the degree of prejudice that is evident from comparisons made between students who follow the so-called academic route and those who pursue vocational education, which are 'pushed' on them because they are deemed unfit to pursue academic studies. The paper contends that success resides in a wider domain. The qualitative approach employed, draws from the data collected from 90 respondents by employing this overarching question: *What does success means to you?* A general summing-up of the responses shows that success is linked to personal, local and national goals, having a degree does not necessarily translate into having a successful life and a vocational education can be just as enriching as academic one. The paper concludes that there is not only a need for educators to redefine success, but also to ensure that students engage in practical meaningful experiences that can boost their self-worth and personal development, which in turn, assist them to make positive contributions to local needs and national development.

Keywords: academic success, vocational education, career development, national development, self-worth

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Transformations on the go: international education, communities of practice and a global pandemic

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Following the transformative impact of the global pandemic travel restrictions in 2020 for study abroad institutions in Higher Education, immediate ad hoc collaborative structures emerged. The global pandemic placed educators in a collective challenge to reshape instructional methods and practice in a challenging effort to continue engaging students academically while maintaining robust experiential learning and development. Utilizing communities of practice, new ways of collaborating emerged, reshaping how information is shared across disciplines, sectors and departments. Revisiting this impact a year later, this study explores the role of communities of practice across global higher education institutions. Assessing new practice through action research, this paper examines the transpiring cross sectoral, multidisciplinary ways of working within global education networks and introduces communities of practice as a valuable pedagogical technique to support online instruction and discuss the benefits and opportunities of global online partnerships. Building on the writers experience as a leader and coordinator of several communities of practice, this paper offers a reflective account of how these communities emerged and offers a critique on the vital parameters necessary for creating a COP.

Keywords: Higher education, communities of practice, global pandemic

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Culturally Mediated Creativity and Coping with Trauma in the Jamaican Elementary Classroom

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Creativity is such an expansive area that researchers have studied the intersection of creativity and elementary education from a plethora of perspectives, including focusing on giftedness, STEM integration, and even the development of critical thinking skills (Noh & Lee, 2020; Shively, 2018; Singer, 2017). However, the current pandemic has highlighted another area for attention: to what extent can culturally sustaining pedagogy support the integration of creativity-curricula within the context of traumatic episodes such as the pandemic? This poster will utilize document analysis to examine this association among creativity, culturally sustaining pedagogy, and the trauma of the pandemic. We will explore the Jamaican elementary curriculum (Primary Exit Profile, PEP), to explicate how creativity is positioned and how educators support or resist that definition. We will also explore the relationship between pedagogy and creativity during the pandemic, paying close attention to the ways in which these strategies support or malign Jamaican cultural capital.

Keywords: creativity, elementary education, giftedness, pedagogy, cultural capital

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Everyday Creativity

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Until recently, the idea of creativity was kept isolated to an elite few who held such roles as artist, poet, singer, or dancer. Others in the business sector may be creative directors or art directors making the big decisions about ad campaigns, cover- designs for magazines and traditional marketing. All of these are examples of those who use their creativity daily. What about the rest of us? Several ideas of what we thought were true about creativity are coming into focus and are being debunked. One of the myths is that creativity is reserved for a certain population and that creativity is not accessible by everyone. This is certainly false and more importantly we can now say we all have the innate ability to create something original or invent a new way of doing something. Basically, we are all creative. Everyday Creativity is an autoethnography studying daily practices to improve and enhance creativity. Daily practices include daily affirmations and creative affirmations; a daily idea quota; mindfulness practice; and a daily creative challenge; concluding with an incubation practice. This study launches in a few weeks and will run thirty days from mid-July to mid-August 2021 (track the daily progress of the study here: www.everydaycreativity.net).

Keywords: creativity, traditional marketing, autoethnography, incubation practice

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Examining the role teachers play in influencing the formation of Black students' STEM identities in their formal math courses

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Black women and men remain underrepresented in advanced STEM degrees and as STEM professionals. While existing research has identified different factors explaining the issues of persistence and recruitment in STEM fields of Black students, gaps in the literature exist concerning teachers' roles in fostering the formation of STEM identities in their Black students during formative school years. Black students' talents and abilities must be nurtured and supported from as early as kindergarten. Critical to increasing representation in STEM pathways is cultivating and nurturing Black students' STEM-scholar identity. This study uses qualitative measures to examine the role teachers play in influencing the formation of Black students' STEM identities in their formal math courses. Understanding the factors that are necessary to nurture and solidify Black students' STEM identity is one critical step in bridging the underrepresented gaps in STEM pathways.

Keywords: STEM-scholar identity, the role of teachers, math courses, Black students

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Pussy Riot: The Creativity of Protest

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In 2012, members of Pussy Riot performed a punk protest song in the Russian Kremlin in Moscow. Three of the young women were arrested and detained for several months. Like creativity itself, Pussy Riot defies definition. Their critical moment of creativity in protest engendered strong reactions inside Russia and worldwide. This paper, interpreting creativity through a sociocultural lens, considers three concepts from Bakhtin, a Russian philosopher: "outsideness," "carnivalesque," and "heteroglossia." With Bakhtin as the backdrop, protest art can be considered a creative act in a modern, social-justice-oriented context. The twenty-first-century Russian social context explains their imprisonment for creative protest. Glâveanu (2017) emphasizes the importance of the "situated agent" (p. 339) who acts within a system, changing it in some way. Pussy Riot challenged the status quo through provocative art and created an ongoing movement in Russia. As of July 15, 2021, several Pussy Riot members are again in prison for their art.

Keywords: Creativity; protest art; sociocultural creativity; social justice; Russia

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Cultivating the possible: A new agenda for creativity studies in the (post)COVID-19 era

Vlad Petre Glăveanu, Webster University Geneva, Switzerland

It is undeniable that the current pandemic has fundamentally changed society and, with it, our individual and collective lives. Things that were unimaginable before became commonplace, some of our most basic habits had to be abandoned or radically changed. Still in the midst of the epidemic, calls are being made to not let this opportunity go to waste – beside the monumental harm and suffering COVID-19 has produced, there are many things to learn from it and many chances we will keep long after it is over. Not all of them are negative. Moments of crisis are also instances in which possibility irrupts into our existence, whether we welcome it or not. Some of these possibilities are undesirable, threatening or confusing, but others relate to how we can (re)build society and our daily life on a new basis. What I propose in this keynote is to redefine creativity as the process by which we discover and cultivate possibilities in our lives and the lives of others. This way of approaching it reveals a crucial and often forgotten characteristic of this phenomenon: that it helps us reach beyond 'what is' and consider 'what is not', 'what could be', 'what is to come' and 'what might never be', a set of features that connect it to other phenomena we should be discussing more in our research – wonder, serendipity, hope, anticipation, utopian thinking, among others. I dedicate this talk to outlining how creativity contributes to the emerging field of possibility studies, a key area of reflection and practice in the (post)COVID-19 era.

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Data Analytics and Artificial Intelligence for Post-Covid Recovery
Deryn Graham, Data Analytica, UK

The objectives of this paper are to identify some of the major impacts of Covid-19 through the lens of aspects of the digital society; education, business, communications and logistics. The methodology applied is that of observation, with observations made being solely from a UK perspective. Observable impacts for each domain are catalogued and appraised in terms of their overall positive and negative characteristics, extrapolating the lessons to be learned from them. In addition, the findings of an international virtual round table on how AI is presently being used in helping fight against Covid-19 are discussed. Finally, the application of data analytics and AI for post-Covid recovery is considered, and whether their leverage can provide a "Big Data Smart Future". Conclusions drawn encompass suggestions for real world applications, not just for domains observed, but the virus itself.

Keywords: data analytics, artificial intelligence, Covid-19, digital society.

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Quantum computing and its impact on how we conduct business & research
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Our future may see us living on Mars, paying for everything with crypto currency, and relaxing or working as we travel in our driverless cars. But there is an even bigger transformation coming our way and that is the gradual arrival of quantum computing and the potential impact it will have on our ways we conduct research as well as business. People in the tech industry are used to hearing about quantum computing, because the effects quantum has or will have when it is delivered at scale will be massive. At the same time, some businesses tend to put quantum into the same folder as fusion energy, a technology with huge potential but always like 5 years away from being really available. The reality though is that quantum computing is actually here in the real world, in 2021, granted, on a qubit smaller scale, but it is available from giants such as IBM, Google, Microsoft, or Amazon as well as from startups like Rigetti, Xanadu, or

Qilimanjaro. Ecosystems are available from companies like Strangeworks, and actual quantum applications are developed today by startups like Data Analytica. So how does an actual quantum computer look like in 2021? Well, the actual implementation various from company to company. This presentation discusses the status quo of quantum computing and introduces some of the applications that already benefit from quantum technologies such as chemistry, drug research, automotive, or high energy physics. In the context of what the world just experienced with Covet, quantum computing is the differentiator allows analyzing viruses at a level that just cannot be matched even by today's largest supercomputers.

Keywords: Quantum computing, supercomputers, quantum technologies, business research

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Teaching Creative Thinking Through Art To Promote Artistic Gains: An Experiential Learning Inquiry

Lindsay Esola, The Pennsylvania State University, PA, USA

The Apple Project is a teaching interventions designed to adapt and implement a theory of experiential learning (Dewey, 1938/1986; Kolb, 1984) to assess whether students were able to enhance their creative thinking capabilities by engaging in a series of creative tasks. The project is based on Dietrich's (2004) deliberate, spontaneous and flow definitions of creativity as well as Eagleman and Brandt's (2017) concepts of breaking, blending and bending. The data collected from this case study demonstrates their artistic growth when projects created before, during, and after scaffolded experiences were compared. The data was analyzed taking into account the serial order effect (Beaty, R., Silva, P., 2012), which is why they not only went on to create more Apple Artwork, they also were asked to create a self portrait to compare to earlier work. The outcome of the study is a practical application of Brain based learning (Hardiman, 2012).

Keywords: Creativity, Experiential Learning, Self Efficacy, Neuroeducation, Teaching Methodology, Artistic Gains

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Biases of Knowledge Enterprise and Ways to Overcome Those

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The term "knowledge enterprise" is in itself predisposed. Empirically, knowledge enterprise (KE) can be seen as a firm operating on intellectual assets in managing knowledge and fostering continuous learning. The firm picks the field, time, and framework of knowledge and sets conceptual standards as drivers or file-holders for strategic infrastructures. Biases risk knowledge to losing qualities for competitive advantage and leave the knowledge firm to self-service: sampling bias, strategic bias, framing bias, temporal bias - to name a few. I propose a "R.O.B.U.S.T" model built on the following six blocks: (1) regression analysis, (2)

objective measures, (3) best practices in knowledge transfer, (4) universality (5) systems approach, and (6) timing.

R. The regression approach is a filter from confounders, especially in small-sample studies. It frees the learning process from variables or iteration impacting the topic of interest.

O. Strictly self-reported data (through surveys or interviews) - without data triangulation - cannot reach the level of confidence for critical outcomes of interest. So much as choosing the right dosage of medicine requires consideration of the recipient's body-mass index, subjective or conceptual datasets alone cannot attribute to a functional knowledge that seeks external validity.

B. Several scholars (Curran, 2004; Goh, 2002; Lindlöf, 2013) offer comprehensive modes and processes for effective knowledge transfer: experiential approach, pre-and post-checkpoints, etc.

U. Knowledge without external validity cannot be universal.

S. We cannot evaluate a branch of a tree without knowing how the trunk looked like.

T. A thorough market research will help timely implement the knowledge results.

Keywords: knowledge enterprise, knowledge transfer, risk knowledge, intellectual assets

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Creativity in education: a look at the perceptions of elementary school teachers and pedagogues in the Brazilian context

Ana Terra Menezes &Tania Stoltz, Federal University of Paraná, Brazil

This qualitative study aims to investigate the teacher and the pedagogue in the school environment as promoters of the development of creativity, and to identify from the perceptions of teachers and pedagogues, creativity in their pedagogical action for the development of creativity of students in the classroom. As a methodology, a bibliographic survey was carried out in four scientific databases considered relevant in the areas of Education and Psychology, of research in the Brazilian context, which relate creativity, teaching work and school environment. A questionnaire was also applied to teachers and pedagogues, which accompany elementary school from the 1st to the 5th grades, in order to obtain the perceptions of these professionals about creativity in their pedagogical action, and in the promotion of the creativity of students. The literature points to the teacher and the pedagogue as responsible for the promotion of creativity and the lack of it as well, have related this lack to the impediments and inhibiting factors of the school context and the failures in the training of these professionals. Most answers obtained were convergent to what the literature points out about the conviction of teachers in the importance of their actions to be assertive in the development of creativity. The teachers also demonstrate awareness of the influence of the teacher's and the pedagogue's work in the development of creativity of students in the classroom, showing that creativity can be developed in school.

Keywords: creativity, creative teacher, creative pedagogue, creativity at school, creative teaching

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Post-traumatic Creativity: An Example from Myanmar through an Academic Civic Engagement Program

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According to the Burmese *Irrawaddy* news magazine, years of internal conflict in Myanmar have produced a traumatized society with a hidden and unpublicized mental health epidemic[1]. Compounding the problem is the dearth of clinics; fewer than 10 clinical psychologists and slightly over 200 psychiatrists are available for a country with roughly 52 million people. Likewise, a counseling culture does not exist to counteract the fear of stigmatization that precludes many from getting support. There are examples, however, of people that independently found ways to support themselves by engaging in creative endeavors, all of which have led to post-traumatic growth. Although the literature remains unclear on the specific relationship between post traumatic growth (PTG) and health in the general population, the author of this presentation had no difficulty finding anecdotal evidence during his visits to Myanmar as part of a civic engagement academic program offered by the State University of New York at Buffalo State. This presentation will provide an example of post traumatic creativity through a former film star turned philanthropist. This example will be followed by a description of an educational art program, which was developed in collaboration with said individual as a means of providing an outlet for creative expression within a small community in Myanmar. Examples and stories will be linked to extant PTG theories.

Keywords: Creativity, civic engagement academic program, post traumatic growth, Myanmar

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Epistemological and Methodological Issues and Frameworks in Comparative and International Research in Education

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These are challenging times for comparative and international education (CIE), times when global socio-political changes and tensions are prioritising the critical interrogation of the intellectual foundations of our field, the nature and rationale for international development, the foregrounding of decolonisation debates, and the implications of climate change and environmental uncertainty for more equitable education futures in what we hope will become a post-Covid world. In this presentation for the CIE Round Table I will draw upon my own long term theoretical and empirical work challenging the international dimension of uncritical education policy transfer… doing so in ways that highlight the changing nature and scope of related epistemological and methodological implications. This will include a critical analysis of globally dominant educational goals and agendas; the nature and impact of comparative educational assessments and related league tables; the increasing influence of big data; implications for international research and development agencies; epistemological issues related to research positioning, international partnerships and insider-outsider collaboration; and the significance of different cultural perspectives, ways of knowing and indigenous knowledges for epistemic justice and ongoing debates and tensions within our multi-disciplinary field.

Keywords: comparative and international education, e*pistemolo*gical and methodological issues, research in e*ducation*

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The Art of Conscious Investment

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Teaching unexpected mental models about the nature of financial investment, and the intention to create value through generative investment planning, is what engages students in a multi-stage semester-long investment project. This project is called *Investment for Wealth Management: the Generative Portfolio*. The goal of this investment project is to liberate students from entrapment in formulaic thinking. The use of the mathematical language in finance can cause both teacher and learner to emphasize procedural learning and miss opportunities for cultivating creativity skills for mutual social benefit. Creative pedagogies are those that lead students to explore new patterns of thinking if not the breaking of old ones. Perhaps the most fundamental questions facing business education generally and higher education in this analysis are for what benefit is the learning? Is a lifetime of professional success whilst being complicit in the perpetuation of social inequalities something universities should be more accountable for?

Keywords: Creativity, finance, business education, value creation

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Dean K. Simonton

Ryan Daniel, James Cook University, Australia

The research oeuvre of Dean Keith Simonton has propelled the field of creativity studies into new territory and brought with it a raft of critical insights. For over 50 years, Simonton, by applying a scientific lens, has interrogated some of the most important phenomena in the history of creativity studies, such as leadership, genius, talent, giftedness, and expertise. He has pioneered the application of quantitative methods to the work of the great composers, to the film genre, to visual arts and to creative writing. His application of historiometry, interrogation of the age-achievement relationship and the mad-genius paradox, and exploration of combinatorial processes as applied to creativity is ground breaking, particularly in terms of his work involving artists. While not without his critics, Simonton has offered the field of creativity studies a wealth of evidence-based insights and directions for future research. Importantly, his research often considers potential future realities for societies. Simonton is a generous scholar; he acknowledges the work done by pioneers in the field and that of his contemporaries. In addition, he seeks to make his often complex work accessible to a wide readership and to further the field of creativity studies.

Keywords: Dean Keith Simonton, creativity, visual arts, creative writing

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