

Singapore: International Conference on Education and Psychological Sciences
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From January 27 to January 31, I attended the International Conference on Education and Psychological Sciences (ICEPS 2019) in Singapore. The theme of the Conference this year was “Education and Psychological Sciences”. The theme was approached from a variety of different perspectives, covering the sub-themes Linguistics and Language Analysis, Language Teaching and Literature, Subject Education and Computer-Aided Education, Educational Analysis and Psychology. I met many scholars and teachers from all over the world and had some nice talks with some of them. I talked with some scholars from the same discipline as mine as well as some from different disciplines. Through sharing with them, I got inspiration and reflected on my research and teaching. I believe that it was a fruitful experience.

As a presenter, I presented my paper titled “Using Moodle--an Online Course Management Platform-- to Facilitate Self-regulated Learning”. I mainly went through the background and introduced some key concepts of my study. I briefly introduced some common features of online course management platforms with the focus on how these features help to conduct formative assessment of students. I also illustrated how formative assessment through the Moodle platform facilitates students’ self-regulated learning. After my presentation, I answered some questions from the audience members. Most importantly, I got some helpful advice from the Session Chair, Assoc. Prof. Eric, from The Education University of Hong Kong. He also talked to me after the session, discussed his thoughts about my study and asked me to keep in touch with him.

As a participant, I participated in all the keynote speeches on the conference. I was inspired by many scholars. Although they addressed different topics, they were all quite thought provoking. What impressed me the most was the speech by Prof. Tomokazu Nakayama, from Jissen Women’s University, Japan. He asked the participants about their feelings on Japanese speakers’ English to lead into his speech. He explained why Japanese speakers are not so good at English and focused on their sentence production ability with a comparison of subject-verb-object order in both English and Japanese. Due to the difference in SOV order, many Japanese have problems in producing English sentences. Prof. Nakayama then developed a new model to help the learners in their sentence production and did follow-up research to test the effectiveness of his model. I felt great interest in his study and felt that it was inspiring. It allowed me to reflect on some language phenomena.

I feel grateful to have had the opportunity to attend the conference and share my ideas with teachers from different universities around the world. I really appreciate the great support from our Center and our University. I will review what I have learnt and seek self-improvement in the future.