



**10TH INTERNATIONAL CONFERENCE OF
EDUCATION,
RESEARCH AND
INNOVATION**

CONFERENCE PROCEEDINGS

**SEVILLE (SPAIN)
16-18 NOVEMBER 2017**



**10TH INTERNATIONAL CONFERENCE OF
EDUCATION,
RESEARCH AND
INNOVATION**

CONFERENCE PROCEEDINGS

**SEVILLE (SPAIN)
16-18 NOVEMBER 2017**

Published by
IATED Academy
iated.org

ICERI2017 Proceedings
10th International Conference of Education, Research and Innovation
November 16th-18th, 2017 — Seville, Spain

Edited by
L. Gómez Chova, A. López Martínez, I. Candel Torres
IATED Academy

ISBN: 978-84-697-6957-7
ISSN: 2340-1095
Depósito Legal: V- 2851-2017

Book cover designed by
J.L. Bernat

All rights reserved. Copyright © 2017, IATED

The papers published in these proceedings reflect the views only of the authors. The publisher cannot be held responsible for the validity or use of the information therein contained.

ICERI2017 COMMITTEE AND ADVISORY BOARD

Aaron Doering	UNITED STATES	Jose Luis Bernat	SPAIN
Agustín López	SPAIN	Kaye Price	AUSTRALIA
Alexander Sobolev	RUSSIAN FEDERATION	Liliana Milevicich	ARGENTINA
Ali Merç	TURKEY	Lorena López	SPAIN
Amir Dirin	FINLAND	Louis Babineau	CANADA
Amparo Girós	SPAIN	Luis Gómez Chova	SPAIN
Ana Tomás	SPAIN	M ^a Jesús Suesta	SPAIN
Angela Piu	ITALY	Margus Pedaste	ESTONIA
Anne Omori	NIGERIA	Maria Porcel	SPAIN
Antonio García	SPAIN	Martin Gellerstedt	SWEDEN
Balamuralithara Balakrishnan	MALAYSIA	Melania Tera	ROMANIA
Belmiro Gil Cabrito	PORTUGAL	Michelle Ellwood	UNITED KINGDOM
Bernard Etlicher	FRANCE	Minna Maunula	FINLAND
Boris Alexander Becker	GERMANY	Mira Alameddine	LEBANON
Bryan Eldridge	UNITED STATES	Nadja Soldatic	SERBIA
Carol Ing	CANADA	Naseer Ahmed	UNITED ARAB EMIRATES
Chelo González	SPAIN	Nigel Atkinson	UNITED KINGDOM
Christos Rodosthenous	CYPRUS	Norma Barrachina	SPAIN
Cristina Lozano	SPAIN	Nuraihan Mat Daud	MALAYSIA
Dana Kubickova	CZECH REPUBLIC	Olga Teruel	SPAIN
David Bolton	UNITED STATES	Pablo Opazo	CHILE
David Martí	SPAIN	Pamela Parker	UNITED KINGDOM
David Scaradozzi	ITALY	Paulus Insap Santosa	INDONESIA
Deborah Azaryad Shechter	ISRAEL	Pavel Brebera	CZECH REPUBLIC
Eladio Duque	SPAIN	Peter Haber	AUSTRIA
Emmi Pakkala	UGANDA	Pierre Mora	FRANCE
Fumito Yoshikawa	JAPAN	Rachel Welton	UNITED KINGDOM
Giles Pepler	UNITED KINGDOM	Rebecca Ferriday	UNITED KINGDOM
Harvey Oueijan	LEBANON	Rebekka Eckhaus	JAPAN
Hen Friman	ISRAEL	Sergio Pérez	SPAIN
Ignacio Ballester	SPAIN	Sharon Judge	UNITED STATES
Ignacio Candel	SPAIN	Svetlana Bekareva	RUSSIAN FEDERATION
Ioana Carmen Paraschiv	ROMANIA	Vanja Bevanda	CROATIA
Ira Raveh	ISRAEL	Victor Fester	NEW ZEALAND
Iván Martínez	SPAIN	Wendy Gorton	UNITED STATES
Jana Mazancova	CZECH REPUBLIC	William Heintz	UNITED ARAB EMIRATES
Janis Prince	UNITED STATES	William Muirhead	CANADA
Javier Domenech	SPAIN	Willy Castro Guzman	DENMARK
Javier Martí	SPAIN	Xavier Lefranc	FRANCE
Jean-Paul Becar	FRANCE	Xing Liu	CANADA
Joanna Lees	FRANCE	Yoshihiro Okada	JAPAN
Jose F. Cabeza	SPAIN	Zuzana Palkova	SLOVAKIA

CONFERENCE SESSIONS

ORAL SESSIONS, 16th November 2017

Design Thinking & Creativity Teaching
International Collaboration in Higher Education
eAssessment
Accreditation and Quality in Education
21st Century Skills
Professional Development of Teachers (1)
Experiences and Trends in Health Sciences Education (1)
New Technologies in Foreign Language Learning

Flipped Learning
Study Abroad Experiences & Exchange Programmes
e-Portfolios and Assessment Tools
Quality in Higher Education
Learning Management Systems
School Placement & Practicum Experiences in Teacher Education
Soft Skills Development & Experiential Learning
Experiences and Trends in Health Sciences Education (2)
Flipped and Blended Learning in Foreign Languages

e-Learning and Blended Learning Experiences
Early Childhood Experiences and Trends
Evaluation and Assessment (1)
University-Industry Collaboration
Technology in Teaching and Learning (2)
New Challenges for the Higher Education Area
Internship Programs and Experiences
Research and Innovation in Companies
New Experiences in Language Learning

Technology in Teaching and Learning (1)
Experiences in Primary and Secondary Education (1)
e-Content Management and Development
Research and Education Management
Digital Skills in Higher Education
New Experiences in Curriculum Design
Employability Issues and Challenges (1)
New Trends and Experiences in Business Education
Organizational and Financial Issues in Higher Education

POSTER SESSIONS, 16th November 2017

Emerging Technologies in Teaching and Learning
Innovations and Experiences in Education

ORAL SESSIONS, 17th November 2017

Web 2.0 and Social Networking
Soft Skills in Higher Education
Pedagogical and Collaborative Methods
Public vs. Private Schools
Digital Literacy
Professional Development of Teachers (2)
Maths Teaching and Learning (1)
Experiences in Architecture Education
Special Education Experiences (1)

MOOCs: Massive Open Online Courses
Employability Issues and Challenges (2)
Collaborative and Project Based Learning Experiences
Educational Management and Leadership (1)
Student Support in Education
Professional Development of Teachers (3)
Maths Teaching and Learning (2)
Problem and Project Based Learning
Special Education Experiences (2)

Open Educational Resources
Entrepreneurship Education
Informal Learning Experiences
Ethical Issues in Education
Evaluation and Assessment (2)
ICT Skills and Competencies among Teachers
Experiences in Primary and Secondary Education (2)
Coding & Programming Experiences
Special Education Professionals Development

Virtual Reality & Simulation Labs
Service Learning & Community Engagement
New Pedagogies and Experiences in Higher Education
Adult Education
Gamification
Pre-service and In-service Teacher Experiences (1)
STEM in Primary and Secondary Education
Pedagogical Innovations in Language Learning: EFL & ESP
Inclusive Learning (1)

Learning Apps for Smartphones and Tablets
Gender Issues in Education
Tutoring & Mentoring
Educational Management and Leadership (2)
Games for Learning
Pre-service and In-service Teacher Experiences (2)
STEM in Higher Education
Pedagogical Methods and Innovations
Inclusive Learning (2)

POSTER SESSIONS, 17th November 2017

Global Issues in Education and Research
Education Practice, Trends and Issues

VIRTUAL SESSIONS

Academic Research Projects
Accreditation and Quality in Education
Adult education
Advanced classroom applications and technologies
Assessment of student learning
Barriers to Learning
Blended Learning and Flipped Classroom
Collaborative and Problem-based Learning
Cultural Diversity and Inclusive Learning
Curriculum Design
E-content Management and Development
e-learning experiences
e-Tutoring and e-Mentoring
Education practice trends and issues
Education, Research and Globalization
Educational/Serious Games and Software
Emerging Technologies in Education
Employability issues and trends
Experiences in Post-graduate education
Experiences in Primary and Secondary education
Experiences in Undergraduate education
Game-based learning and Gamification
Global Issues in Education and Research
ICT Skills
In-service training and Professional development of teachers
International Projects
Language Learning Innovations
Learning and Teaching Innovations
Learning Management Systems (LMS)
Learning space design: Next generation classroom
Life-long learning
Links between Education and Research
m-Learning: mobile applications and technologies
Massive Open Online Courses (MOOC)
New Challenges for the Higher Education Area
Online/Virtual Laboratories
Pedagogical Methods and Innovations
Pre-service teacher experiences
Research on Technology in Education
Special education
STEM Education Experiences
Student Support in Education
Teacher Training. ICT skills and training
Technology in Teaching and Learning
University-Industry Cooperation
Virtual and Augmented Reality
Virtual Learning Environments (VLE)
Vocational training
Web 2.0 and Social Networking
Women and minorities in science and technology

ABOUT ICERI2017 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at ICERI2017 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "ICERI2017_Proceedings.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching ICERI2017 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in ICERI2017 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "ICERI2017_FrontMatter.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the ICERI2017 Proceedings index:

1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "ICERI2017_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:

1. In the "Edit" menu, choose "Search". You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click "Load".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:

1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:

1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

ASSESSMENT OF INTEREST IN TAKING UP SECOND-CYCLE PROGRAMME IN PUBLIC HEALTH AMONG FIRST-CYCLE STUDENTS OF WARSAW MEDICAL UNIVERSITY

Ilona Cieślak, Aleksander Zarzeka, Lucyna Iwanow, Mariusz Panczyk, Mariusz Jaworski, Joanna Gotlib

The Department of Teaching and Education Outcomes, Faculty of Health Sciences with the Nursing Division, the Public Health Division and the Dietetics Division, Medical University of Warsaw (POLAND)

Abstract

Introduction: Pursuant to the Bologna Declaration, a vast majority of students graduating from the first-cycle programme (Bachelor's degree) at Warsaw Medical University (WMU) may enrol in the second-cycle programme (Master's degree) in the same major or change a major after obtaining a Bachelor's degree and start a programme e.g. in Public Health. Beginning in the academic year 2017-2018, the second-cycle programme in Public Health runs at the Faculty of Health Sciences, WMU as a full-time course (day studies), offering three specialities: Health Promotion, Healthcare Management, and Clinical Trials and Health Technology Assessment. Since 2017 Public Health Division, Faculty of Health Sciences, Warsaw Medical University has been the only one to offer a programme in Public Health in Warsaw as a member of ASPHER - The Association of Schools of Public Health in the European Region. An original curriculum implemented since the academic year 2017-2018 matches European standards. A number of selected courses are taught in English, e.g.: International Health Policy and European Health Policy. The curriculum includes also modules of courses devoted to developing skills expected by employers: Prevention of burnout and Developing relationships with customers.

Aim: The study aimed at assessing the interest in taking up second-cycle programme in Public Health among first-cycle students of Warsaw Medical University.

Material: The study enrolled a total of 115 third-year Bachelor's degree students of Warsaw Medical University (women comprising 57.9% of the total). Mean age was 21.92 years (SD: 1.61, median: 22, min. 21, max. 32). First-cycle students of Public Health constituted the largest subgroup (24.6%), followed by students of Emergency Medicine and Obstetrics (10.5%).

Methods: Participation in the survey was voluntary. Respondents completed an original and anonymous questionnaire available online at: <https://goo.gl/forms/j1rGpofw56TphmUM2>. The questionnaire comprised three questions and additional questions on sociodemographic data. In the survey, the respondents assessed their interest in commencing the second-cycle programme in Public Health and indicated a speciality that was most interesting for them at a full-time Master's programme. The questionnaire was sent to students to their current email addresses by respective Dean's Office staff members on May 22, 2017. The authors of the present study did not receive the approval of the Ethical Review Board of Warsaw Medical University for the study due to the fact that, according to the communication of the Ethical Review Board of WMU: "The Ethical Review Board do not give any opinion on surveys, retrospective, and other non-invasive studies."

Results: Less than half of the students (42.1%, n=48) considered taking up second-cycle programme in Public Health at the Faculty of Health Sciences, Warsaw Medical University. Most students were interested in the new speciality introduced in the academic year 2017-2018: Clinical Trials and Health Technology Assessment (47.9%). The remaining two specialities: Healthcare Management (25%) and Health Promotion (14.6%) taught in the Public Health Division, Faculty of Health Sciences, WMU since 2012 were much less popular.

Conclusion: Steps should be taken on a large scale to inform candidates and first-cycle students about the career development prospects after graduation from Public Health and to encourage students to continue education on a Master's programme.

Keywords: MA, master degree, Public Health, field of study, Bologna Process.

1 INTRODUCTION

The Bologna process began in Europe on June 19, 1999, at the signing of the Bologna Declaration by ministers from 29 European countries. In accordance with the provisions of the Bologna Process, the vast majority of fields of study, including the fields of studies related to health sciences, are implemented in the form of two-cycle studies: first-cycle studies (Bachelor's degree) and second-cycle studies (Master degree) [1-3]. In many European countries, the introduction of the discussed process into higher education has caused an increase in the quality of education and contributed to the more effective preparation of graduates to enter the labor market [4-10]. At Medical University of Warsaw, for most majors, the time requirement to complete bachelor's degree studies (academic degree I) is 3 years (6 semesters, 180 points of the European Credit Transfer System - ECTS) and graduates obtain a bachelor's degree, while master's degree studies (academic degree II) take two years (4 semesters, 120 ECTS points). Students may enroll in the second-cycle programme (Master's degree) in the same major or change a major after obtaining a Bachelor's degree and start a programme e.g. in Public Health.

Teaching commenced at the faculty of Public Health at the Division of Health Science in the academic year 2000/2001. Initially it offered only M.A degree studies (first offered in the academic year 2000/2001), however B.A. degree studies were also offered since 2003 (started in the academic year 2003/2004). Until the academic year 2016/2017 the curriculum of the B.A. degree studies at the Department of Public Health, Faculty of Health Sciences, Medical University of Warsaw was mainly based on the guidelines covering the suggestions of the representatives of the students and Employers' Council [11]. Beginning in the academic year 2017-2018, the second-cycle programme in Public Health runs at the Faculty of Health Sciences, WMU as a full-time course (day studies), offering three specialities: Health Promotion, Healthcare Management, and Clinical Trials and Health Technology Assessment.

Graduates of the second-cycle studies have the competence to perform managerial functions, inter alia: institutions performing public health tasks and non-public health care facilities; health insurance institutions. He has skills for this purpose: identification and prediction of threats and health problems of particular groups, recognition of social problems and demographic structures on the health of the human population; organizing, evaluating the effectiveness and evaluation of prevention programs and the promotion of health for various social backgrounds; mobilizing the public to implement state health policy at local and national level, controlling and assessing the sanitary and epidemiological situation at national and regional level, using knowledge about public health objectives and tasks in the European Union to enrich health promotion and promotion programs in the local environment; development of reports, publications and publications in the field of public health and the use of professional foreign language literature [12].

Since 2017 Public Health Division, Faculty of Health Sciences, Warsaw Medical University has been the only one to offer a programme in Public Health in Warsaw as a member of ASPHER - The Association of Schools of Public Health in the European Region. An original curriculum implemented since the academic year 2017-2018 matches European standards. A number of selected courses are taught in English, e.g.: International Health Policy and European Health Policy. The curriculum includes also modules of courses devoted to developing skills expected by employers: Prevention of burnout and Developing relationships with customers.

1.1 The aim of the study

The study aimed at assessing the interest in taking up second-cycle programme in Public Health among first-cycle students of Warsaw Medical University.

2 METHODOLOGY

The study enrolled a total of 115 third-year Bachelor's degree students of Warsaw Medical University (women comprising 57.9% of the total). Mean age was 21.92 years (SD: 1.61, median: 22, min. 21, max. 32). First-cycle students of Public Health constituted the largest subgroup (24.6%). The distribution of respondents' studies is presented in Table 1.

Table 1. The distribution of respondents' studies.

Field of study	Percentage
Dietetics	10%
Medicine	1%
Midwifery	10%
Public Health	25%
Emergency medical Services	10%
Nursing	10%
No answer	34%

Source: developed on the basis of own results

Participation in the survey was voluntary. Respondents completed an original and anonymous questionnaire available online at: <https://goo.gl/forms/j1rGpofw56TphmUM2>. The questionnaire comprised three questions and additional questions on sociodemographic data. In the survey, the respondents assessed their interest in commencing the second-cycle programme in Public Health and indicated a speciality that was most interesting for them at a full-time Master's programme. The questionnaire was sent to students to their current email addresses by respective Dean's Office staff members on May 22, 2017.

The authors of the present study did not receive the approval of the Ethical Review Board of Warsaw Medical University for the study due to the fact that, according to the communication of the Ethical Review Board of WMU: "The Ethical Review Board do not give any opinion on surveys, retrospective, and other non-invasive studies."

3 RESULTS

Less than half of the students (42.1%, n=48) considered taking up second-cycle programme in Public Health at the Faculty of Health Sciences, Warsaw Medical University. The vast majority of the respondents who planned to start the second cycle program would like to continue their education at daytime (89.6%, n = 43). Most students were interested in the new speciality introduced in the academic year 2017-2018: Clinical Trials and Health Technology Assessment (47.9%) (Chart 1).

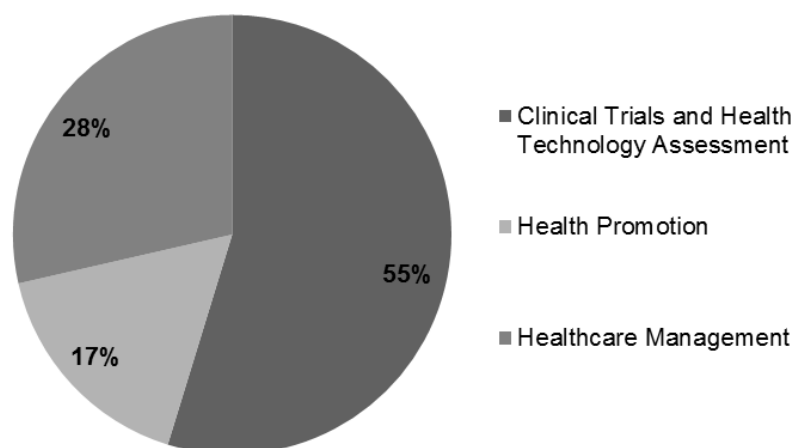


Chart 1. Frequency distribution of the answer to the question: "If you are going to take a full time study, what is your specialty?"; Source: developed on the basis of own results.

4 CONCLUSIONS

Steps should be taken on a large scale to inform candidates and first-cycle students about the career development prospects after graduation from Public Health and to encourage students to continue education on a Master's programme.

REFERENCES

- [1] Ministerstwo Nauki i Szkolnictwa Wyższego [World Wide Web]. Warszawa 2017; c2017. [cited: 2 September 2017]. Available from: www.nauka.gov.pl
- [2] Kasyanova S. The education system in Poland in the framework of Bologna Process, Education and Management 2005; 8: 3-4.
- [3] Gul A. The historical background of the foundation of the higher education systems in Poland and Turkey. Zeszyty Naukowe Uczelni Vistula. 2016; 48(3): 69-79.
- [4] Zuzeviciute V, Pranevičienė B, Simanavičienė Ž, Vasiliauskienė V. Internationalization of higher education: Lithuanian experience in Bologna Process and Beyond. Montenegrin journal of economics 2017; 13(1): 73-86.
- [5] Lipnicka M. How was the Bologna Process in Poland, the Netherlands and Flanders implemented? Tertiary Education and Management 2016; 22(4): 359-375.
- [6] Brandle T. Only a Matter of Education Policy Ideals? German Professors' Perception of the Bologna Process. Higher Education Quarterly 2016. 70(4): 354–383.
- [7] Sin C., Veiga A., Amaral A. (2016) Bologna Process Implementation Problems. In: European Policy Implementation and Higher Education. Issues in Higher Education. Palgrave Macmillan, London.
- [8] Nielsen G, Sarauw L. Tuning up and tuning in how the European Bologna process is influencing students' time of study. In: Death of the Public University?: Uncertain Futures for Higher Education in the Knowledge Economy. 2017: 156-172.
- [9] Rasmussen J. The Bologna Process as a possible driver for the globalisation of HE? In: Globalisation of Higher Education: Political, Institutional, Cultural, and Personal Perspectives 2017: 17-34.
- [10] Ala-Vähälä T. Reception of the quality assurance commitments of the Bologna process in Finnish higher education institutions. Quality in Higher Education 2016. 22(2): 103-116.
- [11] Uchwała nr 77/2012 Senatu Warszawskiego Uniwersytetu Medycznego z dn. 24 września 2012 r.
- [12] Medical University of Warsaw [World Wide Web]. Warszawa 2017; c2017 [cited: 2 September 2017]. Available from: www.wum.edu.pl
- [13] Komisja Bioetyczna Warszawskiego Uniwersytetu Medycznego [World Wide Web]. Warszawa 2017; c2017 [cited: 8 September 2017]. Available from: <http://komisja-bioetyczna.wum.edu.pl>