Knowledge, Innovation & Enterprise Conference
with the World Education Fellowship

Program & Book of Abstracts

Virtual, 21-23 July 2020

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KIE Conference

Knowledge, Innovation and Enterprise Conference

with the World Education Fellowship

Conference Program

Tuesday 21st July 2020 **(DAY 1: Creativity)**

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

08:50 – 08:55	*James Ogunleye, PhD, 2020 KIE Conference Chair* Welcome
08:55 – 09:00	*Prof David Turner, University of South Wales, UK & Beijing Normal University, China & WEF & Global CIE* *Opening Remarks*
09:00 – 09:30	*Chris Wilson, Aston University, UK* Preparing for the future of Joy: the golden age of creativity? *(Abstract on p.15)*
09:30 – 10:00 (2020 Runner-Up KIE Best Paper Award – Creativity Category)	*Ron Corso and Stuart Gluth, University of South Australia* Challenges to Building Advocacy and Change in the Introduction of a Creative Dimension in an Institution of Higher Education *(Abstract on pp.12-13)*
10:00 – 10:30	*Dr Gavin Suss, School of Design and Innovation, College of Management Academic Studies, Israel* From Boredom to Creativity: A Review of What Schools Need to Do Now (Before It Is Too Late) *(Abstract on p.15)*
10:30 – 11:00	*Dr Gertrude Shotte, Middlesex University, UK* Creativity and Innovation: Sprouting and Blossoming in Crisis *(Abstract on pp.30-31)*
11:00 – 11:30	Break
11:30 – 12:00	*Dr Renaldo A. Scott, University of Pennsylvania, USA* From J.P. Guildford's 1950 APA Address to Please ASK: A Creative Connection *(Abstract on p.10)*
12:00 – 12:30 (2020Joint KIE Best Paper Award – Creativity Category)	*David C. Sledge, Drexel University, Philadelphia, USA* Heuristics for Architectural Education: PACH *(Abstract on p.11)*
12:30 – 13:00 (2020Joint KIE Best Paper Award – Creativity Category)	*Dr Heidi A. Rochlin, Spring-Ford Area School District, PA, USA* Growth in Practice: Teachers' Reaction to Supported Change *(Abstract on p.12-13)*
13:00 – 13:30	*Debbi Ponella, Drexel University, Philadelphia, USA* Composing with Children: Cultivating Creativity, Connections, and Community *(Abstract on pp.13-14)*
13:30 – 14:00	Break
14:00 – 15:00 In-filled Event (1)	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
15:00 – 15:30	Break
15:30 – 17:30 In-filled Event (2)	Paul Torrance International Roundtable on Creative Thinking

6th Reisman Diagnostic Creativity Assessment (RDCA) Special Interest Group (SIG)

Presentations

21 July, 14:00-15:00 (BST)

Topic: *"*Using Creativity to Address Dyslexia, Dysgraphia, and Dyscalculia: Assessments and Techniques"

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

14:00 – 14:05	*Larry Keiser, PhD, Assistant Clinical Professor & Director of Creativity & Innovation Programmes, School of Education, Drexel University, USA* Opening remarks
14:05 – 14:35	*Lori Severino, EdD, Assistant Clinical Professor, School of Education, Drexel University, USA* ***Keynote Presentation:*** Using Creativity to Address Dyslexia, Dysgraphia, and Dyscalculia: Assessments and Techniques"
14:35 – 14:55	Contributions/Comments/Q&A/Discussion
14:55 – 15:00	*Moderator's Concluding remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

The 6th Annual E. Paul Torrance International Roundtable on Creative Thinking

21 July, 15:30-17:30 (BST)

Topic*: "70 Years of Research into Creativity: Reflections on JP Guildford's APA Presidential Address"*

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

15:30 – 15:35	*Larry Keiser, PhD, Assistant Clinical Professor & Director of Creativity & Innovation Programmes, School of Education, Drexel University, USA* Chair of Torrance Roundtable: Opening remarks
15:35 – 15:45	*Gertrude Shotte, PhD, Middlesex University, UK* Book Talk: 2020 Creativity Book & Best Paper Recognition Awards (Creativity)
15:45 – 16:05 Keynote 1	*Dorothy A. Sisk, PhD, Professor in the College of Education and Human Development, Lamar University,Texas, USA. Formerly, Co-founder and Founding President of the American Creativity Association.*
16:05 – 16:25 Keynote 2	*Mark A. Runco, PhD, Director of Creativity Research and Programming, Southern Oregon University, USA. Formerly, E. Paul Torrance Professor of Creativity Studies and Gifted Education, University of Georgia.*
16:25 – 16:45 Keynote 3	*Ronald A. Beghetto, PhD, Pinnacle West Presidential Chair and Professor for the Mary Lou Fulton Teachers College, Arizona State University, USA & Editor of the Journal of Creative Behavior.*
16:45 – 17:05 Keynote 4	*Kyung-Hee Kim, PhD,* (Kay Kim), Professor of Educational Psychology, School of Education, William & Mary, Virginia, USA.
17:05 – 17:25	Contributions/Comments/Q&A/Discussion
17:25 – 17:30	Summing up/concluding remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 22 July 2020
(DAY 2: Innovation & Enterprise & Big Data)

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

08:30 – 09:00	*Dr Philip Dennett, University of Notre Dame, Australia* A Strategy for Creating Learning transformation through the Development of an immersive Digital Experience for Advertising/PR and Marketing Teaching and Learning *(Abstract on pp.17-18)*
09:00 – 09:30	*Samuel Kwok, SKEMA Business School, China & Middlesex Univdersity, UK* Brand Authenticity of Luxury Products: Exploring the Relationship between Consumer and Brand in a Shopping Online Environment *(Poster presentation)*
09:30 – 10:00	*Abdur Roxaq Fahmi, Prof Ernani Hadiyati (Presenter), Sugeng Mulyono & Gendut Budi Wahyono, Gajayana University of Malang, Indonesia* Model of entrepreneurial competence and business performance of small medium enterprises (SMEs) in Indonesia *(Abstract on pp.23-24)*
10:00 – 10:30	*Julian Bundo (Presenter) & Mirdaim Axhami, University of Tirana, Albania* An exploratory study of fans' motivation in Albanian football championship *(Abstract on pp.16-17)*
10:30 – 11:00	*Dr Festus Edobor, Higher Colleges of Technology, Abu Dhabi, UAE* Building Innovation capability of an organisation through Intraprepreneurs *(Abstract on pp.19-20)*
11:00 – 11:30	Break
11:30 – 12:00	*Noah Boleng Sedimo, Limkokwing University of Creative Technology, Botswana* A Creative Product for Protecting Transport, Industrial, Health, Agriculture and Commerce Personnel during the COVID 19 Pandemic Period *(Abstract on p.34)*
12:00 – 12:30	*Marlon Robinson, University of Gloucestershire, UK* My Research Journey: Some Preliminary Reflections *(Abstract on pp.20-21)*
12:30 – 13:00	*Prof Vusi Mncube, University of Fort Hare, South Africa* The Dynamics of the Implementation of the Code of Conduct for Learners *(Abstract on pp.21-22)*
13:00 – 13:30	Break
13:30 – 14.00 [In-filled 8th Big Data Analytics Symposium Presentation – Event 5]	*HP Kerry, National Defence College Abuja, Nigeria* The Role of Big Data Analytics and Artificial Intelligence in Covid-19 Global Pandemic – Lessons for Nigeria *(Abstract on pp.18-19)*
14:00 – 14:30	Bridget C. Ujah, *University of Ilorin & National Defence College Abuja, Nigeria* Evaluating Social Media Overindulgence: A Survey of the Implications of Academic Productivity in Nigeria
14:30 – 15:00	*Goitsemang Mmeko & Prof Rebecca Lekoko, University of Botswana, Gaborone, Botswana* The Economic value of Letsibogo Dam: Levels of ownership and benefits *(Abstract on pp.31-32)*
15:00 – 15:30	*Zachary Cohen, Drexel University, USA* Mistake literacy: how we learn from our mistakes *(Poster presentation; Abstract on pp.25-26)*
15:30 – 16:30 In-filled Event (3)	Inaugural Research Student Workshop & Writing Clinic
16:30 – 16:45	Break
16:45 – 18:15 In-filled Event (4)	Inaugural Kaufman Family Research Symposium

8th KIE Big Data Analytics Symposium

22 July 2020: (The 2020 edition is in-filled into the main program due to the limited number of accepted papers in the year's virtual conference)

Inaugural Research Student Workshop & Writing Clinic

Wednesday, 22 July, 15:30-16:30 (BST)

Chair: *Gertrude Shotte, Middlesex University, UK*

15:30 – 15:35	*Gertrude Shotte, PhD, Middlesex University, UK* Opening remarks
15:35 – 16:05	*Fredricka Reisman, PhD, Professor Emeritus and Co-Founder, Education, Learning, and Brain Sciences (E-LaBS) Research Collaborative at Drexel University School of Education, and Former Interim Associate Dean for Research, Goodwin College, PA USA.* **Keynote:** How to Go from Fuzzy Mess to Dissertation to Publication
16:05 – 16:25	Contribution/Comments/Q&A/Discussion
16:25 – 16:30	*Chair's concluding remarks* *Gertrude Shotte, PhD, Middlesex University, UK*

Inaugural Kaufman Family Research Symposium

Wednesday, 22 July, 16:30-18:00 (BST)

Topic: "Research & Awareness: An International Investigation into Neuromyths and Evidence-Based Practice in Higher Education"

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

16:30 – 16:35	*Larry Keiser, PhD, Clinical Assistant Professor* *& Director of Creativity & Innovation* Programmes*, School of Education, Drexel University, USA* Opening remarks/
16:35 – 17:05	*Alan Kaufman, PhD, Clinical Professor of Psychology, Yale University Child Study Center, USA; James Kaufman, PhD, Professor of Educational Psychology, Neag School of Education, University of Connecticut, USA; and Nadene Kaufman, PhD.* *Remarks/Goodwill messages*
17:05 – 17:35	*Kristen Betts, EdD, Clinical Professor & Director of the Higher Education Leadership Programme, School of Education, Drexel University, USA* *Keynote Presentation:* "An International Investigation into Neuromyths and Evidence-Based Practice in Higher Education"
17:35 – 17:55	Contribution/Comments/Q&A/Discussion
17:55 – 18:00	*Chair's concluding remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

Thursday, 23 July 2020
DAY 3: The World Education Fellowship & Global CIE Events

Chair: *Prof James Ogunleye & Prof David Turner*

09:00 – 09:30	*Prof Rebecca Lekoko, University of Botswana, Gaborone, Botswana* Family learning through community learning centres in Botswana *(Abstract on pp.27-28)*
09:30 – 10:00	*Thenjiwe Emily Major, University of Botswana, Gaborone, Botswana* No man is an island: An integrative teaching and learning approach to Botswana primary/elementary education system *(Abstract on pp.23-24)*
10:00 – 10:30	*Peter Ngoie Mutombo, University of Botswana, Gaborone, Botswana* Lifelong Learning: Experience and lessons learned on a family perspective during the COVID-19 lockdown in Gaborone, Botswana *(Abstract on pp.28-29)*
10:30 – 11:00	*Peggy Tau, University of Botswana, Gaborone, Botswana* Feelings of aloneness of visually impaired children during COVID 19 lockdown in Botswana: Positive thinking as a coping strategy *(Abstract on pp.32-33)*
11:00 – 11:30	Break
11:30 – 12:00	*Boitumelo Mangope, University of Botswana, Gaborone, Botswana* The predicaments of parents of children with intellectual disabilities: Inclusion in Botswana *(Abstract on pp.25-26)*
12:00 – 12:30	*Dr Nonofo Losike-Sedimo, Tumani Malinga & Poloko N. Ntshwarang, University of Botswana, Gaborone, Botswana* Indigenous Child Development: Examining Developmental Tasks within Setswana Socialisation *(Abstract on pp.34-35)*
12:30 – 13.00	*Dr Rachel Dickson, Niger delta University, Bayelsa State, Nigeria & Dr Gertrude Shotte, Middlesex University, UK* Digitalisation and Gendered Dimensions: Bayelsan Girls' Dilemmas *(Abstract on p.19)*
13:00 – 13:30	Break
13:30 – 14:00	*Angela Nissing, Drexel University, PA & Montgomery College, Maryland, USA* Innovation in progress: ESL placement & COVID-19 *(Abstract on pp.13-14)*
14:00 – 15:00 In-filled Event (5)	2nd The World Education Fellowship Centenary Lecture *"A Hundred Years of the New Education: COVID-19, Online Classroom & the Future Learning and Teaching of the Child"*
15:00 – 15:30	Break
15:30 – 17:00 In-filled Event (6)	3rd Global Comparative and International Education Roundtable (Global CIE Forum) Roundtable Topic: "'The Integrity of Research"
17:00 – 17:10	*James Ogunleye, KIE Conference Chairman & Lupita Turner, WEF Secretary General* Closing Remarks

2nd The World Education Fellowship Centenary Lecture

23rd July 2020; 14:00-15:00 (BST)

Topic: *"*"A Hundred Years of the New Education: COVID-19, Online Classroom & the Future Learning and Teaching of the Child"

Convenor: *Prof James Ogunleye, Member WEF International Guilding Committee & KIE Conference Chairman*

14:05 – 14:35	***Keynote*** *Professor David Turner, Treasurer, WEF International, President, Global CIE Forum & Beijing Normal University, China*
14:35 – 14:55	*Comments/Q&A/Discussion*
14:55 – 15:00	Closing Remarks

3rd Global Comparative and International Education [Global CIE] Forum Roundtable

23rd July 2020; 15:30-17:00 (BST)

Topic: *"*The Integrity of Research*"*

Convenor: James Ogunleye, PhD, KIE Conference Chair

15:30 – 16:30	***Panellists*** *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*
16:30 – 16:55	*Comments/Q&A/Discussion*
16:55 – 17:00	Closing Remarks

ABSTRACTS

From J.P. Guildford's 1950 APA Address to Please ASK: A Creative Connection

Renaldo A. Scott, University of Pennsylvania, USA

Creativity took center stage for the first time in history during J.P. Guildford's 1950 Presidential APA address, making this address a seminal work in the field of creativity. Guildford spoke on creativity in a profoundly new way that entailed a cognitive educational perspective. To delve into what creativity really meant, he performed a factor analysis study yielding results that provided several components indicative of creative abilities in people. These creativity factors and the author of this paper's research share an underlying link—Guildford's factors provide a loose framework that can provide insight into the creativity process at work in the author's heuristic formulation. This heuristic—*Please ASK*—was the crux of the author's doctoral phenomenological study and represented a groundbreaking aid to English as a Second/Foreign Language (ESL/EFL) student comprehension of the article system before proper nouns. This paper will elucidate how *Please ASK* came into fruition by using Guildford's factors supporting creative abilities as a backdrop to the creativity process. In this way, Guildford's 1950 APA address will serve as a fitting precedent to the author's creativity-backed ESL/EFL research, lending further support to the school of thought that highlights the importance of creativity in the learning and education realm.

Keywords: English as a Second/Foreign Language, Creativity, Guildford, *Please ASK*

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Heuristics for Architectural Education: PACH

David Sledge, Drexel University, USA

Heuristics in higher education can be effective tools to help college students generate creative ideas and achieve clarity in the design process of their projects. Professors need to coach students through peer-to-peer learning and self-discovery with heuristics, categorically tailored for accountability and discovery through play. Indeed, creative students now enter college with considerable experience in gaming play as learning tools, acquired since elementary school. Instructors must keep pace with the needs and skills of incoming college students, seeking to apply their creativity as future professionals in the emerging innovation economy. Therefore, professors should encourage creative self-efficacy through playing to learn-learning to play, dialogue as inquiry, collaboration, self-assessment, and a creative mindset among all students.

A pedagogical tool in development for architectural education is PACH (Playing Architectural Creativity Heuristics) to help college students improve divergent thinking skills, resist premature closure, enhance flexibility, and assess the creativity of their design projects. PACH consists of three modular components organized around five major subjects in design education. This paper explores how heuristics, like PACH, can close scholarship gaps between architecture students' creative self-efficacy, assessments and evaluations, and design projects. Research questions raised in this paper are: What statistically significant impacts do heuristics make in the creativity of architecture students' design projects? How do they affect creative self-efficacy? And what are the perceptions of professors and students on the effectiveness of architectural creativity assessments and heuristics? Answering these questions could help develop online heuristic games to improve creativity, self-efficacy, and peer-to-peer discovery.

Keywords: architecture, creativity, education, heuristics, SCAMPER, self-efficacy

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Growth in Practice: Teachers' Reaction to Supported Change

Heidi A. Rochlin, Spring-Ford Area School District, PA, USA

As is evidenced by the results of the study discussed in this chapter, professional development is essential to the improvement of teacher practice, fostering flexibility of thought, and unlocking high-quality educational practices for all students. The overall significant positive effect in all areas of participants' knowledge, buy-in, and application, shown by the study data, prove that professional development is an effective means of improving practice in the classroom. By paying close attention to the design and effectiveness of sessions offered for teaching professionals, researchers can help to support high-quality instruction at all levels, in all subject areas, for all students. This study represents a small step in that direction.

Keywords: Teachers, Growth in Practice, professional development, teacher practice

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Challenges to Building Advocacy and Change in the Introduction of a Creative Dimension in an Institution of Higher Education

Ron Corso & Stuart Gluth, University of South Australia, Australia

Promoting recognition and fostering creativity in education remains a challenge for educators at all levels. Why creativity is not more widely accepted and advocated as an essential approach in our lives broadly is due to a number of factors. It's messy, unpredictable, and directly opposed to the conformity, predictability, rightness, unambiguity, standardization, risk aversion and obedience historically dominating education, business, government institutions, and society more generally, based on an aversion towards the different, unquantifiable and/or unknown. In response, in exploring the same principles that Guildford expressed in 1950, the authors have developed an ongoing approach to creativity in education establishing and practicing a strategy, by taking the expected creative problem solving approach in design education, and expanding this approach across disciplines where it is clearly important but hasn't been adopted. This has led to a significant impact and major structural and curriculum change at the University of South Australia through its Enterprise

25 initiative Critical analysis of this work has given rise to and sets out to address the real question; ‘why haven’t these approaches been more widely and readily accepted, and, more importantly, adopted, where their advantages would be obvious?’, echoing Guildford’s initial observations about the lack of recognition of the importance of creativity

Keywords: Creativity, Higher Education, Guildford, University of South Australia

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Composing with Children: Cultivating Creativity, Connections, and Community
Debbi Ponella, Drexel University, USA

Despite evidence verifying the value of music composition and inclusion in National Standards, it remains one of the most common concepts omitted by music educators. This chapter analyzes fundamental issues that influence inclusion or omission of music composition in the classroom, as well as strategies for incorporation through innovative methods utilizing resources existing in individuals, families, schools, and communities. Research results are derived from thirteen years of developing Kids Compose, a program that provides classroom instruction to students, training for educators, and facilitates competitions and workshops using music composition as a vehicle for developing individual and collaborative creativity while building community. Additional investigations included one-on-one interviews with students, parents, teachers, and professional composers, as well as observations of, and surveys conducted with, music teachers. Evidence indicates that music composition is a continuum that can occur at varying ages to facilitate individual and group creativity, provide an opportunity for discovery of creative possibilities and identity, and encourage intergenerational and multidisciplinary collaboration.

Keywords: music composition, music education, arts education, creativity, sustainable development, Kids Compose

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Innovation in progress: ESL placement & COVID-19

Angela Nissing, Drexel University & Montgomery College, USA

At Montgomery College (MC), in Montgomery County, Maryland, about 1500-2000 students go through the ESL placement process every year. Prior to 2020, this process required students to take the Accuplacer ESL at the college's assessment center, and to produce a timed writing sample. Ten days later their placements were available online. This process was slow and outdated. Early this spring, I submitted a proposal to college leadership to review and update this process over an 18-month period, with changes to be implemented in Fall 2021 if approved. This proposal was itself informed by my doctoral research into ESL Placement & best practices in Drexel's Ed.D. program.

This plan to revise placement was interrupted. In mid-March, the COVID-19 pandemic closed down MC's campuses and college processes moved online. Students could no longer physically go to campus to take the test in person; it became necessary to implement an online placement process as soon as possible. This placement process is essential in bringing new students to the college. Although some exceptions are made, many if not most community college students take placement tests in order to get enrolled in the most appropriate classes.

I invited a team of faculty to collaborate with me to create an innovative placement process for English language learners, which was implemented June 1, 2020. Research will be conducted in the fall to explore the impact of this new process. How is the turnaround time impacted? How do students experience this placement process? How do the pass rates of 1st semester ESL students compare with previous semesters? These and other questions will likely arise as this experiment continues. In this case, COVID-19 created a crisis which also created an opportunity to innovate, to cut through red tape and experiment, and to hopefully create a better experience for students new to college.

Keywords: English language learners, ESL, community college placement, placement testing, adaptive change, change management

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From Boredom to Creativity: A Review of What Schools Need to Do Now (Before It Is Too Late)

Gavin Suss, School of Design and Innovation, College of Management Academic Studies, Israel

I argue in this paper that schools are outmoded and have for some time been growing obsolete, even more so recently. Their current structure and pedagogical objectives do not serve the needs of industry and the world economy and do not align with the advances brought on by the technological revolution. In a rapidly changing world that can be thrown into chaos as we have been by the recent pandemic – radical changes are required to keep schools relevant to children's and adolescents' lives. This paper delineates how schools can ensure that the knowledge and content that they teach will be of practical use in a changing technological world. Creative thinking and creativity, I will argue, play a cardinal role in the solution. Notions that "creativity comes from the unconscious" and "everyone is creative" have been disproved (Sawyer, 2012); namely, schools need to take on the role of encouraging and teaching creativity. Creativity research has surged in the past 50 years, especially during the past decade (Barbot, 2019), and one of the most important areas of study is developing and fulfilling creative potential (Runco, 2016). The role of schools in the process is crucial.This paper discusses the innovative school, what its structure will be, what it will teach, and how its students can be evaluated. Like many others that have been written, it is also a wakeup call to principals, teachers, leaders in education, and politicians to recognize that if they expect schools to remain relevant and functional, change – from a traditional to an innovative framework – must happen quickly.

Keywords: Creativity, Knowledge and content, creative thinking, teaching, changing technology

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Preparing for the future of Joy: the golden age of creativity?

Chris Wilson, Aston University, UK

It is 70 years since JP Guilford inaugurated a proliferation and diversification of research in creativity and related fields. The intervening period coinciding with a parallel boom in the filing of patents, the popular culture explosion, space age, sequencing of the human genome and extraordinary advances in medical science, the digital communications and computing revolution, the emergence of AI and profound achievements in all areas of scientific endeavour, his legacy is undoubtedly one of germinal impact and notable prescience of vision. Nevertheless, despite paroxysms of introspection, massification and decades of systematic reform, creativity still remains a novelty in the everyday discourse of educational disciplines in overall terms and considered as something of a predominantly aspirational novelty for the majority of teachers and learners at all levels of education and entirely invisible for a significant number. Creativity remains far too often adjunct to discipline and subject to systematic inhibition. Celebrating Guilford's extraordinary contribution, this paper explores the notion of the golden age of creativity and what we need to do to ensure this age lies ahead and not in the past.

Keywords: Golden age of creativity, JP Guilford, education

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An exploratory study of fans' motivation in Albanian football championship

Julian Bundo & Mirdaim Axhami, University of Tirana, Albania

Football continues to excite and attract more and more people to most countries. This phenomenon that is now bypassing all the borders of the world has been starting up in Albania in the last few years. As one of the most attractive sports which have long roots in Albanian history, football is trying to

give important signals, both in terms of the game and for the participation of the fans attending the events in the stadium. Based on the overview of the football championship, we verified that more and more fans particularly female and youngest people are heading to the stadiums to enjoy the football game. With the beginning of the 21st century, FIFA and EUFA have changed their program, giving particular importance to increase participation in football activities regardless of gender and age. Even football fans like in other sports, are influenced by their motivation which leads them to behave or act in different ways. Precisely, the study aims to examine football fans motivation factors of attendance using a nation-wide representative sample (N=768). Using exploratory factor analysis, a group of motivation factors is analyzed, testing constructs that explain attendance. The study identifies three main factors affecting attendance of Albanian football fans, considered as entertainment, tradition and group involvement. Entertainment is identified as the most important factor. MANOVA was later used to identify differences in motivation factors between age groups and participation in an organized fan group (support group / ultras).

Keywords: motivational factors, football fan attendance, Albania championship

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A Strategy for Creating Learning transformation through the Development of an immersive Digital Experience for Advertising/PR and Marketing Teaching and Learning

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Marketing and communications jobs are rapidly transforming into technology-enriched knowledge work and graduates require new digital-led learning opportunities to build on their technology capabilities in more structured ways. This coincides with the need to create flexible learning environments that meet

the needs of the majority of students to balance work, family and university life. This paper explores the use of a Socratic approach to teaching and learning that allows students to co-create a course experience through a mix of active and passive learning environments. It was tested in a marketing communications class of 49 students with the majority of students agreeing that it increased their overall understanding, motivation and engagement.

Keywords: creativity, pedagogy, co-creation, active learning, 4E's Socratic Model

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The Role of Big Data Analytics and Artificial Intelligence in Covid-19 Global Pandemic – Lessons for Nigeria

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The world is witnessing a global pandemic now called COVID19 previously known as 2019 novel coronavirus first identified in Wuhan China in late December 2019. Since then, the virus has spread across the world infecting more than 6,194,887 people and 371,573 deaths as at 30th of May 2020. This development made China, Taiwan and South Korea employ Big Data analytics and Artificial Intelligence (AI) to identify patterns, detects individuals with fever, tracks movements and recognize faces of those infected. The study looks at the role Big Data Analytics and AI played in COVID 19 global pandemic and lessons Nigeria can draw from it using a mixed research method. The paper recommends that the legislative arm of government should ensure the introduction of legislation that stimulates continued innovation and data security.

Keywords: Big Data analytic, Artificial Intelligence, COVID19, Pandemic

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Building Innovation capability of an organisation through Intraprepreneurs
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Purpose: The purpose of this paper is to investigate how Intrapreneurs build innovation capability of organisations. The concept of entrepreneurship and its role in all facet is very dominant in the entrepreneurship literature. Among the many drivers of innovation, researchers have paid a growing attention to externalities that lead to organizational growth such as entrepreneurs, technology amongst others. There are other factors associated with the attributes of the innovative individual who drives innovation within the organisation- Intrapreneurs. Little or no information is available to explain the important role of intrapreneurs in building organizational innovation capability. This paper building on the resource base view (RBV) looks at the contributions of intrapreneurs in building innovation capability of an organisation. There is a strong link between innovation and entrepreneurial activity and portrays entrepreneurs as "innovator(s)", that is, as "catalysts of change who continuously do things that have not been done before and who do not fit established patterns". The focus on intrapreneurs is particularly justified when investigating innovation in the context of Small, Medium and Large sized Enterprises, where the role of intrapreneurs in fostering innovation is especially important, since the innovation-related research has consistently shown that intrapreneurs are the main locus and driver of innovation.

Methodology/approach: This paper has looked at how intrapreneurs build innovation capability of organisations. A quantitative methodology approach was used, and data were collected from about 250 Intrapreneurs to establish their level of involvement in innovation in their various organisations and the data was analysed using SPSS. The relative statistical tests were made, and conclusions drawn based on empirical evidence.

Findings: Findings show that Intrapreneurs are responsible for creating or discovering new business opportunities, which leads to the creation of new parts of the business or even new businesses. Also, they find ways to commercialize creativity through new product and market development. In

addition to identifying and executing new business opportunities, intrapreneurs help drive innovation within businesses. In a similar role to that of entrepreneurs, intrapreneurs seek to provide solutions to problems – for example low productivity, excess waste, poor quality.

Research limitations/implications: Scholars acknowledge the important differences between large and small business ventures and call for greater presence of intrapreneurial elements to drive organisational innovation capability. This paper was limited to looking at intrapreneurs as divers of innovation. There are other factors that promote innovation within the organisation, which this paper has not consider. Further research should consider reviewing other factors that drives innovation within the organisation. The implications of this paper therefore, is the recognition of intrapreneurial activities as drivers of innovation within the organisation

Practical implications /Originality: This paper has established the important role of intrapreneurs in building innovation within the organisation linking to the theoretical underpins of the Resource Base View. This paper will benefit organisation, strategist, intrapreneurs and academic scholars.

Keywords: Entrepreneurship, Intrapreneurship, Innovation, organisational development

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My Research Journey: Some Preliminary Reflections
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This paper reports on my doctoral research journey to date. It presents the reflections in five stages – (1) cultivating a doctoral mindset; (2) preliminary and directed readings; (3) seeking research approval; (4) data-collection phases; and (5) engaging with the literature. The title of the doctoral research that is currently being undertaken is: *An Investigation into the Entrepreneurial Experiences of Selected Caribbean Entrepreneurs in London*. Within the reflections on these five stages, there is the acknowledgement that for decades,

particularly since the post Windrush years, London has been the residential area for hundreds of Caribbean entrepreneurs, who have made significant contributions to national development in various ways. However, there is also the acknowledgement that a high proportion of the literature examined on Caribbean entrepreneurs, is presented from non-Caribbean perspectives. This research investigation was seen as timely and appropriate since it can fill this gap in knowledge, that is, knowledge of entrepreneurial experiences as told by the Caribbean entrepreneurs themselves. Reflecting on these five stages of the research journey that have been experienced to date will help me to get a fuller understanding of what doctoral-level research entails, as well as provide me with the right mental and concrete material needed to build the foundation for the other stages that are yet to come. The reflections can also serve as useful groundwork material for prospective research students who are still searching for information on how to tackle doctoral research.

Keywords: directed reading, Caribbean, lived experiences, national development, entrepreneurship

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The Dynamics of the Implementation of the Code of Conduct for Learners

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This study sought to investigate the dynamics of the construction and implementation of code of conduct for learners in South African schools. Underpinned by an interpretivist paradigm, the study employed a qualitative research approach and a case study research design. Interviews and document review were used for data collection. The target population for this study consist of SGB members, hence, the democratic theory of education was employed to investigate whether the formulation of code of conduct for learners in South African schools ensue democratic principles. The results indicated that parents and learners despite being important stakeholders only participated to a limited extent in the process of drawing up and implementing a learners' code of conduct. Findings also revealed that schools face a number of challenges, which includes inadequate training of SGB members, parental lack of concern/limited

time to attend school or SGB meetings. Further, there exists power struggles within the SGBs. This study recommends that SGB members should undergo developmental initiatives aimed at equipping and enabling them to make sound decisions on learners' code of conduct and that SGBs should be trained on democratic school governance.

Keywords: Code of conduct, democracy, discipline, school governing body, stakeholders

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Digitalisation and Gendered Dimensions: Bayelsan Girls' Dilemmas

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Debates on gender issues as they relate to digitalisation, have always been hot topics of discussion among educators, researchers and business-oriented individuals since digital technology was introduced about four decades ago. The landscape of digital technology is changing at an alarming rate and the discussions on the gender dimension of digital technology are continuing. While economically strong countries are keeping up the pace to foster national development, some developing countries are left behind. Disturbing as this is, it is the gender dimension that is of a more serious concern. This paper employs data from the literature and selected case studies to explore the dilemmas faced by young women in Bayelsa State, Nigeria. It is well documented that the education levels attained by some young women in Nigeria were not at the standard that allow them to access secondary and tertiary education. The opportunities that boys received to participate in Information Communication Technologies (ICT) and digital technology courses, were not open to girls. This translated into the gaps being widened as girls move from primary to secondary and then to tertiary education. The Konyefa Foundation has been instrumental in helping girls into fulltime primary and secondary education. The Foundation is now planning to enhance its educational provision with programmes that will

provide girls with more chances to engage in ICT and digital technology. The progress that has been made by Bayelsa State is not enough to empower girls to get fully involve in digitalisation activities. The paper concludes that the Konyefa Foundation is moving in the right direction in opening up educational spaces for girls with a view to addressing education inequalities.

Keywords: gender inequalities, the Konyefa Foundation, digital age, Information Communication Technologies, girls' education

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Model of entrepreneurial competence and business performance of small medium enterprises (SME_S) in Indonesia

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Purpose: The purpose of this study was to determine the effect of entrepreneurial knowledge and entrepreneurial skills influencing entrepreneurial competence and business performance in SMEs

Design/Methodology: This type of research is explanatory. The object of research is SMEs entrepreneurs. Number of Samples 101 entrepreneurs. The data used are primary data. Determination of the research sample by purposive sampling. Data analysis model with SMARTPLS

Findings: This paper examines the entrepreneurial competency model of the variables of entrepreneurial knowledge and entrepreneurial skills on business performance. The novelty of this research is entrepreneurial competence as a mediating variable so as to form a relationship path model. The research model formulation describes the direct relationship and mediation. The model illustrates the influence of entrepreneurial knowledge and entrepreneurial skills

on business performance as a direct influence and mediation with entrepreneurial competence. The indicator of the research variable uses a combination of the variable indicators of several previous researchers.

Limitation: This paper aims to analyze the competence of entrepreneurial knowledge and skills on business performance by mediating entrepreneurial competence in SMEs in only one processing industry sector by industrial convection. Future studies will need to review objects of research on other published sectors: trade, agriculture etc. this will show diverse entrepreneurial knowledge and skills.

Implication: SME entrepreneurs strive to improve their entrepreneurial knowledge and entrepreneurial skills from the learning process and entrepreneurship training activities which are government empowerment programs for SMEs. The entrepreneur's self-development efforts will improve entrepreneurial competence and business performance.

Originality: This article explains about entrepreneurial competence as a partial mediating variable from entrepreneurial knowledge variables and entrepreneurial skills to SMEs business performance.

Keywords: Entrepreneurial knowledge, Entrepreneurial skills, Entrepreneurial competence, Business performance

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No man is an island: An integrative teaching and learning approach to Botswana primary/elementary education system

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This paper explores ways of integrating indigenous and western knowledge, and pedagogical strategies used in primary/elementary schools with the intent of making education responsive, to the education context of Botswana. The paper has adapted the integrative approach which is based on the African assumptions about the nature of reality, ways of knowing, and the relational values. It

discusses decolonisation of the colonial ideologies and advocates for indigenization in the education system. The paper further illustrates the use of talking circles in group activities as an indigenous method of building togetherness guided by the philosophy of Ubuntu. The use of proverbs to teach critical thinking skills, and storytelling in the teaching learning environment is also critically examined.

Keywords: indigenous knowledge, decolonosation, integrative approach, pedagogy, Botswana

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Mistake literacy: how we learn from our mistakes

Zachary Cohen, Drexel University, USA

The existing grammar of schooling might be a controversial one, but its disruption due to the outbreak of COVID-19 has left students around the world scrambling to schedule their own time. Students who had grown accustomed to being told when to eat, when to use the restroom, and when it's appropriate to socialize, are now trying to establish their own routines in the wake of a sudden and unexpected increase in autonomy. Learning from home is also putting additional pressure on these so-called "digital natives" to overcome novel hurdles to access learning in the first place. Students must work through issues with internet connectivity, the unfamiliarity of asynchronous learning platforms, and delays in the feedback loop, since questions are now often being answered by teachers via email rather than face-to-face. In short, students are trying to replicate the entire school experience from their homes – and, understandably, it has not been a smooth transition for many.

On a Zoom session with my 7th grade advisory, one student raised her hand and shared what many students have been feeling: "I really am trying my best, but I just keep messing up. I miss deadlines, forget to read instructions, and don't know where to submit my work. I try to fix it myself, but I just don't know

where to start.” Since students are now responsible to own so much more of their learning, there is simply more opportunity for error.

In an age widely defined by change, disruption, and uncertainty, one thing is for sure: students will make mistakes; what is uncertain is whether students will learn from them. As common as mistake-making is, learning from mistakes is not common at all. "Mistake are the most undermined, undervalued way for learning to occur" [1]. And yet, students need to possess the confidence, independence, and skill to both navigate and learn from their mistakes. In short, our students need to become “mistake literate.”

Mistake Literacy is a mindset comprised of a suite of dispositions and non-cognitive skills that work in tandem to optimize learning by building students’ capacity and capability to recognize, react to, and repair their mistakes. The importance of such a mindset is echoed widely across academic literature and across the globe. Studies from the Philippines, Germany, and Hong Kong find a strong correlation between mistake-making and learning, and one study from the United States of America even concluded that “an unwarranted reluctance to engage with errors may have held back American education” [2]. Now, more than ever before, mistakes are an inevitable part of the learning process. So, how can teachers put students in a position to feel comfortable and confident engaging with their mistakes, rather than turning away from them?

Keywords: Mistake Literacy, Personalized Learning, Growth Mindset, Self-Reflection, Self-Efficacy

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The predicaments of parents of children with intellectual disabilities: Inclusion in Botswana

Boitumelo Mangope, University of Botswana

Currently, the trend of education globally is pointing towards inclusion of children who in the past were denied education and this includes children with disabilities. Botswana has adopted different approaches to include children with various types of disabilities into the general education classrooms. For children with intellectual disabilities (ID), separate special education units program have been established within some selected public primary schools across the country, as an interim inclusion program. There is a general concern that learners with ID, who are taught in these special education units program, do not acquire the necessary skills required to live independently. As such, the voice of parents on the inclusion of their children cannot be ignored. This study aimed to explore the perceptions and experiences of parents regarding the inclusion of their children with ID. To this end, six focus group discussions were conducted with parents of children with ID in the special units. Purposive sampling procedure was used to select two public primary schools each from urban, semi-urban and rural settings in the South-Central region of Botswana. Respondents were also selected purposively. Narrative interpretive approach was used to analyse data. The findings showed that most of the parents of children with ID are in a dilemma regarding a suitable program for their children. Thus, even though some parents favoured one program over the other, the narratives were inconclusive about which program best suited their children. The findings further revealed that the parents' perceptions were influenced by their varied experiences with the two programs and other factors such as the severity of the disability of the child, the teachers' expertise, child's progress or regress in a particular program. The study concludes that, the views of parents, who play a major role in the success or failure of inclusive education, should be considered before choice of inclusion program is made for the students.

Keywords: Botswana, inclusion, intellectual disabilities

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Family learning through community learning centres in Botswana

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The education landscape in Botswana is hailed as an inclusive sector that thrives through partnerships with stakeholders. It also upholds lifelong learning tenets in its policies such as the Education and Training Sector Strategic Plan (ETSSP - 2015-2020). These pillars, partnership and lifelong learning, are etched as an excellent start for children to have a better foundation for future learning (Republic of Botswana, 2015). This paper focuses on the first stage of education in Botswana targeting children aged 0-15 and makes an argument that an excellent start for them can never be achieved without recognition of family learning. Family learning provides an opportunity for family members to learn together. Family Learning Network of Scotland (2018) considered family learning as "a powerful method of engagement and learning which can foster positive attitudes towards lifelong learning, promote socio-economic resilience and challenge educational disadvantage." (Family Learning Scotland, 2018: https://education.gov. scot/improvemen t/Documents/ Family Learning FrameworkApril18.pdf). In countries where it has been made an integral part of the education system, family learning is carefully planned, supported and specifically designed to enable parents to learn how to support their children's learning.

Whatever passes as good learning must engrain values or skills of how to live in our real worlds and family learning embeds these values better than the formal schooling in Botswana. Backed up by great scholars like Dewey, this paper promotes the use of community learning centres as family learning platforms. Community learning centres can help drive this type of learning. Botswana's community learning centres include Dikitsong Centres, OSEC Lifelong Learning Centres, Community halls and public libraries. All these are well developed and can easily accommodate inclusive, lifelong learning activities, whilst paying great attention to the role of parents in their children's education. This presentation will therefore explore outline years of disappointing foundational years in terms of failure rates and failure to equip learners with Lifeskills. The presentation will go further to propose how community learning centres can be used to effectively promote family learning as the first step for building a strong foundation for family learning. The current avenues of learning are not built with a strong foundation for family learning

that embeds lifelong learning tenets, which in turn, can help children to adapt to continuous life challenges.

Keywords: Community learning centres, Lifelong learning, Family learning

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Lifelong Learning: Experience and lessons learned on a family perspective during the COVID-19 lockdown in Gaborone, Botswana

Peter Ngoie Mutombo, University of Botswana, Gaborone, Botswana

The assumption made in this paper is that the unpreceded situation caused by the COVID-19 pandemic, especially lockdowns triggered a sense of redefining life's priorities in people. This presentation will focus on lessons learned and experiences acquired by some families in Gaborone during the 3 months' lockdown imposed by local authorities. The paper will combine case studies and data-oriented interviews conducted online comprising of twenty-five (25) closed questions and five (5) open questions. These tools will be administered on a sampled population of five hundred (500) purposefully selected families from all backgrounds in the local community of Gaborone. Families that will participate will be sampled using purposive sampling and convenience strategy in the sense that only working parents in Gaborone city will be requested to participate. These parents can provide useful information regarding the research questions. Since before the lockdown, they were not used to staying with their families on 24/7; however, the lockdown forced them to. Although, these data may not be generalizable, they can serve as a basis on developing socio-educational

guideline for families wanting to redefine themselves now and in the future. The main research question consists in ascertaining how lessons learned and experiences acquired during Covid-19 lockdown could possibly redefine people's priority and perception on a family perspective. The findings will be presented under the format of good practices and attitude learned through the lockdown period to adopt towards our families for all lifetime. As an adult educator, I believe such lessons are worth to learn and to be documented in records such as researches, articles and others that will serve as a basis for a socio-educational model for families.

Keywords: COVID-19, Families, Lifelong Learning, Parents

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Creativity and Innovation: Sprouting and Blossoming in Crisis

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Creativity and innovation are no strangers to everyday activities because of their constructive relationship to sustainable development. Idea generation, thinking ability, problem solving and intelligence analysis are but some of the various expressions associated with the concepts of creativity and innovation. The interconnectedness between both concepts is so crucial that they are often used interchangeably. The occurrence of Covid19 has disrupted societies worldwide in unimaginable and frightening ways that have necessitated a rethink on how societies should progress. This paper utilises related literature and personal accounts to explore how creativity and innovation have emerged and flourished within this unprecedented situation. It focuses on how the Caribbean Region. It relates how particular individuals have employed different genres of music to spread a spirit of positivity around the Region. The paper contends that creativity and innovation do not only have a role in supporting coping mechanisms and resilience, but also possess the potential to assist in the charting of the way forward. Based on an initial analysis of themes reviewed concerning how Caribbean people have employed music to create and sustain an optimistic attitude and social well-being during the lockdown, the paper

concludes that creativity and innovation can thrive during adversity. It also asserts that going forward, education ministries should make creativity and innovation pivotal to all teaching and learning activities in all educational institutions at all levels of their operations.

Keywords: Innovation and creativity, Caribbean musical genres, sustainable education, social well-being, resilience

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The Economic value of Letsibogo Dam: Levels of ownership and benefits

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Botswana has a clear sustainable economic development and implementation framework through Vision 2036. Aspects of this framework are succinctly captured under Pillar 1. Among them being the need to promote micro and small enterprise businesses for sustainable livelihoods for community members. Within the backdrop of this vision, as well as the Universal 2030 Agenda for Sustainable Development and Sustainable Development Goals, Botswana has launched Dams Tourism Project, as an attempt to unlock the dams' recreation and leisure tourism opportunities (Letsibogo Dam Tourism Master Plan, 2017). These opportunities are meant to benefit local communities more than others. This paper explores the recreation and leisure tourism opportunities of the Letsibogo Dam, located in Mmadinare, a village in the North East of the Central District of Botswana.

As per the Botswana Dams Tourism framework, the Letsibogo Dam Master Plan was intended to engage local residents living around or close to the Letsibogo dam in the dam based tourism activities and enterprises such as lodges, campsites, cycling, horse riding and fishing (Letsibogo Dam Tourism Master Plan, 2017). However, the study that was done in 2018 revealed that local community members were marginalized from benefiting. The findings revealed that low local participation was due to lack of expertise, unequal sharing of dam based business opportunities and lack of community empowerment.

A total of 25 participants were interviewed. Focus group discussion was also carried out as a form of triangulation to corroborate interview findings. Furthermore, documents in the form of reports were also analysed. Descriptive and thematic analysis was employed. The study has revealed that the Botswana Dams Tourism framework has not been observed in the case of the Letsibogo Dam because local community members are not actively involved and do not benefit from the activities of the dam. This situation has to be changed. The study has suggested, among other things strengthening local people's legal rights of land use and resources, and capacity building. There is need for development of strategies for implementation of policies to avoid gaps that always exist between policy and implementation.

Keywords: Letsibogo Dam, Sustainable Development, Sustainable Development Goals, Tourism

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Feelings of aloneness of visually impaired children during COVID 19 lockdown in Botswana: Positive thinking as a coping strategy

Peggy Tau, University of Botswana, Gaborone, Botswana

Everywhere in the world people are locked up due to Coronavirus. Therefore, they are likely to lose their positive thinking. People with visual impairment are

among the most vulnerable due to disability. According to Dorjee (2020). It is easy for them to allow negative thoughts and feelings. The threat of fear of sickness and death has indeed affected the whole world (WHO Director, 2020). It is therefore important that something should be done to offset loss of hope. This people will focus on loneliness of children who are 10 years and will explore how lack of communication with others facing the same challenge of visual impairment has affected their self-esteem. Many of these children in Botswana live with families with full vision and the new lifestyles of home confinement brought by the corona virus has necessitated that these children should be with parents or siblings who do not share the same experience of vision impairment. This experience is likely to make them miss their peers and affect their positive thinking. This paper will discuss how these children felt during COVID 19 lockdown and what they did to adjust to being home with family for prolong time without contact with their peers. The information will be collected through a mini-research which will start with seminars with parents with these children. Children will also be brought to share their experiences. This paper will then suggest strategies that can be used by parents to help their children adjust. Like other children, children with vision impairment need to be assisted to calm their negative behaviours when at home with families.

Keywords: COVID 19 lockdown, visually impaired children, disability

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A Creative Product for Protecting Transport, Industrial, Health, Agriculture and Commerce Personnel during the COVID 19 Pandemic Period

Noah Boleng Sedimo, Limkokwing University of Creative Technology, Botswana

The aim of this paper is to share the making of a creative product called SPAM. It starts with how to make it and why. It concludes with how to use and maintain it. With over 2 million cases of the COVID19 (Coronavirus) at the time of writing, the World Health Organization has classified the virus as a pandemic; all nation's livelihoods have been transformed. Economies have been slowed down, shops have been closed and state of emergency protocols have been applied all over the world including Botswana. Hence all nations need any and every information that they can have to address the situation. In the mist of the struggle for survival, Batswana men and women who are in the frontline in ensuring everyone's wellbeing remain unprotected. The question is how safe are they? This paper attempts to answer the following questions: What can be done for them? Who is protecting them. How can we protect them as Batswana in general? These questions led the author to come up with the concept of a healthy product called Sanitary Programmed Application Mask (SPAM). Though the product is fashioned for Batswana, all nations affected in a similar way may benefit from this initiative. SPAM is an advanced sanitary mask made of hard user-friendly material that is durable and easily sanitized. It includes two tiny electrical fans (enclosed in canisters) connected both on the left and right side of the mask just like the gas mask or paintball mask. It covers both the mouth and the nose which will allow personnel reuse and hygiene safety. Within the fans cylinder sockets there are circular sections which accommodates an anti-bacterial aerosol according to the circular shape. The fans blow the air produced through the circular aerosol to ensure the air within the mask is not only cool but clean. Also, the fans ensure that there is less humidity within the mask to avoid attracting viruses that may cause respiratory problems. The mask also has ventilation ports that reinforce comfort for easy breathing.

Keywords: Covid-19, Creative Product, Sanitary Programmed Application Mask, SPAM, Wellbeing, Botswana

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Indigenous Child Development: Examining Developmental Tasks within Setswana Socialisation

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Most children are raised by parents living in linguistic diversity, rapid social change, rural-urban contrasts lifestyles but have managed to keep Setswana culture. Child rearing and caring starts with naming a child followed by watching and protecting the tiny new born to a fully-grown person. All the growing up stages and tasks happen within a culture. Research and human development theories show that child development is guided by the Culture of the child. This study examines what developmental tasks exists in Setswana culture and how do children acquire them as they get socialised. The concept of development task was the work of a psychologist named Havighurst. In his study he worked within the western culture and came up with age appropriate tasks. Most of the systematic research on childhood development in Africa has been Conducted using imported measures and adapting them to the local context (Greenfield, 1997; Serpell and Haynes, 2004; Stemler et al, 2009). In recent years, with the birth of indigenous psychology, research has shown that it is possible to assess the cognitive, social, emotional and physical development of African children in ways that take account of the learning from their homes and play environments (e.g. Kathuria and Serpell, 1998). Such studies in child development are needed in Botswana by researchers, teachers, psychologist, clinicians and other education service providers. In this study we observe developmental tasks of Batswana children using Havighurst's concept of task by age and socialisation. The data will be collected by interviews of parents, culture experts and context tuned experts in Setswana culture. Home visits and observation will be also done by authors.

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Evaluating Social Media Overindulgence: A Survey of the Implications of Academic Productivity in Nigeria

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While there is a view that social media promises great benefits in enhancing academic productivity, there is however an ongoing debate among researchers that social media does more harm than good to academic productivity. This view, however, has never been proven even though many researchers have conducted studies on the subject area. There is a need for an all-encompassing research study on the phenomenon of social media usage vis-à-vis academic productivity in Nigeria. This study aims to evaluate the impact of social media overindulgence on academic productivity in Nigeria using a quantitative research methodology approach. An online survey was conducted on the subject, in which views of diverse students' groups in Nigeria, as well as students across other countries, were captured using Google online form. The result of the analysis amongst others shows that social media overindulgence has a very negative effect on academic productivity even though it portrays many benefits as well in terms of enhancing academic productivity. This can only be possible if social media is used objectively by students. The study recommends amongst others that school authorities should enforce regulations to counter avoidable distractions students face because of social overindulgence.

Keywords: Social Media, Academic Performance, Academic Productivity, Students

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