

Welcome to the Fifteenth Annual Hawaii International Conference on Education



Aloha!

We welcome you to the Fifteenth Annual Hawaii International Conference on Education. For more than a decade, this event has offered a unique opportunity for academics and other professionals from around the globe to share their broad array of knowledge and perspectives. The primary goal of the conference is to provide those with cross-disciplinary interests related to education to meet and interact with others inside and outside their own discipline.

The international aspect of the conference brings a truly diverse variety of viewpoints shaped by different cultures, languages, geography and politics. This diversity is also captured in the Hawaii International Conference's unique cross-disciplinary approach. The resulting interaction energizes research as well as vocation.

With Waikiki Beach, Diamond Head and the vast South Pacific as the backdrop, this venue is an important dimension of this conference. For centuries a stopping place of explorers, Hawaii has historically been enriched by the blend of ideas that have crossed our shores. The Hawaii International Conference on Education continues this tradition in the nurturing spirit of Aloha. Along with its ideal weather and striking beauty, the Hawaiian Islands provide natural elements to inspire learning and dialogue.

This year we have more than 1250 participants representing more than 30 countries. Thank you for joining the 2017 Hawaii International Conference on Education!

The 2018 Hawaii International Conference on Education is scheduled for January 4 – 7, 2018 at the Hilton Hawaiian Village Waikiki Beach Resort, in Honolulu, Hawaii. Please check our website in early February for more details!

<http://www.hiceducation.org>

Email: education@hiceducation.org

The **Digital Proceedings Publication** can be found on our website at www.hiceducation.org (ISSN #1541-5880)

Dear International School Choice and Reform Conference Registrant,

Welcome to the fifth ISCRC. After four very successful years in Florida, we experienced a one-year hiatus and we are delighted to return as part of the Hawai'i International Conference on Education (HICE) from January 3 – 6, 2017. Program Chair, Marisa Cannata, and her colleagues have assembled an outstanding School Choice program touching on a broad variety of school choice options, actors, and issues. We have been assigned a dedicated program room but, of course, you are free to attend any of the sessions in the broader HICE conference.

Honolulu is a wonderful city that has all the great weather that we enjoyed in Florida and, in addition, is a unique blend of Eastern and Western cultures. The conference hotel is at the gateway of Waikiki and we invite you to set aside at least some time to experience Hawai'i. Certainly, make a visit to world-famous Waikiki beach.

We point with gratitude to the sponsors of the ISCRC, without whom we would never have been able to return. They include EdChoice, the Federation for Children, the Fordham Foundation, the Journal of School Choice, and the University of Arkansas College of Education and Health Professions. Please join us in thanking them. Their logos appear below.

But what makes the ISCRC unique is you, the international school choice scholar whose commitment to the professional networking made possible by this small conference makes it so very special. When our vision for a continued ISCRC brought us to the Hawai'i International Conference on Education, we were confident that even the greater travel distance to Hawai'i would not deter our devoted conferees. Thank you for showing that we were right.

Looking forward to seeing you in Honolulu!

Nina Buchanan
Marisa Cannata
Anna Egalite
Robert Fox
Robert Maranto
Youngmei Ni
Chris Torres
Patrick Wolf
Nigel Whyte



Registration Hours:

| | |
|-----------------------------|-----------------|
| January 2, 2017 (Monday) | 4:00pm - 8:00pm |
| January 3, 2017 (Tuesday) | 7:00am - 4:30pm |
| January 4, 2017 (Wednesday) | 7:00am - 4:30pm |
| January 5, 2017 (Thursday) | 7:00am - 4:30pm |
| January 6, 2017 (Friday) | 7:00am - 2:30pm |

(The Registration Desk is located in the **Coral II Room**, located in the Mid-Pacific Conference Center of the Hilton Hawaiian Village Waikiki Beach Resort)

Concurrent Session Times:

8:00 – 9:30 AM; 9:45 – 11:15 AM; 11:30 AM – 1:00 PM; 1:15 – 2:45 PM; 3:00 – 4:30 PM;

Session Chairs

 are asked to:

- Introduce the participants.
- Start and end the sessions on time.
- Lead discussions. It is up to the Session Chair to decide if questions and answers will come after each paper or if questions and answers will come after all of the papers of the session are presented.

All participants of each of the sessions should feel free to consider themselves as discussants.

Poster Sessions:

All Poster Sessions will be held in **the Coral III Ballroom**. Presenters will be able to meet one-on-one with interested participants for detailed discussions regarding their research. Tri-fold presentation boards, easels, and tables will be provided for the presenters.

Internet Access:

Limited Internet access will be provided in the registration room only. There will be a very small number of laptops provided by the conference for Internet use. Please limit use of these computers to 15 minutes.

If you have your own laptop with wireless Internet capabilities, you will be able to pick up our wireless signal in and around the registration room. The wireless Internet SSID is “**HIC**”. Password: **HAWAII2017**

Please note that **Internet access is NOT provided** in any of the presentation rooms.

Breakfasts

 - Four breakfasts are included with your registration:

(Conference Badge is required for Breakfasts)

| | | | |
|----------|-----------|-------------------|--------------------|
| 1/3/2017 | Tuesday | 7:00 AM – 9:00 AM | Coral III Ballroom |
| 1/4/2017 | Wednesday | 7:00 AM – 9:00 AM | Coral III Ballroom |
| 1/5/2017 | Thursday | 7:00 AM – 9:00 AM | Coral III Ballroom |
| 1/6/2017 | Friday | 7:00 AM – 9:00 AM | Coral III Ballroom |

Additional breakfasts for guests are available for \$25(per day) at the registration desk.

Coffee Breaks:

Tuesday – Friday 10:30 AM – 11:30 AM and 2:30 PM – 3:30 PM

Coffee breaks will be located near the registration room (Coral II Ballroom)

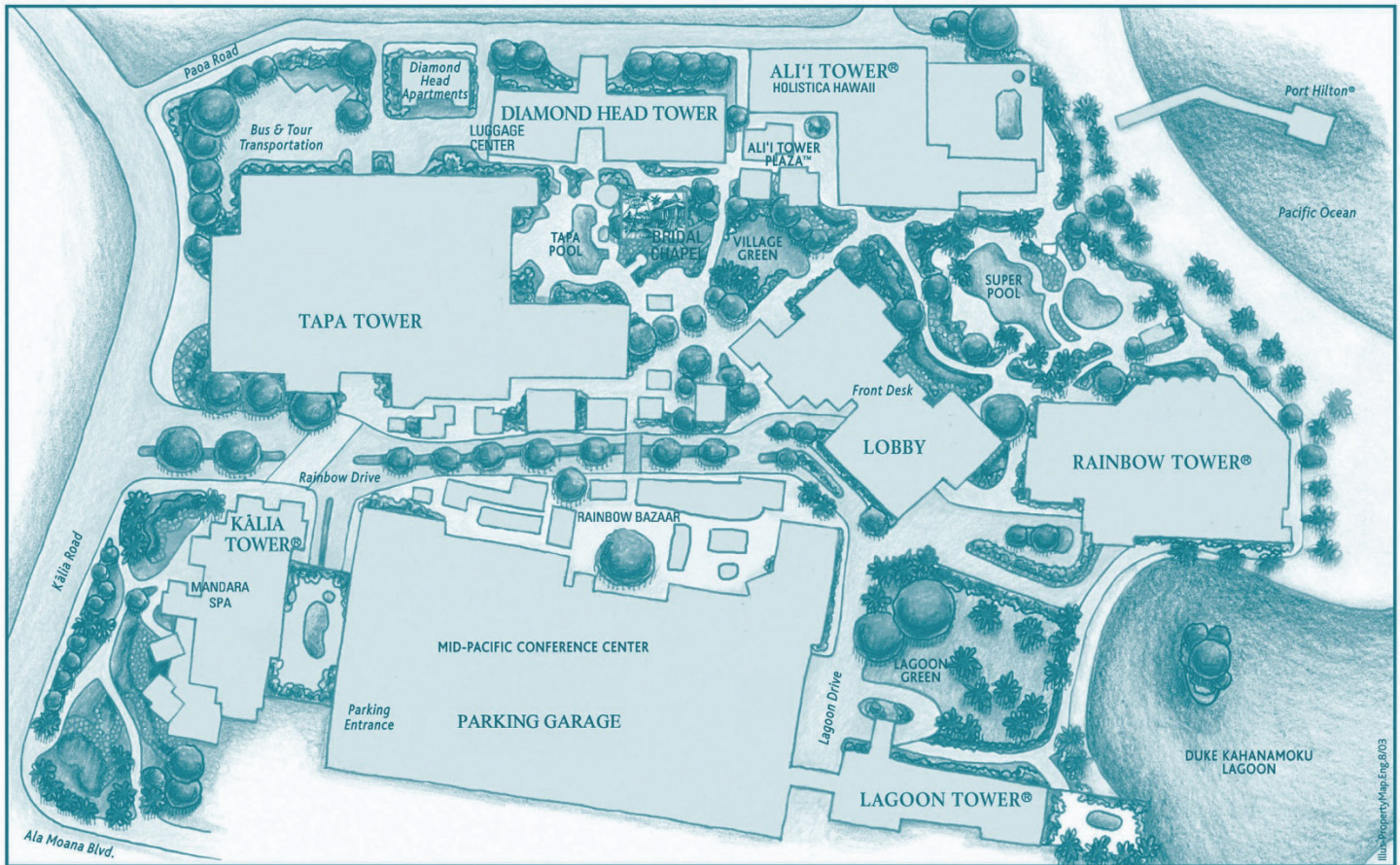
Audio/Visual Equipment:

The conference will provide the following in each presentation room **(excluding poster sessions)**:

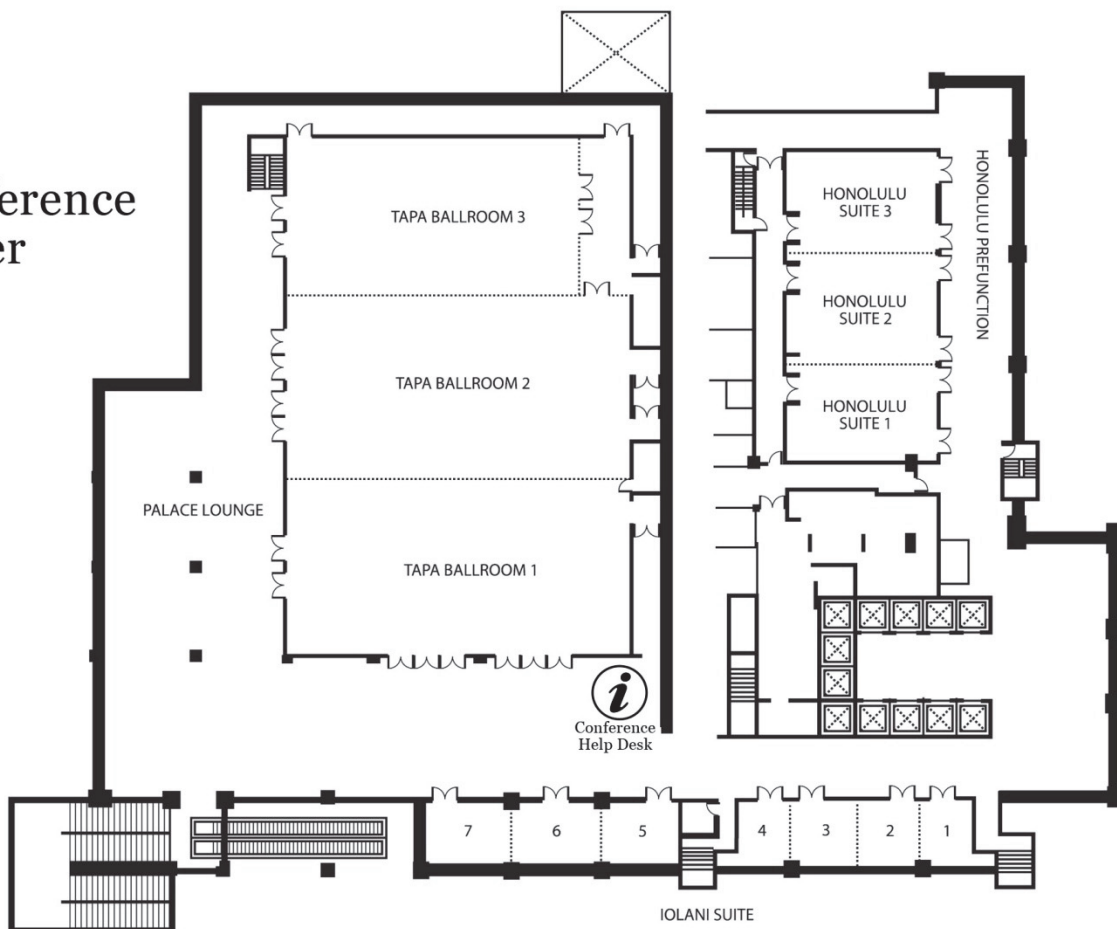
- ✓ Laptop Computer (Please see notes below regarding the laptops)***
- ✓ LCD Data Projector (with screen)
- ✓ DVD Player (also plays audio CD's)

*** The laptops will accept CD-ROMs, DVD's, and USB “Flash” drives. Microsoft PowerPoint, Word, and Excel are installed on each laptop for your convenience. We will not be able to install any special software that your presentation may require. However, if you brought your own laptop, you may use it instead of the one that is provided. Please note that **Internet access is NOT provided** in any of the presentation rooms.

HILTON HAWAIIAN VILLAGE® BEACH RESORT & SPA



Tapa Conference Center



Keynote Address

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/4/2017 / **Room:** Coral 3 Ballroom

Mālama ‘Āina: Place Based, Culture Focused Learning for the 21st Century

Traditions of responsible stewardship of the natural world—interrupted by American colonization—return to communities through mālama ‘āina programs and is shared with the world through the worldwide voyage of Hawai‘i’s double-hulled sailing vessel, Hōkūle‘a.

In 1976, Hōkūle‘a made its first long distance voyage utilizing traditional non-instrument navigation and landed upon the distant shores of Tahiti. It was a pivotal moment for Native Hawaiians and many others across the Pacific, countering the prevailing narrative at the time that dismissed the accomplishments and technologies of Oceanic peoples. This first voyage served as a catalyst for the reemergence of traditional navigation throughout Oceania and a cultural and political renaissance in Hawai‘i.

Mālama ‘āina—to care for land as a cherished ancestor—quickly rose as a salient goal and concept that tied together much of what Hawaiians now sought for their island nation despite American colonization. People took back responsibility for the natural and cultural resources of their communities, from demilitarizing the island of Kaho‘olawe to reestablishing traditional food production systems. Papahāna Kūaola is one of many mālama ‘āina programs established over the years in response to a growing sense of responsibility for ‘āina—land, as ancestor and source of life—and a desire to empower relationships with ‘āina.

Fast forward to 2013, building upon local movements to mālama ‘āina and recognizing the global menace that humankind has posed to Island Earth, Hōkūle‘a embarked on a four-year journey around the world with the message and under the name of Mālama Honua—to care for Island Earth, our natural environment, and all humankind. The mission of the voyage is to grow international support for a more sustainable world, enhancing global relationships while sharing Hawaiian culture and lessons in sustainability from island communities. By the close of this voyage in 2017, Hōkūle‘a will have circumnavigated the Earth, sailing 60,000 nautical miles, calling upon over 100 ports, and touching the shores 27 countries.

In this presentation, Keoni Kuoha—an educator and long-time Hōkūle‘a crew member—will share historical insights and a contemporary narrative of Hōkūle‘a, the movement to mālama ‘āina, and the innovations in learning that have been spawned as a result of these two forces.



Keoni Kuoha is co-founder and executive director of Papahāna Kūaola—a mālama ‘āina learning organization providing experiential, place, culture, and values based learning opportunities in order to improve academic, social, and economic outcomes for Hawai‘i’s people. Papahāna Kūaola services a large (15,000+) and diverse community that includes students and teachers (preschool through college), at-risk youth and adults, families, Hawaiian cultural groups and practitioners, and other community and professional organizations.

Keoni is a Hawaiian cultural practitioner who has studied with respected teachers in several traditional disciplines. He has worked as the Native Hawaiian Program Coordinator for the Papahānaumokuākea Marine National Monument, high school faculty of the Kamehameha Schools Maui, and an instructor of Hawaiian studies and language at the University of Hawai‘i (UH) and Chaminade University. Keoni earned a B.A. in government and international relations from the University of Notre Dame and an M.A. in Hawaiian studies from UH Mānoa. He is currently working on an Ed.D. in education leadership from the University of Southern California.

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 1
Session Topic: Elementary Education **Session Chair:** Stinnett, Melissa

Professional Development for Inquiry Curriculum: How On-site, Consistent PD Affects Implementation

The purpose of this study was to examine the effect of a professional development program located at one school in Auckland, New Zealand. The research focuses on the influence of professional development for inquiry instruction and also the facilitation of 21st century technology skills. This presentation reports the results of a survey on teachers' perceptions of the quality of professional development that they receive, including various types of technology used to promote critical literacies.

Stinnett, Melissa — Western Illinois University

Mathematics Awareness through Technology, Teamwork, Engagement, and Rigor (MATTER)

Math is more than just remembering facts and using formulas; it is about being able to explain your thinking, solve problems, and learn through productive struggle. This presentation highlights the ways students develop mathematical awareness, conceptual understanding, and mathematical discourse to support their learning. The findings revealed the students who received math instruction through a combination of technology, engagement, and teamwork met or exceeded grade-level standards in math on the state standardized test.

James, Laurie — University of Hawai'i - West O'ahu

"L.I.F.T. U.P.: Literacy Innovations For Teachers – Urban Partnership": Transforming School Cultures through Teacher Leadership in Literacy

LIFT UP is a partnership between a college and urban schools to improve literacy teaching and learning. In this literacy coaching program students in grades K-3 of the participating schools acquire the necessary skills to be effective literacy learners. To achieve this goal, the teachers are coached weekly by teacher leaders and participate in monthly professional development sessions. They are taught to use and analyze comprehensive on-going assessment, expand their literacy skills, and use evidence-based literacy methods based on their assessments.

Perez, Katherine — Saint Mary's College of California

Moral Matters in Finnish Elementary Schools

Finland's international standardized assessments results throughout the past decade have put their country's educational system in the limelight. This study goes beyond the quantitative data international assessments provide by using narrative inquiry as a means to hear directly from six Finnish educators. Together, participants' narratives, all connect to the University of Helsinki, create a story constellation that sheds light on the role of moral education in Finnish elementary schools.

Franco, Ashleigh — University of Houston

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Lee, Saeyun

Creating Coherent State Systems of Mathematics Education from Birth through Postsecondary Education: Opportunities and Challenges for Researchers and Policymakers

A growing body of research is highlighting the importance of building mathematical knowledge and skills starting at birth and ensuring that children have access to engaging learning opportunities throughout their academic careers. However, states have not yet created coherent birth through postsecondary systems of mathematics education. The purpose of this interactive workshop is to discuss strategies and recommendations for enhancing policy alignment, bridging gaps between research and practice, and changing the discourse about mathematics education.

Lee, Saeyun — Education Consultant

Walker, Erica — Columbia University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Fujimaki, Arata

The Effective Use of Media English for TOEIC®/TOEFL® Preparation Courses in a Japanese University

The aim of this paper is to show the effectiveness of introducing the media English into TOEIC®/TOEFL® preparation courses in a Japanese University. The presenter will discuss the strategies and skills to make active, dynamic and collaborative learning environment by introducing media English, showing the reaction to the questionnaire by the students, the changes in the students' anxiety level towards language learning and the results of pre/post TOEIC®/TOEFL® tests.
Fujimaki, Arata — Tokai University

Developing Small Talk Strategies for EFL Students through Animated Films

Developing small talk strategies is important for EFL students to manage successful conversation with other English speakers. Through various situations using animated films, students will learn how to lead meaningful conversation with the people. In this paper, several situations will be chosen in the films to teach small talk strategies. It is important for EFL students to develop communicative competence. Classroom activities using Frozen are suggested for students to teach small talk strategies.
Seo, Eun-mi — Howon University

Strategies and Skills to Improve Students' EFL/ESL Learning Environment in a Japanese University

This paper aims to discuss strategies and skills to improve student's EFL/ESL learning environment. Managing students' learning activities in a Japanese University environment will help them to increase and maximize their active learning experience. Examples of students studying English and Intercultural Communication and preparing for the TOEIC® will be provided.
Delgado, Rodolfo — Tokai University
Fujimaki, Arata — Tokai University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 3
Session Topic: Kinesiology & Leisure Science **Session Chair:** Cartagena, Alyson

Tactile Learning: Touch and Touch Self-Efficacy in College Dance Instruction

Whereas most research has focused on the negative aspects of touch in the workplace, touch is a natural human form of communication, nurturing, understanding, and learning. The results of this study include (a) the level of touch self-efficacy (TSE) of college-level dance faculty as measured by the Touch Self-Efficacy (TSE) Scale, (b) the factors that influence the use of touch in dance instruction, and (c) the perceived benefits as reported by college-level dance faculty.
Cartagena, Alyson — Rio Hondo College

Combating Childhood Obesity: Strategies for Getting Elementary Aged Children Active Through Out the Day

With the high number of overweight and obese children in schools, a number of strategies and ideas that target increasing physical activity for elementary aged children will be presented. Several innovative ideas that encourage physical activity both in and out of the classroom will be discussed. These strategies are designed for maximum participation time and are aligned with the National Physical Education content standards.
Bowyer, Garry — Miami University, Ohio

Benefits & Effects of PNF Stretching in the Cool Down Phase of Exercise

The presentation will include a brief literature review on the evidence base behind stretching techniques such as proprioceptive neuromuscular facilitation, methodology of the original research study, findings, and discussion on future application.
Williamson, J. — Corban University
Simmons, Shannon — Corban University

Electromyographic Analysis of the Upper Trapezius, Pectoralis Major, and Latissimus Dorsi During Shoulder Exercise

This presentation will include literature review on the topic of EMG, Postural Restoration Institute methods, and the findings of the current study. Some examples will be given for the audience and future possible research discussed.
Simmons, Shannon — Corban University
Quezada, Robert — Corban University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 5
Session Topic: Special Education **Session Chair:** Faga, Kelly

Teaching Figurative Language to Exceptional Learners

This presentation will focus on four main themes which include (1) figurative language in communication; (2) teaching exceptional learners; (3) challenges; and (4) processes. The purpose of this presentation is to discuss how figurative language is taught to different students, including those who struggle understanding the concept of this complex type of language. The presentation will consist of a PowerPoint, interactive questions, and large group discussion.

Faga, Kelly — Wartburg College

TeKippe, Stephanie — Wartburg College

Faga, Madison — Wartburg College

ASD and Higher Education: Best Practices

While there is a plethora of research addressing students with ASD at the K-12 level, little has been done to study the ever-increasing numbers of students with ASD who choose to transition to higher education. This paper attempts to assemble all applicable research to determine best practices.

Highlen, Douglas — Chapman University

Collaborative Partnerships in Practice

This presentation introduces a framework for action in the form of a comprehensive and cyclic Research to Practice Model that highlights the importance of integrating the key components beneficial to reducing the RTP gap in school based applications.

Grima-Farrell, Chris — University of NSW Australia

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Loui, Michael

Why Did Your Journal Reject My Paper? An Interactive Session with Two Journal Editors

In this session, the editors of two journals of education research will each speak for ten minutes about the common reasons for the rejection of papers submitted to their journals. For the remainder of the session, they will answer questions from the audience about publishing in journals, such as choosing a journal and serving as a peer reviewer. This interactive session should help attendees become successful in publishing education research articles in peer-reviewed journals.

Loui, Michael — Purdue University

Iskander, Magdy — University of Hawai'i at Manoa

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Gordon, Nancy

Become the Best Person (Teacher) You Can Be: How to Turn Stress into Balance and Burnout into Passion

The natural ebb and flow of the Universe is always seeking balance, however, in today's fast paced world there are many things that throw us off balance. Teaching can be one the most rewarding, or one of the most stressful professions. Come learn how to take care of YOU by understanding "Self-Care" from a mind/body perspective. Learn how to use your thoughts, feeling, and beliefs as tools to create health and balance in your life.

Gordon, Nancy — Level 5 Consulting and Coaching, LLC

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** Riccio, Patricia

A Model to Examine the Effects of Student Involvement on Student Outcomes in an Online Graduate Nursing Course

The objective of this paper is to identify a model examining student involvement on student outcomes in an online graduate nursing course. Based on the work of Astin (1984; 1985; 1999), student involvement refers to the physical and psychological energy students devote to the academic experience. Originally expressed as the amount of communication and presence within a classroom environment, in the online context, measurement of these concepts becomes a challenge for both students and faculty.

Riccio, Patricia — Drexel University

Student Awareness and the Use of Rubrics in Online Classes

A total of 76 college students (50 graduate and 26 undergraduate) completed an online survey at the end of the semester about their awareness and perceptions of course rubrics. All graduate students as well as 88% of the undergraduates reported that they were aware that course rubrics existed. They indicated that they had learned this information through the course syllabus, professor announcements via email and posts to Blackboard.

Haught, Patricia — West Virginia University

Ahern, Terence — West Virginia University

Ruberg, Laurie — West Virginia University

A Study of Cultural Differences Among Online Learners in Response to Design and Pedagogy Course Features and Visual Display Design Principle

Higher education invests heavily to insure that faculty are responsive to cultural differences in face to face instruction. This study focuses on identifying and verifying cultural differences among online learners across seven cultural groups in their responses to online design and pedagogy features and visual display design principles. The goal is to validate cultural difference among online learners at the post-secondary level.

Meyen, Edward — University of Kansas

Hu, Charlene — California State University Bakersfield

Disruptive Innovation: Exploring Blended Learning in Graduate Student Training

This session will explore the concept of Disruptive Innovation in the context of a small, public, Liberal Arts and Sciences University in Massachusetts. In seeking transformative change for all students, our academic community is exploring opportunities that will meet the needs of students who are historically underrepresented. This session will explore the concept of Disruptive Innovation as it relates to this complex educational system and the introduction of blended, hybrid and online teaching models.

Wycoff, Kirby — Worcester State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Kahili 2
Session Topic: Educational Foundations **Session Chair:** Crocco, Margaret

The Gendered Nature of Educational Reform

This paper contrasts two periods of education reform: the early 20th century, in which administrative progressives fought for rationalization of schooling, and the early 21st century, in which educational technology, private capital, and philanthropy---capitalism promoted “choice” and “disruption,” typically via privatization and digitization. Despite differences between the two eras, parallel stories can be told about the gendered nature of educational reform. The paper uses feminist theorizing about education to explore reasons why these patterns persist.

Crocco, Margaret — Michigan State University

Classing Labor in Neoliberal Academia: Micro-Reflections on "Tiered" Sweat Equity, "Tiered" Rewards, and "Tiered" Survivance

Informed by Nishida's (2014, 2016) disability studies' (DS) critique of hyperproductivity in the neoliberal academy, this paper is a theoretical-empirical hybrid that blends academic workers' interview data with DS critique to articulate an alternative to the publish or perish project in academia.

Vang, Maiyoua — California State University, Sacramento

The Free Hill Rosenwald School: Educating Students for Character (1930-1965)

This qualitative study examines how the Free Hill Rosenwald School and community in rural Clay County, Tennessee, educated students for character from 1930 to 1965. With financial support from the Julius Rosenwald Foundation, the school focused upon character development through the themes of caring, consistent messages, exemplary teachers, and a well-organized curriculum. An implication for contemporary educators is that character education can be successful when incorporated throughout the school and community.

Smith, Matthew — Tennessee Tech University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Owen, Donna

Impacting Vocabulary Acquisition through Visual Literacy for Mothers in Poverty Learning English

This mixed-method study explored visual literacy as a research-based strategy to enhance vocabulary acquisition for mothers in poverty learning English, which resulted in a statistically significant growth in oral and written vocabulary. Join this session as the methods and procedures, quantitative and qualitative results reveal the mothers' one-of-a-kind Cinderella moment. Be inspired and supported to celebrate your students' vocabulary knowledge, increase visual literacy usage, conduct further research, ask questions, and create your fairytale moment.

Owen, Donna — University of Arkansas

Lincoln, Felicia — University of Arkansas

How Motivation Matters? Exploring Students' Motivation in Second Language Learning and its Influence on their Performance on the TOEIC Test

Since MEXT (Japanese Ministry of Education)'s educational policy reform in 2003, Japanese universities have been expected to educate students to attain higher scores on the TOEIC test and educate global citizens with high English competence. Many students, however, are quite struggling to achieve these ends.

Through quantitative analysis of our survey and TOEIC score data, this study explores how motivation correlates with their performance on the test and suggests TOEIC preparation pedagogies stimulating motivation.

Shimomura, Fuyu — Kobe College

Taoka, Chiaki — Kobe College

The History and Current State of Noncredit Adult Education in California, 1850-2016

San Diego Continuing Education's Office of Institutional Effectiveness has conducted the first exhaustive survey of current and near future programming of adult noncredit education in California community colleges as well as well as a historical analysis of these programs since California became a state in 1850. With increased emphasis on workforce development, this study will provide valuable information on recent trends in America's largest state. All 116 community college institutions participated in this study.

Turner Cortez, Carlos — San Diego Community College District

Fischthal, Michelle — San Diego Community College District

Health Message Design Guidelines For Elderly Adults

The aim of this study is to present and test a six step guideline for designing health messages for Korean elderly with low education levels. The six step design guideline constructed on research on cognitive aging is applied to the redesign of an existing health message for elderly. An evaluation study is currently being underway.

Kim, Joomi — Hallym University

Jeong, Heisawn — Hallym University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Tadesse-Bell, Michael

An Asset Based Approach for Male Students of Color: The Impact of PACT

Males of Color, historically have had limited access and experience difficulty acclimating to predominantly White institutions (PWI). Often, they lag behind their White and female counterparts in high school completion, college enrollment, and graduation rates. Using critical race and stereotype threat theory, we will present a case study of PACT, an asset based mentorship program for undergraduate Males of Color. From our findings we hope to advocate for the application of similar asset based modeled programs at PWIs.

Tadesse-Bell, Michael — University of San Francisco

Aguilar, Marcus — University of San Francisco

Nguyen, Khanh — University of San Francisco

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education - Workshop **Session Chair:** Beyer, Kalani

Utilizing Multicultural Transformation Theory in Improving the Success of Diverse Students in Higher Education Institutions

This workshop builds upon the lessons learned from a master's degree thesis, "An Investigation of Multicultural Transformation: Success of Culturally Diverse Students in Integrated Schools" that can be applied to improving the way institutions of higher learning create an environment that leads to the success of diverse students. Multicultural transformation is a theory that involves systemic change; training and/or re-training of instructors, administrators, and staff; prejudice reduction programs; and increasing social contact across diverse cultural groups.

Beyer, Kalani — Ashford University

Evans, Suzanne — National University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Panel **Session Chair:** Sewell, Glenn

The Practicing Administrators' Perception of the Purpose and Efficacy of the Evaluation Process for Building Administrators

This study will examine current district building administrator evaluation processes and determine whether those evaluation process are perceived to effectively support and promote school administrator growth in the skills needed to successfully lead schools in the ongoing process of school improvement.

Sewell, Glenn — National University

Kurth, David — National University

Mbuva, James — National University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education - Panel **Session Chair:** Rumrill, Phillip

Assistive Technology, Career Preparatory, and Self-Advocacy Strategies to Support Transition to and from Postsecondary Education for Students with Traumatic Brain Injuries

This presentation will focus on the cognitive, psychosocial, and career preparatory issues that civilian and veteran students with traumatic brain injuries (TBI) face as they pursue postsecondary education. Presenters will describe proven cognitive support technology, career readiness, and self-advocacy strategies that help students with TBI navigate the academic, social, and independent living aspects of college life. Focus is placed on a person-centered approach to identifying and implementing needed academic and daily living accommodations.

Rumrill, Phillip — Kent State University

White, Glen — University of Kansas

Minton, Deborah — Kent State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 1
Session Topic: Magnet Schools: Current Research and Planning for the Future **Session Chair:** Henig, Jeff (Teachers College, Columbia)

Magnet Schools: Factors that Contribute to Diverse Student Enrollment and Academic Success

This session focuses on magnet Schools (public School choice) emphasizing fidelity of implementation, School and district policies, School climate factors, professional development, magnet School certification, and program sustainability. Presenters will review current research, offer examples of innovation in high performing Schools, and inter-district desegregation plans (Hartford CT, Chattanooga TN and Boston's METCO). Presenters will demonstrate how Magnet Schools attract and sustain diverse student populations based on interest, relevant curriculum, theme-based stimulating programs, and community involvement.

Park, Gladys — SOPHRON, Inc.

Brooks, Robert — Former Executive Director, Magnet Schools of America

A Rigorous Analysis of Magnet Schools through a Quasi-Experimental Lens: Desegregation, Integration and Student Achievement

This presentation will provide an in-depth analysis of all quasi-experimental studies completed to date, placing a particular emphasis on the evaluative criteria used within and across each study, as well as the cumulative results. Extensive discussion will follow regarding the implications of this comprehensive literature review for a myriad of stakeholders, especially those in policy, practice and research, as to its' impact on their work in an era of standards based reform.

Wang, Jia — National Center for Research on Evaluation, Standards, & Student Testing

Riedell, Kate — National Center for Research on Evaluation, Standards, & Student Testing

What Should be the Future Directions of Magnet School Research?

Herman, Joan — National Center for Research on Evaluation, Standards, & Student Testing

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Panel **Session Chair:** Mitchell-Pellett, Mary-Ann

Thinking the World Together: Integrating Rational and Experiential Ways of Knowing, Teaching, Learning, and Being in a Pre-Service Teacher Education Course

How do we know, teach, and learn in a way that empowers future teachers to see the world as a whole, instead of fragmented and separate, while integrating both the rational and the experiential (Pacini & Epstein, 1999), the scientist and poet (Blackwell, 2009)? This panel discussion will provide insights gleaned from the facilitation of two curriculum courses whereby student teachers explored rational and experiential modes across curricular disciplines bridged by design-thinking principles.

Mitchell-Pellett, Mary-Ann — University of Calgary

Dodsworth, Dianne — University of Calgary

Turner, Jeff — University of Calgary

Highlights and Challenges of Collaboration and Co-Teaching in Urban Teacher Residency Program Preparing Special Education, Math, and Science Teachers

This session presents highlights and challenges of collaboration and co-teaching among special education, math, and science pre-service teachers and mentors in three cohorts of a year-long urban teacher residency program. Data includes surveys, reflections, co-teaching lesson plans, and videos from over 80 residents and mentors serving students of linguistically and culturally diverse backgrounds. Presenters will share lesson plans and videos illustrating various co-teaching models that can be used in special education, math, and science classrooms.

Ricci, Leila — California State University, Los Angeles

Williams, A. Dee — California State University, Los Angeles

Persiani, Kimberly — California State University, Los Angeles

The Place of 'Place' in Teacher Education

Drawing on the philosophical underpinnings and practical particularities of a course entitled “Pedagogies of Place” within a Bachelor of Education program in Canada, this paper argues for a strong emphasis on Place-based Education (PBE) within teacher education as a means to connect teachers and students to their communities, promote environmental stewardship and civic engagement, disrupt white settler identities, align with Indigenous ways of teaching and learning, and develop capacities for life-long learning. The paper considers the strengths and challenges of PBE within the context of teacher education.

Miller, Dianne — University of Saskatchewan

Wotherspoon, Barbara Mills — University of Saskatchewan

Preparing Future STEM Teachers through NSF Robert Noyce Summer Internship Program

In 2014, Texas A&M University-Kingsville received funds from the National Science Foundation (NSF) to increase the number of STEM teachers in South Texas. The Noyce Summer Internship is one of the grant projects to provide undergraduate STEM majors the opportunities to observe and participate in STEM education. The purpose of this presentation is to report on two summer internship programs (2015 and 2016). The presenters will share with the participants the successes and lessons learned.

Wong-Ratliff, Monica — Texas A&M University-Kingsville

Lee, Young — Texas A&M University-Kingsville

STEM & STEAM Strategies for English Learners

Teaching Science, Technology, Engineering, and Math (STEM / STEAM) to English Learners (ELs) includes art/science (STEAM) lesson examples, learning centers, instructional games, and techniques to develop conversational language, academic language, scaffolding, concrete materials, and visual learning. Teachers can use these techniques to provide best practices in math, science and art instruction integrated with modifications to teach ELs.

Showalter, Stephen — Northern Arizona University

Peterson, Patricia — Northern Arizona University

Identifying Personal, Academic and Career Goals: A Blueprint for Student Success

This workshop focuses on the holistic approach to preparing students for success personally, academically and professionally. Topics include personal enrichment, positive thinking, short and long-term goal setting, personal success plans, the personal SWOT Analysis, understanding roadblocks to student success, strategies to prepare students for the business world before graduation, among other college prepared workforce ready strategies.

Culbreth, Donnamaria — Culbreth, Jung-Kim, & Severino, LLC

Consideration about the Difference Between Japan and U.S. Methods of Reading Picture Books Aloud in Infancy and the Effect of Be Read Picture Books Aloud through the Lifetime

This study compared Japanese methods of reading picture books aloud with U.S. methods of it. There was preceding study on the short-term effects in Japan and the United States, but it wasn't studied on long term effects. So this study analyze long term effects of being read picture books aloud in Japan. Emotional effects are higher than learning effects as long term effects by being read picture books aloud through life time in Japan.

Kuroda, Miyuki — Naruto University of Education

Towards a Framework for Assessment in the Kindergarten Classroom: A Study of Diverse Traditions and Practices

Kindergarten education is changing. Current accountability-driven curricular reforms have increased academic learning expectations and require teachers to integrate assessments throughout instruction while retaining developmentally appropriate pedagogies. Despite these reforms, comparatively little research has been conducted on teachers' assessment practices within the kindergarten context. The purpose of this paper is to examine multiple perspectives towards kindergarten assessment (i.e., public education, Reggio Emilia, Waldorf, and Montessori) in order to develop a conceptual assessment framework for kindergarten education.

DeLuca, Christopher — Queen's University

Pyle, Angela — University of Toronto

Roy, Suparna — Queen's University

Chalas, Agnieszka — Queen's University

Early Childhood Education and Information Ethics: The Potential of Information Ethics Education in Early Childhood Curricula

Nowadays, more and more children have been using various electronic devices such as smartphones and tablets. At the same time, problems have been increasingly reported related to ICT device usage in Japan. To examine possibilities of education on information ethics for pre-schoolers, we decided to conduct model lessons, interview with children aged 4 and 5 years old, and survey with their teachers.

Katsumi, Keiko — Naruto University of Education

Fujimura, Yuichi — Naruto University of Education

Ohira, Kazuya — Naruto University of Education

Takeguchi, Koji — Naruto University of Education

Learning Activities and Outcomes before and throughout Junior Kindergarten: Examining Parents and Teachers

A recent study in Ontario, Canada investigated parents' and teachers' views of the completion and importance of social and cognitive early learning activities and learning outcomes in Junior Kindergarten (JK). Findings demonstrated differences between parents and teachers about early learning activities prior to and during JK and learning expectations for children by the end of JK. This paper includes implications for practice for school boards and teachers to improve the transition for students and families.

Ceccato, Tiziana — York University

Recommendations for Professional Development Needed for Technology Integration in a 1:1 Environment

This session summarizes results of a dissertation study that explored the professional development needed to implement and sustain iPad use in secondary classrooms. 191 teachers from 10 school districts using iPad devices were surveyed to identify what teachers feel is needed for professional development for integration.

Fenton, Diana — College of St. Benedict/St. John's University

Transforming Secondary Mathematics Curriculum to Promote Interdisciplinary STEM Concepts

In this presentation, we will describe how we plan to use improvement science to enhance mathematical instruction that focuses on interdisciplinary STEM concepts. More particularly, we will share our proposed first semester plan-do-study-act (PDSA) cycle, and will consider complexities involved in making changes to the curriculum and instructional practices. This study has implications on in-service teachers' curriculum reform initiatives.

Sears, Ruthmae — University of South Florida

Butler, Kenneth — University of South Florida

Hopf, Frances — University of South Florida

Skryzpek, LesLaw — University of South Florida

High School STEM Programs and Problem-Based Learning Innovation

This presentation will include an overview of STEM education in the United States and globally. A detailed overview of three California high schools utilizing problem-based learning in the context of STEM education will be shared.

Filer, Janice — Pepperdine University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL - Workshop **Session Chair:** Hardy, Rasheeda

Supporting Early Childhood English Language Learners in the Classroom

Participants will engage in activities that explore: second language acquisition, best instructional practices for meeting the needs of early childhood aged English Language Learners, and making cultural connections with students' families. This workshop is designed to provide educators with research-based strategies and experiences that will maximize learning in teaching English Language Learners. Participants will leave with a toolkit for supporting student achievement in both literacy and language learning.

Hardy, Rasheeda — Prince George's County Public Schools

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Iolani 3
Session Topic: Secondary Education **Session Chair:** Morgan, Yvette

A Six-year Longitudinal Study of GEAR UP: A School-family-community Partnership Approach to Increase College Enrollment for Economically Disadvantaged Youth

A longitudinal study of a cohort of 294 students over six years as part of GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federally funded grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This study examined the impact of GEAR UP's academic and community support services on student achievement and educational outcomes through high school.

Morgan, Yvette — St. John's University

Hung, Lily — St. John's University

Transforming Underserved Youths through Study Abroad

It has been shown that study abroad programs can widen students' horizons, promote self-confidence and develop their career paths. However, the bulk of research so far has been conducted on university students. Additionally, these studies suffer from a disproportionate over representation of certain ethnic, racial and socioeconomic groups. As such, this paper examines the study abroad experience of a group of underserved youths in a transfer high school in New York City.

Amazan, Rose — University of New England, Australia

Zbaida, Steve — Satellite Academy High School

The Effectiveness of Variation Theory in Learning Combinatorics

This study investigated the learning of students in combinatorics through the use of teaching materials designed with the consideration of variation theory. A pretest-training-posttest design was used to compare the transfer performance of the experimental group with control groups who underwent traditional teaching approach. Participates in either the experimental or the two control groups significantly improved their transfer performances; yet, the experimental group made the greatest overall improvement.

Doi Pei, Yick — Education University of Hong Kong

Top Leadership Challenges in Interscholastic Sport

Sport is an industry that has experienced tremendous growth over the past few decades. Most of the attention given to the sport industry has been focused on sport at the most popular levels: professional sport and intercollegiate sport. Very little research exists that focuses on sport at the interscholastic level. The purpose of this presentation is to examine the most critical issues faced by high school athletic directors in the state of Michigan.

Mumford, Vincent — Central Michigan University

Using Clinical Supervision to Improve Interprofessional Collaboration

Interprofessional collaboration is viewed as an essential element in transforming healthcare. This pilot project brought senior level nursing and social work students together in clinical supervision sessions where their clinical experience were reflected upon and explored. The Interprofessional Socialization and Valuing Scale (ISVS) was used as a pre and posttest and qualitative data was gathered to measure the impact of the clinical supervision sessions compared to a quasi-experimental group of peers.

Copenhagen, Melissa — Northern Michigan University
Crandell-Williams, Ann — Northern Michigan University

Restorative Justice Education, Policy & Practice: Critical Reflections on Implementation and Mental Health Outcomes

This presentation explores the authors' scholarship and practice-based insights evaluating and implementing Restorative Justice (RJ) programming within Canadian school-based and higher education contexts. Barriers to effective implementation include relations of power inherent in hierarchical educational systems that impede a RJ principles that ensure the voice and participation of students, survivors and victims of harm are central to processes. These authors argue for a transdisciplinarity approach Restorative Justice that enables a shift from rhetoric to action.

Moore, Shannon — Brock University
Mitchell, Richard — Brock University

Teacher As Healer: Animating The 'Ecological Self' Through Holistic, Engaged Pedagogy

This presentation examines the potential for educators to model what Naess called the 'ecological self' through experiential and holistic learning. With a global trend favouring a shift towards STEM subjects and away from humanities, the presenter looks at the philosophical, psycho-sociological and phenomenological implications of a holistic model of education—one which emphasizes a pedagogy and worldview of interdependence, diversity and intersubjectivity for learners and educators.

Gordon, Michael — Simon Fraser University

Exploring the School Within a School Model: from MOOCs to Massive Open Online Social Learning Structures (MOOSLs) on Raising Minority Postsecondary Enrollments?

This session will explore the creation and design of school within a school models (Dewee, 1999) that focus on the use of technology as a tool to help raise enrollment of minority and socioeconomically disadvantaged students at elite institutions. This session will also examine the relevancy and implementation of Massive Open Online Social Learning Structures (MOOSLs) to cultivate and create social and emotional bonding between digital cohorts.

Fox, Jennifer — Pepperdine University
Fraizer, Lani — Pepperdine University
Williams, Helen Easterling — Pepperdine University

A Wizard for School Opening Events

In this research, we identify three issues at school opening events. Based on the observations, we designed and implemented a new Android mobile application, WOW (Wentworth Opening Wizard), to address found issues. The WOW uses state-of-the-art techniques, NFC and Wi-Fi indoor positioning, to provide mid-scale navigation, which is helpful for some school opening events, such as campus tour, location switches for an event, etc. In addition, it provides event scheduling for the students to plan events in advance.

Yu, Chen-Hsiang — Wentworth Institute of Technology
Yun, Mira — Wentworth Institute of Technology

Community Gardening as Educating for Social Justice: A Participatory Action Research (PAR) Journey in Humble Togetherness

This pilot project turned program sought to explore the experience of participating in an inclusive Campus Community Garden, with a specific focus on uncovering the perceived benefits and barriers to participating preschoolers, older adults, individual's with mixed abilities and their caregivers from residential and intermediate care facilities. This presentation will focus on the nursing student contributions in their second year community rotation over four seasons of practicum.

Szabo Hart, Joanna — Mount Royal University
Gleeson, Judy — Mount Royal University
Jakubec, Sonya — Mount Royal University
Flessati, Sonya — Mount Royal University
Currie, Genevieve — Mount Royal University

Responsiveness & Retention through Robots – Assistive Technology for Learners with Autism Syndrome

Learners with autism syndrome have shown significant positive interactions when dealing with robots rather than human beings. This robotic intervention has led to greater responsiveness of the students and increased retention of their learning. This is a work in progress, and future renditions will include the use of assistive technology with those diagnosed with autism spectrum disorder, deafness, and those who are severely mentally challenged with Down's syndrome.

Shepherd, Carol — National University
Alpert, Madelon — National University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Kahili 1
Session Topic: Business Education **Session Chair:** Delgado, Rodolfo

Teaching Business English and Intercultural Communication Skills to Japanese and International University Students Studying at a Japanese University

This paper aims to present practical Business English teaching skills and strategies and how university students studying English as a second language gain Intercultural Communication competence. Interacting in an international environment can facilitate and promote the know-how of creating successful relations with international students. Either Japanese or International students have expressed the challenge of interacting, meeting, and making new friends across-cultures.
Delgado, Rodolfo — Tokai University

An Empirical Assessment of the Study Process Questionnaire: A Business School Application

The presentation of this research paper will begin with a brief review of the Study Process Questionnaire, leading to the development of a relevant research question. The assessment section will present an analysis of the reliability and validity of the SPQ instrument in a business school environment. The presentation will conclude with the results of a classification analysis and suggestions for future research to address students' adoption of learning strategies.

Kulchitsky, Jack — University of Calgary
Wright, Michael — University of Calgary
Boivin, Mark — University of Calgary

It Is Time to Change Our Traditional Approach to Teaching Introductory Economics

The presentation will describe the failures of the traditional method of teaching Introductory Economics at disseminating the essential, powerful truths of our discipline on the media, parliament, courts. We offer for a discussion an alternative method – The Economic Way of Thinking. This innovative approach concentrates on a couple of basic concepts (frequently some variation on the opportunity cost) and on requiring students to apply these concepts to the wide range of social and economic problems.

Peregonychuk, Sergei — National University of Samoa

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Kahili 2
Session Topic: Educational Measurement and Evaluation - Workshop **Session Chair:** Kelcey, Ben

Optimal Design of Multilevel Studies of Mediation and Moderation

This workshop will train researchers and evaluators on the effective and efficient design of multilevel studies of mediation and moderation. The workshop focuses on the conceptual logic of statistical mediation and moderation and how to practically design multilevel studies of mediation and moderation given monetary constraints. Through the workshop we will anchor concepts in the example of assessing the effects of teacher professional development programs on student outcomes as they are mediated by teacher outcomes.

Kelcey, Ben — University of Cincinnati
Cox, Kyle — University of Cincinnati
Dong, Nianbo — University of Missouri
Spybrook, Jessaca — Western Michigan University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Lehua
Session Topic: Adult Education - Panel **Session Chair:** Johnson-Bailey, Juanita

The Path to Professor: Research on the Career Experiences of African American Women Full Professors in the Academy

The purpose of this panel is to present research on the experiences of women faculty of color and to offer strategies and techniques for negotiating the academy. Panelists will share their career experiences and offer strategies for navigating the tenure and promotion process, work/life balance, mentoring graduate students, and managing a research agenda.

Johnson-Bailey, Juanita — University of Georgia
Flowers, Doris — San Francisco State University
Ray, Nichole — University of Georgia
Sheared, Vanessa — University of the Pacific

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Floyd, Kim

Online Teaching and Flipped Classrooms: New Modes for Learning with Technology

This workshop will report efforts of two university instructors incorporating online and flipped classroom course design and delivery. Tenets of flipped instruction will be highlighted and participants will have the opportunity to create their own flipped instruction. Participants will need to bring their laptop or iPad.

Floyd, Kim — West Virginia University
Ogden, Lori — West Virginia University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Cotnam-Kappel, Megan

With a Like, Share, and a Follow: Peer Mentoring At-Risk First-Year University Students via Facebook

This paper will explore the design and implementation of a Regional Peer Mentoring pilot program that connected at-risk minority language incoming students with a peer mentor “like them” from the same geographical area of Canada. The mentors primarily communicated with students via Facebook, using informal language, establishing connections and sharing information to ease incoming students’ academic and social integration. The success of this project led to the university-wide adoption of the regional peer mentoring model.

Cotnam-Kappel, Megan — University of Ottawa

Going from 0 to 60 Mph: Establishing a Viable Comprehensive Fund-Raising Campaign

University presidents are under increasing pressure to develop organizational capability to launch successful comprehensive fund-raising campaigns. For institutions with little or no track record of successful fund-raising this can be an overwhelming responsibility. This presentation will describe how one institution successfully developed the infrastructure and capability to launch a campaign in twenty-four months. Challenges, both expected and unexpected, and solutions in developing buy-in from deans, faculty and staff and board members will be presented.

Hynd, George — Oakland University

Innovative and Interdisciplinary Program Review Strategies

This presentation focuses on the innovative and interdisciplinary efforts by Brandman University faculty to complete a program review and program revision for the Sociology and Social Science Programs at Brandman University. We specifically highlight the interdisciplinary and highly engaged methodological approaches including the intensive engagement with our stakeholders and feedback from experts in the real applied fields related to Sociology and Social Science.

Murti, Lata — Brandman University

Steinberg, Sheila Lakshmi — Brandman University

Development of an e-Portfolio System for Educational Technology Research Based on the Warp and Woof Model of Problem Solving

My team has designed an e-portfolio system to support literature reviews and the development of gaming instructional materials to cultivate students’ ability to perform educational technology research. Moreover, I have developed the Warp and Woof model of problem solving to develop gaming instructional materials for STEM subject areas. In this article, I combine the functions of e-portfolio systems designed in past studies based on the Warp and Woof model.

Matsuda, Toshiki — Tokyo Institute of Technology

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Prigmore, Elsbeth Pieper

"Packing Heat" Would I Work Where Teachers Carry Guns?

In light of all the school gun incidents when is it appropriate for school personnel to carry concealed weapons? This workshop highlights fear, physiological arousal and performance research from the world of police and military weapons training. Additionally, we will examine the lens of prevention and intervention for school and work environment safety. Presented at the 6th Annual California Safe Schools Conference July 2015

Prigmore, Elsbeth Pieper — Association of California Administrators (ACSA)

The SHARP-Accompanying Partners Program: Supporting Forgotten Members of our International Higher Education Community

As the number of individuals who pursue international university degrees increases, so too does the number of individuals who accompany their partners to host countries. The adjustment, acculturation, and well-being of accompanying partners can play a large role in the success of international students themselves. In this session attendees will learn about The Strengths, Hope, and Resources Program-Accompanying Partners (SHARP-AP), a pilot program and evaluation based on an existing empirically supported program (SHARP).

Larsen, Denise — University of Alberta

Domene, José — University of New Brunswick

Arsenault, Chelsea — University of Alberta

Analyzing South Park's "Proper Condom Use" as an Introduction to Critical Media Theory

Given that one of most popular shows among young viewers is South Park, this paper examines how one episode, "Proper Condom Use," which satirizes sex education pedagogy, can be used as a springboard for in-class discussion of critical media theory through an analysis of this episode's themes and characters as well as its genre, burlesque, the polysemy of its appeal, and its use of visual and aural humor to connect to its viewers.

Stewart, Julie — Xavier University

Clark, Thomas — Xavier University

Van Leeuwen, Alex — Xavier University

Clark, Brian — Miami University

Mentoring Perceptions of Women STEM Graduate Students

This paper examined the mentoring perceptions and relationship quality among women STEM graduate students. This study also explored the role of sexism on the mentoring process among women STEM graduate students.

Catlin, Krystin — Sam Houston State University

Esters, Levon — Purdue University

Building a Culture of Assessment with the Degree Qualifications Profile Framework at an Online Institution of Higher Education

Sponsored by the Lumina Foundation, the Degree Qualifications Profile is a learning-centered framework for what college graduates should know at the associate's, bachelor's or master's degree levels. The American Public University System (APUS) has adopted the Degree Qualifications Profile framework across all courses and programs. This session will walk through the strategies and processes used to engage stakeholders at APUS and findings as a result of the work.

Powell, Karan — American Public University System

Helm, Jennifer Stephens — American Public University System

The Effect of Student Transfers to Charter Schools and Transfers Between Traditional Public Schools on Sorting by Race and Class

Using eight years of data on all public School students in Georgia (USA), this study analyzes the effect of student transfers between public Schools on sorting by race and class across Schools. Like prior research, this study analyzes changes in sorting by race and class caused by transfers of students from traditional public Schools to charter Schools. In addition, this study also analyzes the effects of transfers between traditional public Schools on sorting across Schools.

Scafidi, Benjamin — Kennesaw State University

Local School Markets and the Distribution of Symbolic Capital in Segregated Cities

The aim of this presentation is to explore how urban spaces polarized by class and ethnicity structure the basic conditions of the emerging local School market and to examine how the distribution of symbolic capital, or "hot knowledge", throughout the market and through urban space, affects Schools, the market and the urban space itself.

Bunar, Nihad — Stockholm University

Ambrose, Anna — Stockholm University

Equal Access? Examining Charter School Location Relative to Poverty, Achievement and Student Demographics

This paper analyzes where charter School locate in Ohio relative to poverty, student achievement, and student demographics. We use data from the US Census and State of Ohio to visually map trends in the supply of charter Schools statewide. We find that charters are locating in areas with high percentages of students on free and reduced price lunch and low traditional School performance, but not in census tracts with the highest poverty rates.

Saultz, Andrew — Miami University

Yaluma, Chris — Ohio State University

A Comparative Analysis of For-Profit and Nonprofit Charter Schools: An Analysis Using Mission Statements, Academic Programs and Locational Patterns

This study examines the relationship between charter mission statements, academic programs, and their site-specific geographic characteristics using a sample of more than 3,000 charter Schools operated by for-profit (EMOs) and nonprofit organizations in forty-one states. Our study finds that while there is much overlap in Schools' missions and academic programs, the site-specific geographic characteristics also seem to overlap with for-profit and nonprofit charter School providers seeking to gain competitive advantage in the education marketplace.

Gulosino, Charisse — University of Memphis

Miron, Gary — Western Michigan University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Panel **Session Chair:** Ballard, Paul

Developing a School of Education within the College of Education and Professional Studies

Washington State is in the midst of a teacher shortage. Central Washington University is in its 125th year, with 11,000 students and a burgeoning enrollment. CWU is poised to meet the needs of aspiring teachers. In the spring of 2016, the Dean of the College of Education and Professional Studies reorganized and created the School of Education. The Leadership team will discuss their respective roles, challenges, and ways to elevate the reputation of the CWU School of Education.

Ballard, Paul — Central Washington University
Dieu, Mindie — Central Washington University
Weddington, Crystal — Central Washington University
Pellett, Heidi Henschel — Central Washington University
Loverro, Ian — Central Washington University
Shaw, Denise — Central Washington University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Demiroz, Erdem

3D Simulations (TeachLive) for Teacher Education: Implementation, Assessment and Outcomes

Demiroz, Erdem — University of Missouri-Kansas City

Improving Teacher Candidates' Preparedness to Engage Families

The Council for the Accreditation of Educator Preparation (CAEP) created a family engagement course to develop and test specific strategies to improve the communication skills of candidate teachers. The goals of the trainings are to 1) emphasize relationship building and proactive positive engagement, and 2) teach candidates to view families as assets and partners with teachers in their child's education. Learn about the new, free, interactive modules to prepare candidates to interact with families.

Carinci, Jennifer — Council for the Accreditation of Educator Preparation
Jacobson, Claire — Council for the Accreditation of Educator Preparation

James Madison University Engaging the Refugee Community with C.A.R.E. (Creativity and Reading)

This paper presents a pilot study conducted in the Summer of 2016 which explored the impact of a 3-week summer program designed and implemented by university faculty and graduate students in early childhood and elementary education which integrated creativity and reading instruction for refugee families and their children. We will share key findings including lessons learned and the impact the program had on students and participants.

McCartney, Holly — James Madison University
Kavanagh, Kara — James Madison University
Harris, Teresa — James Madison University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 4
Session Topic: Educational Psychology - Workshop **Session Chair:** Freeland, Patrick Austin

Implementing Non-Cognitive Development Through Dynamic Experiential Learning Techniques

The Northwest Indian College TRiO Student Support Services Team will facilitate an interactive non-cognitive development workshop designed to establish positive associations of individual student self-construal within an academic environment. The workshop will illustrate practically, via experiential learning methods and dynamic learning style integration, how the audience may utilize these techniques in their own programs, classes, or other learning/educational communities.

Freeland, Patrick Austin — Northwest Indian College
Banel, Joan — Northwest Indian College

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 1
Session Topic: Education Policy and Leadership **Session Chair:** Desmarais, Serge

A New Look at Learning Outcome Assessment: An Example of how to Develop, Evaluate, and Capture Student Learning Outcome Attainment

Our presentation will outline our institutional strategy designed to measure the attainment of student learning outcomes, which was developed in partnership with Desire2Learn (D2L). We will describe our online learning outcomes capture and assessment system, provide details about its capacity, and present data to illustrate the learning outcomes assessment of students enrolled in our Bachelor of Engineering program. We will also highlight the challenges and opportunities offered by this comprehensive approach to learning outcomes assessment.

Desmarais, Serge — University of Guelph
Mancuso, Maureen — University of Guelph

Interrogating Researcher Distance and Objectivity in an Educational Leadership Research Sequence

Practitioner-based forms of research (e.g., action research, collaborative inquiry, participatory action research) require that the researcher be a central participant in the research—a paradigm that contradicts traditional notions of objectivity/researcher distance as necessary conditions for quality inquiry. In this paper, the author engages in a self-study of her practices in an Educational Leadership Research Methods course aimed at helping students disrupt notions of objectivity and distance, and instead account for themselves as researcher-participants.

Strom, Kathryn — California State University, East Bay

Charting your Course: Effectively Managing Licensure Compliance for Professional Programs

Program specific licensure compliance is related to state authorization, but different. If institutions do not have a plan to navigate program specific licensure compliance, it can be a slippery slope to make licensure programs aware of it and then navigate which departments or individuals should be responsible for spearheading, securing and maintaining programmatic licensure compliance. This session will discuss how to manage program specific licensure board compliance nationally while maintaining separation and effective collaboration between program level and central office level tasking related to state authorization compliance efforts.

Bates, Brianna — New York University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Parker, Ruth

Boosting Student Achievement and Revolutionizing Classroom Practice: A Grade 4-14 Statewide Mathematics Leadership Model

Mathematics teacher leaders grades 4-14 transformed classroom practice, dramatically increased student achievement, and prepared to lead Common Core State Standard mathematics content workshops through a statewide leadership development project. Project elements, data results, and plans for scaling up will be shared.

Parker, Ruth — Mathematics Education Collaborative
Lofgren, Patty — Mathematics Education Collaborative
Olson, Debbie — Mathematics Education Collaborative

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 1
Session Topic: Secondary Education - Workshop **Session Chair:** Harven, Aletha

Using Online Tools to Increase 21st Century Skills & Student Learning

This presentation will be a workshop, where attendees will have the opportunity to explore how various online tools can be used to increase student interest and engagement. Google Drive and Social Media tools will be discussed as pedagogical instruments that place students in the driver's seat; thus, shifting the unit of focus from being teacher-centered to student-centered. By learning how to incorporate online tools into the exploration and delivery of content, educators can help students to (a) become accountable for their learning, (b) become critical consumers of knowledge, and (c) experience a more democratic education, where their voices are valued. Sample lessons will be discussed and attendees will have the opportunity to begin developing a lesson incorporating online tools for engagement.

Harven, Aletha — California State University, Stanislaus

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 3
Session Topic: Social Studies Education **Session Chair:** Khurshid, Khalid

Education for Social Justice: Challenges for Schools in Punjab, Pakistan

Equity and social justice is key issues in developing counties like Pakistan and schools plays an important role to develop this kind of values among the students who have to serve the nation and even have to contribute towards international communities. So, researcher try to find the existing contribution of the schools towards this important area.

Khurshid, Khalid — Bahauddin Zakariya University

Jabbar, Abdul — Bahauddin Zakariya University

This Is What A Feminist Should Look Like: The Underrepresentation of Strong Latina Role Models in K-12 History Textbooks

The author's quantitative and qualitative investigation reveals that there continues to be a severe underrepresentation of Latinas in K-12 history textbooks. This exclusion sends a message to young Latinas that their voices and cultural contributions do not matter, further alienating them from equal participation in the classroom.

Leslie, Angela — California State University, Sacramento

Why Social Studies Replaced History Curriculum in Alberta in 1935

Why did social studies replace history curriculum at all grade levels in Alberta schools beginning in 1935? Alberta was one of the first provinces to introduce social studies in Canada, thus an examination of the factors leading to this momentous curriculum shift in Alberta make it a particularly relevant jurisdiction to investigate. The purpose of my presentation is to outline my findings to the above stated question - the topic of my Masters Degree Thesis - conducted at the University of Calgary in between 2011 and 2013.

Wouts, Adrian John — University of Calgary

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development **Session Chair:** Cook, Christian

Student Impact and Experiences of Participation in a Capstone Business Course Using Community Service Learning Pedagogy

This research studied the impact and experiences of senior university students in their 4th year of a baccalaureate program in business administration. Through qualitative and quantitative data collection and analysis, the research sought to understand the experiences and the impact of student engagement in a capstone course using community service learning as pedagogy. Research findings, as well as recommendations to mitigate and overcome student challenges to achieve desired learning outcomes, are presented.

Cook, Christian — Mount Royal University

Queering the Queerest Classes: Decentering Homonormative Discourses in LGBT Curricula

This presentation draws from auto-ethnographic work of a queer researcher/college instructor teaching LGBT Studies. Proposing that western histories of LGBT are hegemonic and colonizing discourses of homonormativity, the presentation explores the effects of queering traditional curricula on the topic. Decentering standard expectations of content, assessment, and the student/teacher binary, queering the queerest of courses can aid in new horizons of knowledge. Practical applications will be offered and open dialogue engaged.

Stockbridge, Kevin — Chapman University

A Multicultural Analysis of High School English Literature Textbooks

This study examines bias in the Glencoe Literature textbook series used in a majority of high schools in the United States through an analysis of seven forms of bias: invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation, linguistic bias, and cosmetic bias. The results of the study revealed that, in the analyzed textbooks, representation of people from various sociocultural backgrounds is distorted to a degree that ignores the complexities of their cultures and lives.

Demiroz, Emine — University of Missouri-Kansas City

Using Virtual Reality to Enhance Curricula and Learning

This paper explores what is happening with the infusion of VR techniques and applications into the field of education to include k-12 and higher education. It explores how Virtual reality can enhance curricula and learning.

Beckwith, George — Sanford College of Education

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Caissie, Belina

Leveraging iPads in a Middle School Science Classroom through YPAR

This presentation will share a 'change' designed with 10 fifth grade students and their teacher. A modified Youth Participatory Action Research (YPAR) research design was used to facilitate change in a cooperative way while building knowledge around leveraging iPads to foster a technology enabled learning environment. Ten key findings, both through the process of collaboratively design 'the 'change' and its impact on teaching and learning, as well as recommendations will be discussed.

Caissie, Belina — University of Calgary

A Sociocultural Inter collaboration Activity: Exploring the Perspectives on HCA/RN Role Development using an Interprofessional Lens

A mindful approach to health care education supports the provision and engagement of positive interprofessional collaboration activities. The challenge is as professionals we understand the concept. However, we don't often have the opportunity to kindle the skills and attitudes essential for emerging health care professionals until the real experience in the clinical setting. This paper session presents preliminary findings and highlights the experiences of students and faculty engaged in such an educational activity. The ultimate goal is to foster collaboration incorporating sociocultural norms, role understandings and the synthesis of professional engagement.

Blanes, Nina — Douglas College

Marzara, Shirin — Fraser Health Authority

Milia, Santana — Douglas College

Who Cares? Interdisciplinary Training to Meet the Needs of Foster Youth with Disabilities

The presentation will share interprofessional competencies that are based on lessons learned in the first three years of a federally-funded grant designed to improve outcomes for culturally and linguistically diverse (CLD) foster youth with disabilities. The presentation includes recommendations to improve practice by increasing the number of Culturally Affirming and Responsive Education Specialists (CARES) who are trained to respond to the educational and mental health needs of this population.

Green, Tonika Duren — San Diego State University

Mathiesen, Sally — San Diego State University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Benedetto, Angela

Integrative Learning: A Teacher's Journey Towards Self Discovery

Integrative Learning is a multi-media research project consisting of a research paper, accompanied by the 5 min. short documentary, "Catapulting Creativity: Conversations about Consciousness, Creativity & Learning", written and produced by the author. The focus of the paper centers on mindfully exploring multiple intelligence, body-mind awareness, self-discovery and the creative process across disciplines.

Benedetto, Angela — Retired

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Kahili 1
Session Topic: Distance Education - Workshop **Session Chair:** Puddington, Rebekah

Educating Globally: The Value of Engaging in Cyber-Classes for Adults with Learning Differences

Many students with learning differences struggle with reading social cues and exhibiting proper social skills. This workshop is designed to outline a cyber-class in social skills instruction between a postsecondary program in South Korea and one in New York. The presenters, representatives from both programs, will explain how the class works, the cultural benefits, how to overcome language barriers and the relationships that are built despite being thousands of miles apart.

Puddington, Rebekah — Maplebrook School

Hwasoo, Kim — Daegu University

Hwang, Changha — Daegu University

Rhee, Kunyong — Daegu University

New Directions in K-12 Assessment

This paper session will focus on the following issues in assessment: New Directions in Assessment – Every Student Succeeds Act; Technology Options to Integrate Assessment with Instruction; and Affective Assessment Outcomes in Accountability Contexts.

Herman, Joan — University of California Los Angeles

Baker, Eva — University of California Los Angeles

O'Neil, Harold — University of Southern California

Cohort Stability of Percent Proficient, SGP and VAM models in Two State Accountability Tests

This paper describes alternative models of school performance (percent proficient [PP], SGP, and VAM) and determines the extent to which estimates of school performance vary across successive cohorts of students or are correlated with the student composition of the school. Our findings showed substantial instability of all models across three student cohorts and higher correlations of PP than SGP or VAM models with school composition variables.

Stevens, Joseph — University of Oregon

Schulte, Ann — Arizona State University

Triangulating Academic Achievement Measures in Literacy, Math and Inquiry Learning for Elementary Schools in 2014 Rural Medellin

The purpose of this presentation is to share the design and implementation of a 2014 Fulbright Evaluation Framework proposed to understand and analyze the extent of implementation and effectiveness of the Alianza Model (Learning by Doing) in five municipalities in Medellin (Colombia). Alianza was designed to assist students in underserved rural areas with limited access to Literacy Instruction, Mathematical Thinking and Inquiry Learning by using experiential, hands-on learning. Findings of this study will be shared.

Amador-Lankster, Clara — National University

Orrego, Marlen Monsalve — Center of Science & Technology of Antioquia

Silva, Alexander Rincon — Center of Science & Technology of Antioquia

Lions and Tigers and Rubrics, Oh My! Lessons Learned in Taming the Assessment Bear

Assessment of student learning is not one-size-fits-all. Instead, there are numerous ways to assess student learning. This session will demonstrate the significant differences in assessment rubrics used in three different courses in the curriculum.

Browning, Julianna — California Baptist University

Applying Multiple Intelligences Methodology at the Japanese Tertiary Level - A Comparative Study

This interactive presentation will discuss the application of MI principles to promote learner-centered instruction in first year university ESP courses for nursing students in two universities. Results from case studies demonstrated that regardless of English proficiency level, students in both universities possessed similar MI levels. With practical examples offered, presentation participants will be given an opportunity to see how knowledge of student's MI strengths and weaknesses may be utilized to transform and improve their own English instruction.

Yamauchi, Darlene — Toyo University

Complicated Connections: Japanese, Foreign Languages and "Global Jinzai"

In spite of enormous advances in technology and other social/cultural developments globally, Japan's native foreign language policies have remained stubbornly divided: teaching Japanese is primarily for non-Japanese abroad and foreign language teaching is (English) for Japanese in Japan. This paper, however, challenges the value of this enduring dichotomy and suggests that greater diversification and cooperation are required to enable Japanese students to obtain the sort after goal of global jinzai (human resources).

Chapple, Julian — Ryukoku University

Using Authentic Materials from Media to Enhance Cultural Understanding in Japanese EFL Classrooms in Universities

It is generally considered to be desirable for English learners to use authentic English materials at some point especially at university level English classes. This paper provides two case studies of using authentic materials in Japanese university English classes with different proficiency levels. In reporting, the cultural aspect is discussed with special attention since authenticity relates to cultural understanding of a target language group.

Inoue, Aya — Aichi University of the Arts

Toohy, David — Nagoya University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Bueno, Christopher

Blended Education Program and Cultural Research on the MTB-MLE in the University of Northern Philippines

There are two presentations in the panel session relevant to the topic on higher education as to the academic and research experiences in the College of Teacher Education in the involvement of the blended education program and cultural research language of the University of Northern Philippines.

Panel Session Presentation 1:

Blended Education Program for Foreign Students: A Model of Sustained Linkages and Partnerships on Academic Collaborations in ASEAN Countries

Panel Session Presentation 2:

Cultural Research Advocacy of the MTB-MLE: A Case of Cultural Researches in the Ilokano Society

Bueno, Christopher — University of Northern Philippines

Pajarillo, Generoso Gudelio — University of Northern Philippines

Bueno, Eden — University of Northern Philippines

Rapanut, Adelina — University of Northern Philippines

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Shahbazi, Zohreh

Impact of Undergraduate Research Assignments on Significant Learning

Participants will be asked to share their own experience of including research assignments in undergraduate courses. They will be divided in groups of three to reflect and discuss benefits and challenges of including research assignments and consider the impact of such assignments on students' significant learning experience.

Shahbazi, Zohreh — University of Toronto Scarborough

Fostering the System that Leads Creativity Education for Pre-service Elementary Teachers in Korea

The purpose of this research is to revise and implement university-wide curricular for pre-service elementary teachers in Korea. Throughout the University, we reached at a consensus that the current curricular have several limitations to cultivate creativity of pre-service teachers, which is one of most critical competencies of 21st century learners. Seven out of 13 departments within the University jointly participated in the project to redesign the curricular to foster pre-service teachers' creativity.

Lee, Soo Young — Seoul National University of Education

Jhun, Youngseok Jhun — Seoul National University of Education

Maeng, Seunggho — Seoul National University of Education

Jihyo, Koh — Seoul National University of Education

Yunju, Seong — Seoul National University of Education

Student Reflection – Is it a Useful Tool in Post-secondary Health Science Professional Education?

The use of reflection in post-secondary education in health professionals is part of learning to be a reflective practitioner. A qualitative study exploring Year 1 students' perspectives on IP education revealed that many students struggle to critically reflect, rather parrot facts or content. Barriers to reflective learning emerged which provoked educators to reflection on teaching reflective practice across programs.

Taylor, Elizabeth — University of Alberta

King, Sharla — University of Alberta

Cultural Community Connections and College Success: An Examination of Southeast Asian American College Students

Southeast Asian American college students encounter significant barriers to college completion, and the purpose of this inquiry was to understand how cultural community connections influence Southeast Asian American college student success outcomes. Qualitative individual face-to-face interviews were conducted with 34 SEAA undergraduates, and the findings reveal three types of connections that facilitated participants' college success: physical, epistemological, and transformational connections. Future higher education research and practice implications will be discussed.

Shiroma, Kiana — University of Hawai'i at Mānoa

Museus, Samuel — Indiana University Bloomington

Matias, Jude Paul — University of Maryland, College Park

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration **Session Chair:** Almutairi, Nada

Improving English Second Language Students in Writing

This research aimed to improve writing skills of 4th grade English second Language students of Brentwood Elementary School. The research was designed under the pattern of action research. A total sample of sixteen foreign students from the same grade was chosen for the study. The baseline assessment was carried out to explore the writing skills of the students' prior to the implementation of the components. Later, we intervened to support writing skill strategies we carried out for nine weeks. In the end, post-test was carried out to explore the difference that occurred in the writing scores of the students as a post intervention effect. The findings obtained from the quantitative data showed the improvement in the writing skills of the students.

Almutairi, Nada — Indiana State University

Agglomeration and Government Effectiveness: Evidence from US School Districts

I find that school districts that have greater population density in the United States are more effective in delivering high levels of educational performance, all things equal. This is robust to different quasi-experimental specifications. This is related to the advantages of agglomeration in delivering educational services (e.g. through economies of scale and attraction of better personnel) but also to the increased flow of information and resulting greater accountability of districts that are denser.

Lastra-Anadón, Carlos — Harvard University

English Language Testing for University Entry

This paper will present a case study looking at how English entry standards are set for international students seeking to study at an Australian university. It explores the understanding of institutions about how they may select particular English language test levels, including any rationales that have been used for policy changes.

Müller, Amanda — Flinders University

Leveraging Engagement of Staff, Students, Parents Through Technology

Administrators are challenged each day with maintaining the vision and mission of their schools. With the inundation of emails, tweets, and videos, how do we leverage technology to garner support and communicate critical messages that support our journey to ensuring success for all students? Technology such as Twitter, webpages, Google classroom, etc. are all suitable venues for sending out messages, but creating an active exchange to gather teacher, student, and parent voice is more important. Learn how our elementary school uses technology to communicate, engage, and empower all of our stakeholders.

Allie, Catherine — Montgomery County Public Schools

Dixon, Mary Ellen — Montgomery County Public Schools

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Hinitz, Blythe

Using the Claims-Evidence-Reasoning (CER) Approach for Interpreting Archeological Artifacts with Children

"Arguing from Evidence" has moved to the forefront of teaching. Archeology exemplifies the utilization of a process approach to integrating science and social studies. Using Claims-Evidence-Reasoning (CER) for uncovering stories among the remains and artifacts of an archeological dig site provides for student employment of data, observations, and a S.T.E.M. approach to explaining ideas and defending findings. CER is multi-dimensional. The workshop includes exemplary lesson plans; delivery of content and skills pedagogy; and relevant resources.

Hinitz, Blythe — College of New Jersey

Burroughs, Linda — Retired

Mentoring the Mentors: Augmenting the Professional Development of Mentor Teachers

To more effectively prepare experienced classroom teachers to guide teacher candidates during the student-teaching internship experience, Eastern Washington University's Office of Field Experience developed a handbook to serve as a training resource. This presentation examines the effectiveness of EWU's "Mentoring Teacher's Handbook" through an analysis of data gathered by a quantitative survey instrument of mentoring teachers to determine the efficacy of providing them with additional professional development so they may more effectively guide teacher candidates.

Aleccia, Vince — Eastern Washington University

Haskins, Tara — Eastern Washington University

What You Never Knew about the Flipped Classroom

This presentation commences with a brief background on the resurgence of the flipped classroom. It then segways into a discussion of the traditional lecture, today's students, and teaching pressures. The presentation continues with the benefits, recommended practices, and criticisms in the method and implementation. In closing, there will be a summing up of what the research reveals about using this method with the results of an interview project of three subjects (flippers).

Logan, Brenda — Armstrong State University

Understanding the Role and Contributions of Instructional Staff in a Cohort Experience

This paper will address a research project that has begun to interpret and understand the experiences of a group of instructors who work with a student cohort learning community. Utilizing action research methodology to investigate the role and contributions of instructional staff, themes such as the importance of developing the potential of the cohort, fostering opportunities for communication and sharing between instructors, and recognizing the instructional team as a cohort will be discussed.

Hickson, Clive — University of Alberta

P-20 Collaboration and Induction Practices: Enhancing Teacher Preparation in Georgia

In this presentation, participants will receive information concerning how one state is working to improve connections between P-12 settings and educator preparation providers. The presentation will provide participants with data concerning how the state is using regional P-20 collaborative groups to encourage stronger relationships and deeper communication between educational environments to greater enhance the transition from pre-service candidate to practitioner through meaningful induction practices.

Luther, Vicki — Mercer University

Role of Form-making Exercises in Design Education for Creative Thinking: Based on Analysis of Art Workshops with Primary and Secondary School Design and Art Teachers

Design Thinking is nowadays widely applied not only in design industry but also in other areas such as business, healthcare and so on. Based on this trend, design is considered as a problem-solver, while role of form-making before concept development is scarcely considered and studied. This paper suggests, under this condition, to explore the possibilities of various form studies and connect form and function in education to extend students' creativities and applications in professional fields.

Jung, Euichul — Seoul National University

Song, Gahyung — Seoul National University

Le, Meile — Seoul National University

Designing Experiences: Connect Yourself to Everyday Surroundings to Discover the Place Anew: Based on Analysis of the Stairway Redesign Project with the Haesong Local Child Care Center in Korea

What is the main purpose of design? Authors believe that it is to connect users to their surroundings and objects to create a sustainable relationship between them so they experience long lasting design. Through the process of building an intimate relationship with the space through acts of playing, users become self-motivated participants. In order to illustrate this, the paper analyzes a project at the Haesong Local Child Care Center in Seoul, South Korea.

Jung, Euichul — Seoul National University

Song, Gahyung — Seoul National University

Piao, Xianmei — Seoul National University

Literature's Ability to Evoke Empathy; an Analysis of Suheir Hammad's Poem "First Writing Since"

The paper analyzes the various techniques that the poem "First Writing Since", by Suheir Hammad, uses in order to show how literature can evoke empathetic feelings in its readers.

Yamany, Nisreen — Kent State University

Poster Session

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Coral 3 Ballroom

Trauma is Common: The Need for a Trauma-Informed Undergraduate Curriculum

Based on the finding that 80% of adults experience a traumatic event, it appears that a basic understanding of traumatic stress can be important in helping college students to understand their own lives. The integration of a trauma-informed undergraduate curriculum has the potential to create a knowledge base designed to extend the impact of increased awareness from students' personal lives to their professional careers across varied fields, including helping professions, biology, journalism, literature, and others.

Rubin, Linda — Texas Woman's University

Higher Learning in the New World: The Early Organization of Colleges and Universities in the Americas

John Rury (2009) notes that Schools are generally the most familiar of social institutions to an individual and that they are an integral element of American culture. Yet, Schools have not always functioned in this capacity, they have evolved from rather austere beginnings into the entities we know them as today. The foundations of modern higher education trace their origins to the earliest colonialization of the modern Americas in the 16th and 17th centuries. This study is a cursory overview of the earliest established higher education institutions in the New World.

Matthews, Eric — A.T. Still University

Education and Social Reform South Africa: Black South African Women's Experiences Within Educational Sectors Beyond the Classroom Practicing Bell Hooks, Talking Back the - Liberated Voice

This presentation is meant to shine a light upon how black South African women and Black women in America can practice bell hooks, "talking back" to create platforms of transformation in terms of leadership, policy, and School reform. These platforms serve as safe spaces with intention to bring about healing, knowledge of self, and to create a dialectic space within spaces which in terms embraces the black woman's blackness, femininity, and status.

Duke, Ericka Jeanice' — University of San Francisco

Project Sci-FI: Providing Science Focused Professional Development for Early Childhood Education Teachers

It has been suggested that current methods of providing teachers with professional development (PD) have been ineffective making little to no impact on teacher effectiveness or student outcomes (Bruder, Mogro-Wilson, & Stayton, 2009; Odom, 2009; Snyder, Hemmeter, & McLaughlin, 2011). This proposal submission deScribes Project Sci-FI (Science-For Instructors), a PD intervention for early childhood education instructional personnel. Project Sci-FI is designed to expand traditional PD (i.e., in-person workshops) by combining it with access to authentic teacher models, online mentoring, and online modules.

Oh-Young, Conrad — University of Nevada, Las Vegas

Buchter, Jennifer — University of Nevada, Las Vegas

Lau, Jared — University of Nevada, Las Vegas

Kucskar, Maryssa — University of Nevada, Las Vegas

O'Hara, Kathleen Scarlett — University of Nevada, Las Vegas

Krasch, Delilah — University of Nevada, Las Vegas

Gelfer, Jeff — University of Nevada, Las Vegas

Issues Needing to be Considered in Designing Academic Writing Courses for Japanese High School Students

This presentation explores a variety of considerations in designing course objectives to meet the requirements for academic writing in Japan's Course of Study for senior high School.

Hattori, Takahiko — Otsuma Women's University

Implementing a Genre-based Approach to Academic Writing

This presentation details several attempts to address instructional challenges in an academic writing course for novice learners at an EFL secondary School in Japan.

Hattori, Takahiko — Otsuma Women's University

The Practical Teaching Method of Asian Economy in English to Japanese Undergraduate Students

The purpose of this work-in-progress report is to encourage Japanese undergraduate students in active participation in a course conducted in English. Teaching economics in English is rather unusual in Japanese universities; however, the author has been teaching Asian Economy in English since 2011 in response to students' demands. There are some challenges to teach the course in English to students whose first language is not English.

Nakagawa, Rika — Toyo University

Effectiveness of a Smoking-cessation Support Program to be Run within Local Communities for Pregnant Women and their Partners

We developed of a smoking-cessation support program to be run within local communities for pregnant women and their partners. Atrial program was implemental for pregnant women and their partners who had submitted pregnancy notification forms; the program was followed by a questionnaire survey. Women's smoking rates during pregnancy was significantly reduced compared to the previous intervention.

Koketsu, Tomomi — Gifu University

Ishihara, Takako — Gifu University

Kobayashi, Kazunari — Gifu University

Implementation of an Evidence Based Practice in Community Setting: Lessons Learned

The implementation of an evidence based practice is often compromised by obstacles both at individual and organizational levels. The evaluation of the implementation process is a useful strategy to reduce the gap between Science and practice. A study was conducted to evaluate the implementation of the strengths based approach and draw potentially generalizable lessons. It appears that the transfer of knowledge should be focused not only on the new practice but also on the implementation strategies.

LeBlanc, Line — Université du Québec en Outaouais

Gervais, Christine — Université du Québec en Outaouais

Delame, Alexis — Université du Québec en Outaouais

How do Teachers and Parents Communicate About Meals in the Parent/Teacher Contact Notebook?

This study aims to examine how teachers support parents of babies during weaning in Japan. This is achieved through an examination of how communication relating to healthy meals in the contact notebook can affect parent/teacher relationships and understanding. In analyzing the contents of the notebook, this study found that the relationship between teacher and parent, as well as between parent and child, influenced each other.

Ito, Yu — Shujitsu Junior College

Happiness and QOL in Diabetic Outpatients with Some Physical Symptom

For diabetic outpatients with some physical symptoms, Those who had pleasurable experiences in their daily life had significantly higher degree of happiness and QOL than those without. These results suggest it is necessary to provide more educational care for diabetic outpatients that show physical symptoms, so they can continue their diabetic self-management, while still being able to have some fun experiences in their daily life.

Adachi, Hisako — Gifu University

Iwaya, Sanae — Gifu University

Kakita, Saori — Gifu University

Academic Freedom and Academic Responsibility

This presentation deals with academic freedom and academic responsibility and clarifies their applications to teaching and research. The purpose of this presentation is to promote understanding and support of academic freedom among academic community and applies to both teaching and research.

Sebetan, Ismail — National University

Stein, Paul — National University

Mobile Apps to Disseminate Information for Instruction and Extension

Collaboration and cooperation within the College of Tropical Agriculture and Human Resources, University of Hawaii at Manoa, and between our college and the horticultural industry and public is essential. Use of mobile devices and apps, such as RSS feed and news aggregator apps, make possible disseminating the latest information to stakeholders. These apps have enabled me to disseminate pertinent information to others and to demonstrate this approach for their possible adoption.

Kobayashi, Kent — University of Hawaii at Manoa

ELLO Science!

Presenters will outline a universal design for approaching Science curriculum content through a crosswalk of best practices for meeting indicators of content standards for children in preSchool – third grade. The crosswalk will focus on Science standards and be presented through a lens of early language and literacy opportunities in the early learning field. Application of the ELLO strategy to an early childhood Science class will be discussed.

Wilson, Allison — Eastern Washington University

Baldwin, Kathryn — Eastern Washington University

Educational Implications of the Classification Activity through Creating Dichotomous Key Chart in School Biology

Understanding of the dichotomous key in the taxonomy is critical. This study present that the classification activity through creating dichotomous key chart was developed for secondary School students, and its educational implications were examined in School biology education. The activity was to create the dichotomous key chart using the plants and animals found in the park and surrounding forests.

Shim, Kew-Cheol — Kongju National University

Kil, Ji-Hyon — National Institute of Environmental Research

Shin, Young-Joon — Gyeongin National University of Education

PreSchooler's Emotional Knowledge as a Mediator Between Inhibitory Control and Social Competence: Longitudinal Research

This study examined emotional knowledge as a mediator between inhibitory control and social competence in preSchool children. The research was performed three times, at the beginning of the School year (Time 1), in the middle of the School year (Time 2) and at the end of the School year (Time 3). The results suggested that inhibitory control (Time 1) and emotion knowledge (Time 1) showed associations with social skills (Time 3).

Shimizu, Hisayo — Hiroshima University

Shimizu, Kenji — Shinshu University

The Influence of Contingency of Self-Worth and Achievement Motivation on Adaptation of Undergraduate Students

This study examined influences of contingency of self-worth, achievement motivation and social skills on adaptation of undergraduate students. Questionnaires were completed by 158 university undergraduates (average age was 20.03 years). The results suggested that even if individuals with a high contingency of self-worth, individuals with a high self-fulfillment motivation and with a high social skill may prevent from worsening adaptation of undergraduate students.

Shimizu, Hisayo — Hiroshima University

Shimizu, Kenji — Shinshu University

Addressing Barriers to Open Space Accessibility in Environmental Science

Evaluation of students' perceptions of open space accessibility is important in understanding the human environment connection in today's urban societies. This poster represents the findings of a Bioblitz event held on the campus of De Anza College during Winter 2016. The goal was to address accessibility of open space to the Environmental Science student population. Barriers include lack of time, distance, and unappealing aspects of open space such as fears, restroom access, and weather.

De Toro, Alicia — De Anza College

Sanders, Jana — De Anza College

Innovative Approaches to Learner Success: Setting the Standard for Development of Three Distinctive Online Outreach Programs

An overview will be presented on the development of three Ball State University non-credit online programs. These modules will highlight the innovative approaches used in the creation of online learning environments, keeping standards in mind during the design of the courses. The underlying premise is to transform non-credit courses into quality opportunities that enhance future and current student success, as well as contribute to adult learning for educators and audiences external to the institution.

Cash, Cindy — Ball State University

Jones, Dan — Ball State University

A Comparison of the Factors of Members' Competence for Building Educational Community in Korea: Mothers vs Teachers

The study purposes to compare the factors of members' competence for building early childhood educational community, composing the Scales for mothers and teachers. Two separate Scales were developed for measuring the competence of each member through literature reviews and Focus Group Interview with members and parents of the Cooperative Care and professionals concerning with educational communities by researchers. It will discuss the differences in the competence factors between the Scales and the strategies needed for enhancing the competence.

Chung, Kai Sook — Pusan National University

Yoon, Gabjung — Daegu Haany University

Using Co-Teaching to Promote Differentiation in Urban Math and Science Teacher Residency Classrooms

This poster shares findings and recommendations for supporting pre-service high school math and science educators in using co-teaching models to meet needs of diverse learners. Data include surveys and video ratings of 20 resident teachers co-teaching alongside mentors in urban math and science classrooms. Findings show that while both residents and mentors considered co-teaching models useful in enhancing differentiation for students, there is a need for further training in co-teaching for secondary general educators.

Ricci, Leila — California State University, Los Angeles

Persiani, Kimberly — California State University, Los Angeles

Williams, A. Dee — California State University, Los Angeles

Use of ICT for Higher Education in Japan

ICT is a vehicle to enhance the quality of the education. As the world is moving rapidly into digital media and information, the role of ICT in education is becoming more important. The questionnaire survey was conducted to reveal the actual situation of the use of ICT for higher education in Japan. From these data, it shows the overview of relationship between current situation of ICT usage and student population in higher education in Japan.

Inaba, Rieko — Tsuda College

Tsuji, Yasuhiko — Open University of Japan

Sakai, Hiroyuki — Kyoto University

The Need of the Peer Supports for the Family Caregiver to Prevent Elderly Abuse

I performed group interview to the care managers with the experience that let an elderly person enter facilities to evade the abuse from a caregiver. There were comprised of six categories. Upbringing of the peer supports are necessary as being able to rebuild the life with the void after the separation and legitimacy for a caregiver having let an elderly person enter the institution.

Ishihara, Takako — Gifu University

Shizuko, Omote — Kanazawa University

Kobayashi, Kazunari — Gifu University

Koketsu, Tomomi — Gifu University

Tracking Language Learning Behavior to Enhance Self-Regulated Learning

Tracking language learning activities is a component of Self-regulated learning (SRL). It fosters several skills which are required for students' future career, such as planning, organizing and reflecting on one's studies and progress; however, there has been little research done on how students implement it. This presentation introduces a study on tracking language learning behavior and its effects on first-year English major students at a Japanese university.

Patko, Agnes Anna — Kyoto University of Foreign Studies

Kono, Hiromi — Kyoto Junior College of Foreign Languages

Tanimura, Midori — Kyoto University of Foreign Studies

Meilleur, Rachelle — Kyoto University of Foreign Studies

University Student Motivation to Seek Writing Assistance

University students, for the first time, have the opportunity to make their own educational decisions. This poster presentation will explore data collected from over 300 students exploring the motivations and purposes for seeking help from the universities Writing Center. Furthermore conclusions will be presented on the best practice to encourage students to pursue assistance with respect to their writing skills and show the areas that students feel they are struggling with.

Carter, Billunta — Kansai Gaidai University

Patton, Elliot — Kansai Gaidai University

Development of SVM based “Risk Detector” for Retention of University Students

The study reports development process of our Data Ware House System (DWHS) for retention of university students. The DWHS, named “Risk Detector”, aims at preventing students from staying at same grade and quitting School. It lists up at risk students with machine learning method called Support Vector Machine (SVM) and suggests to the faculty which should support students. It promotes university to concentrate limited human resources on support for at risk students.

Hayashi, Yuji — Tokyo Metropolitan University

Watanabe, Yuki — Tokyo Institute of Technology

Matsukawa, Hideya — Tohoku University

Tsubakimoto, Mio — Future University Hakodate

Tateishi, Shinji — National Institute for Educational Policy Research

Matsuda, Takeshi — Tokyo Metropolitan University

Yamashita, Hideaki — Tokyo Metropolitan University

Surveying PreSchool Teachers Readiness for Inclusive Practices In Saudi Arabia

In the presentation I will speak to the inclusion act in Saudi as an introduction. Afterwards, I will provide the rationale of my research and share initial findings of the survey findings, results interpretation, implications and future directions.

Felimban, Huda — University of Oregon

The Social Capital of Parent Education and Self-Regulating Learning as Mediating Factors in College Student Readiness

The lack of college student readiness that results in postsecondary remedial education is of national importance and has spawned numerous efforts to develop strategies to reduce the negative effects on degree completion rates, time to degree, and the overall cost of enrollment. This study found evidence of a positive relationships between SRL behavior and academic performance; The results indicate that self-regulatory behaviors, such as study habits and proactive control over use of personal time, and the social capital degreed parents are thought to offer, has a positive effect on high School preparation and college readiness.

Orange, Carolyn — University of Texas at San Antonio

Codifying Parts of Conversation for Teaching English Conversation

This session presents English conversation as a kind of puzzle with parts that fit together with appropriate counterparts that adhere to logical and flexible patterns and sequences to assist in the development of conversational ability.

Offner, Mark — Aichi Institute of Technology

Does Bullying Mediate the Relationship Between Weight Status and Academic Performance in Children?

This presentation will seek to assess the potential mediating effect of bullying on the relationship between weight status and academic performance in children. While overweight and obesity have been linked to poorer School performance, the mechanisms underlying this relationship are still unclear. Although bullying was postulated as mediating factor, it doesn't seem to affect this relationship in youth aged 8 to 12 years old.

Aimé, Annie — Université du Québec en Outaouais

A Case Study of Effects of a Short-term Study Abroad Program on Japanese University Students

This paper attempts to identify factors in student cultural and learning experiences through questionnaire analysis conducted on 16 Japanese university students, who participated in a month-long Study Abroad program in New Zealand after completing their first year of study. This paper Scrutinizes the factors leading to success in a Study Abroad program and reports on both positive and negative aspects as basic data for constructing effective SA programs in the future.

Omotedani, Junko — Kobe Gakuin University

Nishina, Yasunori — Kobe Gakuin University

Morishita, Miwa — Kobe Gakuin University

Stepping Into the Role of Teacher: A Case Study of a Secondary Teacher Expanded Practice (STEP) Internship

The demand for experienced teacher candidates is growing. This presentation follows a pilot semester of transitioning to an expanded practice internship during undergraduates' first professional semester. The Secondary Teacher Extended Practice internship, or STEP, is integrated with university coursework to provide a well-rounded pre-student teaching experience. This session seeks to generate discussion and feedback on expanded clinical/field experiences in order to strengthen the internship experience of all teacher candidates.

Lickteig, Amanda — Emporia State University

Bland, Paul — Emporia State University

Measuring the Implementation and Quality of Programs for English Learners

This paper reports the development and piloting of an observational protocol designed to assess the quality and implementation of programs for elementary grades English learners. The study revealed an average interrater agreement of 82.8% across the protocol's 56 items and a very wide range in the items observed in classrooms. Some items were rarely observed (e.g., use of literary or informational texts); other were observed in nearly every classroom (e.g., teacher facilitates collaborative conversations). Attendees will be provided with copies of the protocol, item statistics, and asked to discuss implications of the findings for improving EL programs.

Goldenberg, Claude — Stanford University

Munoz-Munoz, Eduardo — Stanford University

Park, Soyoung — Stanford University

Shear, Benjamin — Stanford University

Wong, Christina — San Francisco Unified School District

Lee, Sang-Yeon — San Francisco Unified School District

Estonina, Angienette — San Francisco Unified School District

Moreno, Julio — San Francisco Unified School District

Anberg-Espinosa, Michele — San Francisco Unified School District

Chan, Daisy — San Francisco Unified School District

Wentworth, Laura — California Education Partners

Ocampo, Ada — California Education Partners

Paulo Freire and Ecumenism: Focusing on Freire's Works at WCC From 1970 to 1980

One of the richest sources for Freire's analysis was his religious vision and theological views, although this source is often overlooked. This study discusses Freire's view on Ecumenism through analyzing a paradigm shift in the ecumenical movement and his works at World Council of Churches (WCC) from 1970 to 1980 to understand Freire's educational thought more deeply.

Maemura, Eri — Ochanomizu University

New Social Studies: Use of Inquiry to Engage Learners

Move beyond a simple list of who, what, when, and where in your social studies curriculum by enabling students to delve into the how and why—give students the power to guide their learning by answering their own personal questions about topics. Example inquiry lessons and lesson planning strategies for implementing the process will be shared.

Lickteig, Seth — Kansas State University

Flashy Fluorescence: An Interdisciplinary Approach to Art and Science

Applying both Chemistry and Visual Arts disciplines, students will use "green chemistry" techniques to extract photo-reactive chemicals to produce colorant that will then be used to make interesting art projects with hidden designs.

Lech, Jenna — Toronto District School Board

Sloan, Janet — Toronto District School Board

Integrating Best Practice into Post-Secondary Online Course Design

This poster presentation will outline a system of best practices for use in post-secondary online education.

Matthews, Tracy — Washburn University

Teaching Statistics Online in Higher Education

Teaching online is a struggle for many students but when you add math to the mix it seems to become even more difficult. More specifically, teaching statistics online is a daily challenge for most students. Therefore, it is important to examine best practices for teaching statistics online in higher education.

Shores, Melanie — University of Alabama Birmingham

Sealing The Cracks of The Educational Pipeline: Counterstories That Reveal Collective Responsibility and Female Empowerment in Latinas' K-16 Success

Recent research has attended to the gender, race, and socioeconomic obstacles Latinas face in American education. However, little is known about the experiences of Latinas who are the first in their families to complete a baccalaureate degree. This research differs by offering an examination of their K-16 schooling and how their gendered experiences informed their educational success. The author shows how collective responsibility and female empowerment inspired Latinas to succeed throughout the educational pipeline.

Leslie, Angela — California State University, Sacramento

Advancing Indigenous Knowledge in Higher Education: An Overview of the Indigenous Caucus at the University of Manitoba Faculty of Social Work

The Indigenous Caucus in the Faculty of Social Work, University of Manitoba, Canada was formed to provide collegial support, counter the structures, and to create space for Indigenous voices in higher education. The members of Caucus have challenge policy, conducted research, developed a new graduate program, provided learning opportunities about Indigenous perspectives, and support Indigenous students. This presentation provides an overview of this work to advance the inclusion of Indigenous knowledge, perspectives, and practices in higher education and makes recommendations for others working to create similar or parallel changes.

Hart, Michael Anthony — University of Manitoba

Pompana, Yvonne — University of Manitoba

Halonen, Deana — University of Manitoba

Rowe, Gladys — University of Manitoba

Burton, Amanda — University of Manitoba

Laborers or Intellectuals: A Theoretical Analysis of a STEM Higher Education, Workforce Development Pathways Program

Many higher education career pathways programs supporting traditional industrial workforce development goals tend to satisfy capitalist and social structural theories like that of Marx, Weber and Gramsci. However, when applying concepts of Deleuze and Guattari, Foucault and Said, this poster presentation analyzes shifts in practice and discourse of a STEM higher education pathway program to show glimpses of a potential new direction for refocusing and training the next generation of Scientists and engineers.

Balos, Noreen — University of California, Santa Barbara

An Investigation into the Experiences of Immigrant Teachers Serving in Bilingual Education Classrooms in the United States: What Can We Learn from Their Experiences?

The purpose of the study was to investigate the experiences of Spanish-speaking teachers recruited from other countries to work as bilingual education teachers in the US. They are often recruited to meet the needs of Schools districts needing Spanish-speaking teachers to serve a growing student population of linguistically and culturally diverse students who often struggle to meet state standards.

Robles-Goodwin, Patsy — Texas Wesleyan University

Process and Outcomes of Higher Education Faculty Collaboration: Modeling Co-Teaching for Preservice General Educators, Special Educators, and Administrators

This session deScribes the process and outcomes from a collaborative project at a college of education in a diverse, urban university to promote co-teaching among higher education faculty. Now in its fifth year, this innovative program has funded 9 projects on a wide range of topics. Each has yielded important benefits, both for university students and professors. This session will share the “nuts and bolts” of establishing this program to promote faculty modeling of co-teaching.

Persiani, Kimberly — California State University, Los Angeles

Ricci, Leila — California State University, Los Angeles

Validation of Graphic Inventory of Ethical Leadership Behavior (GIEL)

This paper provides a rationale for the need for a new instrument measuring ethical leadership, the background and history of the development of the instrument, theoretical framework from the literature review, and proposed methods for a validation study of the 3D Graphic Inventory of Ethical Leadership. The validation study is planned to be completed by the conference presentation date.

Hanson, Janet — Azusa Pacific University

Reveles, Ursula — Azusa Pacific University

Loose, William — Azusa Pacific University

Hanshaw, George — Azusa Pacific University

Learning in Two Languages: The Acquisition of Literacy Skills in Young English Language Learners

Language is a critical tool for learning. While several programs exist for non-native English speakers to learn in the dominant culture, some focus exclusively in the acquisition of English, without consideration to home languages. Literature suggests a relationship between language of instruction and vocabulary development exists, and that literacy gains can transfer between languages. The proposed study explores the relationship between language of instruction and literacy skills in preSchool children enrolled in different bilingual programs.

Siller, Patricia — University of Houston

Edgar, Teresa — University of Houston

Ford, Haley — University of Houston

Establishing Student Centered Advising Model in Japanese Higher Education

This research provides faculty and student’s perceptions on advising, and advising model at Japanese college. The research shows there were 1) a conceptual gap between how faculty view themselves as advisors and actual behavior and 2) diScrepancy between students’ need from advisors and advisors’ expectation on their responsibility. The analysis from surveys conducted with sixty faculty and 222 2nd year students plus 30 interview narrative data will be explored.

Yamasaki, Megumi — Soka University

Tomioka, Hiroko — Soka University

Striving for Excellence: Librarian-Faculty Collaboration

This presentation deScribes efforts in librarian-faculty collaboration at California State University Los Angeles. It shares successful experience in the team work of librarian and teaching faculty in enhancing students’ information literacy skills, integrating information literacy into freshman composition and upper level writing classes, developing library’s online and print collection, and collaborative work that led to a successful external grant. It also looks into the challenges in the collaboration between librarian and faculty in today’s rapidly changing information environment and provides possible solutions for promoting the collaboration.

Xu, Ying — California State University-Los Angeles

A Meta Pedagogical Journey Through Points of Intersection and Divergence Across DiSciplines

This poster is an amalgamative representation of the voices, understandings, and interpretations of six cross-diScipline faculty members. From a rich exchange of ideas, several questions, rumbling beneath the surface as a quiet and disquieting diScourse, emerged: "What is pedagogy? What are its effects? Who decides what we teach and how? How do we (and perhaps should we) seek a fusion of understandings?" The metaphors, images, and quotes encased within this poster represent each member’s understandings and renderings.

Mathison, Bev — Mount Royal University

Holistic Education Focus on Honeybee

For three years, honeybee project at Otemon Gakuin University have been working. Fortunately, this year we got honey, which is natural blessing from honeybee. Focusing on honeybee and honey, we have been learning about ecology, biology, management, economy, food, community development and so on through our experiences. This is one of the case study of Holistic education, because Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning.

Imahori, Yoko — Otemon Gakuin Univesrity

Who Can Be a Critical Thinker? A Two-Wave Longitudinal Study on Critical Thinking Attitudes

Less is known about the developmental features of critical thinking attitude (affective side) than ability (cognitive side). The purpose of this study is to deScribe developmental changes in critical thinking attitudes by a longitudinal study and to identify personality traits that are more likely to be a critical thinker. Results showed that people become less critical longitudinally, but that people with higher agreeableness and openness tend to have critical thinking attitudes. Educational implications are diScussed.

Takahashi, Yusuke — Kyoto University

Kusumi, Takashi — Kyoto University

Manalo, Emmanuel — Kyoto University

Starting a Collaborative Outdoor Education Project from Scratch

This presentation details the process being undertaken to develop a cooperative outdoor education project between a public middle School, local conservancy organization, and university education program. It will show the efforts being made by the partners to begin a successful cross-curricular endeavor by the middle School teachers, satisfy organizational goals and grant requirements by the conservancy organization, and meet university and department goals while providing hands-on environmental education experience for pre-service teachers.

Potter, Robert Lance — Eastern Washington University

Baldwin, Kathryn — Eastern Washington University

Re-establishing a Collaborative Relationship

Results from an action research project will be shared. The focus of the project was how to re-establish a long standing relationship between faculty and preSchool teachers at a Midwestern University. Historically, a very strong partnership existed. The relationship changed over a four year period due to faculty retirement and a high turnover rate amongst preSchool teachers. The importance of this relationship existed because both entities serve students attending the University.

Labrensz, Marilyn — Minnesota State University Moorhead

Development of A Harmony Training Support System for Wind Instrument Music

We propose a harmony training support system for wind instrument music as a new way of teaching methods. This system can support harmony training for instructors and players of the wind instrument music based on calculating difference of frequency of music sound. In the presentation, after having clarified issues of the wind orchestra in Japanese School, we will show a developed prototype system and the results of experiments to confirm effectiveness of the system.

Kaneko, Daisuke — Hokusei Gakuen University

Muramatsu, Kanako — Keio University

Hayashi, Yasuhiro — Keio University

Kiyoki, Yasushi — Keio University

The NeuroScience of Learning: How the Brain Processes and Stores Information

Educators misunderstand an integral part of learning theory texts, the neuroScience of learning. This poster presentation will deScribe the biochemical processes of learning and the mechanisms the brain uses to process and store information. The purpose of the presentation is to better acquaint social Scientists and educators with the neurophysiological processes of learning and memory.

Matthews, Elizabeth — University of Bonn Medical Center

Matthews, Eric — A.T. Still University

Hello ELLO! Early Language and Literacy Opportunities

Project Hello ELLO seeks to address the 30 million-word gap through a community awareness campaign and “turn-key” ELLO activities and resources that can be embedded within everyday routines (e.g., hELLO Families!, hELLO Classrooms!, hELLO Communities!). The Hello ELLO presentation will provide a visual and narrative model of the project framework and anticipated outcomes. Furthermore, preliminary data from a field survey measuring initial impact from the project community awareness campaign (i.e., hELLO Communities) will be shared.

Wilson, Allison — Eastern Washington University

Davis, Shanna — Eastern Washington University

Demotivating Factors of Korean EFL Freshmen Students

The purpose of this study is to investigate which educational factors caused EFL freshman students’ motivation to be reduced while learning English in their high School days in Korea. The results show that simple memorization of vocabularies without guidance, translation-centered English reading, individual learning contexts without getting help in the learning, and grammar-centered English learning demotivated students’ English learning.

Kim, NamHee — Chosun University

Jung, MieAe — GeumGang University

Attitudes Towards Education Policy and the Great Recession

This is a well-identified study of how attitudes towards educational policy among the public, teachers and parents change in response to the economic shocks of the great recession in the United States. We find that attitudes towards spending in education behaves on average like a normal good and is thus pro-cyclical, and so is unlike welfare spending. However, institutional characteristics such as the local share of spending as well as belonging in a specific interest group such as parents or teachers act as mediator variable that changes this relation to be in the opposite direction.

Lastra-Anadón, Carlos — Harvard University

Meeting the Needs of GT Students Through School Choice: A Comparison of Hawaii and Slovenia

School choice in the U.S. focuses on students who live in low SES areas and/or are members of under represented, minority groups while in Slovenia the emphasis is on performance in sports and dance. Little attention is given to the potential offered by school choice for academically/intellectually gifted students. We compare school choice and the ways that the two very different but similar sized locations can design school choice to meet the needs of GT students.

Buchanan, Nina — University of Hawaii Hilo

Jurišević, Mojca — University of Ljubljana

Teacher Continuing Professional Development in Qatar: Barriers and Prospects

This contribution analyzes the successes, challenges and future prospects of Continuing Professional Development (CPD) programs in the State of Qatar.

Weber, Alan — Weill Cornell Medicine in Qatar

Indigeneity: What is it and Why is it Important for School Leaders?

This paper presentation will look at the findings of a study that examined the leadership practices of four African American male school administrators. As part of the findings, this presentation will explore the meaning of place and indigeneity as it relates to school leaders developing strong school-community relations in urban school contexts.

Ononuju, Ijeoma — Northern Arizona University

Co-Teaching Mathematics: A Shift in Paradigm to Promote Student Success

In this article we describe models of co-teaching that can be used to promote students success. We will highlight how mentor teachers and teacher candidates can collaborate during instruction to address diverse learning needs of students within the mathematics classroom setting.

Sears, Ruthmae — University of South Florida

Brosnan, Patricia — Ohio State University

Oloff-Lewis, Jennifer — California State University – Chico

Gainsburg, Julie — California State University- Northridge

Stone, Jami — Black Hills State University

Biagetti, Stephanie — California State University – Sacramento

Cayton, Charity — East Carolina University

Grady, Maureen — East Carolina University

Spencer, Catherine — California State University- San Bernadino

Riggs, Laurie — Cal Poly Pomona

Clarke, Pier Junor — Georgia State University

A Localized Exploration of Inhibitors to Access and Retention within Underrepresented Groups' STEM Higher Ed: A Study in Flint, Michigan

This work investigates the limiting factors responsible for the low number of STEM degree enrollment and completion among women and particular minority groups. We explore mitigation strategies and perceived inhibitors to STEM education through a survey of college level students in one city; Flint, Michigan. We present our findings and discuss future directions for the research path.

Idowu, Adeboye — University of Michigan-Flint

Allison, Mark — University of Michigan-Flint

Joo, Sui — Broward College

Science Teachers Selection and Use of Visual Models

The present study examined teachers' selection of visual models as pedagogical tools and explored how in-service and pre-service elementary teachers proposed the use of visual models in a lesson plan about a complex system (e.g., water cycle). In particular, this study examined elementary teachers' planning and use of models in the context of systems thinking.

Lee, Tammy — East Carolina University

Jones, Gail — North Carolina State University

Glass, Bonnie — East Carolina University

Chessnutt, Katherine — North Carolina State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Farrell, Thomas

Developing ESL Teacher Expertise: Finding Balance

Within the field of TESOL teacher expertise is still a very under-researched topic. This paper explores issues related to teacher expertise and attempts to outline specific characteristics of ESL teacher expertise exhibited by three experienced ESL teachers in Canada during regular group discussions and journal writing over a 2-year period.

Farrell, Thomas — Brock University

Developing Pragmatic Teaching Materials

In order to obtain an ESL license, teacher candidates are required to pass edTPA, a performance-based, subject-specific assessment used by teacher preparation programs throughout the United States. One of the skills that edTPA expects future teachers to demonstrate is their ability to develop students' pragmatic competence. This paper presents effective techniques for developing pragmatic teaching materials that future teachers can use in edTPA and in their ESL classes when they start teaching in public schools.

Pavlov, Vladimir — University of Wisconsin-River Falls

Stetsenko, Elena — University of Minnesota

A Different Approach to Peer Evaluation

Peer-review can be employed effectively in an academic writing class at a Japanese university. This presentation will focus specifically on how to elicit feedback from students who at times find it difficult to offer a frank opinion. The presenter will show a distinctive process on how a peer-review activity can be designed and put into practice in a classroom to create opportunities for students to interact, be frank and learn from each other.

Tang, Polly Liyen — Kwansei Gakuin University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 3

Session Topic: Secondary Education - Workshop **Session Chair:** Agnello, Mary Frances

Critical Questions About Teaching Secondary English Learners

In this workshop, the researchers, grounded in the experiences of teacher practice, pose and invite audience participation in answering 14 critical questions about instructing and meeting the needs of secondary ELs to position themselves for English mastery and life beyond high school. The questions address issues ranging from issues of identity of both teacher and student, to academic policies, concerns, demands and challenges, to confronting common practices that marginalize, stigmatize and Other the EL.

Agnello, Mary Frances — Akita International University

Miller, Paul Chamness — Akita International University

Delahunty, Geniene — Akita International University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 5

Session Topic: Curriculum, Research and Development **Session Chair:** Lohr, Joel

Sitting Alone with a Text: Overcoming the Inherent Protestant Biases of American Education

Despite efforts to change, American education—kindergarten to PhD—remains heavily steeped in a Protestant model of learning: literacy is prized and students often read texts alone, a practice itself premised upon the Protestant Reformation's foundational idea that one can encounter the divine personally through written word. In coming to understand the inherent Protestant biases within American education, teachers and professors can better incorporate a variety of educational models to achieve maximum learning outcomes for America's diverse student populations.

Lohr, Joel — University of the Pacific

The Perils of Dwindling Research Output in Higher Education Institutions (HEIS): Strategies to Curtail this Crisis?

Using both qualitative and ethnographic approaches, researchers confronted the most critical debate of low research output, yet, remains controversial and unresolved. The dispute derives from the mandate of universities of teaching, research and community service. As knowledge based organization, a university's visibility is largely determined by her research profiles, exhibitions and innovations. Lack of philosophical research agendas; failure to balance teaching and research; weak research structures and limited University-Community Research Partnerships were responsible for low research output.

Namara, Rose — Uganda Management Institute

Kaguhangire-Barifajjo, Maria — Uganda Management Institute

Lesson Study as an Effective and Sustainable Form of Collaborative, In-House Professional Development

This mixed methods case study investigated mathematics teachers' perspectives of the effects of the Lesson Study Process on their content knowledge, pedagogical knowledge, and the potential for students' achievement. Teachers from elementary, middle, and secondary schools in a southern metropolitan area were sampled for this study. Results from this study indicate that the teachers believe that each of the three areas are improved when employing Lesson Study as a form of sustainable teacher professional development.

Wright, Thomas — University of New Orleans

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Ebrahim, Christine

Creating a Safe Learning Environment for LGBTQI Students: A School-Wide Responsibility

The statistics on the LGBTQI population in schools is staggering. Nine out of 10 LGBT youth report being victims bullying at school, including direct, indirect, and cyberbullying. According to the American School Counselor Association, school counselors have the responsibility to ensure that each person has the right to feel safe in school environments. Presenters will discuss ways in which all members of the learning community to ensure a safe school for LGBTQI students.

Ebrahim, Christine — Loyola University New Orleans
Robinson, Stephanie — Loyola University New Orleans

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Panel **Session Chair:** Bartlett, Lesley

How Do Qualitative Methods Need to Evolve to Address New Research Challenges?

Qualitative methods in educational research have become considerably more complicated in recent decades. Previously, lone researchers focused on a single community, school, or classroom (e.g., Spindler 1955, 1987). Now, approaches include multi-sited research, investigations of educational “policy as practice”, and shifting dynamics between researcher and participants. What dilemmas for education researchers emerge from new participatory approaches? What new strategies for data collection and analysis may now be necessary, given some of the changes described?

Bartlett, Lesley — University of Wisconsin – Madison
Walker, Erica — Columbia University
Vasudevan, Lalitha — Columbia University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Kahili 1
Session Topic: Business Education - Workshop **Session Chair:** Culbreth, Donnamaria

College Prepared Workforce Ready: Developing Twenty-First Century Business Degree Programs

Business degree programs preparing students for the twenty-first century workforce require developing programs and curriculum to include four dimensions (1) Personal Skills, (2) People Skills, (3) Workplace skills, and (4) Applied Knowledge. Using the Career Pathways model, this workshop will focus on the development of business degree programs in alignment with business and industry required twenty-first century workplace knowledge, skills and abilities, the College Prepared Workforce Ready Instruction Methodology, and student success and retention safety nets.

Culbreth, Donnamaria — Culbreth, Jung-Kim, & Severino, LLC

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Panel **Session Chair:** Greenwood, Margo

Contextualizing Indigenous Health in Canada – A Decade of Collaboration, Resource Development, Education, and Knowledge Exchange

Developing and sharing resources to educate on Indigenous health must be contextualized both within ongoing disparities and successful initiatives underway. The National Collaborating Centre for Aboriginal Health recently released Determinants of Indigenous Peoples’ Health: Beyond the Social, which privileges Indigenous voices and perspectives on health, including respect for Indigenous cultures, ecologies, identities and knowledges. Dimensions of well-being, including the education and development of resilient Indigenous children and their role in cultural continuity will be discussed.

Greenwood, Margo — University of Northern British Columbia
de Leeuw, Sarah — University of Northern British Columbia
Atkinson, Donna — University of Northern British Columbia

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Lehua
Session Topic: Student Affairs **Session Chair:** Baumgartner, Lisa

"People's Passions Are Contagious": Peer-Mentoring Experiences of Student Affairs Professionals in the Assessment Colleague Team (ACT) Project

We explored the peer mentoring experiences of student affairs professionals and master's students enrolled in the Assessment Colleague Team (ACT) Project. Project leaders paired participants, provided assessment information, and requested that dyads meet regularly to discuss assessment during the academic year. Eleven respondents were interviewed at the conclusion of the ACT Project. Participants discussed the benefits and challenges of peer mentoring. Findings have implications for the assessment training and mentoring of student affairs professionals.

Baumgartner, Lisa — Texas A&M University

Nichols, Keegan — Fort Hays State University

The Effect of Safe Ride Programs on Neighborhood Crime

Many colleges currently offer some version of night-time shuttles for their students. Although campus safety is the primary purpose of these programs, might they be providing a greater service by reducing the amount of crime in the neighborhoods they serve? This study analyzed crime rates in the neighborhoods served by one university's shuttle service and determined that the program played a significant role in reducing crime in these neighborhoods.

Longwell-Grice, Robert — University of Wisconsin-Milwaukee

Gap Between Aspiration and Participation of VET Students with Low Socioeconomic Background in Higher Education: A Malaysian Perspective

The presentation describes the barrier to higher education encountered by the vocational students with low socioeconomic background in Malaysia, and also suggest strategies to overcome the barrier and make higher education easier attainable to these students.

Chong, Jacky — University of Tasmania

Fraser, Sharon — University of Tasmania

Callingham, Rosemary — University of Tasmania

Kader, Ab Saman Adb — University of Technology Malaysia

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Roberts, Jasmine

Creating Meaningful Student Engagement and Learning Outcomes through Project-based Learning

The presentation seeks to deepen the understanding of the importance of real-world connectivity in the classroom. It will address the effectiveness of project-based learning by presenting data regarding the community partnership between local small businesses and strategic communication students enrolled in a capstone course. The overall goal is to assist and motivate the audience to modify their current teaching approaches to reflect practical engagement in local communities.

Roberts, Jasmine — Ohio State University

Illusions of Inclusion: Are Diversity and Inclusion Policies All That They're Meant to Be?

This Paper Session will include a discussion about the mechanism of diversity and inclusion policies that create climates of exclusion within higher education institutions. Analyzing the policies, practices and procedures of inclusion across three universities in the San Francisco Bay Area, the authors created a rubric to measure inclusion based on a three point set of criteria: equity, sustainability, and mission-alignment. The findings have implications for the interconnections of race and higher education policy.

Templeton, Emerald — University of San Francisco

Love, Bridget — University of San Francisco

Davis, Beverly — University of San Francisco

Davis, Jr., Melvin — University of San Francisco

Owning "Murse": Professional Role Development in Male Nursing Students

This qualitative study explores the experience and educational journey of male nursing students in a rural public Bachelor of Science nursing program using longitudinal and multiple focus groups data. Themes are identified that provide insight into their unique experience and need to focus on professional role development.

Copenhaver, Melissa — Northern Michigan University

Wedin, Helen — Northern Michigan University

Are We Making a Difference? What Is the Impact of an Online Postgraduate Palliative Care Course on the Professional Lives of Alumni?

The discipline of Palliative & Supportive Services, Flinders University offers post-graduate courses in Palliative Care and in Palliative Care in Aged Care, both of which have been offered exclusively by distance education (online) since 2002. In looking to the impact of our courses we have surveyed our alumni to assess the relevance of their course to their practice, and its impact not only at the individual level but potentially at the organisational level as well.

Rawlings, Deb — Flinders University

Devery, Kim — Flinders University

The Discourse of Campus Sustainability at Public and Private Japanese Universities

This paper will present an analysis of campus sustainability discourse at four universities that are part of a growing higher education campus sustainability movement in Japan. Our research objective is to examine some of the different ways that the global discourse of higher education campus sustainability is adapted and co-opted to serve local and non-local needs.

Hourdequin, Peter — Tokoha University

Tani, Seiji — Tokoha University

New to the State and New to Teaching: Creating Authentic Resilient Educators (C.A.R.E.) Utilizing Digital Narratives

This action research study focused on beginning teacher attrition plaguing schools today. Specifically, this project explored a way to support out-of-state beginning teachers who are traditionally difficult to retain by utilizing support sessions where participants tracked their first year teaching journey utilizing digital narratives. These visuals provide a revealing insight to the experiences of beginning teachers to help better customize support systems that schools/districts could put into place to ensure greater retention.

Olson-Stewart, Kelly — Ashford University

Needs Assessment of the Educational Management of Mosque-Based Islamic Educational Centres (TADIKA) in 3 Southern Border Provinces

The study was 964 administrators, teachers, and parents involving with TADIKA in Thai 3 southern border province. The data were collected from questionnaire. The quantitative data were analysed by descriptive statistics, and PNImodified index. The results of needs assessment towards the educational management model of mosque-based Islamic educational centres (TADIKA) in the three southern border provinces (Pattani, Yala and Narathiwat) can be categorized into five aspects: curricula, personnel, budget, general administration and the participant of community members.

Prasertsin, Ujsara — Srinakharinwirot University

Mitranun, Chanida — Srinakharinwirot University

Lopprasert, Anchleeporn — Srinakharinwirot University

Feedback: An Essential Tool for Performance Improvement

This paper examines research supporting the use of feedback as an effective tool for improving the performance of both teachers and students. Properties of effective feedback are identified for inclusion in a working model. Methods for integrating and aligning critical information across all levels of a school are explored. Common obstacles are along with solutions are offered to assist schools achieve sustainable implementation.

States, John "Jack" — Wing Institute

Creating a Performance Feedback School Culture

This paper discusses evidence-based strategies for changing school cultures to increase their use of performance feedback. Traditional efforts at culture change—information dissemination, training, and supervision—have repeatedly been shown to be ineffective in bringing about sustained change. The proposed model focuses on cultural change across all levels of an organization (systems, policies, resources, values, and contingencies).

Keyworth, Randy — Wing Institute

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education **Session Chair:** Vigeant, Margot

Effective, Adaptable Materials for Teaching Heat Transfer Concepts

Inquiry-based laboratory activities are effective instructional tools, but can be difficult to use. We have developed a series of activities that rely on simulation, demonstration, and thought experiment that address the same concepts as our laboratory activities. While none of these is as effective as the original, they are applicable in a wider variety of settings and still more effective at promoting conceptual learning than traditional lecture.

Vigeant, Margot — Bucknell University
Prince, Michael — Bucknell University
Nottis, Katharyn — Bucknell University
Koretsky, Milo — Oregon State University
Bent, Ned — Bucknell University
Cincotta, Rachel — Bucknell University
MacDougall, Kyle — Bucknell University

Student “Wellness” in 21st century universities: What does that entail?

This session fosters discussion of changes in post-secondary environments towards “wellness” approaches, programs and initiatives. Gone are the days when students at a university campus are diagnosed and provided steps toward survival; instead, we view the needs of a wide range of students with differing abilities and strive to help them thrive. The author draws on experiences in a Canadian university to discuss factors that push or inhibit change regarding this trend.

Reynolds, Cecilia — Memorial University of Newfoundland

Relationship between Subject-specific and Generic Competencies: Evidence from a Survey on Japanese Universities

This paper aims to clarify the relationship between subject-specific competencies (SSC) and generic competencies (GRC) using the results of a questionnaire survey conducted in 2015, which asked students, academic staff, and graduates of Japanese universities about graduates’ SSC in six university subjects and GRC. The empirical results show that recognition of SSC and GRC has a positive relationship with different levels of correlation among stakeholders and subjects.

Kato, Maki — Hitotsubashi University
Aiba, Daiju — Hitotsubashi University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 1

Session Topic: Symposium on the Politics of Education Reform in the U.S. **Session Chair:** Wolf, Patrick (University of Arkansas)

Comparing Parents in Charter, Private, and Public Schools in the U.S.

Utilizing the nationally representative samples surveyed in May-June 2016 of several hundred parents in each of the public, private and charter sectors, Paul Peterson presents original survey research on the important question of parental views of different types of Schools in the U.S. Peterson also will present experimental evidence that speaks to the long-running question of whether parents have accurate information about Schooling options and if prompts to be accurate actually improve parental responses.

Peterson, Paul — Harvard University

Going Private: Political Factors Shaping the Enactment or Continuation of Private School Choice Programs

This paper presents evidence from a national study of the enactment and expansion of private School choice programs in the U.S. The authors identify distinct forces that could independently influence choice programs, including political partisanship, educational need, and economic resources. They draw upon evidence from a variety of sources to test these competing claims and find partisanship to be the most consistent explanation for the enactment and spread of private School choice.

Sude, Yujie — University of Arkansas
Wolf, Patrick — University of Arkansas

Will Decentralization Lead to Greater Educational Inequity? The Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) dramatically reduces the federal role in shaping education policy, returning significant power to the states to design educational systems as they see fit. Will the reduced federal role exacerbate or reduce inequities in education? Utilizing public documents, including legislation, speeches by federal officials, analyses by policy organizations, and news accounts, the authors of this study trace the evolution of federal education policy, culminating in an in-depth analysis of ESSA.

Egalite, Anna — North Carolina State University
Fusarelli, Lance — North Carolina State University
Fusarelli, Bonnie — North Carolina State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 2

Session Topic: Teacher Education - Workshop **Session Chair:** Luttenegger, Kathleen Carroll

Aligning and Scaffolding Assessment Practices Throughout the Learning Cycle

This workshop will focus on ways to support K-12 teachers in designing and implementing quality assessment practices for students. We will focus on: identifying features of quality assessment; aligning assessment throughout the learning cycle; scaffolding assessment over time; providing feedback for students; and, using assessment data to address learning gaps. The workshop will be interactive providing multiple opportunities for participants to experience and discuss ways to support teachers in their assessment practices.

Luttenegger, Kathleen Carroll — Metropolitan State University of Denver
Funk, Christine — Sagewood Middle School

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Carinci, Jennifer

Hiring of the Fit: What is the Relationship among Pre-Service Teachers' Competencies, Beliefs, and Hiring Outcomes in an Urban District?

Responding to both the lack of evidence linking existing screening procedures to student outcomes and the demonstrated need for evidence-based screening processes, this investigation explored the relationship of competencies and beliefs likely to predict a teacher's retention and effectiveness to hiring outcomes in an urban district. Considerable variation in the preparedness of the sample was observed highlighting the importance of effective hiring practices to distinguish among applicants who may look similar on typical observables.

Carinci, Jennifer — Council for the Accreditation of Educator Preparation

Needs Assessment of ICT Coordinators in Computer Hardware Servicing: Basis for an ICT Training Program

The study aimed to develop an ICT Training program into different areas of Computer Hardware Servicing. Main sources of data came from the 25 ICT Coordinators. The researcher used Frequency and Mean in getting the profile and in assessing the levels of competency in Computer Hardware Servicing. A validated questionnaire was designed for the participants highlighting the 3 areas of Computer Hardware Servicing; Assembly / Disassembly, Installing Computer System and Computer Networking.

Creus, Mark Airon — Luis Y. Ferrer Jr. Senior High School

The College of Teacher Education as Center of Development: Its Experiences and Challenges

This paper described the policies, programs and activities which were implemented by the College in order to attain its objectives. Moreover, it identified the best practices which emerged in the implementation of these policies and programs, thus paved the way for the College's designation by the Commission of Higher Education as the first center of development in the University of Northern Philippines.

Relon, Luzviminda — University of Northern Philippines

Manzano, Maria Teresa Susan — University of Northern Philippines

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 4
Session Topic: Educational Psychology **Session Chair:** Jung, Adrian

Psychosocial and School Adjustments of Transnational Adolescents in the United States

The purpose of this study was to help parents, educators, and policymakers understand the extent to which transnational children adjust well in schools and cope with their psychological challenges in the United States. This study revealed resilient spirits of transnational for some children and fragile psychological conditions in others that need further discussion on the supports needed from all parties involved.

Jung, Adrian — California State University, Fullerton

Educators' Role in Promoting Resiliency within Southeast Asian American Youth

Asian American adolescents make up 15 percent of the United States population. Of this 15 percent, 27.1 percent are Cambodian, 22.4 percent are Laotian, and 15.6 percent are Vietnamese, making up a portion of Southeast Asian American youth. Due to the experiences that these youths face, there is a demand for culturally appropriate practices to understand their needs, risks, and strengths in order to enhance their overall educational, social, emotional, and behavioral functioning.

Dieu, Kim — Chapman University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 1
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Ackley, Amy

Leading District Change in the 21st Century: A Systematic Approach to Increase Blended & Personalized Learning in Education

This workshop will inform participants about how to effectively lead a district-wide innovative educational transformation. Attendees will learn about the five key areas of work that can provide the foundation for systematic change within a school district. Using the five key areas, participants will actively assess their own readiness for leading a blended and personalized learning initiative.

Ackley, Amy — Northwest Nazarene University

Russell, Gregg — Northwest Nazarene University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Bossé, Michael

Instruction and Assessment Tasks

Let's break the cycle of teach-test-reteach-retest-reteach-retest-move on. Mathematical formative assessment tasks can be designed to simultaneously address both assessment and instructional needs. Through robust problems, teachers can assess much more than whether or not students can answer questions or perform tasks; student conceptual understanding of numerous embedded notions can be assessed. As students respond to well-structured tasks, they come to deeply understand and connect mathematical concepts.

Bossé, Michael — Appalachian State University

Lynch-Davis, Kathleen — Appalachian State University

Adu-Gyamfi, Kwaku — East Carolina University

Chandler, Kayla — North Carolina State University

English Usage Among Japanese Junior High School Teachers: Student Perceptions

This qualitative research will examine data reflecting the degree to which third-year Japanese junior high school students perceive their Japanese teacher of English to use English when teaching. Data put forth will include perceived English usage percentages, methods of how new concepts and vocabulary were explained, and the amount of perceived interaction between students and teachers.

Edwards, Michael — Doshisha University

Positioning of Arabic Speaking Female Students While Learning English Abroad

Using the positioning theory of Davies and Harre' (1999) researchers collected interviews of Arabic speaking women about issues and challenges of studying English in one mid-south US university. Learning about the social and cultural backgrounds of this specific group can positively impact their English language learning and educational experiences. By helping this group of learners succeed, educators can impact not only these women, but the societies they are going to teach upon returning home.

Al-Zoin, Haraa — University of Arkansas

Lincoln, Felicia — University of Arkansas

Online Collaborative Language Classroom Observation Platform to Promote Lesson Study of Language Teaching Classes

This study introduces newly developed online platform for pre-service and in-service language teacher education. Using this platform, researchers and teachers can study language lessons collaboratively and can discover points to be improved. This platform is now freely opened to language education researchers and teachers.

Ishizuka, Hiroki — Hokkaido University of Education

Difficulties Caused by the Phonological Differences: Focusing on the Effects of Learning Phonics for Overcoming Them

Purpose of this proposed research is to reveal effects of teaching phonics to Japanese primary school students for overcoming problems caused by the phonological differences between English and Japanese. Practical intervention will be done in a primary school. The students' decoding and dictation skills will be measured before and after the intervention. Typical mistakes, such as insertion of vowels, will be seen in those students. Learning phonics will contribute to decrease those mistakes.

Kizawa, Rieko — University of Tokyo

Using Technology to Assist with Reading Learning Differences

The integration of technology in reading instruction with a focus on digital tools for word recognition, fluency, and comprehension for students with learning differences will be presented. Assistive technology ideas will be shared for struggling readers two years below grade level, English learners, and dyslexic learners within the regular classroom. Attendees are encouraged to bring their computers to experience some of the sites.

Moore, Marilyn — National University

Strategies for Struggling Readers: Learn How to Supercharge Your Reading Instruction with Brain-Based Strategies!

This session is based on the most current information we have about the human brain and how it processes information. The Information Processing System will be used as a model to describe how the brain processes information with an emphasis on memory, transfer, and teaching for higher learning. Participants will learn and create strategies/tools based on our most current knowledge of the brain and how it functions relative to learning.

Bell, Benita Elaine — Concordia University Chicago

A Model for Latino Parental Engagement: Exploring the Successes and Lessons Learned

This presentation investigates a Latino-based parental engagement and leadership program and the impact made on the Latino parents' comfort and leadership within their child's school. Additionally, the authors explored whether these changes resulted in an increase in educational outcomes, particularly reading proficiency advancement. The authors explored whether student achievement in literacy is affected by Latino parents becoming empowered and integrally involved in schools; and, the lessons learned about involving/empowering parents when implementing such a program.

Stauss, Kim — University of Arkansas

Johnson-Carter, Charlene — University of Arkansas

Koh, Eun — Catholic University of America

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 5
Session Topic: Special Education **Session Chair:** Chmiliar, Linda

Learning Disabilities: Improving the Spelling Skills using Apps on the iPad

There is little research data on the effectiveness of the iPad as a learning tool for students with learning disabilities. This paper presents findings of a study exploring the use of Simplex Spelling Phonics apps in two classrooms of students with learning disabilities. The results indicate that the apps were very effective in helping students to develop spelling skills.

Chmiliar, Linda — Athabasca University

STEAM Strategies for Culturally Diverse English Learners with Disabilities

Best practices in STEAM (Science, Technology, Engineering, Arts, and Math) instruction serving culturally and linguistically diverse English Learners with disabilities. Examples will be presented of STEAM lessons that facilitate integrated learning where students with disabilities add the arts into STEM, create innovative solutions to problems, and incorporate cultural diversity.

Peterson, Patricia — Northern Arizona University

Showalter, Stephen — Northern Arizona University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Ebrahim, Christine

Let's Play: Common Methods of Play Therapy Delivery in Elementary Schools

It is estimated that one in every ten children in the United States has an emotional disturbance so severe that it disrupts daily life. Because young children lack the verbal skills needed to communicate fears, they are more likely to communicate problems through play. The presenters will share their study results on the most used play therapy by elementary school counselors and make suggestions on how teachers can use therapeutic play in the classroom.

Ebrahim, Christine — Loyola University New Orleans

Robinson, Stephanie — Loyola University New Orleans

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Levy, Nathan

Powerful Strategies to Enhance the Learning of Gifted Students

This workshop explores numerous, proven ways to reach gifted learners in challenging ways. The objective is to have participants leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. Bring your thinking caps and your funny bones.

Levy, Nathan — Nathan Levy Books, LLC

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Kahili 1
Session Topic: Distance Education - Workshop **Session Chair:** Perdue, Diana

Learning Technologies Utilized in Teaching Online Course for Adults: A Case Study

In this paper I will describe and discuss the various types of learning technologies utilized in teaching a fully online course titled "Speaking with Numbers: Effective Use of Statistics" to degree-seeking adults at a university. In addition, I will convey, using students' comments made during the course, how the educational technology helped them to learn and the challenges that were inherent in its use.

Perdue, Diana — University of Trinidad & Tobago

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Kahili 2
Session Topic: Human Resource Development - Workshop **Session Chair:** Hall, Kelly

Bullying in the Work Place: How to Spot and Stop It

At any given time, 7% of workers in the U.S.A. are being bullied in the workplace; 20% have been bullied. Over 50% of workers have either witnessed (21%) or are aware of (23%) bullying. Abusive conduct is traumatic and unproductive. What is workplace bullying? How does bullying affect targeted employees and organizations? What are reasons for bullying and responses to it? Workshop participants will learn how to spot and potentially stop workplace bullying.

Hall, Kelly — Frostburg State University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Luna, Gaye

Making Visible our Invisible Faculty: Contingent Faculty Mentoring Program

Contingent faculties are visibly increasing as state-supported high education addresses challenges related to disinvestment of funding for universities and colleges. A contingent faculty mentoring program is proposed based on a meta-analysis of workplace mentoring and research findings of part-time faculty employment in relationship to effects on academic stakeholders.

Luna, Gaye — Northern Arizona University

Cullen, Deborah — Indiana University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Rawlinson, Diane

Experiences of the First-in-family Participants in a Dual-sector University in the Highlands and Islands of Scotland: Creating an Enabling Institutional Habitus

Despite the prevalence of policies, strategies and initiatives to widen access to higher education, inequality persists. In this paper I consider this continuing phenomena through the lens of Bourdieu, analyzing the experience of the first-in-family student taking their initial steps into higher education. The study builds on a considerable body of work that has sought to operationalize Bourdieu's concept of habitus, applying this to the new context of the emerging dual-sector university.

Rawlinson, Diane — University of the Highlands and Islands

Program Review Process: An Interdisciplinary Approach to Ensure Quality and Accountability at an Online University of Higher Education

American Public University System has developed internal processes to ensure the academic quality and integrity of online courses and programs. This session will focus on the process for conducting a system-wide interdepartmental program review of academic programs. The panel will discuss the program review process and provide specific examples on how faculty and administrators ensure academic quality and continuously improve the learning environment for students.

Powell, Karan — American Public University System

Helm, Jennifer Stephens — American Public University System

Transitioning from a Traditional 66 hr EdD to an Online 51 hr EdD: A Critical Case Study through a Social Education Lens

The paper will provide a narrative inquiry / case study of a transition from a traditional 66hr EdD in Curriculum and Instruction to an online 51 hr in Professional / Instructional Leadership. Proposal and project development, meeting notes and narratives, interviews and open-ended surveys, and transition components will be analyzed and synthesized. This critical qualitative study will offer themes, issues, and suggested strategies for higher education program development.

White, Cameron — University of Houston

Developing Employability Skills through Experiential Learning

Employers are concerned about obtaining college graduates with job-ready skills. There is an increased need and opportunity to better train students by providing them with the kinds of learning environments necessary to prepare them for the workforce with the skills most desired by employers. In this presentation, we present examples of experienced-based learning strategies that have been used to help students gain experiences and competencies that organizations are seeking that make them better prepared to enter the workforce.

Mumford, Vincent — Central Michigan University

Shingles, Stan — Central Michigan University

Vinson, John — University of Washington

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** Sea Pearl 3
Session Topic: Health Education - Workshop **Session Chair:** Gibson, Cheryl

Developing and Implementing an Interprofessional Service-Learning Internship: The Community Health Project (CHP)

This workshop will showcase the Community Health Project (CHP) as a model for development of a successful academic-community partnership between public health or social service organizations and an academic medical center. We will share specific developmental processes including funding, student recruitment, agency relationship building, project evaluation methods, and academic course requirements. Case studies will highlight mentor/student experiences. Examples of course projects will demonstrate the scope of student work and the depth of community contribution.

Gibson, Cheryl — University of Kansas Medical Center

Hildenbrand, Wendy — University of Kansas Medical Center

Babbott, Stewart — University of Kansas Medical Center

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 1
Session Topic: Historical and International Comparison of Vouchers and Private School Choice
Session Chair: Torres, Chris (Michigan State University)

The Private School Landscape: The Effects of School Choice on Student Capacity and Competition

This study examines enrollment, the percentage of minorities served, and the number of grade levels offered in U.S. private Schools over a 22-year period, 1989–90 through 2011–12, during which time the number of new private School choice programs expanded significantly. The study seeks to answer: What changes have occurred in the private School population since the proliferation of School choice? The findings are significant because of what they suggest about School choice policies.

Catt, Drew — EdChoice

Carpenter, Dick — University of Colorado – Colorado Springs

Keith, Rebecca — University of Colorado – Colorado Springs

How do Private Schools in Canada Compare to those in the USA?

A descriptive and analytical comparison of private Schools in Canada and the USA examining selected organizational characteristics including size, grade level, location, funding status and religious affiliation. Data are primarily drawn from the NCES 2013 Universe of Private Schools survey and a recently completed inventory of all private Schools in Canada. In addition to providing national level comparisons attention is given to internal and cross-border differences at the state and provincial levels.

Van Pelt, Deani — Fraser Institute

Allison, Derek — Western University

Hasan, Sazid — Fraser Institute

Bosetti, Lynn — La Trobe University

Evaluating Voucher Programs: The Milwaukee Parental Choice Program

This paper is the first summary of two major studies, and 10 years of evaluating the Milwaukee Parental Choice (voucher) Program (MPCP). The paper will first discuss School voucher evaluations in general terms, including what we study in a broad context, and how these studies are carried out. Second, I will outline the types of studies completed in the evaluations and the results of those studies.

Witte, John — University of Wisconsin-Madison

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Masino, Monica

Teacher Perceptions of Diversity in Caribbean Education

The purpose of this study was to assess the importance of diversity as perceived by primary school educators enrolled in a teacher educator program in the Caribbean and to provide recommendations to expand multicultural practices in curriculum development activities. This study was also used to assess the importance of diversity as a component of teacher preparation programs. The survey instrument used in this study has been implemented in the Caribbean Region for a transnational comparison.

Masino, Monica — University of the West Indies Open Campus

Foreign Language Teacher Candidates' Representations of Teacher Presence: An International Comparative Study

Second and foreign language teacher candidates' (TC) beliefs have been studied in association with a variety of variables, teacher presence being an exception to these. Given that research has shown that cultural norms about teaching vary across nations (Kissau, Rodgers, & Haudeck, 2014), we hypothesized that foreign language TC from different cultural backgrounds may not espouse the same representations of teacher presence. Representations of over 450 foreign language TC from 6 different countries are examined.

Gazaille, Mariane — Université du Québec à Trois-Rivières

Charles, Merlin — University of Toronto

Wagener, Albin — Université de Nantes

Casanovas-Catalá, Montserrat — University of Lleida

Aminzadeh, Roxana — Islamic Azad University

Szubko, Weronika — University of Lodz

Spagnoli, Frédérique — Université de Franche-Comté

Pérez, Vilma Páez — University of Holguín

Growth Mindset in the Classroom: A Teacher's Primer

A non-cognitive skills theoretical lens from the Project for Educational Research that Scales (PERTS) provides the framework and survey used for data collected as self-reports of students (n=2,908) in elementary (n=5) and middle schools (n=2). Results provide evidence of the factors contributing to student non-cognitive skills, how students view their classroom experience, and a discussion of implications for the classroom teacher.

Hanson, Janet — Azusa Pacific University

Positive Affect Efficacy: Improving Subjective Wellbeing and Performance

The suggestion is that in addition to traditional subject areas, such as mathematics and English, new subjects relevant to an ever-changing society can and should be taught and learnt. In this respect, in this thesis, a number of strategies will be identified and examined in order to unpack what is seen to be best practice in teaching and learning positive affect efficacy to improve subjective wellbeing and performance, for both teachers and students.

Tidd, Marc Alfred — University of Notre Dame

Kennedy-Clark, Shannon — University of Notre Dame

Career Exploration at the Grade 5 Level: Introducing Career Planning Skills Through Integration Into the Health and Language Arts Curriculum

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 5 students in Alberta participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for Health and Language Arts were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

Career Education In a Multicultural Classroom: Integrating Self-exploration and Goal-setting Lessons Into the Curriculum Through Artistic Mediums at the Grade 5/6 Level

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 5/6 students in Alberta participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for Career Education and the Arts were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

A Grounded Theory Study of Self-Presentation of Adolescents with Non-Suicidal Self Injurious Behavior in Social Networking Sites in the Philippines

My research is about the Self-Presentation of Adolescents with NSSI behavior in Social Networking Sites in our country, the Philippines. This is an in depth-study in understanding the self-presentation of young people who exhibit on line. The main objective of the study is to develop a theory in understanding adolescents that grounded in data

Data, Kristoffer — City Schools Division of Bacoor and Digman Elementary School

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 1
Session Topic: Elementary Education **Session Chair:** TeKippe, Stephanie

A Roadmap to Increase Active Learning in Elementary Education Reading Methodology Courses With Problem-Based Learning

Problem based learning (PBL) has proven successful in STEM fields for active learning and therefore learner retention. PBLs are not widely practiced in reading or language arts methodology courses. The research conducted in an elementary education reading methodology course provides a roadmap to successfully use this active learning application in a non-conventional subject.

TeKippe, Stephanie — Wartburg College

Supporting Education through Environmental Discoveries (SEED)

Educational institutes are centers for change and can lead to a revolution in the way today's youth view the world. Providing environmental education through ongoing practices leads to the students' enduring understanding. The purpose of the study was to identify methods to decrease waste and transform the school setting by means of recycling, reusing, and composting. This presentation will highlight the way a school manages waste products while promoting green solutions.

James, Laurie — University of Hawai'i - West O'ahu

The Relationship between Classroom Activity and Competency in Japanese Elementary School

The purpose of this research is to clarify the relationship between classroom activity and competency, based on analyzing survey data about Japanese elementary school life. Based on the results of the analysis, we discuss the possibility of Japanese classroom activity, which is a characteristic of educational activities as compared to the school education in other countries.

Hasegawa, Yusuke — Oita University

Shiramatsu, Satoshi — Ehime University

How Do We Best Prepare Elementary Education Majors for Their Subject-Area Exam in Social Science?

In most states, elementary education majors must pass a subject-area examination that includes quite a bit of social science material. However, most university curricula include only a minimum number of social science courses. This presentation will investigate how universities prepare (or fail to prepare) their elementary education students to take the social science section of their subject-area examination. A brief discussion of approaches used by universities represented in the audience will be included.

Holt, Jerry — Florida A&M University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Miller, Mike

Modern Approaches to the Instruction of Geometry: Teaching from an Ancient Perspective

In this workshop, we will demonstrate some new old-fashioned ways to communicate geometry. We will look at the discoveries of Pythagoras, Archimedes, and Euclid and how they thought about and dealt with topics in geometry.

Miller, Mike — Corban University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL - Workshop **Session Chair:** Spies, Tracy

Engaging English Language Learners in Scientific Discourse: Lessons Learned

The purpose of this workshop is share with educators classroom conditions and instructional scaffolds that promote quality academic discourse with ELLs. By the end of this workshop, educators will be able to: (1) establish classroom conditions for ongoing academic conversations; (2) scaffold academic conversations to support ELLs' of varying proficiency level; and (3) create scaffolds supporting scientific discourse related to science and engineering practices. Lessons learned, classroom photos, and supporting materials will be shared.

Spies, Tracy — University of Nevada Las Vegas

Huerta, Margarita — University of Nevada Las Vegas

Hayman, Arlene — Clark County School District

Garza, Tiberio — University of Nevada Las Vegas

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 3
Session Topic: Reading Education - Workshop **Session Chair:** Grace, Karyn

Using Brain Based Phonetic Reading Approaches to Close the Achievement Gap

This engaging, interactive workshop will define phonics instruction, explore how educators integrate phonetic instruction to increase students reading skills, and analyze assessing progress of student decoding acquisition. This presentation is designed to integrate text readings, latest national statistics, and provide brain based research aligned with the National Common Core Standards.

Grace, Karyn — Cambridge Public Schools

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 5
Session Topic: Special Education **Session Chair:** Hunt, Jessica

Impairments and "Dis/Ability": Advances and Constraints of Jim's Concept of Unit Fractions

Impairments do not necessitate disability. In this paper, I explore the unit fraction conceptions of Jim, a fifth grade child with visual motor impairments. Results of this case study are discussed in terms of Jim's advances in learning and factors that seemed to constrain his conceptions.

Hunt, Jessica — University of Texas at Austin

Investigating Attitudes of Upper Primary School Students in Thailand towards Peers with Specific Learning Disability

This qualitative study investigated attitudes of upper primary school students towards peers with specific learning disability. Upper primary schools from 3 schools in Thailand were individually interviewed on what they thought about a hypothetical student who had difficulties with reading and writing. Preliminary analysis found that the majority of the students had positive attitudes towards peers with reading and writing difficulties but their understanding of specific learning disability needed to be further improved.

Vibulpatanavong, Kanokporn — Srinakharinwirot University

Teachers' Perspectives of iPad Use with Elementary School Students with Autism in Inclusive Classrooms

The purposes of this study are to investigate how iPads are being used with students with autism in elementary inclusive classrooms and to determine teachers' confidence and any perceived barriers. 22 general education teachers at Indiana State were participated in an online survey. The study found that distraction for students when completing academic tasks is the most problematic about using iPads in the classroom, and teachers lack of confidence to individualize learning for all students.

Alhajeri, Ohoud — Indiana University

Alant, Erna — Indiana University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 6

Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Brown, Hilary

Teaching for Change: A Duoethnographic Exploration of Self and Other

In this panel session, a teacher educator, a PhD candidate researching cultural responsiveness, a social worker, and a nurse/creative arts educator, come together to share their duoethnographic experience answering the research question: How do we teach for change? This session will highlight the hybrid methodological process we both created and utilized as we believe duoethnography itself helped to create the space for four diverse scholars to meet at the intersections of our disciplines within education.

Brown, Hilary — Brock University

Igboegwu, Amarachi — Heidelberg University

Napan, Ksenija — Massey University

Rankin, Beth — Australian Catholic University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 7

Session Topic: Other Areas of Education - Panel **Session Chair:** Mayfield, Kimberly

The Oakland Mix: Oakland Natives Create a Unique Approach to Increase Academic Achievement for Oakland Youth

Since 2008 Oakland Natives Give Back (ONGB) a 501c3 has used groundbreaking strategies to increase the attendance rate in the Oakland Unified School District. ONGB uses principles of philanthropy to influence social behavior that leads to improved academic outcomes for urban youngsters. The panel will discuss the formation of the organization, how the organization develops strategic partnerships using community engagement strategies and its unique funding structure.

Mayfield, Kimberly — Holy Names University

DeWitt, Nyeisha — Oakland Natives Give Back Fund Inc.

Nettles, Rechelle — Oakland Natives Give Back Fund Inc.

Reynolds, Chantal — Oakland Natives Give Back Fund Inc.

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Kahili 1

Session Topic: Distance Education - Workshop **Session Chair:** Myers, Michael

Top Ten Plus Technology Tools and Tips for Educators in 2017

Technology remains at the center of Distance Education. Technology keeps us organized and productive. If you've ever felt lost or not up to speed with what your tech savvy colleagues can do, this workshop is for you. The presenter is a Ubtech Fellow and Blackboard Certified Trainer who will take you through the best technology practices out there today including Google Slides Q&A, Office Lens, and tools like Pixlr, Foto and many more.

Myers, Michael — National University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Workshop **Session Chair:** Nixon, Mark Alexander

Mindfulness through the Medicine Wheel

This workshop will lead participants through the four quadrants of the Medicine Wheel, i.e., Mind, Body, Emotions, and Spirit, as exploratory points of self-awareness. As a very adaptable instrument, it can be tailored specifically to direct the attention of students and/or employees using various stimuli, e.g. a short video, reflection, meditation or walk, in order to deepen personal awareness within the context of the classroom/work environment.

Nixon, Mark Alexander — Catholic Central High School

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Naffziger, Loren

Blending Competency-based Education with Self-directed Learning in an Online Course

Self-directed learning in an online learning environment is a growing phenomenon in society as Massive Open Online Courses (MOOCs), professional development, and competency-based education platforms emerge (Bonk, Lee, Kou, Xu, & Sheu, 2015; Lasse, 2012; Nemec, 2011). A study of current work in a developing self-directed online system of education is underway using a mixed methods approach.

Naffziger, Loren — Grand Canyon University

Strategically Educational Utilization of Students Information DB in Business Persons' Re-learning

In our prior study, we clarified students gain various experiences by teachers' creating task type diversity team, and they can have a wide career prospects after the completion. We try to clarify what kinds of information in students information DB can lead to task type diversity, and we discuss strategically educational utilization of students information DB in professional graduate school in this paper.

Kamei, Shogo — Advanced Institute of Industrial Technology

Koyama, Hiroshi — Advanced Institute of Industrial Technology

Innovative Partnerships to Foster Professional Development Opportunities

My paper discusses innovative partnerships in adult education to foster professional development opportunities. The paper focuses directly on the implementation of successful, collaborative professional development initiatives fostering innovative partnerships among university, government, and other stakeholders.

Toews, Jeffrey — University of Manitoba

Educational Leadership With a Global Mindset: A Quantitative Study

This study investigated the effects of 18 months of doctoral studies, including an international experience, on the intercultural competence levels of doctoral students majoring in organizational leadership.

Moodian, Michael — Brandman University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** King, Pamela

Peer Advisors/Mentors: Missed Opportunities

As resources become limited at Universities, and the needs for services increase, Universities greatest assets are our students. This panel discussion will elaborate on how students who trained in multi departments within the University have broadened their understanding as members of a global society. Two Peer Mentors will explain the impact that their involvement has had on them throughout their tenure. Two staff members will share their experience as well.

King, Pamela — Indiana University Purdue University Indianapolis

Cannon, Mercedes — Indiana University Purdue University Indianapolis

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Highman, Ludovic

Evaluating the Binary Divide in Irish Higher Education

The Irish higher education system is going through profound structural changes. Its traditionally binary heritage, with on the one hand the seven universities, offering a more general and theory driven curriculum and on the other, the 14 more vocational oriented institutes of technology, is under pressure. The purpose of this paper is to consider the argument that the binary divide in Irish higher education has been eroded by what policy-makers and other commentators commonly refer to as 'mission drift'.

Highman, Ludovic — College of Europe

Benefits of an International Education and Culture-Focused Study Abroad Program in China

This project was designed to provide participants with an International Education and Culture-Focused Study Abroad Program in northwest China during May 9-22, 2016. A group of 16 students participated by enrolling 3 or 6 credit hours in education related majors. Students' performances were assessed based on (a) participation, journals, reflection papers, portfolios and (b) the diversity standard of the Illinois Professional Teaching Standards. Results indicated all participants enjoyed the program and benefited professionally from it.

Liu, Yuliang — Southern Illinois University Edwardsville

Miner, Craig — Southern Illinois University Edwardsville

Setting Personal Goals for Change – Does it Make a Difference in Mental Health Education?

Helping health science students understand the challenges clients experience in making major life changes during mental health treatment can be a difficult task. In a senior occupational therapy course students are required to develop a goal and utilizing course content make personal changes over the academic term. This exercise appears to increase student understanding of the difficulties that clients may experience in attempting behavioral change and improves student outcomes in clinical experiences following the course.

Taylor, Elizabeth — University of Alberta

Liu, Lili — University of Alberta

Effective Teaching—What Type of Professor Are You?

After discussing the different types of professors and how each operates in the classroom, this paper explores if a certain type is best and what type students prefer. The paper then continues with a discussion of what can be done to help professors to be more effective educators.

Shum, Connie — Pittsburg State University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 3

Session Topic: Educational Administration - Workshop **Session Chair:** Olson-Stewart, Kelly

Recruit, Retain, & Respond: Addressing the Elephant in the Room-The Teacher Shortage

This presentation explores the challenges of retaining high quality teachers, as well as teacher recruitment. This issue is consuming schools across the nation. This presentation highlights promising practices to address recruitment and retention through a partnership between Human Resources and Educational Services departments within a school district. These practices are applicable at a school, district, organization, and higher education level. Ideally, we are all looking to generate a culture of resilience within our organizations.

Olson-Stewart, Kelly — Ashford University

Stewart, Michael — Human Resources Director

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 4

Session Topic: Higher Education - Panel **Session Chair:** Lambert, Stephen

Designing and Implementing a Large-Scale Student Success Initiative

In this informational session, two key creators of Hillsborough Community College's Start2Finish Quality Enhancement Plan will share strategies for large-scale, high-stakes, longitudinal planning of a success initiative designed to improve the completion rates of first-time-in-college students. Important areas of emphasis include achieving broad-based community involvement/support, promoting a culture of shared responsibility for student success, coalescing academic and student services personnel to improve student advising, creating effective curricula for a first-year seminar, and assessing student learning outcomes.

Lambert, Stephen — Hillsborough Community College

Gangi, Jennifer — Hillsborough Community College

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 1
Session Topic: School Choice on the Bayou **Session Chair:** Peterson, Paul (Harvard University)

The Effects of the Louisiana Scholarship Program on Student Achievement After Three Years

The Louisiana Scholarships Program (LSP) is a statewide program offering publicly-funded vouchers to enroll in local private Schools to students in low-performing Schools with family incomes no greater than 250 percent of the poverty line. Using a highly rigorous randomized control trial, this paper examines how the LSP has affected student achievement after three years of operation. Preliminary findings indicate negative impacts associated with voucher use that tend to diminish over time.

Mills, Jonathan — Tulane University
Wolf, Patrick — University of Arkansas

Do Students with Disabilities Benefit from the Louisiana Scholarship Program? Third Year Results

This research analyzes the third year effects that attending a private School participating in the Louisiana Scholarship Program has on achievement of students with disabilities. We use statewide data from over 300 students with disabilities who applied to 125 eligible nonpublic Schools in Louisiana for an observational study controlling for baseline characteristics. This research fills a gap in the literature on School choice specifically examining the implications that voucher usage has on students with disabilities.

Tuchman, Sivan — University of Arkansas

You Can't Always get What You Want: Capacity Constraints in a Choice-based School System

Educators and education researchers have long worried about the potentially negative, disruptive effects of student mobility. However, most research on student mobility comes from traditional districts with residence-based School assignment. Student mobility plays a different, potentially constructive role in School systems built on parental choice. This study examines the effects of mobility on the academic and discipline outcomes of mobile students and their classmates in a fundamentally choice-based School setting: post-Katrina New Orleans.

Valant, Jon — Tulane University

The Fiscal Effects of Eliminating the Louisiana Scholarship Program

Eliminating the Louisiana Scholarship Program has been proposed as a way to reduce state education expenditures for the upcoming fiscal year. Drawing upon Louisiana's education funding formulas, we determine that the overall effect of removing the program will increase state education expenditures. We also find that the effect on the budget will be negative for the majority of individual public School districts.

Trivitt, Julie — University of Arkansas
DeAngelis, Corey — University of Arkansas

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Panel **Session Chair:** Fawson, Parker

Preparing Globally Competent Teachers Through Immersive Intercultural Experiences

Strong cultural competence is a pedagogical imperative for teacher candidates to respond actively to cultural disconnects their students experience and to target specific linguistic and cultural demographic of their communities. The panelists will introduce an innovative model for infusing global and intercultural experiences in teacher education programs as a pathway for candidates to grow as interculturally proficient professionals. The panel will advance the discussions on strategic approaches to preparing teachers to serve all learners.

Fawson, Parker — Utah Valley University
Ilieva, Vessela — Utah Valley University
Cook, Raquel — Utah Valley University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Kang, Mi Ok

Factors Influencing Teaching as Career and Their Commitment to Teaching in South Korea

This presentation investigates factors that influence pre-service and in-service teachers' choice of teaching as their careers and their commitment to teaching in South Korea. Based on the Fit-Choice survey (Watt & Richardson, 2004) and the Commitment to Organizations and Occupations survey (Meyer & Allen, 1991), this study will collect about 850 surveys from pre-service and in-service teachers in Korea and analyzed the motivations, perceptions, and aspirations of individuals choosing teaching as a career and their commitment to their school and occupation.

Kang, Mi Ok — Utah Valley University

Lee, Jeong Ae — Chonbuk National University

Park, Bitnara Jasmine — American Institutes for Research

Exploring New Modes of Professional Learning: Digital Badge Programs

Digital badge programs have great potential to motivate and recognize learning. This study looks at a pilot digital badge program for school and public librarians engaged in professional learning activities to increase their digital and media literacy skills. Through secondary data analysis, findings from this study will add to the research base on the potential for badge programs to significantly scaffold learning, provide a wider range of informal learning opportunities, and impact application of learning in action.

Moen, Mary — University of Rhode Island

Karno, Valerie — University of Rhode Island

Mandel, Lauren — University of Rhode Island

Barker, Allison — University of Rhode Island

Taft, Alyssa — University of Rhode Island

Building Infrastructure for High Stakes Assessment (When the Sky Might Just be Falling)

As more and more states choose to use more high stakes assessments as a means of quantifying quality of new teacher candidates, schools and colleges of education are challenged to consider how to exploit these impositions to their own benefit and the benefit of their students. This presentation describes how one institution is addressing the state's expectation that teacher candidates add two new high stakes assessments, the edTPA and foundations of Reading, in the span of 3 years.

Longwell-Grice, Hope — University of Wisconsin-Milwaukee

Post, Linda — University of Wisconsin-Milwaukee

Hessel, Angel — University of Wisconsin-Milwaukee

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 4
Session Topic: Counselor Education **Session Chair:** Kupczynski, Lori

Counselor's Perceptions of Online and Face to Face Counseling

While there is ample research on distance learning across various disciplines, research specific to online counselor education programs is limited. Currently, it remains to be seen whether the key curricular component of developing basic relationship building skills can be taught effectively via distance learning. The purpose of this study is two-fold. Researchers are seeking more information about counselor's attitudes towards online counseling from a professional standpoint, and researchers are seeking more information about counselor's personal attitudes towards online counseling opportunities. Results and implications of the study will be shared along with the connection to the current literature in academia.

Kupczynski, Lori — Texas A&M University-Kingsville

Garza, Kristopher — Texas A&M University-Kingsville

Mundy, Marie-Anne — Texas A&M University-Kingsville

Counselor Self-Exploration as it Relates to the Communication Process

During the course of the presentation participants will explore areas such as: pre-requisites required of counselors before they enter the helping professions, basic guidelines of the counseling process, counselor emancipation from self as readiness for counseling. Counselor transformations and emancipations from self as readiness for counseling include: the processes of observation and participation, communication-vs-conversation, confiding-vs-confessing, and clarity-vs-solutions understanding through the client's perception and participation-vs-detached.

De Sena, Paul — Loyola Marymount University

Preparing Counselors for Electronic Counseling Records: Lessons Learned & Future Needs

Historically, sandtrays have been used primarily as a play therapy intervention with children and teens. This presentation discusses the use of the sandtray in counselor education during the clinical supervision process. This use of sandtray as an expressive supervision intervention helps to build the supervisor-supervisee alliance, better assess and understand cultural aspects that can impact counselor supervision, and aids in building supervisee insight and reflection skills.

Garrett, Marta — Marine Corps Community Services

Refugee and Immigrant Youth: Mental Health Counseling Issues and Practices

A global migration crisis has resulted in unprecedented numbers of refugees and immigrants; a third of these are youth, arriving with family members or alone. Though specific circumstances differ widely, immigrant and refugee youth need support with language learning, education, and adjusting to a new country; many also need mental health counseling. This presentation summarizes mental health issues and challenges these youth may face and on counseling practices that have been found to be effective.

Marshall, E. Anne — University of Victoria

Stewart, Suzanne — University of Toronto

Navigating a Third Culture: Arrival, Acculturation, and Agency in a Japanese Kindergarten

This presentation explores the emergence of third culture identity through the mediating interactions between culture and education via a longitudinal case study of an expatriate child's (and family's) experiences of local education in Japan. The case follows the story of Chris on his journey through his kindergarten's three-year program. Findings of this study demonstrate the development of third culture identity and agency within the context of the educational practices of early childhood education in Japan.

Grimes-MacLellan, Dawn — Meiji Gakuin University

Research of the Correlation between Kindergarten Quality and Children's Development - The Application of PQA, High Scope in Shanghai

This presentation introduces the application condition of Preschool Quality Assessment in kindergarten of Shanghai, China, involving 20 kindergarten more than 600 children from 3-6. It also highlights the correlation between items in PQA and children's development in areas like cognition, language, motor skill. Some methods will be introduced to improve children's development on above areas according to the study results.

Zhao, Yuanyuan — Shanghai Psylife Consulting Company

Xu, Yifeng — Shanghai Psylife Consulting Company

Building and Leveraging e-Portfolios for Hiring Purposes in the Field of Early Childhood Education

This presentation will cover the building and use of e-portfolios for hiring purposes in the field of early childhood education. The information in this session will come both from the perspective of the person applying for a position in the field of early childhood, as well as how employers might use e-portfolios to learn more about their candidates before hiring. An actual e-portfolio will be showcased!

Alvarado, Jessica — National University

What is Known About Elementary Grades Mathematical Modeling

Mathematical modelling has often been emphasized at the secondary level, but more research is needed at the elementary level. This paper serves to summarize what is known about elementary mathematical modelling to guide future research. A targeted and general literature search was conducted and studies were summarized based on five categories: content of mathematical modelling intervention, assessment data collected, unit of analysis studied, population, and effectiveness.

Stohlmann, Micah — University of Nevada, Las Vegas

Albarracin, Luis — Autonomous University of Barcelona

How do we Establish Social Presence within Online Mathematics Courses?

Social Presence is a concept that is very important with students in the online environment. In learning mathematics online, social presence is a crucial component of learning online. Rovai (2001) presents a model of community that suggests that social presence, student-instructor ratio, transactional distance, instructor immediacy, lurking, social equality, collaborative learning, group facilitation, and self-directed learning all have an impact on the sense of community within online environments. Overall, social presence can encourage students to interact in class, complete their course assignments, and to complete the course successfully.

Davis, Antoinette — Eastern Kentucky University

Coding, Learning, and Constructing Digital Literacies: Best Practices for Teaching and Learning

This preliminary study will examine best practices for teaching elementary-aged students to design and learn together with Creative Technologies and the Maker Space/Production Approach. These workshop activities will assist elementary students in grade 3-5 to understand and design with code. The process of planning and implementing these activities, as well as assessing if the students learned what was intended will be on-going process.

Wood, Shaunda — St. Thomas University

A Story in Two Voices Told Through an Autoethnographic Lens: When What is Right for English Learners in Our Schools Comes Second to What Works for the System.

In this paper I look at my involvement with a state committee charged with providing recommendations to the state's educational governing boards on how best to support the academic achievement of English learners in a western state with an increasing EL population. I use an autoethnographic lens and Interest Convergence to interrogate the complexity of dual membership, as an EL and an academic in a cultural, political and educational context.

Salas, Rachel — University of Nevada Reno

Strategies and Self-Regulation: Using Self-Regulated Strategy Development in an African Seminary

This is a presentation of an action research project within one classroom in an English-based Cameroonian seminary. In this English Grammar and Composition class, the teacher implemented Self-Regulated Strategy Development to address the academic writing needs of the students with the intention of providing effective writing and self-regulatory strategies. Quantitative and qualitative data analysis, discussion, and implications are included.

Kindle, Sulee — Cameroon Baptist Theological Seminary

Butterfield, Carol — Central Washington University

Empowering English Language Learners' Academic Potential through Problem-based Learning: Leading Teachers with a Capacity-based Lens

This study investigates the impact of Problem-based Learning (PBL) on middle school English language learners' (ELLs) academic potential and classroom engagement when teachers use a capacity-based lens for identification of potential. Findings from a federally funded grant, Project ExCEL, indicate that ELLs (n=121) demonstrated increased content knowledge and engagement in the PBL setting and through inquiry-based learning, teachers recognized their potential for advanced academic performance.

Horak, Anne — George Mason University

Webb, Kelley — George Mason University

Holincheck, Nancy — George Mason University

A Case for Teaching Literature in the Secondary School: Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization

This paper is an argument for the continued teaching of literature in the secondary school through critical examination of the ongoing "culture wars" between the humanities and the sciences, recent research in cognitive literary studies demonstrating the power of narrative reading, and an analysis of educational trends that have marginalized literature teaching in the US. The paper concludes by synthesizing various arguments for literary study in the secondary school and providing sample lesson plans.

Alsup, Janet — Purdue University

What are the Language Demands of Historical Thinking? Action Research in a Linguistically Diverse Secondary History Classroom

The CCSS for literacy in History/Social Studies provide an opportunity for teachers to develop a language pedagogy that supports historical thinking. This paper describes how a novice teacher conducted action research to identify and address some of the language demands required for historical thinking in a middle school History classroom. The presentation illustrates how Mr. Stevens (pseudonym) supported English learners to develop the language needed to think like historians and write evidence-based claims.

Pella, Shannon — University of California, Davis

The Nature of Science Conceptions of Agricultural Science Teachers

A major component of science literacy, the Nature of Science (NOS), has been targeted as a key vessel for achieving a scientifically literate public. While agriculture teachers are expected to teach science content, their understanding of science literacy, specifically NOS remains an unexplored research area in agricultural education. As such, the goal of this paper was to examine agricultural science teachers' conceptions of the Nature of Science.

Nortrup, Rebekah — Dow AgroSciences

Esters, Levon — Purdue University

Factors Being Related to Self-control among Junior High School Students in Japan: Focusing on School Life of Students

The present study is undertaken in order to seek the factors being related to self-control (Gottfredson & Hirschi 1990) among junior high school students in Japan. With respect to the factors being related to self-control, this study puts its focus on school life of students. Samples of 669 students attending a public junior high school in western Japan were gathered (valid response rate=85.3%). Upon approval from the principal, the questionnaires were distributed to students by their teachers in classrooms.

Kubota, Makoto — University of Toyama

Shiramatsu, Satoshi — Ehime University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development - Panel **Session Chair:** Winn, Pam

Spark: A Case Study on Teachers' Perceptions Regarding Creating for Passion Learning

The presentation for the panel session will include findings, discussion, and recommendation of completed qualitative study. Participants will be provided with themes supported with photographic artifacts. Full paper has been submitted.

Winn, Pam — Tarleton State University

Gentry, James — Tarleton State University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Kwon, Jin Mi

A Narrative Inquiry into the Experiences of Korean Immigrant Mothers' Familial Curriculum Making in Canada

The research is seeking to have a deeper understanding of Korean immigrant mothers' experiences as they raise their school age children in Canada. The author aims to open the space for Korean immigrant mothers to inquire into their familial curriculum-making practices through the ongoing process of living, telling, and retelling of their lived experiences as a mother in Canada.

Kwon, Jin Mi — University of Alberta

Im/Possibility of Nonviolence Education: An East/West Inquiry

Using East/West inquiry framework, drawing upon international wisdom traditions, this study discusses the difficulty of teaching the importance of nonviolence in teacher education in the US and explores how to open up more possibilities for students (pre-service teacher and in-service teachers) to unlearn violence and practice nonviolence. It is based on a qualitative teacher research that studies the presenter's three classes and findings of this study will be presented.

Wang, Hongyu — Oklahoma State University

Enhancing Culturally Responsive Teaching Through Professional Development School Experiences

Culturally responsive teaching maintains a student's own cultural awareness while preparing them to function competently in the world outside of their own culture. Preservice teachers' understanding of culturally responsive teaching can be enhanced through a professional development school relationship and the PDS relationship can also assist faculty in forming enhanced experiences for future teachers. Using Siwatu's culturally responsive scales (2007) preservice teachers were shown to have significant gains in cultural awareness and culturally responsive teaching.

Peters, Joseph — Georgia College

McMullen, Rebecca — Fort Valley State University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Levy, Nathan

Powerful Strategies to Help Hard to Reach Students Become More Successful Learners

This presentation addresses the challenges of working with students who appear unmotivated, frustrated, and resigned to experiencing failure. Logic stories will be demonstrated as a powerful method for increasing motivation and achievement. Other creative ideas will be offered to help break the cycle of discouragement and failure that many of these students face by developing strong, positive relationships in the classroom—a culture where all students will find learning opportunities and a willingness to participate.

Levy, Nathan — Nathan Levy Books, LLC

Hybrid Education: The Development and Validation of the Blended / Hybrid Learning Scale (BHLS)

This paper presents a conceptual and measurement model underlying the development of the Blended/Hybrid Learning Scale (BHLS) assessing student perception of hybrid course environments and instruction. The scale constructs were adapted from previously validated instruments including the Unified Theory of Acceptance and Use of Technology (UTAUT), Teaching and Learning Strategy and Motivation to Learn Scale in Virtual Learning Environments (TLSM-VLE), Computer Mediated Communication (CMC) questionnaire, and the Self-Efficacy scale.

Wedlock, Brad — University of Louisiana at Lafayette

Trahan, Mitzi — University of Louisiana at Lafayette

Implementation Model of a Supplemental Online Courseware

The supplemental online courseware was created to address issues regarding lessons not learned by the students when they get absent and lessons not taught by the teacher when he/she is out of the classroom. The online courseware allows the faculty members of Northwestern University to create or upload their lessons, syllabus, presentations, assignments, quizzes and other activities. Once uploaded, students can view the lessons and other activities anytime and anywhere via the Internet.

Arellano, Jean Abalos — San Nicolas National High School

Increasing Learner Metacognition and Self-Regulatory Behavior in Graduate Distance Education

The purpose of the presentation is to illustrate strategies taken to increase program completion in a graduate Systems Engineering program delivered primarily by web conferencing. This is a work in progress where students are presented with a series of efforts, from orientation/onboarding to thesis workshops, throughout the lifecycle of their program.

Roberts, Benjamin — Naval Postgraduate School

Owen, Walter — Naval Postgraduate School

E-Mentorship : Providing Support to Non-traditional Learners

This paper explores the use of faculty mentors for non-traditional university students at a private liberal arts university via distance learning. A presentation of the inception of a program designed to encourage non-traditional undergraduate students to continue to pursue their degree despite academic challenges. The authors detail the design of mentorship for student success while explaining the challenges and rewards of mentoring online students.

Davis, Dirk — California Baptist University

Norwood, Kathryn — California Baptist University

Investigating the Latent Dimensional Structure of a Cross-Cultural Data

The purpose of the study is to investigate dimensionality and the structure of the cross-cultural data set. The study applied the general diagnostic model (von Davier, 2005) both to the TIMSS 2011 math achievement and math attitude scale. For both achievement and attitude scale, the latent classes are more likely to be classified by Eastern Vs Western countries.

Seo, Minhee — Korea Institute for Curriculum and Evaluation

Chon, Kyong Hee — Kangnam University

Measuring Classroom Quality in Secondary Classrooms in Uganda: Evidence from the Teacher Instructional Practices and Processes System (TIPPS)

We describe the development of a classroom behavioral observation tool that taps pedagogical practices and the quality of classroom processes, and is uniquely suited for research and feedback use in LAMICS. We describe the reliability of each concept, the tools' factor structure as a result of exploratory and confirmatory factor analyses, and its concurrent validity with aggregate levels of academic achievement in several secondary school subjects.

Seidman, Edward — New York University

Kim, Sharon — New York University

Raza, Mahjabeen — New York University

Halpin, Peter — New York University

A Multi-group Generalizability Analysis of International Assessment Data

This study investigates generalizability of the international assessment results across culturally and linguistically diverse student groups using a multivariate generalizability theory approach. Results suggest that students' attitudes towards mathematics are measured less precisely for Asian students than for Western students.

Chon, Kyong Hee — Kangnam University

Seo, Minhee — Korea Institute for Curriculum and Evaluation

Comparing the Mediated Effect of Motivational Beliefs in Science Learning of Adolescents in the United States and Singapore: A Multilevel Structural Equation Modeling Approach

The current study investigated the relationship of 8th grade students' motivational beliefs (i.e., science self-concept, and instrumental motivation) to each other compared to their counterparts in Singapore. Two-level structural equation models were conducted to study how motivational beliefs mediate school factors' influence (e.g., instructional practices, emphases on academic success) and mediate the prediction of science self-concept to students' science outcomes employing The data of Trends in International Mathematics and Science Study in 2011.

Qi, Suwei — University of Hawaii at Manoa

Ratliffe, Katherine — University of Hawaii at Manoa

Liu, Min — University of Hawaii at Manoa

When Culturally Responsive Teaching Intersects with Culturally Relevant Content; Exposing Afro-Cuban Culture and History to San Jose State University Students of Color - A Study Abroad Case Study

During the 2015-2016 academic year, I developed a six-unit study abroad course in Afro-Cuban Culture, History and Literature, targeted toward the university's underrepresented student populations. Four African American males, four African American females, and two Hispanic females, participated in the case study. Before the June 2016 departure, the students attended orientation seminars to prepare them for this unique study abroad experience. None had prior study abroad exposure. For one, it was his first time on an airplane.

Cheers, Duane Michael — San Jose State University

Yarn, Kenyatta — San Jose State University

McLane, Danny — San Jose State University

Advancing the Disadvantaged: Preventing the First Year Slip

The presentation will address the methods used to assist students who are academically and financially disadvantaged successfully maneuver the critical first year of college. We will look at provisions of the Arthur O Eve Higher Education Program (HEOP) in New York State and methods used specifically through the HEOP at St. John Fisher College (SJFC) in Rochester, NY. We will share successful methods used and provide handouts to session participants. Handouts will include: Program guidelines, Student contract, HEOP financial guidelines, Academic Review Committee (ARC) contract, and various admission and financial aid forms. We will also provide statistical evidence to demonstrate the effectiveness of such methodology

Norman, Clarence — St. John Fisher College

Preteroti, Tara — St. John Fisher College

Okoye, Tracy Gatewood — St. John Fisher College

Institutional Isomorphism Meets Academic Disciplinarity: Two Approaches to Implementing a Global Leaders Program at a Japanese University

What is the best way to train "global leaders"? This presentation reports a case study of the differing approaches taken by two departments at the same university as they simultaneously implement a joint curriculum renewal. Viewed through the lens of institutional isomorphism, one might predict the departments adopting a similar implementation strategy; yet differing approaches were taken. The reasons will be discussed and the presentation will conclude with insights into the contributions of each approach.

MacLellan, Philip — Hitotsubashi University

The EU's External Engagement in Higher Education: the Influence of the Bologna Process, the EU's Lisbon Strategy and the Europe 2020 goals

It has become increasingly the case that other regions in the world refer to European developments in higher education to initiate reforms or changes within their own higher education systems. Since the Berlin summit (2003), European education ministers decided that future Bologna meetings and seminars should be opened to representatives from non-European countries. Several other regional collaborations have followed suit, inspired by the European objective to establish a European Higher Education Area by 2010, such as the "Euro-Mediterranean Higher Education and Research Area" founded in 2006 or the "Lusophone Higher Education Area" established in 2002. This must lead us to examine if and how the European Union (EU) has managed to export to a certain degree (if at all), ideas, values, and standards related to higher education and training.

Highman, Ludovic — Trinity College Dublin

Examining the Disconnect Between Faculty and Medical Students' Perspectives on Developing Writing Competence

Writing well is a predictor of program completion and career success yet few of the talented students who enter medical school are prepared to meet the scholarly demands of written communication. This paper discusses the curious disconnect between what medical students need and want to know, and what faculty expect and how they teach written communication skills. Identifying this disconnect was an important step in a pan-Canadian project that seeks to identify institutional opportunities for improving medical students' writing competencies.

Gustafson, Diana — Memorial University

Moving from Transparent to Translucent Pedagogy: Slipping Social Justice in the Back Door

This essay provides conceptual and practical resources for navigating the emerging imperative of transparency in higher education in the US. First, we offer a distinction between consumer-centered and learning-centered transparencies. Second, we advance what we call a translucent pedagogy, the withholding of learning goals for some classroom activities, especially in critical humanities courses that focus on social justice. Finally, the essay concludes with case studies and recommendations for best practices.

Thomas, Jennifer — St. Lawrence University

Rowland, Allison — St. Lawrence University

School Leadership Development for Digital Leaders in High-Needs Rural Schools

Rural school leaders often experience professional isolation and may not have experiences or resources to navigate the challenges of turning around low performing rural schools. A new era of educational leadership preparation is underway, to develop instructional leaders for digital learning environments & better meet the needs of rural leaders. This session will explore practices from an award-winning rural leader development program and offer strategies others can use to improve leadership in a digital age.

Fusarelli, Bonnie — North Carolina State University

Wirt, Lesley — North Carolina State University

Smith, Bethany — North Carolina State University

Fusarelli, Lance — North Carolina State University

The Mayoral Control over Educational Policy in Japan: Recent Trends in Reform of the School Board System

This paper examines recent administrative changes toward tightening mayoral control over the educational policy in Japan. The changes accelerated during the 2000s, leading to the School Board Reform Act legislated in 2014. Through analyzing their politically disputed process, the course of which allowed the drastic reform of the municipal school board system, we argue the characteristics and their possible outcome of this Japanese-style mayoral takeover.

Murakami, Yusuke — University of Tokyo

Ogiwara, Yoshio — Hokkai Gakuen University

Kawakami, Yasuhiko — Hyogo University of Teacher Education

Changing the Culture of a School: A Case Study

The culture of a school is a critical component of school improvement efforts. However, changing the culture of a school is no easy feat. Using Senge's (1990) work as a framework for creating a learning organization, this paper presents a female principal's lived experience over a three-year span to positively change (and turnaround) the culture of an urban, public middle school.

Sanchez, Jafeth — University of Nevada, Reno

Usinger, Janet — University of Nevada, Reno

Thornton, Bill — University of Nevada, Reno

The Use of Social Media in Schools and New Dimensions of Understanding

The use of social media in education is a growing concern among educational institutions. The purpose of this paper is to present the findings of research conducted from 2010 to 2013 and to explain the nature of and procedures for social media use as well as its impacts on education stakeholders.

St-Pierre, Marjolaine — Université du Québec à Montréal

Information and Technology Literacy in Higher Education

Many colleges have come to recognize the need for students to be information literate, not only because accreditation agencies are also requiring/encouraging colleges to include Information Literacy (IL), but it is another tool students need to be successful in college. Recently, I created an IL course for my institution, but I also included technology literacy. Numerous studies found many students lack technology skills; skills that colleges, and employers, assume students have.

Stanley, Theresa — Pima Community College

Do We Really Need this Class?: Former K-12 Teachers Transitioning to Teaching as University Faculty

Often doctoral programs in research-intense universities prepare graduate student to enter the professoriate with the skills and dispositions needed to be successful researchers with little or no training to teach. This session will share our experiences as faculty at a research intensive university in developing and teaching a course to prepare future education faculty. We will share the findings (across surveys, interviews, and document analyses) from our ten participants in this yearlong experience. We will present graduate student feedback about the usefulness of features this class as well as the instructor feedback that will inform future iterations of this course. Key findings included a misalignment between graduate student and instructor goals for the course and central constructs perceived as useful for current and future teaching endeavors.

Jimenez-Silva, Margarita — Arizona State University

Kulinna, Pamela Hodges — Arizona State University

Cirell, Anna — Arizona State University

Balmaseda, Matthew — Arizona State University

Nursing Students Critical Thinking and Research Utilization

Our presentation will focus on Critical Thinking Dispositions and Research Utilization (RU) of undergraduate baccalaureate nursing students enrolled at a university in Western Canada. We will also present qualitative findings related to RU which we categorized using the PARIHS framework's evidence, context and facilitation elements. Findings disclose some key facilitators barriers to students' use of research in practice. Finally, we will share some of the key challenges in using a mixed methods research design.

Profetto-McGrath, Joanne — University of Alberta

Meherali, Salima Moez — University of Alberta

Paul, Pauline — University of Alberta

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 1
Session Topic: Understanding Teachers, Leaders, and Climate Inside Schools of Choice
Session Chair: Cannata, Marissa (Vanderbilt University)

The Autonomous Administrator? Charter School Principals' Leadership in the Context of State Accountability

There is limited research about how charter School principals balance increased autonomy with accountability demands. Using data from four case study charter Schools, this paper investigates the extent to which charter School principals are afforded autonomy in their roles as leaders, what barriers charter School principals face in capitalizing on their autonomy, and how charter School principals balance autonomy with state accountability demands.

Mavrogordato, Madeline — Michigan State University

Goldring, Ellen — Vanderbilt University

Smrekar, Claire — Vanderbilt University

School Climate Ratings and Impact on Student Achievement in Traditional and Alternative Schools

This presentation will discuss survey analysis research which investigated differences in the reported quality of school climate from the perspectives of students, parents, and school staff within one urban district. Responses were disaggregated across traditional and three types of alternative secondary schools. Further, student outcome variables were examined to identify relationships between school climate ratings, student race, measures of school success, and school types.

This presentation will discuss the process and implications of the findings.

Perzigian, Aaron — Western Washington University

The New Professionalism? Examining Charter Teachers' Views of the Teaching Profession

We will present findings from an exploratory study of charter School teachers' views of teaching and the teaching profession (12-15 minutes, PPT format).

Torres, Chris — Michigan State University

Weiner, Jennie — University of Connecticut

Teachers' Perceptions of School Choice and its Impact on Their Professional Lives: A Qualitative Study

Despite the expansion of choice and privatization, little research examines how the growing School choice landscape influences teachers' professional lives. This qualitative case study of 26 teachers in one county contributes to the literature by exploring the ways in which teachers perceive and experience different School governance models and how increasing marketization impacts their work environment.

Beal, Heather K. Olson — Stephen F. Austin State University

Beal, Brent — University of Texas at Tyler

Cox, Susie — University of Arkansas at Little Rock

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Nelson, Thomas

Writing for Publication: Maximizing Opportunities for Success

This workshop on writing for publication is aimed at helping graduate students, junior faculty, and veteran faculty alike to maximize their opportunities for success in publishing in academic journals. We will examine common mistakes made by novice scholars in working with journal editors. And, we will focus on appropriate protocol in both manuscript formatting for submission and develop a good understanding of the processes associated with submitting manuscripts for publication consideration.

Nelson, Thomas — University of the Pacific

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Sterenberg, Gladys

Considering Hybrid Spaces within the Development of School-University Partnerships

The purpose of this paper is to investigate, through self-study, the barriers and strategic approaches to creating hybrid spaces linking academic and practitioner knowledge through the development of school-university partnerships within the context of an extended clinical practicum in the final semester of a 4-year teacher education program. We present some of the challenges we encountered and how we attempted to resolve issues that emerged in our efforts to create a third space.

Sterenberg, Gladys — Mount Royal University

O'Connor, Kevin — Mount Royal University

Growing Urban Educators with Persistence and Skill: Fulfilling the Promise of University Partnerships and Shaping Preservice Teacher Clinical Practice

Grow Your Own programs have a history of success and are considered a bright spot in the field of teacher education. Well-designed programs result in teacher candidates that persist to and through college and in turn, positively impact P-12 student achievement. This presentation will focus on how a large, urban school district and a large, urban university formed a unique partnership using a grow your own model where changes and challenges will be highlighted.

McClellan, Anne — University of Houston

Thompson, Amber — University of Houston

Siller, Patricia — University of Houston

Brannon, Patra — Houston Independent School District

American Skin (41 Shots); How One Song Can Teach Issues of Race, Identity and Policing in America

This presentation demonstrates an approach to teaching issues of race, identity and policing in America through one popular song. A pedagogical approach that is rarely used in mainstream teaching and one that generates greater student engagement resulting in a more meaningful learning experience will be illustrated in this presentation. Practical aspects and theoretical framework backed by research will also be provided to give teachers confidence in using this pedagogy.

Thindal, Jin — Simon Fraser University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 4
Session Topic: Educational Psychology - Workshop **Session Chair:** Buzanko, Caroline

Understanding ADHD for Effective Intervention

In this workshop, participants will learn about: a) what ADHD is, along with its different subtypes and behavioural manifestation, b) the associated comorbidities of ADHD, c) the associated executive functioning deficits of ADHD, and d) practical intervention strategies to promote student success in all areas of functioning. Participants will also receive materials to design their own intervention plans based on the information presented in this workshop.

Buzanko, Caroline — Athabasca University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 1
Session Topic: Education Policy and Leadership **Session Chair:** Perkins, Jane

Preparing Teachers for School Tragedy: Reading, Writing, and Lockdown

A sequential mixed-methods design (N=307 surveys and N=19 in three focus groups) was used to examine teachers' perceptions of crisis preparedness. ANOVAs analyzed perceptions related to teachers' urbanicity, grade level, and years of teaching. Recommendations for increasing teachers' self-efficacy when protecting students during a crisis were made.

Perkins, Jane — Johnson & Wales University

Gable, Robert — Johnson & Wales University

Salvation in the Public Schoolhouse: What's the Latest on Prayer in Public Schools?

Legal update on prayer in public schools that focuses on student rights and employee rights. Presentation will cover limitations on religious freedom for students and employees and provide practical methods to comply with federal court decisions. The presentation will conclude with a discussion of the Sabine Parish case from Louisiana that involved a science test question related to religion, ridicule of a student with different beliefs and the resulting lawsuit along with policy recommendations.

Roberts, Nathan — University of Louisiana at Lafayette

More Willfully Stupid Things Schools Should Stop Doing

In a Calvin and Hobbes cartoon strip, Bill Watterson gave us remarkable insights about life through eyes of a small child (Calvin) and his imaginary tiger-friend (Hobbes). In one such Sunday cartoon, Calvin and Hobbes are racing toward a cliff in their wagon and Calvin philosophizes that ignorance is bliss, but if you are willfully stupid you can keep doing whatever you like. He concludes that the secret to happiness is stupid self-interest. While I am not sure if Watterson was talking about individuals, organizations, or both, I am sure that Calvin's wisdom applies to many, many school practices. This session explores a baker's dozen of such practices that hold schools back and prevent the kind and magnitude of change needed in today's educational arena.

Dunaway, David — University of North Carolina Charlotte

"Accentuate the Positive": Urban Unemployment, Racialized Culture of Poverty, and the Origins of the 1968 Bilingual Education Act

The 1968 Bilingual Education Act historically redefined educational equality for non-native English speakers. Primarily drawing from archival analysis of the 1966-68 Congressional hearings, this paper demonstrates that bilingual education's support was primarily framed in response to economic restructuring couched within arguments of linguistic need. This finding is significant because it rearticulates how urban poverty, not transnational immigration, was central to 1960s bipartisan support and offers an alternative policy discourse to study bilingual education today.

Sung, Kenzo — Rowan University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education **Session Chair:** Son, Julie

Promoting Youth Engagement in STEM and Physical Activity through an Active GreenSTEM Program: A Self-Determination Theory Perspective

This study investigated high school students' psychological experiences of an outdoor adventure-based GreenSTEM course in relation to self-determination theory concepts of autonomy, relatedness, and competence. Participants reported increased engagement, competence, autonomy, positive relations with peers and instructors, and autonomy-supportive learning climate during the five-day course. Findings suggest that active GreenSTEM programming may increase self-determination for STEM learning and that future research should examine the potential for physical educators to inform physically active STEM curriculum.

Son, Julie — University of Idaho

Mackenzie, Susan Houge — California State Polytechnic University San Luis Obispo

Eitel, Karla — University of Idaho

Luvaas, Erik — University of Idaho

Online STEM Education Content Modules: A Third Year Review

A major component of the West Tennessee (TN) STEM Collaboratory was to organize a team of exemplary secondary master teachers to develop a set of online STEM and STEM-integrated course content modules for secondary education. Twenty-nine modules were developed and made available online to any educators and others since January 2014; this study examines the relative success of the initiative by reviewing the module access and completion rates over a two-and-a-half year period.

Allen, Lee — University of Memphis

You Did WHAT in School Today?: Co-Opting Video Games to Teach Educational Concepts

Come learn about how you can use popular video games - including Minecraft, Scrap Mechanic, and Universe Sandbox2 - in physics classrooms to engage students in meaningful problem-solving as they learn valuable physics concepts. We will discuss the three games' applicability to physics curricula by walking you through relevant game mechanics. Come prepared to share your own successes and challenges of using video games in the classroom.

Silva, Benjamin Aaron — University of Pennsylvania

Kulinna, Pamela Hodges — Arizona State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL - Workshop **Session Chair:** Linse, Caroline

Young L1 and L2 Learners: Authentic Language Pattern Practice

This session will begin with a brief overview of the research supporting the use of activities that included grammar pattern practice with both first and second language learners. Whole language approach research which is especially supportive of the use of predictable text, sentence frames, and pocket charts will be demonstrated.

Linse, Caroline — Queens University Belfast

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 3
Session Topic: Kinesiology & Leisure Science **Session Chair:** Bowyer, Andy

"The Heart of the Game": A Mentoring Program for at Risk Middle School Athletes

The "Heart of the Game" is an organization that was created to establish mentorship programs for middle school student athletes in underserved communities throughout the Southwest Ohio area. The main goals of the program are to promote and encourage academics, citizenship, character, health and athletics. Details and future directions of the program will be discussed.

Bowyer, Andy — Miami University, Ohio

Facilitating Exercise Adherence in Older Adult Men: A Participant Observation

The success of exercise instructors may depend on their communication with older adults. Using a participant-observer approach, I studied an older, male exercise instructor and his interactions with a men's-only-exercise-group over a 15-month period. During this period, I participated in 56 exercise sessions, conducted interviews, and engaged in informal conversations with both instructor and participants. The instructor benefitted greatly from his age and life experiences. Understanding aging is more than knowing facts about aging!

Bocksnick, Jochen — University of Lethbridge

Collaborative Service Learning Partnership

This presentation will describe details about a school-university partnership. Specific information will be shared about ways faculty from different departments at the university collaborated to establish a school-university partnership that led to the creation of a service learning opportunity for preservice teachers. Information will also be shared on how the service learning project allowed physical and elementary education preservice teachers to collaborate and provide 105 classroom physical activity breaks for K-5 children at a local school.

Thornton, Jay — Stephen F. Austin State University

Xu, Tingting — Stephen F. Austin State University

Sinclair, Christina — Stephen F. Austin State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development **Session Chair:** Horak, Anne

Using PBL to Close the Opportunity Gap for Achievement and Engagement with Diverse and Low-SES Populations

Problem-Based Learning (PBL) provides meaningful, developmentally appropriate learning opportunities for all students. When utilized in diverse and low-SES schools, student achievement and engagement data and teachers interviews from the first two years of a five-year study indicate that PBL provides opportunities for students to learn content in new ways and allows teachers to see their students from a fresh perspective.

Horak, Anne — George Mason University

Holincheck, Nancy — George Mason University

Impacting Student Success Through A Multicultural Curriculum Transformation

This session will discuss a work in progress in which research, collaboration, and professional development gained through immersion in a faculty learning community are being used to explore, plan, and implement curriculum transformed to integrate multicultural perspectives. The transformed curriculum is anticipated to impact student success in multiple dimensions. The process of transforming the curriculum will be outlined and the ongoing research in measuring the impact will be discussed.

Nail, Melissa — Indiana State University

Demanding high-quality performance through a complex mid-term exam project. The integration of Fink's Taxonomy of Significant Learning in Advanced Live Sound Reinforcement.

Increasing student learning outcomes within audio curricula is accomplished by challenging traditional learning models. The assessment of practical live sound skills requires more than a traditional mid-term exam. Based on Fink's Taxonomy of Significant Learning theory, advanced live sound students were required to demonstrate their skills while being critiqued by music industry professionals. This presentation will discuss Fink's theories and provide the attendee with practical suggestions on the assessment process.

Baird, Frank — Middle Tennessee State University

Non-Academic Program for Fostering Empathy in University -The Case of 'Talk Concert for Empathy' in Kwang-Woon University

This research aims to introduce new way of non-academic program as talk-concert for fostering empathy in University, which are held by students who are interested in communicating their mistakes in the past and hope in the future with empathy. This program have been held 6 times a year, gathered more than 300 students at each concert.

Dho, Seung-youn — Kwang-woon University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Leleito, Emanuel

Integrating Creativity Training into Cross-disciplinary Courses to Stimulate Engagement and a Promote Higher Level Learning

Teaching cross-disciplinary courses in higher education often requires more effort to successfully foster genuine engagement that promotes higher order learning. Drawing from the author's experience teaching the cross-disciplinary topic of disaster risk reduction, this paper proposes purposeful integration of creativity training into course content in order to stimulate engagement by tending to the interests of a wide range of students without compromising on the learning objectives.

Leleito, Emanuel — Nagoya University

Responding to the Educational and Health Needs of a Particular Immigrant Population: Unaccompanied Minors

For millions of individuals, migration presents stress levels of intensity that exceeds the human capacity of adaptation. These persons are, highly vulnerable to experience chronic and multiple stress, known as the Ulysses Syndrome. When as many as 90,000 unaccompanied children began streaming into the U.S. during the summer of 2014 in a bid to escape violence and gangs in Latin America, a cross-disciplinary approach was established to offer free education, trauma counseling, and legal services to these refugees.

Diaz, Alba Lucia — National University

Visual Literacies: Creating Documentaries that Address GloCal Issues

This essay intends to share how students at Boise State University produced documentaries focusing on two distinctive local communities: Latinos and refugees. The investigative component of the interdisciplinary classes allowed students to engage in verifying what they knew, but also in learning new facets of the communities, which resulted in great empowering consequences for students. These experiences provided for deeper understandings of the interconnectivity between global and local issues and their impact on communities.

Peralta, Claudia — Boise State University

Orsitto, Fulvio — California State University, Chico

The Maui Aloha Project: Re-Imagining Different Ways to Live, Work and Learn Together so that all can Move Forward, Each in their Own Way

The Maui Aloha Project (MAP) is an initiative aimed to create a thriving, holistic, self-sustainable living, working, healing and learning community in Maui, Hawaii. MAP shall include a progressive self-guided, democratic education center, an integrative healing sanctuary, and an eco-village. MAP will employ self-sustaining farming practices and green building materials with methodologies and services to honor the land and all the wisdoms of local and indigenous cultures.

Shuler, Stephanie — University of Toronto

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Lankster II, Saul

Diversity: Social Constructions of Race and Ethnicity by Police Officers and Probation Officers in Urban Los Angeles (Part II)

The purpose of this presentation is to explore with participants how one cohort of Law Enforcement Police Officers perceive diversity in their course of action in contrast to how one cohort of Probation Officers perceive diversity when recommending sentencing for convicted individuals in Los Angeles. This exploratory study is being conducted to better understand how police officers and probation officers perceive adult males across race and ethnicity with educational implications for the future.

Lankster II, Saul — National University

Amador-Lankster, Clara — National University

Exploring Cultural Identity and Language with Second and Third Generation Latino Youth

This paper examines the nexuses of cultural identity and language of three second and third generation Latino youth in the United States through semi-structured interviews that explore their personal struggles, realizations, and lived experiences both in and out of school. The insights gleaned from these interviews contribute to scholarship by highlighting the complexities and cogent recommendations that address the increasing Latin@ population within the education system.

Roy, Brittani — Arizona State University

Jimenez-Silva, Margarita — Arizona State University

The Technology Driven Student: How to Apply Bloom's Revised Taxonomy to the Digital Generations

The field of education and how students learn has changed drastically through the passage of time. It wasn't until the 1950's that educators understood how students learned and reasoned in a classroom setting thanks to Bloom's Taxonomy. Now, the generational paradigm is shifting once again due to technological innovation. Now it is imperative that educators understand and structure teaching and learning to match the coming digital generations.

Wedlock, Brad — University of Louisiana at Lafayette

Growe, Roslin — University of Louisiana at Lafayette

The Modern Day Village Approach. Implementing Check & Connect from a Pacific Island Perspective: Taking a Village Approach to Address Drop Out

Check & Connect is an early intervention approach to address drop out. Developed in 1990 by Dr Sandra Christenson at the University of Minnesota, Daniel and Afa have implemented Check & Connect to suit their context. Based in West Auckland, New Zealand and with 90% of their referrals having links to Maori and Pacific heritage. Daniel and Afa have developed a culturally responsive model they call "The Modern Day Village Approach" to encourage school completion.

Samuta, Daniel Noah — Don Buck Primary - Cluster 5 RTLB

Mui, Afa — Don Buck Primary - Cluster 5 RTLB

Teaching Business Ethics in the Class Room: An Ethical Tool Kit

This paper offers an ethical tool kit that can be used by students when faced with an ethical dilemma that requires them to speak up in defense of their personal values. Based on the book by Babson College Professor Mary C. Gentile¹, we offer a detailed framework for “Giving Voice to Your Values” in both school and in the workplace.

Stryker, Susan — University of San Francisco

Stryker, James — Holy Names University

Teaching a Capstone Course in Strategic Management

Developing and preparing a capstone course is a challenge. This paper reviews teaching methods that could be used in a Strategic Management capstone course. This report addresses pros and cons of each class suggested class activity as well as assessment techniques to evaluate student learning.

Bauman, Antonina — Emporia State University

How Will Open Source Hardware Influence Our Business and Education in the Future?

Thanks to open source hardware, 3D printers are becoming cheap for personal use. Innovations of open source hardware with artificial intelligence will bring us inexpensive AI system. We may lose many of our jobs in the future because AI system can put you out of a job. We must change the contents of education in order to prepare for the future human jobs. We should determine what contents of education will be needed.

Takefuji, Yoshiyasu — Keio University

Shoji, Koichiro — Science Park Co. Ltd.

Advancing Numeracy: An Investigation into Fiji Island Literacy and Numeracy Assessment (LANA) as a Diagnostic Tool for Numeracy Learning

There has been a lot of emphasis on improving numeracy in Fiji. The presentation aims to highlight the role of Primary school teachers in the diagnosis of numeracy learning needs. It will argue that teachers in Fiji are working in a system that demands a lot from them. Therefore, diagnosis of the numeracy learning needs is seen as a challenge.

Takiveikata, Sereima — Fiji National University

Automated Assessment: Developing a Community of Collaboration

This paper explores the transition at a private liberal arts university from no formal assessment process to a manual assessment process to an automated assessment process. Historical context, organizational structure, the change process, faculty ownership, program and course design, and assessment at the course, program, and university levels will be discussed. Working with a diverse group of higher education professionals, developing a collaborative community within a culture of assessment, and addressing discipline specific challenges will be addressed.

Davis, Dirk — California Baptist University

Norwood, Kathryn — California Baptist University

Longitudinal Program Evaluation of a Japanese University EAP Program

This presentation will outline the steps taken to quantitatively evaluate the performance of a Japanese university two-year English for Academic Purposes (EAP) program over a 20-year period. Educational program evaluation methodology, including the use of advanced statistical approaches (i.e. interrupted time-series, linear regression, and hierarchical-level modeling techniques) for quantitatively evaluating student English proficiency (i.e. repeated TOEFL measures) in relationship to English achievement (i.e. English course grades), will be presented and discussed.

Ono, Leslie — Kwansei Gakuin University

Developing Rubrics for Problem-based Learning: Enhancing Critical Thinking beyond the Major

This presentation explains the pedagogical development of rubrics to assess and evaluate critical thinking in problem-based learning. Implementing rubrics in the teaching and learning process allows instructor and student discussions to remain focused, objective, and open to identify critical thinking benchmarks within the problem at hand. By identifying critical thinking within discipline specific problem solving, students will recognize aspects of critical thinking and be more prepared to apply critical thinking skills beyond their major.

Ransdell, Marlo — Florida State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Slomp, David

Writing-as-Problem-Solving: A Pedagogy for Enhancing Students' Metacognitive Knowledge about Writing

The writing studies community has been grappling with the question of how to better prepare students for the challenges of transferring what they have learned about writing in one school context to other contexts. Addressing this issue, this paper reports on the development, implementation, and assessment of a writing-as-problem-solving pedagogy. This pedagogy addresses the transfer problem by teaching students how to independently learn to tackle writing tasks they have never explicitly been taught to write.

Slomp, David — University of Lethbridge
Miller, Keith — Vauxhall High School
Burke, Taylor — Lomond Community School
Leask, Rita — Vauxhall High School
Dupuis, Sean — Taber Mennonite School
Vanham, Jaimie — Chamberlain School
Neamtu, Kacie — Erle Rivers High School
Hagen, Lindsey — RI Baker Middle School

Decay Rate and Spacing Effect Algorithm for the Learning of Foreign Languages

Retention of information is very important in learning any subject. This cannot be more important than in learning foreign language because of the large vocabulary required to be proficient in the language. This research developed an algorithm that incorporates research in learning retention. The learning Decay Rate and Spacing Effect are incorporated into this algorithm to maximize retention of information.

Pelosi, Michael — University of Maryland University College
Brown, Michael Scott — University of Maryland University College
Assdaullah, Mir Mohammed — University of Maryland University College

Revitalizing the Zuni Pueblo Language through Student-Created Illustrated Dictionaries

Teaching younger generations the Zuni Pueblo Language is imperative in order to preserve the Zuni Culture. As a PBL Project, students and teachers worked together to create illustrated dictionaries of Zuni words for Zuni Language Teachers to use with students in their Zuni Language Classes.

Krebs, Marjori — University of New Mexico
Torrez, Cheryl — University of New Mexico
Lewis, Hayes — A:shiwi College and Career Readiness Center
Lewis, Lea — Zuni Educator

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Zurn-Birkhimer, Suzanne

Where Are the Native American Women in the Academy? A Discussion of Career Pathways of Native American Women in STEM.

It is widely known that women are underrepresented in the STEM fields across academia and the work force. This panel has been conducting novel research into the career paths of Native American women in STEM. We will discuss this research and invite conversation around barriers to success, career pathways, the connections between culture and career, and one institution's success in developing policies and strategies for increasing recruitment and retention.

Zurn-Birkhimer, Suzanne — Saint Joseph's College
Ahasteen-Bryant, Felica — Purdue University
Sahley, Christie — Purdue University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education - Workshop **Session Chair:** Kennedy, Leslie

Strategies for Discovering Quality Open Textbooks

California's three public higher education systems (University of California, California State University, the California Community Colleges) have collaborated on a project creating an online open educational resources digital library for faculty and students in order to support the use of free and affordable digital textbooks. This hands-on workshop will showcase the online library's selected open textbooks and share strategies to easily discover open textbooks from a variety of resources.

Kennedy, Leslie — California State University
Hanley, Gerry — California State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 3
Session Topic: Health Education - Workshop **Session Chair:** Baird, Tamara

Health Care Academy Camp: A project-based learning initiative for high school students interested in the health science professions. Increasing student-learning outcomes by unleashing the magic of moulage in simulations on standardized patients.

Providing high-school students with opportunities to participate in realistic medical situations can be challenging. Experiential learning environments using simulations create a unique setting in which both faculty and students can collaborate and problem solve. This workshop presentation is a hands-on demonstration creating mock injuries using moulage techniques for first aid simulations. Evidence based practice protocols for first responders, nursing research, and high impact activities will be discussed.

Baird, Tamara — Lipscomb University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 4
Session Topic: Teacher Education - Workshop **Session Chair:** Ritter, James

Enhancing Teaching and Critical Thinking Using Sitcom Media Clips

The workshop will examine how teachers and teaching situations are depicted in television sitcoms and how storylines may be used to enhance course content. Attendees will examine how select sitcom media clips encourage students' critical thinking and reasoning abilities. Clips will include situation comedies with storylines that promote students' decision making.

Ritter, James — Francis Marion University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 1
Session Topic: Concerns of Parents in Schools of Choice **Session Chair:** Buchanan, Nina (University of Hawaii Hilo)

School Choice for Whom? - Newly Arrived Students and Their Parents- The Swedish Experience

How the School choice for newly arrived students is put into practice in Swedish School. The case of Malmö in the south.

Bouakaz, Laid — Malmö University

School Choice and Parent Voice: An International Study of Regulations and Structures that Promote Parents' Influence in the Schooling of Their Children

The presentation is based on a study of 35 countries. Powerpoint slides will be used to depict the findings in charts and figures.

Miron, Gary — Western Michigan University

Yip, Jean — Organization for Economic Cooperation and Development

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Vicich, James

Nurturing Persistent Mathematical Problem Solvers: A Framework for Facilitating Both Teacher and Student Growth

This is an interactive session. Workshop serves diverse demographics. Topics (include observed changes in): Teacher training experiences, teachers' classroom practices, students' performance, and district cultures. Participants will be actively engaged in diagnosing problem-solving behaviors of colleagues (Vicich, 2014) and use the doc cam to share their reasoning within a student-centered classroom model. Discourse, informal assessment, and sociomathematical norms will be addressed. Models of teacher change (Clarke & Hollingsworth, 2002) and instructional practices that promote deep, well-connected conceptual understandings (Arcavi, et al., 1998, Schoenfeld, 2009) within both teachers and students are presented.

Vicich, James — Scottsdale Community College

Kimani, Patrick — Glendale Community College

Traditional versus Holistic Methods in In-service Teacher Training: What Practice Shows

In this study, resting upon an already delivered INSET program for university level EFL instructors, the traditional model will be discussed in detail touching upon its use and limitations in terms of planning, delivery, and feedback. In order to create a better understanding of the model under discussion, reflections from the training program will be combined with the relevant body of literature. Thus, the traditional model will be compared to alternative models (holistic models) and benefits of holistic models in teacher training will also be discussed.

Deneme, Selma — Trakya University

Çelik, Handan — Trakya University

Learning Technology through Collaboration

Over the past twelve years, the authors collaborated becoming partners in learning of technology tools and programs as they apply to online teaching and learning. The online environment at their university has become, in the same period of time, 90% of the teaching and learning venue for university teacher certification programs. This paper and its presentation will trace and analyze the authors' collaboration within the context of instructional delivery within the university's teacher preparation.

Anderson, Lynne — National University

Weegar, Mary Anne — National University

Engage Students through Team-Based Learning in a Large Flipped Class

Are you confused by terms, such as team-based learning, flipped class, and hybrid class? Have you ever wondered how to engage all students in large classes? Do you want to use your classroom time more effectively? Learn first-hand how to actively engage your STEM students and have the responsibility of learning shift from instructor to the student, allowing for deeper analysis during class time.

Shryock, Kristi — Texas A&M University

Secondary School Pre-Service Mathematics Teachers Professional Understanding of the Arithmetic Average Concept

In the research described, I explore the pre-service teachers' statistical knowledge in relation with the concept of arithmetic mean. Twelve pre-service secondary mathematics teachers were asked to respond to scenarios describing students' strategies, solutions and misconceptions when presented with a task based on the concept of arithmetic mean. The teachers' responses helped us to analyze their comprehension and practices associated with the concept of arithmetic mean and also to gain insight on how to teach this concept.

Vermette, Sylvain — Université du Québec à Trois-Rivières

Teachers of Tomorrow: Targeted, Rigorous, Purposeful Support for Teacher Candidates from Historically Underrepresented Groups and of Color

This session describes the Teachers of Tomorrow (ToT) program designed to serve as a support system for teacher candidates from traditionally underrepresented groups and of color in the College of Education (COE). The ToT program fosters interest in the profession, augments independence of teacher candidates and assists with preparation for licensure examination. We also emphasize disposition development, and create opportunities for students to engage with master teachers, school administrators, professional mentors, and university officials.

Baxter, Mymique — Minnesota State University, Mankato

Burnett, Robbie — Minnesota State University, Mankato

Poster Session

Time: 3:00 - 4:30 PM / Wednesday - 1/4/2017 / Room: Coral 3 Ballroom

Best Practices for Working with Undocumented Students: Applying Two Career Counseling Theories

This poster session will be grounded in Social Cognitive Career Theory (ScCT) and Krumboltz's Planned Happenstance Theory. We will apply these two career counseling theories to the undocumented student population and provide counseling considerations, recommendations, and tools for helping professionals who serve this population.

Bueno, Andrea LeAnn — San Francisco State University

Gebre, Saba Mengistab — San Francisco State University

Cerezo, Alison — San Francisco State University

Creating Community Between Onsite and Off-site Faculty: Bridging the Gap with Faculty Learning Communities

The purpose of this research study is to discover onsite and off-site full-time faculty perceptions about professional development and its influence on one's sense of community, efficacy, and engagement. In this presentation, participants will learn about relevant Scholarship, research efforts, and outcomes pertaining to faculty collaboration, professional development, faculty learning communities, and one's beliefs in their personal efficacy to promote learning and contribute to student and college achievement.

Gray, Amy — Ashford University

Irwin, Jennifer — Ashford University

Graduate Student Perceptions and Experiences with Connectivity in an Asynchronous, Online Distance Degree Program

This presentation will report the findings of a qualitative study that investigated graduate students' perspectives and experiences with connectivity when enrolled in an asynchronous, online distance degree program. Results indicated that students desired high to very high connectivity with their advisors, instructors, and the online program, but only some connectivity to their fellow students. The leading factor that contributed to their feelings of connectedness was quality communication.

Terras, Katherine — University of North Dakota

Mahar, Patti — University of North Dakota

The Influence of Social Bonds on Conduct Problems in School Context – Does School Engagement Matter?

Less is known about the mediating role of School engagement in the association of social bonds and conduct problems. This study examined the interplay in a large sample (Time 1: N= 1,088; Time 2: N= 845) of adolescents in secondary schools in Germany. SEM showed that School engagement fully mediates the association of social bonds at T1 and conduct problems at T2 and as such might be a starting point for prevention and intervention strategies.

LätSch, Alexander — University Greifswald

Raufelder, Diana — University Greifswald

Wulff, Tino — University Greifswald

Adolescents' Perception of Good and Bad Teachers – Results of a Qualitative Study

Students' perception is rarely considered in both educational research and practice concerning teacher qualities. Semi-structured interviews with 86 8th graders from German secondary schools were conducted to examine how students perceive "good" and "bad" teachers based on their daily school experiences. Thematic analysis identified themes and subthemes that describe adolescents' perception of "good" and "bad" teachers. Overall, the findings show that students prioritize teachers' (inter)personal dimensions over their academic abilities in everyday classroom interactions.

Raufelder, Diana — University Greifswald

LätSch, Alexander — University Greifswald

Bakadorova, Olga — University Greifswald

Japanese Academic Meritocracy and the Potential for the Newcomer Child in Japan

Morrone, Michelle Henault — Nagoya University of Arts and Sciences

Inquiry-Based Learning: A Case Study of an Expert Elementary Mathematics Teacher in Action

Inquiry-Based Learning (IBL) is touted by many of today's educational scholars to be the method of choice for curriculum delivery. Nonetheless, a preponderance of elementary school mathematics teachers sadly struggle abysmally with properly implementing this pedagogical practice. This poster highlights the major strategies and techniques distilled from a year-long case study of an expert mathematics teacher/coach/instructional leader. The utilized strategies have been consistently found to successfully increase students' mathematical proficiency.

Kim, Genie — University of Toronto

PreSchoolers Improve Phonological Awareness Skills with Short Duration Instruction

Research has demonstrated strong relationships between phonological awareness (PA) and later reading. Direct instruction in PA, beginning in preschool yields the most benefit, especially for children with speech/language needs, but how much time is necessary for optimal results? This presentation provides new evidence for short duration instruction.

Marble-Flint, Karissa — Wichita State University

Strattman, Kathy — Wichita State University

Building Environments for a Peaceful, Sustainable Early Childhood Education [ECE] Through Collaboration: Part I: A Tolerance Museum and Early Education Classrooms in U.S.A., Part II: Creating ‘Harmony Through Diversity’ in ECE in Indonesia

The two-part poster describes and illustrates developmentally appropriate, responsive environments in educational settings for young children. Part I shows how the physical and affective setting build children's abilities to make healthy choices and cope with challenges. It demonstrates in multiple ways, including integrating books, materials and activities that reflect and support diversity, that the settings welcome everyone in.

Sekolahku-MySchool's (SMS) year-end celebrations, led by a staff member, include all parents, staff and children. This School-wide involvement exemplifies a learning atmosphere in which children of all abilities, cultures and races learn and work harmoniously together. Work groups design different segments. In 2016 the 'Harmony through Diversity' theme reflecting the School's ethos, was illustrated by each class portraying a different country in song and dance after researching the culture, clothes and languages.

Hinitz, Blythe — College of New Jersey

Hinitz, Herman — Retired

Shore, Margaret Ellen — Sekolahku-MySchool

Practice of ICT-Based Remote Exchange Nutrition Education for High-School Students with “The Game of Healthy Life - Travels of Body Weight” – The Second Year

This study aims to examine the effects of three-year nutrition education for high School students that is conducted through distance communication with ICT with the objective of “preventing life style diseases during a lifetime.” This paper reports the result of the second year.

Fujikura, Junko — Kagawa Nutrition University

Muto, Shimako — Kagawa Nutrition University

Katsuragi (Ikeda), Hiromi — Nihon University

Kanbe, Kinuyo — Nihon University

Yoshimoto, Yuko — Kyoto Prefectural University

Horibata, Kaori — Kagawa Nutrition University

Nakayama, Hiroshi — Tokyo Denki University

Uenichi, Kazuhiro — Kagawa Nutrition University

UBOnline: Affording Upward Bound (UB) Students and Programs Access to Online Learning Opportunities in STEM

This presentation outlines a conceptual and theoretical framework of a proposed future project to increase diversity in STEM. The project outlines a strategic plan using distance learning technologies to provide high School students of low socio-economic status access to human, instructional and technological resources in STEM. This presentation seeks to engage Scholars in determining the appropriate methodology to respond to inquiries pertinent to online learning technologies affect on teaching and learning behaviors.

Cobb, Jr., Robert — North Carolina Agricultural and Technical State University

The Secondary Instructor and the Literacy Instructional Strategies Gap: A Critical Analysis

This presentation will discuss findings from the critical analysis aimed to identify roadblocks towards bridging the Secondary content area/ literacy instruction gap. Interviews with administration and high school teachers provided a “street level” view of this challenge in action. Findings from this study will shine light on the perceived effectiveness of past efforts and suggest a course of action to scale up the literacy skills instruction capacity of Secondary teachers.

Mukerjee, Diane — California State University, East Bay

To Color or Not to Color, That is the Question: Insights into the Use of Coloring Books in Concept Imprinting of Environmental Education

Explores a debate regarding coloring books in the classroom as a support device for concept reinforcement of environmental issues. Often maligned as a questionable instructional tool, this medium is hard to ignore. Keep America Beautiful met the challenge of researching the use of these activities as an aide in the process of concept imprinting.

Carson, Cecile — Keep America Beautiful

Schertz, Linda — University of North Texas

Robles-Goodwin, Patsy — Texas Wesleyan University

Analysis of the Effects of Environmental Education Intervention Models in Cross Cultural Contexts

Study considers diversity issues and their effects on Latino early childhood students engaged in environmental education studies as a need for preservice teacher training and implications for cross cultural contexts.

Robles-Goodwin, Patsy — Texas Wesleyan University

Carson, Cecile — Keep America Beautiful

Schertz, Linda — University of North Texas

Environmental Perspectives and Behaviors of Elementary School Students: An Analysis of an Environmental Education Longitudinal Intervention

National survey data of 3rd, 4th, and 5th grade children provides a profile of student attitudes, analysis and behaviors relevant to littering and recycling.

Carson, Cecile — Keep America Beautiful

Schertz, Linda — University of North Texas

Robles-Goodwin, Patsy — Texas Wesleyan University

Enhancing Intrinsic Motivation through Teaching Medical English Vocabulary: an Exploratory Study

The purpose of this study is to explore key factors for enhancing intrinsic motivation through teaching medical English vocabulary. Open-ended questionnaires were administered to the participants. The result showed that the learners' need for autonomy, competence and relatedness were key factors for enhancing intrinsic motivation, as Self-determined theory anticipated.

Tanaka, Hiroaki — Kindai University

Effect of Connecting Learners' Question in Preparation to Classroom Lesson: Focusing on Changes in Learners' Beliefs

This study examined effect of connecting learners' question to classroom lessons. Participants were 374 college students in two psychology classes. In experimental group, the teacher picked up questions some learners generated in preparation and mentioned them when he explained some concepts in the lesson, while learners' questions were not mentioned in control group. As a result, experimental group showed higher Scores in positive belief for generating questions and writing reflection paper than control group.

Shinogaya, Keita — Nihon University

Oyama, Yoshinori — Chiba University

Network Analysis among the Agencies of Consortium Based Career Experiencing Programs in Free Semester of Korea

The purpose of this study is to investigate the current state of network system among the agencies participating in the Consortium Based Career Experiencing Programs in "Free Semester of Korea" and to suggest implications for setting directions for Korea's Free Semester. SPSS 23.0 statistics and Netminer 4.0. will be used as the main analysis program. The researchers expect this study to propose exemplary network characteristics among agencies of the consortium based career experienced program.

Lee, Yunso — Korea Research Institute for Vocational Education & Training

Kim, Young-Sik — Korea Research Institute for Vocational Education & Training

Song, MyungHyun — Chungnam National University

Lee, Eun-Jin — Korea Research Institute for Vocational Education & Training

Comparison of Demand for Qualifications of Early Childhood Teachers among Parents Based on Children Age and Institute Type

The purpose of this study is to compare demand for qualifications of early childhood teachers among parents depending on the children age and educational institute type. The results of surveys conducted among 194 couples with children aged 3, 4 and 5 attending a daycare center or a kindergarten indicate the followings, there has been a statistically significant difference in demand for qualifications of teachers among parents based on children age and educational institute type.

Park, Jiyeong — Pusan National University

Chung, Kai Sook — Pusan National University

The Research How to Makeup 3D Visualization Applied

The purpose of the study of how to new concept of 3D visualization applied to the tools. Creative masks and body painting is a lot of time and effort is required. This paper is a literature research, Internet navigation, was composed by way of a demonstration case study. The 3D program, electronics and Telecommunications Research Institute use technology to restore the DSLR. After making a works deliverable, work results, and apply the work forms for each type of analysis.

Barng, Keejung — Daejeon University

Kim, Jinseo — Electronics and Telecommunications Research Institute

Lee, Insuk — Soongeui Women's College

Lee, Yunju — Daejeon University

The Development of a Positive Educational Program for Pre-Early Childhood Teachers and Its Effects

The purpose of this study was to development and apply personality program for the pre-early childhood teachers and validate its effectiveness for optimism, self resilience, and life competencies. The study was carries out about 12 weekly programs for pre-early childhood teachers 106 people. According to the stury results it showed that the positive personality program applies the effect in optimism and self sesilience and life competencies of pre-early childhood teachers.

Hwang, Hae-Ik — Pusan National University

Kim, Eun-Jung — Pusan National University

Development of The Multipliership Scale for Korean PreSchool Institution Administrator

This study was to reveal the feasibility to develop the right tools and applying them to measure the leadership of preSchool administrator. Utilizing assessment tools on the leadership of School administrators and managers that was developed in 2010 by Wiseman. In conclusion, multipliership Scale for decades has consisted of 9 factors, a total of 33 questions, I figure out the strengths of leadership administrator it appeared to have secured the validity and reliability.

Kim, Eun-Jung — Pusan National University

Hwang, Hae-Ik — Pusan National University

TARGIT (Training And Resources for Gender Inclusive Teamwork): A New Tool for Faculty

The purpose of this poster is to introduce an online training tool for faculty members. The tool is designed to help faculty members in engineering and other fields understand the ways in which gender can influence teamwork and how they can facilitate more gender inclusive teamwork in their courses. The tool is one outcome of a NSF-funded study to characterize what and how engineering professors think about gender in engineering education.

Panther, Grace — Oregon State University

Beddoes, Kacey — University of Massachusetts Lowell

Cutler, Stephanie — Penn State University

Kappers, Wendi — Embry-Riddle Aeronautical University

Translating Latino Youth Development Research into Practice

The Latino population is the fastest growing ethnic group in the U.S. Sustained engagement of Latino youth in out-of-School programs will support them to reach their fullest potential. Nonetheless, little research has focused on identifying promising practices or effective evaluations of such efforts for Latino populations.

This study explored the perspectives of field practitioners combined with a literature review in order to enhance our understanding of how to promote Latino positive youth development.

Moncloa, Fe — University of California

Hill, Russ — University of California

Paths of Learning: A Case Study Exploration of Individuals' in Late Adulthood Perceptions of Life-Long Learning

This poster presentation will highlight the perceptions of individuals' in late adulthood on concepts related to life-long learning. Data about perceptions of learning was collected and will be featured from individuals in this case study in the Midwestern U.S. via the following: (1) analysis of an activity called "paths of learning," (2) individual interviews, and (3) selected interviews with caregivers of some participants. Implications for teaching those in late adulthood will also be explored. Brochure handouts included.

Stockton, Jamie — DePauw University

Engaging Latino Middle-School Students in Literacy-based MakerSpace Activities to Enhance STEM Practices and Engagement

This ethnographic study of an afterSchool Maker Literacies program examined student application of multimodal tools and practices designed to enhance reading and STEM engagement. By incorporating poetry sessions, Maker activities, and audiobook creation, diverse forms of learning were valued and multiple points of entry were offered for Scientific and conventional literacy.

McBeath, Jasmine — University of California, Santa Barbara

Balos, Noreen — University of California, Santa Barbara

Arya, Diana — University of California, Santa Barbara

Put Your Hand up if You're Normal? Mental Health in Schools a Critical Challenge

The mental health of young people is a critical challenge facing Schools today. 1 in 7 young Australians currently has a mental health disorder. 1 in 10 admits to self harm. Suicide is the main cause of death. This poster presents the work in progress undertaken by mental health clinicians working as School counsellors across the Catholic School sector in New South Wales, Australia.

Coen, Jennifer — Sydney Catholic Schools

Professor's Concerns about Introducing Online Conversation Practice into College English Courses

Japanese English Education at college levels needs to improve communication skills. For that purpose, instructors can utilize current technology to support learners, in such a way as online conversation practice using Skype. However, introducing online conversation practice with the instructors living abroad into college courses seems to have issues or concerns. Thus, we conducted a survey to find out faculty members' concerns. We will present the results and suggest possible solutions for course designs.

Handa, Junko — Meiji University

Sakamoto, Yoshie — Cyber University

The Impact of Various Demographic and Educational Attributes on International Students' Propensity to Trust School Officials

School officials responsible for international students struggle to help them navigate governmental regulations and institutional policies. Additionally, international students don't always trust School officials enough to follow their guidance. If School officials can understand how to help these students trust them, they can help guide them through the processes of attending a university in a foreign country. This study investigated the impact of various demographic and educational attributes on international students' propensity to trust School officials.

Brown, Samuel — Brigham Young University

Hallam, Pamela — Brigham Young University

Teachers' Perspective about Gifted Education

My aim of this research is to contribute a better understanding of gifted education from teacher's view. I would examine the nature of giftedness and how teachers in a small town in IL perceive gifted education?

Alrajhi, Noor Sharaf — Southern Illinois University

What Are We Doing To Our Novice Teachers?

We lose roughly half our new teachers within the first five years of entering the teaching force. This presentation will share initial findings from a study of induction year teachers currently being conducted by five universities in a major metropolitan area.

Kiekel, Jean — University of St. Thomas

Teachers' Attitudes Towards Inclusive Classrooms in Kuwait

The purpose of this study is to identify general education teachers' attitudes towards inclusive classrooms with students who have disabilities. 488 general education teachers in Kuwait participated in an online survey. The results of the study found that teachers are not prepared enough to meet the needs of students with disabilities due to lack of the knowledge and skills required to teach students with disabilities and lack of the knowledge of disability laws in Kuwait.

Alhajeri, Ohoud — Indiana University

Self-as-Hero: How Creating Self-Art Can Improve Challenging Behaviors

This study examines how cartoon art is one method to help students with challenging behaviors develop or improve social skills. Students created stories showing themselves in a variety of social situations that were most likely to occur in their daily lives. The results indicated that students showed improvement in vocabulary use, conflict resolution skills, and forethought.

Aldawood, Naif — University of Northern Colorado

Induction for First Year Teachers

In the research on teacher education, little is said about the emotional stressors of the profession. As demands increase, training teachers to cope with those demands should also increase. A one-year emotional intelligence induction was offered to first-year teachers. Quantitative analyses measured the impact of this induction on emotional intelligence, teacher evaluation Scores, and stress.

Lloyd, Carrie — Arizona State University

Harris, Pamela — Arizona State University

Developing an Intensive Mathematics Intervention Program in a Latina/o-Serving Middle School: An Action Research Project

This study was developed from an action research project conducted by a graduate student in education. The study describes an intensive mathematics intervention program implemented at a middle school serving mainly Latina/o migrant students. Findings show that students gained an average of 32 percentage points on standardized mathematics tests after their participation in the program.

Shears, Olivia — Arroyo Middle School

Taggart, Amanda — California State University, Bakersfield

Challenges Faced by Physician Leaders in Teaching Hospitals of Private Medical Schools in the National Capital Region, Philippines

This study aims to explore the challenges faced by Physician Leaders employed in local medical schools. As a unique group of highly educated professionals that place such a high value in their individual role as medical doctors, the nature of physician leadership is shaped by how they understand their role and face the challenges affecting their identity as physician leaders in medical education.

Joves, Jr., Policarpio — De La Salle University – Manila

Advocacy for Teacher Education using Study Abroad that includes Field Experiences to Develop Cross Cultural Perspectives and Culturally Sensitive Practices

The poster presentation will reflect on the creation of a study abroad model that aims to increase teacher candidates' cultural sensitivity and awareness of the potential marginalization of students of color and emerging bilingual students in the classroom. The model seeks to advocate that field-based study abroad programs contribute to student growth and development of culturally sensitive teaching practices. This model will be used to continue research of preservice teachers' field experiences in additional countries.

Love, Angela — Auburn University

Tripp, L. Octavia — Auburn University

Awareness Education for the Open IOT Platform System Market Growth

Open IOT Platform system market for smart house is expanding in Japan that is based on international standards ECHONET Lite (Open IoT standards). In the market, we have some problems in the awareness on the company (intention of market enclosure) and user (non understanding of IOT services). In this paper, we report the current situation and problems of awareness education to the company and the user for the Open IOT Platform market growth.

Isshiki, Masao — Kanagawa Institute of Technology

Sugimura, Hiroshi — Kanagawa Institute of Technology

Sasagawa, Yuuji — Kanagawa Institute of Technology

Murakami, Takashi — Panasonic Corporation

Teshigawara, Yoshimi — Tokyo Denki University

Community-Driven Programs Promoting Inclusion and Empowerment of Persons with Disabilities in the Aloha State

The Community Children's Councils, an arm of the Hawaii Department of Education, provide local forums to positively affect multiple systems' issues for the benefit of all children, families and communities. Each council collaborates with stakeholders to develop and implement programs such as interactive legislative forums on disabilities, and evidence-based training in Mental Health and Caregiving. This poster session offers information on community projects that serve to engage families and communities in addressing their self-identified needs.

Bratton, Alice — Kona Community Children's Council

Facilitating the Future and What Matters: People, Proximity, Connection, and Technology

Attention has been paid to optimizing the future workplace while independently studying knowledge management. This research study merges the attributes of the fields of interior design and knowledge management while examining the multigenerational workforce of today and the researcher's anticipated workforce Scenario in 2030. The built environment impacts the success of the organization, productivity of employees, and satisfaction of clients, while also providing a context for addressing changing aspects of the workforce and workplace.

Baker, Lindsey — Florida State University

Ransdell, Marlo — Florida State University

Development of Self-Paced Online Engineering Courses for Post Graduate and Undergraduate Students on Pavement Management Systems

The knowledge and experiences of developing several online pavement management courses were synthesized. The principles of developing these online engineering courses are also discussed.

Cheng, DingXin — California State University, Chico

Decoding and Challenging Pre-established Notions of Female Oppression

This study examines how dominant Western discourse constructs the Middle East women as oppressed while it describes the views of different individuals and societies have of them based on their culture, religion, and politics. This study seeks to extend gender theory and research on gender-based inequalities while addressing cultural imperialism and moral authority of Western culture and media. There is a strong correlation between women's level of higher education and their critical consciousness regarding their oppression.

Fayazpour, Shahla — University of Nevada, Las Vegas

McCarthy, Jane — University of Nevada, Las Vegas

An Arizona State University Partnership Provides Arizona Schools with Professional Development for K-8 Teachers to Extend Their Knowledge About Literacy, Thinking, and Writing

A university partnership with 30 Arizona schools provides professional development focusing on literacy skills, thinking, and writing to increase student understanding of content across the curriculum. Fourteen professional development sessions for teachers over three years are designed to have a positive impact on student achievement in reading and math scores on high stakes tests. A quantitative methodology will measure the impact on student scores, as well as teacher growth in assessment and student work.

Dix, Yvette — Arizona State University

Grijalva, Rebecca — Arizona State University

Effects of Visual Working Memory Training and Direct Instruction on Geometry Problem Solving in Students with Geometry Difficulties

We examined the effectiveness of (a) a working memory (WM) training program and (b) a combination program involving both WM training and direct instruction for students with geometry difficulties (GD). Four students with GD participated. During the Phase 1, students received six sessions of computerized WM training; during Phase 2, they received both six sessions of computerized WM training and six sessions of human-delivered direct instruction on triangle congruence. Results were reported.

Zhang, Dake — Rutgers University

Women with Multiple Sclerosis and the Importance and Satisfaction They AScribe to Selected Employment Concerns: Results from a National Survey

This presentation deScribes results from a national survey of the employment concerns of women with multiple Sclerosis (MS). Selected strengths and weaknesses in the policies and practices related to labor force participation for this disadvantaged consumer population are examined. Implications for disability policy and rehabilitation practice are diScussed.

Minton, Deborah — Kent State University

Rumrill, Phillip — Kent State University

Bishop, Malachy — University of Kentucky

White, Glen — Kent State University

Integrative Learning: A Teacher's Journey Towards Self DiScovery

Integrative Learning is a multi-media research project consisting of a research paper, accompanied by the 5 min. short documentary, “Catapulting Creativity: Conversations about ConSciousness, Creativity & Learning”, written and produced by the author. The focus of the paper centers on mindfully exploring multiple intelligence, body-mind awareness, self-diScovery and the creative process across diSciplines.

Benedetto, Angela — Retired

Best Practices in STEM (Science, Technology, Engineering and Mathematics) Outreach, Recruitment and Retention Programs Across Multiple Institutions

Our poster presentation will show the collaborative potential for outreach, recruitment, retention, and academic excellence programs across several universities with a focus on underrepresented minority populations. Institutions are members of the National Association of Multicultural Engineering Program Advocates.

Womack, Virginia Booth — Purdue University

Dickerson, Darryl — Purdue University

Artis, Sharnnia — University of California, Irvine

Johnson, Felicia Benton — Georgia Institute of Technology

Truitt, Tia Jackson — Georgia Institute of Technology

Acker, Serita — Clemson University

Jackson, Lisa — Clemson University

Louie, Beverly — University of Colorado Boulder

Long-Term Service-Learning: Lessons from Longitudinal, Alumni, and Post-College Program Research

The potential impact of course-based service-learning is well-established. Less known is how sustained, long-term service-learning impacts students in and beyond college. This poster presents lessons learned from three studies about long-term service-learning programs, the Bonner Scholars Program and Volunteers Exploring Vocation. Lessons from long-term programs may benefit service-learning programs of any length.

Hall, Kelly — Frostburg State University

Storytelling: Life Lessons of Change Makers

Storytelling is a form of communication that dates back to the first diScouvertes of human interaction. This poster session explores how humans have told stories through oral histories, pictures, literature, poetry, music and film and how these stories have inspired people in faith, profession and as change agents.

Machera, Joelina Robinson — Pepperdine University

Fraizer, Lani — Pepperdine University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 1

Session Topic: Igniting Positive Change through Organization and Leadership Practices **Session Chair:** Mitchell, Patricia

Overcoming Resistance: Embracing Change in Higher Education

Change is turning our higher education institutions upside down. The question becomes very simple- Will you complain about the change or do something about it? This paper emphasizes the importance of overcoming resistance to change by embracing it. Specific strategies and suggestions will be presented for leaders to help them transform change into opportunity.

Mitchell, Patricia — University of San Francisco

An Elementary Principal's Daily Activities

How do principals spend their time? What are the daily activities of an elementary principal? Is a principal more of a managerial leader than an instructional leader? The purpose of this paper is to examine the daily activities of a Catholic elementary school principal to gain a broader understanding of how principals allocate their time across leadership domains. Literature reviews suggest that the focus of research to date has been on the roles and how to be a leader and there seem to be a lack of research into how principals actually spent their time. The discussion will focus on leader's time spent in the organization. Transformation begins with an understanding of the role and whether the needs of the role are reflected in how a principal's time is actually allocated.

Peterson, Adrian — University of San Francisco

Filipino American Cultural Competency and Awareness: Understanding Perceived Personal and Professional Challenges of Filipino American Educational Leaders in K12 Public Schools in Northern California

This presentation is part of a dissertation titled Filipino American Educational Leaders in Northern California K-12 Public Schools: Challenges and Opportunities. The presenter will discuss the research findings of the qualitative research, specifically addressing the perceived personal and professional experiences and challenges of Filipino American educational leader while they pursued careers in educational administration in K-12 public schools in Northern California. Recommendations for professional practices will also be discussed.

Rapaido, Cynthia — University of San Francisco

Social Cognition and Communication in Executive Leadership

The purpose of this study was to analyze the language of executive leaders from business and academia compared with the general population to identify potential language barriers for entry into executive level positions. A comparative quantitative research design was implemented to understand the language usage of executives compared with the language usage in the general population. The text analysis software, Linguistic Inquiry Word Count (LIWC), was chosen to identify the comparisons of language usage in this study (Newman et al., 2008). LIWC has been widely used in previous quantitative studies and in more than 2,000 studies since 2011. The presenter will discuss the research findings and make recommendations for professional practices.

Stryker, Susan — University of San Francisco

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Hibiscus 2

Session Topic: STEM Education - Workshop **Session Chair:** Giasi, Trudy

EiE: Building 21st Century STEAM Learners

The Framework for K-12 Science Education and the NGSS identify eight scientific and engineering practices of professional scientists and engineers. The use of these practices are intended to strengthen students' skills, but also to develop students' understanding of the nature of science and engineering. This hands-on workshop will engage participants in the practices through the engineering design process along with dramatic inquiry and artistic thinking activities to promote STEAM learning at the elementary level.

Giasi, Trudy — Columbus City Schools

Malone, Kathy — Ohio State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 1

Session Topic: ESL/TESL **Session Chair:** Araki, Naoko

Process Drama for Creative Writing

Writing in English as an additional language can be very challenging for Japanese university students. Writing creatively is an unfamiliar requirement. To overcome students' mental obstacles to writing, process drama was implemented as a pedagogical approach during a winter intensive course.

Araki, Naoko — Independent Scholar

Productive Affix Knowledge and Its Relationship to Known Words

This study investigated the relationship between English learners' productive affix knowledge and receptive vocabulary size so as to provide empirical evidence that learners with larger vocabulary size can produce more affixed words compared to learners with smaller vocabulary size. The study also aimed to provide information about how affixes are stored in mental lexicon, since there is a lack of evidence as to whether affixes are dependent on or independent of root words.

Iso, Tatsuo — Tokyo Denki University

Manga Comics as New EFL Materials: Through Role Language Analysis

This study introduces a successful example of the use of Manga in a college-level EFL writing course in Japan. Analysis of language in Manga is used as a prewriting activity, in order to see how the knowledge of the characteristics of Manga language can influence writing skills. Results showed some positive effects in EFL writing: Manga made learning enjoyable, and the learners were encouraged to use variety of expressions and sentence patterns in writing activities.

Yasuta, Takako — University of Aizu

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 3
Session Topic: Kinesiology & Leisure Science **Session Chair:** Holt, Jerry

But I Read About It in the Muscle Mag!

Many students come to the athletic trainer or strength coach with a new fad, supplement, or exercise program that they have read or heard about. Often, the fad has little basis in accepted physiological principles. The presentation will examine the difficulties that the training professional has in educating these students about accepted training principles, as well as individual responses to training. Suggestions on educational approaches for insistent students will be elicited from the audience.

Holt, Jerry — Florida A&M University

Swimming Without Fear: An Exploratory Single-Subject Case Study

This proposed research will cover three main areas: 1) a research objective, 2) proposed methodology, and 3) a discussion of expected outcomes. The primary research objective is to examine the effects of systematic desensitization on an individual afraid in water using an exploratory single-subject case study approach. The expected outcomes include a reduction/elimination of fear as documented by pre, mid, and post anxiety inventories, interviews, swimming skills tests, videotaped pool sessions, and participant journals.

Stillwell, Belinda — California State University, Northridge

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development **Session Chair:** Salazar, Arlene

Creating Course Reading Lists Made Easy

Learn about Ebsco's Curriculum Builder. The plugin is set up to work via a learning management system (LMS) and Ebsco's Discovery Service (EDS). Curriculum Builder was developed to help faculty with the task of adding assigned readings into a course site while complying with copyright requirements and enabling improved tracking of journal usage statistics. Renamed Reading List Builder (RLB) for our institution, RLB makes it easier for faculty to accomplish this task on their own.

Salazar, Arlene — Texas State University/Alkek Library

Ancelet, Lisa — Texas State University/Alkek Library

Using Appreciative Inquiry Approaches in Race and Gender Courses: A Hidden Curriculum

This paper weaves together four chapters from the book that uses ethnographic accounts of four professors in the field of Communication Studies teaching curriculum designed to question and examine challenging intercultural interactions Using a thematic analysis and critical pedagogy as a theoretical backdrop, themes reveal how these ethnographic accounts abate student fears regarding difference and incorporate appreciative inquiry as hidden pedagogy.

Jackson II, Ronald — University of Cincinnati

Camara, Sakile — California State University, Northridge

Empowering Educator Capacity using an Educational Collaborative to Address Inclusive Practices in Underserved Communities

Education Collaboration is a non-profit group of educators working towards training teachers, administrators, and school communities in marginalized areas in learning culturally responsive research-based curriculum and instruction. This presentation aims to discuss and receive feedback on the three-part process of proposed professional development for educators in at-risk urban schools. The presentation reviews the process including the preliminary assessment strategies, professional development workshops offered, and collaborative and reflective processes used throughout the process.

Jez, Rebekka — Notre Dame de Namur University

Effective Practice Schedules for Promoting the Learning of Categories and Concepts

While the most dominant way that students practice concepts is through blocking—completing practice questions one concept at a time—the most efficient way to practice concepts is through interleaving—completing practice questions of several concepts at a time. Interleaving makes salient the differences across concepts, which enhances discrimination-based learning.

Sana, Faria — Athabasca University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Harriell, Kysha

Teaching Cultural Competence Effectively

Recently, there has been an increased focus on providing students with Cultural Competency training, especially in the healthcare fields. However, many educators have limited formal preparation in teaching Cultural Competency. Thus, the primary purpose of this workshop is to provide practical teaching strategies and techniques for improving cultural competence.

Harriell, Kysha — University of Miami

Tatman, Justin — University of Miami

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Herr, Norman

Continuous Formative Assessment (CFA) using Cloud-Based Collaborative Resources

Continuous Formative Assessment (CFA) employs cloud-based collaborative document technology to instantly collect responses from multiple students, groups, and class sections. In this workshop, participants will learn how to collect response data from large sets of students across groups or classes and analyze them quickly and accurately. Participants will gain experience using CFA strategies to enhance student engagement and monitor student understanding during synchronous online or in-person instruction.

Herr, Norman — California State University, Northridge

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** Davis, Antoinette

Advantages and Disadvantages of Distance Education in comparison to Traditional Education

Online education has drastically changed as it has been developed to cater to the working population. It has given students the capacity to learn from home while earning a degree online. Overall, comparing distance education with traditional education will show us the pitfalls of learning in the online environment. In general, students have to decide which environment works best for them as it relates to their learning.

Davis, Antoinette — Eastern Kentucky University

A Deeper Understanding of the Factors that Contribute to Academic Success of Online Students

This quantitative study investigated the relationships of background characteristics, perceptions of community, motivation, perceptions of external support, and satisfaction on academic success among undergraduate students in an online business administration program. Kember's (1989) Longitudinal-Process Model of Drop-Out from Distance Education is utilized as the conceptual framework.

Starobin, Jean — University of Florida

The Development and Validation of the MOOC Virtual Learning Environment Scale (MVLE)

This paper presents a conceptual and measurement model underlying the development of the MOOC Virtual Learning Environment Scale (MVLE) assessing student perceptions of virtual course environments and instruction. The scale constructs were adapted from previously validated instruments including the Unified Theory of Acceptance and Use of Technology (UTAUT), the E-learning Systems Success Scale (ELSS), and the E-Learning Satisfaction Scale.

Bryant, Martha — University of Louisiana at Lafayette

Trahan, Mitzi — University of Louisiana at Lafayette

Teaching an Online Graduate Course in Security Studies for Adult Learners: A Case Study

This paper will discuss self-directed and context-based learning design for adult learners in online classroom settings. The paper will focus on student and instructor perspectives concerning teaching security studies graduate curriculum to adult learners who are in the midst of their career. Specific examples of assignment formats will be discussed based on adult learning theories and students' reflections. The paper will conclude with suggestions on how to make adult learning experiences career relevant and context-based.

Renda-Tanali, Irmak — University of Maryland University College

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education **Session Chair:** Stewart, Suzanne

Indigenous Knowledges at Work: Exploring the Momentum of Challenges and Strengths in Native Youth Education and Employment Outcomes

Senior psychoeducational researches in Indigenous youth mental health and life transitions share results from a longitudinal multi-site research project, with focus on practical and program applications of results.

Stewart, Suzanne — University of Toronto

Marshall, E. Anne — University of Victoria

Constructing Indigenous Pedagogy with Teachers of Indigenous Youth

This research explores the notion of Indigenous pedagogy with teachers of Indigenous youth and how they implement its myriad meanings into effective teaching/learning practices when teaching Indigenous youth. The study was a qualitative research methodology that consisted of survey questionnaires and interviews over a period of 14 months. In the end, this study provides new insights into what Indigenous pedagogy means and how it can be implemented effectively in classrooms for Indigenous youth.

Werito, Vincent — University of New Mexico

Model for Oral Storytelling : A Teaching Resources from Indigenous Communities

In Indigenous communities, oral storytelling belong to oral heritage (UNESCO, 2003) and is often use in classroom. The author have personal and professional experiences working with Indigenous environments in Canada. The author has study the common strategies and steps to develop a educational model to teach life story in class. In this paper, the main strategies used by teachers and elders in Indigenous classroom settings will be presented to improve the practice of oral storytelling for all teachers.

Lavoie, Constance — Université du Québec à Chicoutimi

Uncommon Schooling: The History, Policy and Legacy of Indigenous Education in Meiji Japan (1868-1912)

This study examines Japan's indigenous education policy and the legacy of Ainu schools during the Meiji period, 1868-1912, with special emphasis on the legacy of two different education systems: the government Ainu schools and missionary Ainu schools. The significance of this research lies in shedding light on the relatively unknown foreign missionary education work as well as indigenous school experience in two divided school systems in the Meiji period.

Tanabe, Yoko — University College London

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Balkun, Valerie

The Comments We Make, The Feedback They Take

Establishing trust with advisees and all students is a strategic process. When students trust faculty, they learn more and connect well. And, with college students, whether advisees or classroom students, the comments we make, especially in writing, can bolster or negate trust. Yeager's study on "wise criticism" will be the focus.

Balkun, Valerie — Johnson & Wales University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Balderston, Genevieve

Hosting International Visiting Scholars: Creating Productive Academic and Cultural Exchanges

This presentation describes the development of a visiting scholar mentor and support program at a mid-sized public U.S. university. Areas covered include the institutional and scholar goals, challenges, needs, and outcomes of hosting international scholars in various academic fields. We offer recommendations for maximizing scholarly productivity and cultural exchanges for university administrators and faculty members who are considering hosting international academic colleagues.

Balderston, Genevieve — Indiana State University

Epistemology and Ontology: The Lived Experience of Non-traditional Adult Students in Online and Study-Abroad Learning Environments

This paper examines the lived experiences, perceptions, and attitudes of nontraditional, adult university students enrolled in an online Emergency Services baccalaureate degree program, who were given an opportunity to participate in an engaged, study abroad course. The purpose of the analysis was to identify and describe the various experiences and perceptions, then group these experiences and perceptions into a logically organized description of the lived experience of adult emergency services students.

Maxfield, R. Jeffery — Utah Valley University

Noll, Gary — Utah Valley University

Increasing Success in First-Year Math for Community College Students

This session shows how to increase the number of students qualifying for college-level math courses for students entering community colleges directly from high school using low cost-high impact strategies. The session describes the use of a multidisciplinary approach focused on improving students' instructional experiences and improving student performance through academic support and mentoring.

Gose, Davilla — University of Hawaii at Manoa

Guillermo, Cherie — University of Hawaii at Manoa

Reminiscence Theatre Arts as a Quality of Life Initiative for Older Adults with Mild to Moderate Cognitive Decline in Residential Care

In this study, multi-disciplinary students from the fields of healthcare, education, and fine arts were brought together with older adults in a residential care facility. The aim was to collaboratively create a reminiscence theatre performance from older adults' memories and stories through a series of drama/story-telling workshops. Pre- and post-program assessments and ethno-theatre methods documented the process along with the impact on older adults' quality of life. Findings will inform future arts initiatives.

Pauluth-Penner, Trudy — University of Victoria

How to Make Invisible Disorders Visible in Educational Context?

Using mixed methods we studied eating disorders (ED) with a double look: presence of ED symptoms in students and perceptions of those symptoms in students, by school staff. Preliminary results indicate that students are presenting symptoms of ED, like diets, bulimia, or excessive physical activity. Teachers are not able to precisely estimate how many students may present those symptoms, and they don't know how to look for the right signs in order to help them.

Bonanséa, Maud — Université du Québec à Trois-Rivières

Monthuy-Blanc, Johana — Université du Québec à Trois-Rivières

Samson, Ghislain — Université du Québec à Trois-Rivières

Relaxation Technique, Aromatherapy and Sleep Hygiene Education Program and Sleep Quality among Selected Residents in Manila Boys Town Complex

The research study is a quasi-experimental design which uses relaxation techniques, aromatherapy and sleep hygiene education in causing an effect on sleep quality among selected residents in Manila boys town complex. Two groups of respondents were included, the experimental group and the control group. The statistical tool t-test was used to determine the significant difference between the means of the two groups.

Frani, Jeeno Jay — De La Salle Health Sciences Institute

Engaging Students' through Experiential Learning in Web Design Programming Course at Thompson Rivers University

Having students involved with such service-learning web projects activities parallel my teaching philosophy as "you have to be able to practice what you teach". This session will describe the community outreach service-learning web projects where I have collaborated and coordinated with several local, regional and international non-profit organizations and small businesses to connect students in my Web Design I Programming class with an actual business client as a requirement of the final project.

Abdullah, Mohd — Thompson Rivers University

Evaluating the Effectiveness of Instructional Approaches to Teach Critical Thinking

This paper examines the effectiveness of the current approaches to teaching critical thinking skills in higher education. The presentation will focus on the influence embedded implicit or explicit approaches to the instruction of critical thinking has on the development of critical thinking skills. The results will inform future research on instructional approaches and instructional strategies used in classrooms to teach critical thinking abilities and dispositions.

Saeger, Karla — University of Wisconsin – Whitewater

The Basic Mode of the Reform of Teaching and Research Organizations in Chinese Universities

After the 1990s, three major reforms have imposed major influence upon the organization and form of universities' teaching and research. Under the influence of the three reforms, the research Type University, teaching & research Type University and teaching type university gradually came into differentiation and new types of teaching and research for different types of universities gradually came into being.

Yang, Yingxiu — Northeast Normal University

Assessing Student Learning in a Globally Networked University: The Case of New York University Shanghai

This presentation includes a case study analysis examining how the unique attributes associated with a newly launched global degree-granting campus present additional challenges for designing effective assessment plans and fostering curricular and co-curricular assessment. A detailed examination of indicators designed to track success with implementation to ensure assessment compliance are included.

Karafin, Diana — New York University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 1
Session Topic: School Choice **Session Chair:** Fox, Robert (University of Hawaii)

The Extent to which Multi-level Governance Affects New Educational Policy and Enterprise: An International Comparison

We propose an examination of the effect of multi-level governance structures (US federal vs. US states and European Union vs. constituent member-countries) on evolving educational policies. The issues will be presented and then discussed from four different national perspectives. Comparisons will be made between the legal/constitutional basis for actions and actual practice.

Fox, Robert — University of Hawaii

Queiroz e Melo, Rodrigo — Universidade Católica Portuguesa

Pöder, Kaire — Estonian Business School

Lauri, Triin — Tallinn University of Technology

Bunar, Nihad — Stockholm University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Matsushita, Yukinori

Discussing Traumatic and Controversial Topics in Teacher Education Class through Japanese Karuta

Karuta, is a traditional game in Japan originated in 16th century. The Japanese have used Karuta as a method of transmitting funds of knowledge and important moral values to the successive generations. In this workshop, we will introduce the participants how the preservice teachers in Fukushima University, shared their experiences of disaster through Karuta. The participants will also make their own Karuta on a chosen topic and play the Karuta game.

Matsushita, Yukinori — Fukushima University

Miyazawa, Kaoru — Gettysburg College

Kannno, Mariko — Fukushima University

Suzuki, Kano — Fukushima University

Todo, Shino — Fukushima University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Shiramatsu, Satoshi

Life Historical Meanings of Young Japanese Teachers' Teaching Experience Overseas

This study aims to discuss the impact of teaching experience overseas on the professional development of young Japanese teachers. I interviewed six young teachers who have teaching experiences overseas. This paper concludes that we should discuss various ways of teacher development in order to reduce the anxiety of aspiring teachers.

Shiramatsu, Satoshi — Ehime University

Digital Etiquette Practices in a Digital World

The goal of this study was to address why and how educators today are incorporating digital etiquette practices into their everyday curriculum. A total of 81 education professors and 190 education students were surveyed on their current technology practices and their opinions on the need for the incorporation of digital etiquette practices into the lives of today's youth.

Lawhorn, Stephanie — Rockwall Independent School District

Labby, Sandra — Texas A & M University at Texarkana

Sullivan, Sam — Sam Houston State University

Maninger, Robert — Sam Houston State University

Designing Mathematics Lessons Using the 'Lesson Designing Map'

Teachers usually prepare lesson plans before their class. However, these tend to be teacher-centered lesson plans. In this article, we proposed the concept of a "Lesson Designing Map" based on students' knowledge and thinking to design student-centered lesson plans.

Misono, Tadashi — Shimane University

Watanabe, Yuki — Tokyo Institute of Technology

The Relationship of ACT Scores to OGET Scores and Teacher Candidate Knowledge

A 3-year study comparing teacher candidates test scores on the state Oklahoma General Education Test (OGET) licensure examination to ACT scores in content areas. The study was accomplished to provide a comparison for a substitution of the state content teacher certification test score for ACT scores as required by the accrediting body of teacher education CAEP. The scores on the OGET are scaled scores that range from 100 to 300.

Landry, Deborah — Northeastern State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2017 / **Room:** South Pacific 4
Session Topic: Higher Education **Session Chair:** Pidgeon, Michelle

Understanding Diverse Student Experiences within a British Columbia Higher Education Context

Canadian higher education students continue to diversify making our campuses dynamic and reflective of our society. This presentation shares insights from two distinct research projects the unique experiences of: 1) Aboriginal learners attending university (4yr) and 2) single-parent students enrolled at a community college (2yr). We aim to highlight what is unique about each student group and context and share lessons learned from these projects that will benefit institutional policy, programs, and practices.

Pidgeon, Michelle — Simon Fraser University

Cox, Rebecca — Simon Fraser University

Moving from Just a Portal to a User Experience - A Case Study of One Institutions' Attempt to Create a Seamless Portal Experience from Applicant through Alumni Stages of Institutional Relationship

This presentation will discuss one institutions' successes and lessons learned in transitioning from disjointed point of access to their student information to a solidified experience for the individual from applicant, to matriculation to student, to alumni and lessons learned.

Thomas, Michael — Claremont Graduate University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 1
Session Topic: Elementary Education **Session Chair:** Maeng, Seunggho

Disciplinary Approach to Creative Science Teaching for Elementary Preservice Teachers' Practicums

This study investigated how elementary preservice teachers conducted creative science teaching modules for their practicums. Disciplinary approach in science and educational technology was applied to design of creative science teaching modules. We analyzed teaching sequences, educational technologies, and specific inquiry strategies used in science classes. The effect of disciplinary approach to design of creative science teaching will be discussed.

Maeng, Seunggho — Seoul National University of Education

Jhun, Youngseok — Seoul National University of Education

Lee, Soo Young — Seoul National University of Education

Shin, Youngjun — Gyeongin National University of Education

An Exploration of the Impact of Integrating Developmental Science into Elementary Teachers' Knowledge: Qualitative Analysis of Reflections and Reported Changes in Practice

Elementary teachers working with young children may have a more complete understanding of children's learning when they also have a strong background in developmental science and early childhood pedagogy. This study includes a qualitative analysis of elementary school teachers' reflections on the impact of integrating developmental science and early childhood practices into their knowledge through a series of university courses. Major themes from teachers' written reflections are analyzed and discussed.

Burnham, Melissa — University of Nevada, Reno

Mortensen, Jennifer — University of Nevada, Reno

Writing-to-Act: Extending Writing-to-Learn Content to Writing in Service to Social Action

Many forms of injustice continue to pervade society and are oftentimes woven into the fabric of society. How can educators go about confronting and addressing these injustices while attending to sound pedagogical methods? This paper presentation will illuminate ways in which write-to-learn techniques can be utilized by educators for promoting an awareness of social change and ways to go about dismantling forms of injustice.

Valerie, Lynda — Central Connecticut State University

Bartone, Michael — Central Connecticut State University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Lundmark, Jennifer

Creating Inclusive Co-curricular Learning Environments in STEM

This workshop will explore variables related to the success of diverse students in STEM, and how peer-driven, co-curricular support strategies may effectively encourage excellence in all students. Workshop activities include discussions and demonstrations on how STEM students learn most effectively, the value of instructionally meeting students "where they are", and how to select, train, and empower effective peer leaders.

Lundmark, Jennifer — Sacramento State

Tashiro, Lynn — Sacramento State

The Process of Democratization in Poland and its Influence on Teaching and Learning English as a Foreign Language in Post-communist Poland. A Case Study of Five Polish High School Teachers and the Ways they Educate their Students in Order to Develop and Enhance their Students' Speaking, Communicative, and Cooperative Skills.

I conducted a research in Poland during spring 2015 observing and interviewing five English as a Foreign Language (EFL) public high school teachers focusing on the ways the teachers manifest their pedagogies in developing their students' communicative, and cooperative skills with a particular focus on the students' verbal language production. The research was conducted keeping in mind the process of democratization in Poland after the fall of communism and its influence on English language education in the country. I desire to share the results of my study.

Krawczyk, Ewa Barbara — College of the Marshall Islands

Effectiveness of Dialog Recitation in Facilitating Fluent Speech Production by EFL Learners

This presentation will report on a small scale research project that sought to explore the extent to which two types of recitation tasks where FL learners were engaged, over the course of a semester, in memorization of conversational turns would differentially lead to fluent speech production. Results of the speaking tests administered suggest that a partial-text recitation approach helps improve fluent speech production in a short term, while a whole-text recitation approach has other advantages.

Matsuzaki, Takeshi — Meiji University

The Role of Motivation in Second Language Acquisition

The presentation will showcase how some of the theoretical findings of research conducted on the role of motivation in second language acquisition can benefit ESL/EFL teachers – in fact, any teacher - in the classroom environment. Emphasizing the more recent research, the overall focus of the presentation will be on how to motivate students, that is, how to continuously generate, enhance, and maintain students' motivation, as well as how to protect it from distractions.

Higgins, Silke — San Jose State University

How Much is Enough? Teachers' Perceptions of Literacy Instruction and Common Core State Standards

This presentation/paper will present the comments made by public school teachers about their perceptions of what reading/literacy programs, how reading/literacy is taught, and how much literacy should be taught within the Common Core State Standards (CCSS). Seventy five public school teachers were interviewed over the course of one academic school year. Through qualitative analysis of the data, specific themes emerged describing various interpretations of the CCSS and literacy/reading instruction.

Butterfield, Carol — Central Washington University

Kindle, Sulee — Cameroon Baptist Theological Seminary

Increasing the Fluency, Comprehension, and Interest in Reading of Struggling Readers in Teacher Education Programs

The purpose of this presentation is to share results of interventions utilized with a struggling reader identified via a survey given to students in a 3000 level reading foundations course at Southern Utah University. Following the development of the Adult Reading Interest and Engagement Scale (ARIES), professors met regularly with the student to work on fluency, comprehension and motivation, and to measure change in performance for a period of three months. Results were very encouraging.

Ludlow, Brian — Southern Utah University

Hart, Jeffery — Western Washington University

Development and Implementation of the Adult Reading Interest and Engagement Scale

The intent of this session is to discuss the development and implementation of the Adult Reading Interest and Engagement Scale (ARIES). ARIES will help to identify pre-service teachers who may lack the requisite reading skills and interest for teaching reading. Additionally, after identification can the ARIES show a change in pre-service teacher's interest and engagement in reading?

Hart, Jeffery — Western Washington University

Ludlow, Brian — Southern Utah University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Iolani 5
Session Topic: Special Education **Session Chair:** Alshaer, Mashaer Abdulrahman

The Effect of Using PECS Application on Students with Autism Communication Achievement

The study is seeking if using technology as an educational aid for teaching Picture Exchange communication skills (PECS) to students with autism resulting higher achievement scores in communication skills than using traditional PECS?

Alshaer, Mashaer Abdulrahman — Indiana State University

Evaluation of Early Childhood Special Education Program at the Outcome Phase: A Stake's Countenance Model Perspective

The main purpose of this quantitative enquiry was to evaluate the performance of children with deafness in class one who had attended Early Childhood Special Education (ECSE) program for two years in Government Special Education Schools for Hearing Impaired Children (GSESHIC) in Punjab. A sample of 37 (50%) children with deafness who had got promoted to class one were randomly selected. Achievement tests on reading (Urdu & English), writing (Urdu & English), mathematics, speech and speech reading (Urdu & English) were prepared on the basis of syllabus of K.G.II, and following the pattern of sample question papers of four schools for hearing impaired children (one school from each zone). Results of ANOVA and post hoc comparisons showed a significant difference in the mean scores of writing test (Urdu), writing test (English), and Mathematics test in the GSESHIC in Zone IV from those in other three zones.

Fatima, Ghulam — University of the Punjab

Malik, Misbah — University of the Punjab

Ch, Abid Hussain — University of the Punjab

Grounded Theory: Towards Understanding Ethical Dilemmas by Special Education Leaders in the Philippines

This study wants to explore ethical dilemmas and leadership in special education in the Philippine setting. What does it take to effectively serve the needs of the special education population in a setting that offers mainstreaming/pullout services?

Yao, Olivia Lou Agudon — De La Salle University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Liu, Craig

Educational Considerations and Strategies for Foster Youth

Children in foster care experience a myriad of circumstances that often result in poor educational outcomes. Knowledge and understanding of these circumstances, as well as the services that may be available to foster youth, can help change these outcomes into more positive outcomes. This panel will help educators identify some of the unique circumstances that apply to foster youth, inform educators regarding the potential services and persons available to assist foster youth reach the highest level of achievement possible. The panel will also explain a pilot program created to train Education Rights Holders for foster youth.

Liu, Craig — Whittier Law School

Mertus, Jennifer — Whittier Law School

Naime, Omar — Whittier Law School

Alavi, Roxanna — Legal Advocates for Children & Youth

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Burghardt, Linda

Narrative Analysis as a Research Methodology: An Effective Model for Mining Personal Interviews

Every personal interview tells a story, and the ability to identify and evaluate the underlying concepts contained in a set of personal narratives can provide useful insights for researchers studying a wide range of educational issues. This paper presents an effective framework for mining these interviews using the powerful techniques of qualitative literary analysis. Researchers will learn to employ the full complement of narrative strategies to mine, organize, synthesize, and interpret the rich material contained in personal interviews.

Burghardt, Linda — Holocaust Memorial & Tolerance Center

Braiding History, Inquiry, and Model-Based Learning: Highlighting Creativity in Science through Historical Case Studies

Our team has developed seven historical case studies for teaching geoscience concepts and the nature of science. We piloted four of the cases in an undergraduate science education course, collecting student data concerning nature of science understandings. Preliminary results show development of NOS understandings. We will implement all seven case studies in an introductory geology course for non-science majors. We hope to report on knowledge gains especially in the realm of nature of science understandings.

Dolphin, Glenn — University of Calgary

Benoit, Wendy — University of Calgary

Burylo, Jessica — University of Calgary

Hurst, Emily — University of Calgary

Petryshen, Wyatt — University of Calgary

Wiebe, Simon — University of Calgary

From What and How to Why: Pedagogy at the Periphery of Pre(con)scription

This presentation is a hermeneutic exploration of modern and postmodern conceptions of pedagogy as it hovers between these two junctures. It is borne of academic conversations resting upon blanket acceptance (the “what and how” of curriculum implementation) and [somewhat conversely], critical examination (the “why” of curriculum enactment). Philosophical beliefs about the meaning of ‘good’ practice may converge or clash, depending on interpretations of recent research that clearly points towards education for the 21st Century.

Mathison, Bev — Mount Royal University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Kahili 1
Session Topic: Business Education **Session Chair:** Clark, Thomas

Six Media-Savvy Ways of Answering the "Tell Me About Yourself" Question

This paper describes a series of exercises assigned in Managerial Communication classes to raise awareness of using a variety of multimedia tools to answer one of the most commonly asked question students receive in networking and job interviews: Tell Me About Yourself. It uses data students originate about their personal experiences as a starting point for six exercises that show them how to use various media to promote their talents for job and internship opportunities.

Clark, Thomas — Xavier University

Stewart, Julie — Xavier University

Van Leeuwen, Alex — Xavier University

Clark, Brian — Miami University

Experiential Learning in the Classroom: An OB/Leadership Simulation Phase II

This is the second phase of a multi-phase project addressing simulations in face-to-face and online leadership education. In the first phase of our research, we used Kolb’s Experiential Learning Theory (ELT) to create a role-play exercise through the online discussion boards through a learning management platform. As an extension of this research, in phase II we investigate how experiential learning may improve student learning of leadership and teamwork skills through a simulation exercise in an online class. The simulation to be used is the Harvard Business School “Leadership and Team Simulation: Everest”. We provide instructions and best practices for conducting the exercise. Results of the data will be discussed as well as the future direction of experiential learning in online classrooms.

Rossi, Ken — Hawaii Pacific University

Gibson, Lindsey — Hawaii Pacific University

An Evaluation of American Millennials Leading Global Teams: A Multidimensional Framework for Planning and Optimizing Success

This abstract evaluates and compares American Millennials leadership traits as it relates to leading global teams. A comparative analysis was used to evaluate American Millennial leadership traits and those most desired within Global teams, along with a Training and Development recommendation in relation to the findings.

Keszei, David — University of San Diego

Murphy, Kenneth — Pepperdine University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Kahili 2
Session Topic: Educational Measurement and Evaluation - Panel **Session Chair:** Nguyen, Neal Nghia

Using Evidence-based Checklists to Teach and Evaluate Reading Comprehension: A Guide for K-5 Teachers and Public School Administrators

The purpose of this panel session presentation is to introduce to attendees the proposed evidence-based tools or checklists (that have also been used to teach young children with various special needs) for inclusive K-5 teachers and school administrators to effectively teach and evaluate reading comprehension.

Nguyen, Neal Nghia — Florida Atlantic University
Gunn, Sharon — Southeast Missouri State University
Bohannon, Larry — Southeast Missouri State University
Smith, Shonta — Southeast Missouri State University
Gelfer, Jeff — University of Nevada Las Vegas

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Lancaster, Lamaiya

Adult Learning Meets Dance Education

This presentation will explore how adult learning theories can be used in the dance education process with adults. This includes adult learner-centered instruction, adaptability to learning needs of a broad age and skill range of adult learners, and applying andragogical theories (critically reflective teaching and evaluation) to dance education for adults.

Lancaster, Lamaiya — Ball State University

Student Experience with NCLEX-RN Implementation for Entry to Practice in Canada

This paper provides the results of interviews conducted with 202 graduate nurses from Canada who were the first to write the NCLEX-RN examination for entry to practice. It highlights the gaps in educational preparation they identified, and potential changes that can be implemented by Canadian schools of nursing to address these gaps. Knowledge translation strategies to be implemented are presented and discussed.

Hall, Linda McGillis — University of Toronto

Older Students and the Community College Experience

Research on older community college students (age 40 and above) is scant or, in some topic areas, non-existent. Using the theoretical framework of the Lifespan Development Model, this research uncovers the behaviors, attitudes and needs of older students at community colleges. The research uses the Community College Survey of Student Engagement (CCSSE, 2015). However, findings to date have been disappointing as correlations expected to be strong have been very weak at best.

Kuch, Fred — University of Nevada, Las Vegas
Garcia, Hugo — Texas Tech University
Gutierrez, Antonio — Georgia Southern University

After Three Decades Is It Time to Revise or Modify the Widely Used Deterrents to Participation Scale – General (DPS-G)?

This study will examine the widely used Deterrents to Participation Scale-General (DPS-G). The DPS-G was developed in 1985 by Darkenwald and Valentine to explore the underlying structure of the reasons adults give for nonparticipation in adult education. The proposed study will revisit this scale and provide suggestions for enhancing its utilization by program planners, managers and others interested in identifying barriers to participating in adult and continuing educational activities.

Ericksen, Charles — University of Montana Western

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Stockbridge, Kevin

Crafting an Ethical Approach: Engaging Culturally Responsive Methodologies in Educational Research

This panel will include seven scholars who have worked in educational research with diverse communities across the globe. The panel will explore the foundational ethics of culturally responsive methodologies and their import for engaging in socially just research. Members of the panel will then open dialogue about the multiple ways that this methodological framework can be employed in crafting research with various communities.

Stockbridge, Kevin — Chapman University
Achieng-Evensen, Charlotte — Chapman University
Bolin, Timothy — Chapman University
Cueto, Kenia — Chapman University
Magcalas, Jose Paolo — Chapman University
SooHoo, Suzanne — Chapman University
Adler, Susan Matoba — University of Hawaii-West O'ahu

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Panel **Session Chair:** Duffy, Michael

What Does the Future Hold for Catholic Education?

Catholic education is a longtime valued and valuable institution in the US and the world. As the demographics of the US change and Catholic communities increase in countries with rising inequality, Catholic schools have an obligation and the opportunity to become an educational system with a global dynamic that serves all members. This panel explores the role of the Catholic university and K-12 system of schools in increasingly multiethnic and multilingual communities amidst economic inequality and social injustice.

Duffy, Michael — University of San Francisco

Aldana, Ursula — University of San Francisco

Bleasdale, Jane — University of San Francisco

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education - Workshop **Session Chair:** Norman, Clarence

Advancing the Disadvantaged: Preventing the First Year Slip

The presentation will address the methods used to assist students who are academically and financially disadvantaged successfully maneuver the critical first year of college. We will look at provisions of the Arthur O Eve Higher Education Program (HEOP) in New York State and methods used specifically through the HEOP at St. John Fisher College (SJFC) in Rochester, NY. We will share successful methods used and provide handouts to session participants. Handouts will include: Program guidelines, Student contract, HEOP financial guidelines, Academic Review Committee (ARC) contract, and various admission and financial aid forms. We will also provide statistical evidence to demonstrate the effectiveness of such methodology

Norman, Clarence — St. John Fisher College

Preteroti, Tara — St. John Fisher College

Okoye, Tracy Gatewood — St. John Fisher College

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 1
Session Topic: Leadership in Choice Schools **Session Chair:** Fusarelli, Lance (North Carolina State University)

Who is More Free? A Comparison of the Decision-Making of Private and Public School Principals

We present a comparative analysis of private and public School principals using data from the School and Staffing Survey (SASS) 2011-2012. We add to the literature by examining the differences in private and public School principals' abilities to influence important decisions at their Schools. We find that in comparison to principals in public Schools, principals in private Schools are more likely to report to have a major influence on six out of seven School-level activities.

DeAngelis, Corey — University of Arkansas

Shakeel, M. Danish — University of Arkansas

Why Mission Matters More for (Some) Charter Principals

We present interview data from eight charter principals in Arizona, Texas, California, and Arkansas and Pennsylvania with prior experience leading traditional public Schools, as well as a former Texas charter School principal who had supervised both charter and district School principals in Tennessee, giving their perspectives as to how leaders differs across two sectors. We find that traditional educational leadership programs are ill-suited to charter School leaders, and increasingly to district School leaders as well.

Foreman, Leesa — University of Arkansas

Maranto, Robert — University of Arkansas

Gender, Career Paths, and Bureaucratic Ambition in Public Schools

We use data from the National Schools and Staffing Survey to test the hypothesis that elementary and female principals are promoted more slowly and less likely to seek upward mobility; that is, they have lower levels of bureaucratic ambition. We also use data from the 2013 Texas Middle Managers survey to test whether elementary and female principals express lower levels of bureaucratic ambition. In both cases, the hypotheses are largely confirmed.

Maranto, Robert — University of Arkansas

Teodoro, Manuel — Texas A&M University

Carroll, Kristen — Texas A&M University

Cheng, Albert — Harvard University

No Contractual Obligation to Improve Education: School Boards and Their Superintendents

We investigate whether the contracts agreed to by School boards and the School superintendents they employ include academic criteria; and thus indirectly whether superintendents are held accountable for student academic performance. We employ data from the universe of 2013-14 School superintendent contracts in North Carolina. Only nine of the 115 contracts include academic goals of any kind. Similarly, the superintendent contracts provided by state School boards associations fail to mention academic missions or goals.

Maranto, Robert — University of Arkansas

Trivitt, Julie — University of Arkansas

Nichols, Malachi — University of Arkansas

Watson, Angela — University of Arkansas

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Panel **Session Chair:** Jimenez-Silva, Margarita

So You Want To Write A Grant: Lessons Learned About Writing and Implementing Grants Focused on Preparing Teachers of English Learners

This panel session features five presenters representing six grants totaling almost \$20 million. Scholars, researchers and educators will share lessons learned when writing and implementing grants targeting preservice and in-service teachers of English learners. Presenters will discuss key components to be considered when writing grants. This will be an interactive session with opportunities to share ideas among participants and with panelists. Come prepared to share projects you would like to see funded.

Jimenez-Silva, Margarita — Arizona State University
Coulter, Cathy — University of Alaska, Anchorage
Ortega, Irasema — University of Alaska, Anchorage
Lambson, Dawn — Arizona State University
Trifiro, Anthony — Arizona State University
Markos, Amy — Mesa Community College

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Luttenegger, Kathleen Carroll

Service Learning in the Community in a Pre-Service Teacher Education Course

This paper will examine the design of a service learning component in a community-based setting in an elementary education multicultural course. We will consider effective practices and students' responses to the required service learning component from apprehension to embracing their work in the community. Typical service learning projects in the course include students working in food banks and cafés in which customers pay what they can for a meal or volunteer one hour of time.

Luttenegger, Kathleen Carroll — Metropolitan State University of Denver

A Curriculum of Place in Science and Mathematics Education

The purpose of our research is to investigate how teacher candidates transform their teaching experiences into professional knowledge through a deeper understanding of the environmental, social, political and cultural realities of the educational context. Specifically, we are interested in how teacher candidates in the third year of a four-year teacher preparation program experience an integrated place-based semester designed to enhance their understanding of science and mathematics curriculum and pedagogy.

O'Connor, Kevin — Mount Royal University
Sternberg, Gladys — Mount Royal University

How Pre-Service Teachers Interact and Learn from Community-University Partnerships

Recognizing the importance of providing pre-service teachers with varied opportunities in urban education, we formed a partnership with a local community center. Teacher candidates prepared differentiated activities to implement in the community center each day during the school year. Pre-service teachers' reflections about their experiences in the community engagement project were collected and analyzed. This presentation will focus on how we organize the experience and the themes that have emerged in reflections.

Thompson, Amber — University of Houston
Cooper, Jane — University of Houston
McClellan, Anne — University of Houston
Siller, Patricia — University of Houston
Ford, Haley — University of Houston

Pre-service Teachers' Competency in Division of Fractions before an Intervention

This study is one part of a larger experimental study investigating the dynamic relations between division of fractions and mathematical competency. It focuses on examining what strategies elementary pre-service teachers used for solving division of fractions problems by looking at their thinking habits and problem-solving skills before they received an intervention.

Hu, Hsing-Wen — University of Alaska Anchorage
Sasse, Grant — University of Alaska Anchorage
Hsiao, Wei-Ying — University of Alaska Anchorage

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 4
Session Topic: Counselor Education - Workshop **Session Chair:** Foster, Sherrie

Ethical and Legal Challenges Among School Specialty Professionals

Workshop will focus on research relevant to ethical and legal challenges facing school guidance counselors and school psychologists of the twenty-three county, mostly rural region of middle Tennessee. Collected data will be used to improve course content and application methods for these licensure-prep concentrations of a graduate level training program. Subject selection, methodology and results will be discussed to enable workshop participants to consider replication and/or next steps for continuous improvement of counselor education programs.

Foster, Sherrie — TN Tech University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 1
Session Topic: Early Childhood Education - Workshop **Session Chair:** Geringer, Jennifer

Books and Beyond: Early Literacy in Unexpected Places

When parents and other family members ask what they can do to support their child's learning, the most common response from a teacher is, "Read!" Given the busyness of daily life, however, many families find there just isn't enough time in the day to read to their child as much as they "should." This session will explore how families of young children can support their child's language and literacy acquisition as they go about their normal routines, finding literacy in unexpected places.

Geringer, Jennifer — University of Wyoming

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Peelle, Howard

Teaching Secondary Mathematics with Computer Notation: An Introduction

This workshop will introduce a computer-based mathematical notation – called J – and demonstrate its use for teaching mathematics in middle/high school. Sample topics: Algebraic Functions, Pythagorean Theorem, Averaging Numbers, Divisors and Primes, Gauss's Formula, Cryptograms, Pascal's Triangle, Fractals. Participants will be given a copy of J software – free – to use for continuing their own learning and for teaching their students, as well as for sharing with their colleagues after the conference.

Peelle, Howard — University of Massachusetts

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Harrison, Jonathan

An Active Approach to Teaching Multiple Proficiency ESL Presentation Courses

Active learning can increase student motivation and address issues in multiple proficiency settings. This teaching practice presentation describes how ten types of speeches are taught using a three-step framework that motivates learners and allows them to improve their English at their own pace. The three steps are preparation, presentation, and evaluation. Extrinsic and intrinsic motivational factors for learners will be discussed, and results regarding the performance of students (N=100) and student feedback will be provided.

Harrison, Jonathan — Nihon University

Vanbaelen, Ruth — University of Tsukuba

Perceptions of Japanese EFL Learners on Pronunciation

This study examined which features are considered important for intelligible pronunciation by Japanese EFL students, and also if there are any gaps between the students and teachers. The results show that differences do exist between them, suggesting that the gaps should be filled first when teaching pronunciation.

Hamada, Yo — Akita University

Developing English Learners' Metacognitive Awareness

Teachers can develop English learners' metacognitive awareness to help them identify what they know and can do, set learning goals, manage their learning, and assess their own achievement levels. Guidelines for classroom activities designed to increase English learners' metacognitive awareness will be described and participants will be encouraged to contribute their own examples of how they have helped English learners develop metacognitive awareness.

Chamot, Anna Uhl — George Washington University

How Accurately do NS and NNS of English Teachers Identify Semantic Differences between Modals and Quasi-Modals?

This study investigated how accurately NS and NNS of English identify the differences between modals and quasi-modals. The results showed not only NNS but also NS teachers do not distinguish modal and quasi-modals as in the grammar reference books. This finding shows that there seems to be a certain gap between the descriptive school grammar and intuitions of NS and NNS English teachers.

Aizawa, Kazumi — Tokyo Denki University

Content GO: Incorporating Pokemon GO-Style Learning in Secondary Classrooms

The popular gaming app, PokemonGO, has taken the world by storm. People of all ages are obsessed with capturing creatures in a game where reality and the gaming world collide. This paper will explore the possibilities, implications, and benefits of incorporating Pokemon Go-style learning in secondary classrooms. Smith, Mychelle Hadley — Weber State University

Finding Sustainable Change 16 Years after Interventions: British Secondary Schools

This paper provides a unique perspective on three public secondary schools, one small, one middle and one large, ranging from 400 to 1,400 students that have consistently improved teaching and learning through academic and social emotional education. The findings spans decades of study, using direct interviews, archival data and external research findings. The paper reports five common themes across the three schools and implications for carrying the findings to other secondary schools.

Freiberg, H. Jerome — University of Houston

Teachers' Conceptions of Mathematical Problem Solving: A Path to Teaching Secondary School Math for Understanding

This paper presents part of a research conducted in Nigeria to determine secondary school mathematics teachers' conception of mathematical problem solving and how their conception is related to what they teach and how they teach mathematics through problem solving. The purpose was pursued through the following three research questions:

1. What are secondary school teachers' conceptions of mathematics problem-solving?
2. What are teachers' beliefs about how problem solving should be incorporated into mathematics lesson?
3. How do teachers teach mathematics through a problem solving approach and what type of problem do mathematics teachers typically present to their students?

Okigbo, Carol — Minnesota State University Moorhead

Analysis and Incorporation of NGSS into Existing Science Curricula

This presentation outlines the process of understanding NGSS, analyzing existing curricula as it relates to NGSS, and incorporating new content. Description of the step-by-step process will be discussed, including specific examples and data spreadsheets. Emphasis is made on the collaborative aspect, including the way in which the science department was able to work together to articulate goals throughout a range of grade levels and courses in order to develop a cohesive scope and sequence.

Holm, Heather — University Laboratory School

Alam, Sherry — University Laboratory School

Skiles, Betty — University Laboratory School

Seki-Wong, Jennifer — University Laboratory School

Photovoice: Cultivating Social Justice in Education via Critical Photography

This paper presents that argument that photovoice, which is a grassroots activist qualitative research methodology, is appropriate for embedding within a social justice educational curriculum. With an emphasis on photography and critical dialogue, incorporating photovoice projects in a social justice curriculum provides students with opportunities to both critically analyze and reflect upon certain situations as well as enact change at the school and/or community level. This paper includes examples of photovoice projects that can be used with students at various educational levels (ie. primary/middle/secondary/higher education).

Sutton-Brown-Fox, Camille — Kennesaw State University

McAlpine, C. Gwen — Kennesaw State University

Learning Mindfulness and Mindful Learning

This report shares innovative instruction techniques, applications and activities for integrating mindfulness into content-based English language classes.

Eisenhower, Kristina — Kansai Gaidai University

Media Smart Libraries: Building Community Partnerships to Enhance Digital Media Literacies

The IMLS-funded Media Smart Libraries project at University of Rhode Island's Graduate School of Library and Information Studies is designed to advance digital and media literacy competencies in our communities. The project includes curriculum development, public programs, continuing education workshops, and a digital badging system. This paper will focus on the professional development program, including the digital badging system.

Mandel, Lauren — University of Rhode Island

Karno, Valerie — University of Rhode Island

Moen, Mary — University of Rhode Island

Taft, Alyssa — University of Rhode Island

Barker, Allison — University of Rhode Island

Simas, Samuel — University of Rhode Island

How to Improve Literacy for All: The Development and Application of the AIM Integrated Literacy Model

How do you build a comprehensive literacy framework that benefits ALL students and can sustain in your school? The solution is to combine a research based integrated model and build capacity at the school and district level to improve fidelity. This session features different stakeholders to describe the process for contextualizing a multi-component literacy model that showed successful literacy outcomes for students in a private school setting into a complex public school system. Strategies for refining both the intervention components and building implementation capacity in two urban schools will be shared. DATA-BASED.

Duda, Michelle — Implementation Scientists, LLC

Pugliese, Nichole — AIM Academy

Roberts, Pat — AIM Academy

Keeseey, Karen — AIM Academy

Blair, Nancy — AIM Academy

Hennessey, Nancy — AIM Academy

Resonances of Synaesthetic Beauty, Spectrums of Rage: Autism and Embodied Expression

My photo-poetic inquiry challenges educators to consider reflective, non-judgmental collaboration in ongoing synaesthetic experiences of a shared natural environment, in light, texture, form, and tone of potential beauty. Dylan, on the autistic spectrum, lives through obsessive encounters with visual arts and sound where his bodied responses consistently present as rapture, but shift suddenly to cycles of rage. Sound walks and tonal listening sessions highlight resonances of trust through sound and imagery.

Ramsay, Lorna — University of British Columbia

TALK THE TOK AND WALK THE WOK: A Study of How International Baccalaureate Subject Teachers Integrate Theory Of Knowledge in Their Teaching

This paper explores how International Baccalaureate (IB) teachers integrate the Theory of Knowledge (TOK) course in their teaching. TOK examines the nature of knowledge and emphasizes cross-disciplinary connections between ways of knowing (WOK) and areas of knowledge such as mathematics, sciences, literature, languages, humanities and arts. It is a compulsory element of the IB Diploma Programme, however research shows that many Diploma Programme subject teachers do not feel confident in embedding TOK in their teaching.

Condoleon, Manuel — University of Sydney

Service Learning in Pacific Island Contexts: How Tertiary- Level Institutions Address Community and Indigenous Issues

The presenter will provide examples of successful service learning programs and activities at selected tertiary-level institutions in the Pacific region--primarily in Hawai'i and Guam--and describe how these programs address community needs and, in some cases, promote awareness of indigenous issues, traditions, and values. Additionally, recommendations will be given for constructing culturally-appropriate service learning programs in other contexts, most notably in Japan, where the presenter is currently based.

Ercanbrack, Jay — Matsuyama University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Hardie, Valerie

Introducing and Implementing the Flipped Classroom into the School in the Mathematics Classroom

Flipped Classrooms is a new concept at Padua College [a co-educational Catholic College, with students aged 12-18years]. Flipped classrooms have been introduced into three Mathematics classrooms. The presentation deals with the successes, challenges and issues that have been faced in implementing this strategy into a school where education is presented in traditional structure. Student, parent and teacher evaluations are included in the presentation.

Hardie, Valerie — Padua College

Alserda, Liz — Padua College

Handwriting Proficiency as a Predictor of Success in Mathematics Courses

It may be that particular developmental skills may serve as a predictor for success in mathematics courses. A particular skill (requiring similar capabilities) that may predict performance in such classes is handwriting. In this presentation we examine the (surprisingly controversial) relationship between handwriting proficiency and math class performance, and ponder if a causal relationship exists between the two.

DeLong, David — Lehigh University

DeLong, Debbie — Medical College of Virginia

Representation of Identities: Social media and Education in Iran

This presentation is exploring the identity formation of Iranian adult Facebook users through their online self-representation based on their choice of language for communication on the Internet. The theory of “cultural identity” by the sociologist Stuart Hall (1932-2014) is applied in this research. The visualized theoretical framework, context of study, mental map based on the data’s shared themes and the first section of data analysis will be presented.

Khoshsabk, Nastaran — Monash University

Brown, Jill — Monash University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Kahili 1
Session Topic: Distance Education - Workshop **Session Chair:** Berman, Erin

Is that a robot I see: Ways to create presence to enhance teaching

Surrogacy is a much different notion than being “present.” This workshop will address how instructors create presence in class regardless of modality. The focus of this workshop is to demonstrate various ways to create presence (social, cognitive, and teaching). Topics for discussion include how we create presence; how creating presence enhances learning; and how various tools, including a telepresence robot can be used to create presence.

Berman, Erin — Radford University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Panel **Session Chair:** Sockbeson, Rebecca

Institutionalizing Reconciliation; Systemic Truth Mobilization & Indigenous Knowledge Transfer

This is a critical time for the academy and Aboriginal communities to converge in ways that sustainably contribute to redress of the IRS legacy. Panelists, comprised of Indigenous scholars and doctoral students will respectively address the following guiding question: how can public universities and Aboriginal communities (including Aboriginal grad students & scholars) converge to develop and operationalize Institutionalizing Reconciliation within public universities as a means to addressing the Calls to Action?

Sockbeson, Rebecca — University of Alberta

Cortez, Sarah — University of Alberta

Starr, Rochelle — University of Alberta

Reed, Kelsey — University of Alberta

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Lehua
Session Topic: Adult Education - Workshop **Session Chair:** Church, Alexandra

Learning through Community

Through years of classroom practice, Alex and Dian have explored ways to develop community and student engagement. Their work has focused on building connections, developing critical thinking, and enhancing understanding of concepts. By using Reading Circles and Go Arounds, students become engaged with the content and each other.

Church, Alexandra — Thompson Rivers University

Henderson, Dian — Thompson Rivers University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Hunter, Jennifer

Effective Online Course Development and Effective Online Teaching

Research tells us what Best Practices are for the development of an online course, but precious little is said how to implement those practices. This workshop will be a hands on workshop to develop at least three modules of an online course.

Hunter, Jennifer — Southern Utah University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Fan, Si

Using Big Data Analytics to Support Online Learning and Teaching in Higher Education

This presentation discusses the findings from a study conducted in one Australian university. The study involves the use of Big Data analytics to extract and analyse data from an online learning management system used at this particular university. It uses innovative analytical methods to examine correlations between lecturers' pedagogical approaches and student learning outcomes. The finding will be relevant to other universities who wish to use Big Data analytics to support online learning and teaching.

Fan, Si — University of Tasmania

Learning Unusual: Merits and Demerits of Emerging Trends in Postgraduate Supervision in Uganda's Higher Education Sector

The paper seeks to examine the merits and demerits of emerging trends in postgraduate supervision in Uganda's HEI. The paper relies heavily on qualitative methodologies; including a review of various reports, interviews with staff from the regulator, NCHE, interviews from supervisors, external examiners, postgraduate students and coordinators of research in HIE.

Nkata, James — Uganda Management Institute

Karyeija, Gerald Kagambirwe — Uganda Management Institute

Calling all Nurse Educators! Addressing Challenges Associated with Recruitment and Retention of Participants in Nursing Education Research

The purpose of this presentation is discuss recruitment and retention issues related to nurse educator participants in research studies. First, we present a review of pertinent literature. Secondly, we share the challenges experienced while undertaking our research study and possible reasons for these. Thirdly, based on our experiences, we offer potential recommendations, solutions, and suggestions to guide further research. The audience will be engaged in a discussion based on their respective experiences.

Profetto-McGrath, Joanne — University of Alberta

Raymond-Seniuk, Christy — MacEwan University

Successes and Pitfalls in the Co-Requisite Model in Mathematics

This presentation highlights the changes in the way we approach developmental mathematics courses in our state and at our institution. The co-requisite model is now the standard mode of delivering remedial mathematics support. As is common with most changes, we experienced successes and discovered pitfalls along the way. This presentation will focus on our data illuminating student successes as well as some of the challenges we encountered and how these difficulties were addressed.

Naidu, Pinder — Kennesaw State University

Jones, Tonya — Kennesaw State University

Birrell, Robert — Kennesaw State University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Milligan, Charles

Evidence Based Accountability (EBA)

Relying on massive reports is a daunting task that is time consuming and difficult to accomplish without a systematic model. Evidence Based Accountability (EBA), is a model that is an approach to school accountability that simplifies the monitoring process with a comprehensive, logical method. After completion of this session attendees learn to: identify issues and problems, promote development of a plan, learn techniques to committee stakeholders and communicate goals, monitor progress and assess the results.

Milligan, Charles — Middle Tennessee State University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education **Session Chair:** Giust, Amanda

Understanding the Experience of a Student with Intellectual Disabilities and his Family in an Inclusive Higher Education: A Case Study Approach

Inclusive higher education programs for students with intellectual disabilities are becoming more prevalent throughout the US since the reauthorization of the Higher Education Opportunity Act (2008). Project Panther LIFE is an inclusive postsecondary transition program housed at Florida International University. This case study analyzes the experience of a Panther LIFE graduate as well as corresponding support systems including family members, student mentors, and faculty advisor in regards to the student's personal growth, goals, and outcomes.

Giust, Amanda — Florida International University

Valle-Riestra, Diana — Florida International University

Lessons Learned from Curricula Development for Master's Students in STEM

This presentation is designed to discuss suggestions of what curricular designers and program leaders might consider through examples a case study of master's students at state level STEM degrees who seek opportunities to enhance their graduate education to meet high demand from business, industry, and public agencies.

Komura, Kiriko — Keck Graduate Institute

Thomas, Michael — Claremont Graduate University

Engaging Undergraduate Students in Research: Faculty, Staff and Student Perspectives

Undergraduate Research (UR) has been identified as a high impact practice for underrepresented students in higher education. The presenters discuss UR from four different perspectives: faculty, staff, student organizational level, and individual student perspective. These perspectives, suggests that underrepresented students, across different academic achievement levels, benefit from engaging in original UR. Further, we outline implications for Undergraduate Programs striving to identify high impact practices that improve retention and graduation rates.

Flores, Susana — Central Washington University

Gilbert, Jamie — Central Washington University

Gilbert, Meghan — Central Washington University

Brito, Alicia — Central Washington University

Ortiz, Viridiana — Central Washington University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 1

Session Topic: Understanding Systemic Effects of School Choice **Session Chair:** Cannata, Marissa (Vanderbilt University)

Evaluating the Systemic Effects of School Choice Induced Competition: Student Outcomes in Michigan

Using a unique panel data set covering 3rd – 8th grade students in Michigan between 2009 – 2012, this paper provides evidence of the systemic effects of School choice on student outcomes. The results suggest increased competition has either a null or negative impact on test Scores while leading to widening test Score gaps within School districts. Policy recommendations are discussed such as the need to focus on the quality of choices rather than the quantity.

Creed, Benjamin — Northern Illinois University

Dynamics of Privatization of Education – A Struggle between a State and Public Funded Private Schools

This paper addresses the dynamics of privatization of education in a south European country. In 2013, a center right government stabilized conditions of public funding of private Schools. Since November 2015, a new government, supported by left wing parties, severely reduced funding. Analysis of this case is a contribution for further knowledge on privatization in education. Data is composed of statements by the main actors in this “war”: politicians, opinion leaders, spokesmen for the Schools.

Queiroz e Melo, Rodrigo — Portuguese Catholic University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2017 / **Room:** South Pacific 2

Session Topic: Teacher Education - Workshop **Session Chair:** Streagle, Karren

Teachers' Perceptions of Individualized, Personalized, and Differentiated Learning and How Their Understanding of These Pedagogical Practices Influences Their Integration of Technology to Support All Learners

The purpose of this workshop is to define individualized, personalized, and differentiated learning and offer insight into how understanding of these three pedagogical practices influences technology integration to support all learners. Participants will be invited to reflect on their understanding of these three practices, how they integrate technology into their instructional practices, and how they can leverage these practices as they integrate technology to improve their future practice to support all learners.

Streagle, Karren — Idaho State University

Ntuli, Esther — Idaho State University

Examining Preservice Educators' Perceptions of Teaching Children of Poverty

In this presentation, participants will receive information regarding teacher candidates' feelings and perceptions regarding teaching children of poverty. This study evaluated the perceptions of poverty on education and how educator preparation providers might enhance preservice teachers' abilities to effectively instruct children from impoverished backgrounds. Through this presentation, insights from study participants will be discussed as a means of improving educational opportunities for both preservice teachers and P-12 students.

Luther, Vicki — Mercer University

Richman, Laila — Towson University

Interdisciplinary Approaches to Creating Authenticity in a Bachelor of Education Program

This presentation will explore possible interdisciplinary approaches for engaging pre-service teachers in authentic learning in a Bachelor of Education two-year after degree program. The connection between how students learn and how faculty teaches is a compelling area of investigation. Authentic learning is viewed as being essential in a Bachelor of Ed program in order for pre-service teachers to make meaning of their learning.

Seitz, Paolina — St. Mary's University

Hill, Laurie — St. Mary's University

Delving Deeper into Depression: An Examination of Pre-Service Teachers' Understanding of Depression, and the Implications for Policy Recommendations

Families for Depression Awareness (n.d.) states that depression in young adults between the ages of 12 and 17 has risen at startling rates. From an educator's perspective, this news is distressing as students' depression can negatively impact their lives in multiple ways (NIMH, n.d.). Over 100 pre-service teachers in a teacher preparation programs were administered the Depression Multiple Choice Questions (Gabriel & Violato, 2009). Results indicate high levels of misconceptions. Implications are discussed.

Luu, Gabrielle Vivi — Arizona State University

Jimenez-Silva, Margarita — Arizona State University

Cultured Teachers and Cool Kids: Transmitting the Metaphors We Live by

Teaching the associated culture to students of a language is necessary and, harking back to result obtained from a previous study, I continue to explore how the inculcated metaphoricality of a target language not only serves to teach the language (its grammar and syntax, structure, register, etc.) but to transmit the more intangible characteristics that serve to hail (or, in some cases, alienate) the second-language learner.

LaPerriere, Maureen-Claude — Université du Québec à Trois-Rivières

The Quality of Life of Mental Health Therapists on a Military Base

This research will examine the professional quality of life of mental health therapists that practice on a Marine Corp base. Three areas will be studied; Compassion Satisfaction, Burnout, and Secondary Traumatic Stress. Correlations will be comparisons of therapists by their years of experience, whether they themselves have been active duty, or was the spouse or immediate family member of an active duty service member.

Knight Jr, Miller — Argosy University

Burnout Among the Counseling Profession: A Survey of Future Professional Counselors

Research on the burnout potential of future professional counselors and as counselor educators our responsible in helping counseling students learn application of wellness behavior to diffuse burnout potential (paper has been submitted to I-Manager Educational Psychology for review).

Wardle, Elizabeth Ann — Counselor Educator

Mayorga, Mary — Texas A&M University-San Antonio

de Vries, Sabina — Texas A&M University-San Antonio

Utilizing Action Research to Improve Counselor Education Courses: An Example

The focus of this paper presentation/session is to inform counselor educators on how to utilize action research as a tool to assess diverse counseling students' educational needs and how to improve course work to meet these needs. The paper will use the example of a recent Action Research project conducted at a South Texas university to highlight pertinent action research processes.

de Vries, Sabina — Texas A&M University-San Antonio

Mayorga, Mary — Texas A&M University-San Antonio

Freedom From Unreasonable Searches. Student Constitutional Rights At A Crossroads

The presenter, a professor of school law at the master's and doctoral levels, offers a compelling case that students' 4th Amendment rights are being abused at an alarming rate in schools today due to a lack of understanding of the basics of the common law of search and seizure in schools. He presents a framework for assessing the legality of potential searches, including the explosion of searches conducted by School Resource Officers.

Dunaway, David — University of North Carolina Charlotte

Administrative Views on Teacher Evaluation and Tenure

This work-in-progress report will examine if the teacher-evaluation process could be tied to credential renewal, thereby bypassing tenure issues. Administrators in Santa Clara County, California, will be asked to respond to a survey on teacher tenure and evaluation procedures.

Traynor-Nilsen, Patricia — National University

Crosby-Cooper, Tricia — National University

Pacis, Dina — National University

Do Personality Traits Make a Difference in the Performance and Job Satisfaction of Teachers?

Research will be presented showing the correlation of personality as defined by the "big five" personality factors with public school teacher outcomes in North Carolina including being selected as Teacher of the Year, ratings from principals, retention, and student test scores. The personality factors were also assessed to determine if they were consistently associated with job satisfaction among teachers.

Carpenter, Dale — Western Carolina University

Education Planning and Policy: Migration, Language and Literacy in Global Contexts

The literature review for this presentation includes a primary focus on three strands or modules that inform a new course research, planning, design, development and implementation. The modules/strands are as follows. Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC). Module 2: Pedagogy of Language Learning and Teaching (PLL-T). Module 3: From Theory to Practice Reflections - Addressing Less commonly Taught Languages Policies and Pedagogical Practices (LCTL-PPP-TP)

Pittman, Joyce — Drexel University

Underrepresented Student Success in MESA Engineering Program at the San Francisco State University

San Francisco State University's Mathematics, Engineering and Science Achievement (MESA) program is concerned about the need for educating engineers throughout the United States. The demand for engineers continues to increase due to federal stimulus spending, while the number of graduating engineers especially from underrepresented minority (URM) groups is not sufficient to meet the demand. Given the projected increased demand for URM engineers, the engineering education community must explore a variety of pathways to assist URM engineering students to become successful.

Ozer, Nilgun — San Francisco State University

Pong, Wenshen — San Francisco State University

The Impact of Student Engagement, Institutional Environment, College Preparation, and Financial Support on the Persistence of Underrepresented Minority Student in Engineering at a Predominately White Institution: A Perspective from Students

This paper will examine the role of student engagement, institutional environment, college preparation, and financial support on the persistence of underrepresented students in engineering programs at a predominately white institution. Qualitative research methods and semi-structured interviews will be employed to gain insight on student perceptions of how the key factors above impacted throughout the matriculation of their engineering program.

White, Vemitra — Mississippi State University

Alexander, Jamel — Mississippi State University

Prince, Debra — Mississippi State University

Verdell, Angela — Mississippi State University

Science Subjects Studied and Relation to Income after University Graduation - An Empirical Analysis in Japan

This paper examines the effect of science education during the high school education how science graduates of universities are evaluated in the labor market. The results show that among science graduates, workers adept at physics tend to have higher incomes compared to workers good at other subjects. Generational analysis based on the curriculum guideline amendments shows that the generational gap is small among science majors who are good at physics.

Nishimura, Kazuo — Kobe University

Hirata, Junichi — Ritsumeikan Asia Pacific University

Yagi, Tadashi — Doshisha University

Urasaka, Junko — Doshisha University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Horness, Paul

Listening Activity: Test Feedback and Opinions for Shadowing

The purpose of this study was to examine whether learners would benefit from shadowing exercises and whether learners thought the shadowing exercise were beneficial to them.

Horness, Paul — Atomi University

Identifying Classroom Observation Instruments used in Classrooms with English Language Learners: A Systematic Review

The purpose of this study was to describe patterns among quantitative classroom observation instruments (COIs) used in collecting and analyzing data specific for English language learners (ELLs). A total of 19 from 37 COIs were explicit in collecting and analyzing data for serving ELLs. Of the 19 only 14 COIs had reliability and validity information and varied in their theoretical frameworks and psychometric properties, affecting what researchers observed, collected, and analyzed in the ELL classroom.

Garza, Tiberio — University of Nevada, Las Vegas

Huerta, Margarita — University of Nevada, Las Vegas

Spies, Tracy — University of Nevada, Las Vegas

Exchanging Cultures in the College Classroom: Fourth Year Outcomes

This research consolidates four years of data collected from classroom exchanges between Introductory Sociology and ESOL Courses during 2012, 2013, 2014, 2015 years where Sociology students participated and evaluated weekly conversations with ESOL/International students at same college. The results of survey questionnaires will be presented by yearly and consolidated findings in powerpoint format, indicating the connection to institutional core values of cultural awareness, personal development, and career development, within context of PCC “internationalized curriculum” initiative.

McMurry, Melody — Portland Community College

Thornburg, Cynthia — Portland Community College

Communicative Materials on Sports for College/University Students

College/university students will be needed as volunteers in 2020 Tokyo Olympics, especially whose major is PE and whose interests are sports. It is important to cultivate such students rapidly with proper materials in order to receive many foreign people in Tokyo. The purpose of this study is to suggest how to create communicative materials on sports based on the results of pre- and post-surveys.

Owaku, Rie — Japan Women’s College of Physical Education

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 3
Session Topic: Other Areas of Education - Workshop **Session Chair:** Williams, Nadia

Crowdsource Your Class: Unlock the Perspectives of Your Participants to Enhance Engagement and Authenticity

In this session, the participants will walk through learning how to use the concept of crowdsourcing in order to help them acquire ideas from their participants to, in turn, enhance the engagement of those participants.

Williams, Nadia — Cobb County School District

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 5
Session Topic: Special Education - Workshop **Session Chair:** Hames-Frazier, Vicki

Swimming for the Severely Challenged Child

A person’s ability to learn to swim should not be hindered by the fact that they have a cognitive and/or behavioral disability. The ability to learn to swim for these individuals may prove challenging to an aquatic instructor. This class will discuss the characteristics and behaviors of these individuals. We will look at techniques used to teach swimming skills successfully to children with special needs in a safe and affirming environment.

Hames-Frazier, Vicki — Washtenaw Intermediate School District-High Point School

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Harriell, Kysha

Being Prepared: Developing an Emergency Action Plan for your School, Class, or Sporting Activity

Having a documented Emergency Action Plan (EAP) and appropriately trained personnel is often overlooked in the educational setting. It is not until an emergency occurs is the need to have a document EAP realized. If an EAP does exist, is it updated, practiced and communicated on a regular basis. School violence is on the rise and having an EAP and mandatory training will assist in reducing the risk of injury and fatalities.

Harriell, Kysha — University of Miami

Amrani, Kristina — Baylor University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Esqueda, Melody Jasmine

"As Long as You Teach One Minority Group's Story, You're Good": Issues to Consider When the Goal is Cultural Empowerment

Through the use of testimonio methodology, a young scholar and a senior researcher examine their involvements with educational experiences with cultural empowerment as a central tenet. Experiences teaching in various educational programs as a young educator are examined through a critical lens. The senior researcher shares her experiences teaching in a charter middle school designed to empower Latino/a youth. Challenges and strategies for addressing those challenges using a community wealth framework are addressed.

Esqueda, Melody Jasmine — University of Southern California

Jimenez-Silva, Margarita — Arizona State University

Movement's Role in Learning: A Neuroeducational Perspective

This paper is a literature review on the role that movement plays in student learning. Connections between physical fitness levels and student academic achievements are explored and the correlation between different types of movement and academic achievements are studied as well. More specific connections involving the cerebellum and eye and hand movements as associated with student learning are also investigated.

Thul, Matthew — University of Portland

Challenges of Estonian School System: Explaining Ethnic Educational Gap in Estonian Bilingual School System

At the light of current migration crisis in Europe, we aim to analyse the factors behind differences in native-non-native educational achievement by contributing to the literature of educational inequality and bilingual education systems. We use PISA2012 data and In order to disentangle the difference between the scores of Estonian- and Russian-language schools, the Blinder-Oaxaca decomposition technique for linear regression models will be used.

Pöder, Kaire — Tallinn University of Technology

Lauri, Triin — Tallinn University of Technology

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** Trahan, Mitzi

An Integrative Literature Review: A Theoretical Framework Supporting the Development of a Virtual Learning Environment Model

Virtual Learning Environments (VLE) are software platforms designed to provide learning spaces for education, economics, cultural, and other human activities. In this paper, the authors conceptualize three major design components related to an efficient VLE. We offer a conceptual model and framework for educators to consider during curricular developmental stages. This framework consists of best practices related to system alignment, pedagogy and instruction, and social dimensions in the formation of the VLE environment.

Trahan, Mitzi — University of Louisiana at Lafayette

Wedlock, Brad — University of Louisiana at Lafayette

Bryant, Martha — University of Louisiana at Lafayette

Inter-Institutional Collaboration for Impactful Education at a Distance

Given finite faculty resources, inter-institutional collaboration is critical for providing degree programs. Distance learning and non-competitive agreements allow such collaborations to thrive. Inter-institutional collaborations take a variety of forms and may involve inter- or intra-country institutions. This presentation will describe two: one involving seven Great Plains' institutions, and the other a global collaboration including institutions in the U.S., India, and China.

Dalla, Rochelle — University of Nebraska, Lincoln

Xia, Yan — University of Nebraska, Lincoln

Bischoff, Richard — University of Nebraska, Lincoln

Lived Experiences of Teachers Transitioning To Distance Education In A Traditional University, A Phenomenological Study

The university will integrate distance education into its traditional teaching and learning method, this study will show how the teachers experience the transition from the time of their selection extending into the training period until the end of their first semester of implementation with the goal that by understanding the experiences from the perspective of the teachers it will enable management to better prepare future teachers who will make the same transition.

Chua, Abegayle Machel — De La Salle University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Workshop **Session Chair:** Schumacher, Jane

Kōina Leo: Leading Learners in 'Ōlelo Hawai'i Using "The Silent Way" Methodology

This workshop examines the changing roles of leaders of 'ōlelo Hawai'i instruction and the impact of instruction on learners, through the use of "The Silent Way" methodology (Gattegno, 2010; Gattegno, 1972; Gattegno, 1963) in both face to face and in online teaching and learning. Participants in the workshop will be actively engaged in actual learning activities used in this study.

Schumacher, Jane — University of Phoenix

Pata, Cody Pueo — Hālau Hula 'O Ka Malama Mahilani

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Chapple, Julian

Teaching in English Does Not Always Mean the Teaching of English

Following the global trend, an increasing number of universities in Japan have begun using English as a Medium of Instruction (EMI) as a way to raise their students' English proficiency. However, if not implemented correctly, merely teaching subjects in English is no panacea. Based on a detailed literature review and several case studies, this paper details the limitations and pitfalls and concludes with practical recommendations for greater effective language support activities.
Chapple, Julian — Ryukoku University

Flipped lessons in Teaching EFL with Mobile Technologies

Students were exposed to flipped lessons for 24 weeks using a variety of materials such as a digital text with iPad, ATR CALL Brix, Newton e-Learning, and TED Talks. An assessment of pre-treatment and post-treatment TOEIC, OPIc computer-based speaking test, and CASEC Computer test results showed that the students improved more in each test. Surveys administered to students indicated more satisfaction with their flipped lessons and more motivated by the blended learning environment.
Obari, Hiroyuki — Aoyama Gakuin University

English for Tourism Education Focusing on Inbound Tourism Promotion: The Value of Historic Architectures in Nagoya, Japan

The purpose of this research is to shed light on inbound tourism (i.e., tourism focusing on visitors from foreign countries) associated with Japan's traditional buildings of the late modern period located in an ultra-modern urban landscape by demonstrating the cultural value of the buildings and roles played by the residents. Reflecting the outcome of fieldwork with university students, the author intends to explore pedagogic implications of programs integrating inbound tourism promotion and English language learning. (75 words)
Nakamura, Sachiko — Aichi Gakuin University

An Investigation of the Impact of Mobile Applications and Websites for Chinese as a Foreign Language Learning in K-12 Classrooms in the U.S.

The present study examined the impact of using mobile technology applications and websites on the attitudes and achievement among students learning Chinese as a foreign language in U.S. k-12 classrooms. Data were collected from multiple classes taught by teacher candidates in a Chinese teaching licensure program at a state university. Preliminary data analysis indicates positive findings supporting such technology-based instructional innovations.
Wang, Lih-Ching — Cleveland State University
Liu, Xiongyi — Cleveland State University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Athans, Kimberly

Using Academic Notebooks in Doctoral Writing: An Investigation of Doctoral Students' and Instructors' Perceptions and Beliefs

In this presentation, we will discuss how implementing academic research notebooks for higher education students can be an effective way to support academic writing (Fraser & Phillips, 2000; Rheingold, LeClair, & Seam, 2013). Typically, higher education students struggle with academic writing (Caffarella & Barnett, 2000; Roberts, 2010); therefore, we will share attitudes and perceptions of doctoral students and professors, and examples of academic notebooks as it relates to the writing process in a higher education setting.
Athans, Kimberly — Sam Houston State University
Benge, Cindy — Aldine ISD
Butler, Melinda — Sam Houston State University
Combs, Julie — Sam Houston State University
Keelan, Jessica — Sam Houston State University
Morris, Alana — Sam Houston State University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Haskins, Tara

Increasing the Impact: A Training Resource for Adjunct Instructors

Because of the sharp decrease in tenure-track hires, most institutions of higher education increasingly depend on adjunct instructors. This presentation will review the creation of the "Adjunct Faculty Handbook", a resource for non-tenure-track instructors in the Department of Education at Eastern Washington University. This presentation also includes a literature review that examines a variety of sources that have added to our knowledge of best practices for incorporating adjunct instructors into the institution.

Haskins, Tara — Eastern Washington University
Aleccia, Vince — Eastern Washington University

The First Year on Tenure-Track: A Latina's Reflections

Recruitment and retention of faculty of color continue to be issues of concern for leaders among high education institutions. In particular, the need to have faculty of color on campuses remains critical in order to mirror increasing student demographics and reap the well-known benefits to all. This paper presents a Latina's personal narrative of her experience during the first year on tenure-track at a university in the United States and provides recommendations and conclusions.

Sanchez, Jafeth — University of Nevada, Reno

A Case Study of One Organization's Push to Make Their Website More Tenable, Navigable, Usable and Practical, Achieving the Ability for Future Data Driven Decisions

This presentation has been prepared to discuss lessons learned from redeveloping an STEM-related academic organization's website over a year-long process, and present future steps. Key takeaways from such a project include stakeholder involvement (other academic institutions) and the ability to make data driven decisions with very easy to use and powerful tools such as Google Analytics.

Komura, Kiriko — Keck Graduate Institute
Thomas, Michael — Claremont Graduate University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Black, Kerry

Using Coaching to Lead

This workshop will be an introduction to the concepts of coaching and its impact on School Leadership. Participants will be highly engaged in the activities, and learn two core coaching skills. They will gain an understanding of the power of coaching conversations to add to their leadership toolbox.

Black, Kerry — Black Ink Coaching and Consulting

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education **Session Chair:** Morris, Pamala

Engaging Agriculture Students in Social Justice Discourse Through Virtual Reality

Virtual Reality (VR) technologies have seen a recent commercial upswing in the last few years, and usage has spanned from traditional simulation training tools to entertainment purposes. The benefits of using VR technologies for training and educating students can far outweigh non-interactive methods due to their ability to immerse the viewer in a safe, controlled environment. VR is being used in a diversity course to engage students in critical discussions on social issues.

Morris, Pamala — Purdue University
Takahashi, George — Purdue University

Eliciting Creativity and Collaboration in the Online Classroom

Given the ubiquity of access and use of the worldwide web, it behooves online instructors in higher education to develop tools and assignments requiring creativity and collaboration, two highly valued competencies for the evolving workforce. This session will discuss and demonstrate a few practical academic projects eliciting creativity and collaboration from students.

Kutaka-Kennedy, Joy — National University

Qualitative Explorations of Student Potential at a Japanese University

This presentation will share with conference delegates the theoretical underpinnings, methodology, and preliminary findings from an ongoing project addressing the issue of student potential within a Japanese university. The project is particularly focused on using qualitative interviewing to elicit students' stories of potential realisation in a university setting, and the challenges and obstacles associated with these. Through this it is hoped suggestions can be made for enhancing practice among tertiary-level educators in Japan.

Rombs, Elvyra — Waseda University

The Empowerment and Inclusion of Adjunct Faculty: A Case Study

A case study of how one university in the Pacific Islands formed an Adjunct Faculty Advisory Team for the purpose of representation by having an official body to speak on their behalf, assist with training and professional development, and help foster an inclusive setting with the institution.

Chun, Hans — Chaminade University
Hargis, Jace — University of California, San Diego

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Comer, Unoma

Challenges and Implications in Teaching the Millennial Generation Student

This session will explore the many characteristics Millennials bring to the higher education classroom and the challenges that accompany those dispositions. The focus will be on strategies that will enable the professors to best meet the unique learning needs of the Millennials.

Comer, Unoma — National University

Evans, Suzanne — National University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Thornburg, Amy

Planting Seeds: Developing Teacher Identity and Leadership Skills for Pre-Service Teachers Using a Short Term Study Abroad Experience

Our proposal provides the narrative of how one small liberal arts university used a short term study abroad experience to foster development of a strong teacher identity and leadership skills in pre-service teachers. These pre-service teachers were followed before, during, and after their experience working with schools in the Dominican Republic. They developed skills prior to departure, enacted on them in the Dominican Republic and finally expanded on those skills during their student teaching experience the following semester.

Thornburg, Amy — Queens University of Charlotte

Collins, Jennifer — University of Wisconsin-Platteville

Ceglie, Rob — Queens University of Charlotte

Social Studies Alive! Connecting Elementary Students in the U.S. and England through Digital Technology

Prior to short-term study abroad experience, education majors engaged with elementary students in Wisconsin to explore cultural identity according to the Social Studies standards. The students created digital artifacts addressing the history, geography, economics, political science, and behavioral science for their region. Students in England viewed the digital presentations and created similar artifacts to be shared with the U.S. students. In this session, we'll share our experiences using technology to connect students in two countries.

Hollingsworth, Lindsay — University of Wisconsin-Platteville

Collins, Jennifer — University of Wisconsin-Platteville

The Professional Development Schools (PDS) Model of Teacher Preparation and Beginning Teacher Retention

This mixed methods study explores the components of the Professional Development Schools (PDS) Model of teacher preparation and their effect on the retention of beginning teachers. This paper presents the experiences and perceptions of recent graduates of a teacher preparation program in Massachusetts and whether the various elements of the PDS model have contributed to their feelings of self-efficacy, teacher efficacy, and eventual persistence in the profession.

Bebas, Christina — Worcester State University

Building a Dream Through a University-District-Community Partnership: Plotting a Path to Success

Representative(s) from Southern Utah University, Iron County School District, and local community groups and organizations will share the process we followed to successfully develop our Memorandum of Understanding (MOU) and our "Five Tier Model for Clinical Engagement in Teacher Education". We will also discuss the challenges we overcame, our plans for continued implementation, and report on ongoing progress based on a variety of measures.

Ludlow, Brian — Southern Utah University

Christiansen, Shawn — Southern Utah University

Dulaney, Shannon — Iron County School District

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 4
Session Topic: Educational Psychology **Session Chair:** Orcullo, Daisy Jane

A Research on the Perceptions of Malaysian Students in Using English Language as a Medium of Instruction

Malaysia is moving to become an educational hub in Southeast Asian region, and the Ministry of education is encouraging to use back English as medium of instruction in schools and Universities. This presentation will explain the results of the study on the perceptions or readiness of Malaysian students to the use of English language in the classroom in a public university setting.

Orcullo, Daisy Jane — Universiti Utara Malaysia

Exploring the Longitudinal Effects of Early Self-Regulation on Mental Health Problems in Middle Childhood and Adolescence

In this longitudinal study, we explore the benefits of self-regulation for mental health. Specifically, we tested whether children's self-regulation in preschool predicted their mental health problems at ages 10 and 15 and whether sex and pubertal status explained differences in these associations. By testing the direct and moderated pathways from self-regulation to mental health, our study offers insight into which youth might be at risk for poor outcomes. Implications for learning and practice are discussed.

Bub, Kristen — University of Illinois

Xiao, Ziang — University of Illinois

Poster Session

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Coral 3 Ballroom

Distance Education: A History

Distance learning is simply a means of instructing students when they are physically separated from the teacher by either synchronously or asynchronously presenting material in a preordained sequence. Distance education is now accepted as a normal means of acquiring knowledge when attendance in a traditional classroom setting is not possible. From its origins in the 19th century, through its evolutions into the 21st century, the process of distance learning has undergone many changes and refinements. To more fully appreciate the state of distance learning today, it is important to identify the major points of refinement and evolution in the history of this instructional technique.

Matthews, Eric — A.T. Still University

Alaskan Cultural Arts Educator Journey: Arts Rich and Culturally Diverse Curriculum for Early Childhood Teachers and Children

The Alaskan Cultural Arts Educator Journey project is a collaboration between the university, local School districts, and arts and cultural centers to promote an arts-rich and culturally diverse curriculum in Schools. The purpose two-fold, first, to provide one of the nations most diverse population centers' (Anchorage) children a more appropriate curriculum and second, to better prepare educators to work with diverse students.

Seitz, Hilary — University of Alaska Anchorage

Roth, Karen — University of Alaska Anchorage

The Effect of DVD Teaching Material for Clinical Nursing English Conversation

This study aims to develop DVD teaching material for clinical nursing English conversation and investigate its effect. The results show that DVD teaching material helps the students to overcome hesitation to talk to foreign patients. Moreover, it was found that it contributes to enhance their interest and eagerness to learn clinical nursing English conversation.

Fukuda, Noriko — Hyogo University of Health Sciences

Reflections on Ubiquitous Learning and MOOCs

This paper examines students' reflections on using Massive Open Online Courses (MOOCs) for the first time. The authors briefly outline the design of the MOOC project, before discussing in detail the students' experiences of navigating the MOOC terrain.

Cripps, Anthony — Nanzan University

O'Connell, Sean — Nanzan University

Meeting the Needs of English Teachers in Japan through Intensive Teacher-training Workshops

This paper examines the issue of providing support for English teachers in Japan through intensive teacher-training workshops. The authors explain how they approached the design of a series of intensive teacher-training workshops after in-depth interviews with in-service English teachers in Japan.

Cripps, Anthony — Nanzan University

O'Connell, Sean — Nanzan University

Miles, Richard — Nanzan University

Adventure Based Counseling: Usage in Therapy

This presentation examines how effective adventure based counseling programs discuss diversity as part of the experience and views diversity as a strength, not a weakness, and how participants are able to discuss their unique characteristics while learning to appreciate the differences of others. A few years ago these programs were growing in popularity within the profession, however the research of today seems in the same place it was a decade or two ago.

Glass, J. Scott — East Carolina University

Exploring Gifted Potential in Language Immersion Programs

We have gifted education programs around the nation and the world, but, the definition of giftedness is far from agreed upon. But then, how can we identify children as gifted, and put them in gifted programs, if the definition is not fixed? In this article we review this idea of giftedness, and propose a newly expanded one. One that leads to the explicit development of giftedness through dual-language immersion programs.

Duesbery, Luke — San Diego State University

Justice, Paul — San Diego State University

Following the Development of Competencies among the Medicine Students at Laval University (Québec, Canada)

The medicine students at Laval University (Quebec) have to demonstrate that they meet the program's requirements in terms of competencies development. These competencies are evaluated using practical exams, Objective Structured Clinical Examination (OCSE) and other evaluation methods. The medicine program also supplies its students with a competencies chart from which they have to elaborate a development plan and to document concrete actions in order to meet the program's competencies requirements.

Turpin, Daniel — Université Laval

Summer Research Engagement for Summer Internship Program at San Francisco State University's funded Minority Science and Engineering Improvement Program (ASPIRES)

This paper describes the summer research engagement program designed for underrepresented students, such as female or Hispanic or first-time college students. It presents the designed projects and activities to enhance their research experience at San Francisco State University during the summer internship program funded by the Department of Education's Minority Science and Engineering Improvement Program (MSEIP) collaborated with Canada College.

Pong, Wenshen — San Francisco State University

Ozer, Nilgun — San Francisco State University

Chen, Cheng — San Francisco State University

The, Kwok-Siong — San Francisco State University

Jiang, Zhaoshuo — San Francisco State University

The Current Assessment Practices and Needs of Early Childhood Teachers

The purpose of this study was to identify current assessment practices and requirements of early childhood teachers. The questionnaire was developed and validated by experts, and was responded to by 462 early childhood teachers. A large number of teachers agreed on the necessity of assessing children's development and they performed a diagnosed, formative, and summative assessment. However, they had difficulties in interpreting assessment results and reflecting the results to the subsequent lesson plan.

Han, Suksil — Youngdong University

Yoon, Soojin — Seojeong University

Park, Juhee — Andong National University

Industrial Design in the EFL Classroom: Toward Curricular Alternatives for Engineering Majors

This study set out to comparatively assess the attitudes and engagement of Japanese students across engineering majors towards an industrial design-themed EFL class. Results indicated that students positively endorsed these materials due to their inherent interest in the content and the novelty the experience provided. The design activities were also shown to contribute to flow experiences in the EFL classroom.

Johnson, Michael — Muroran Institute of Technology

Pre-Service Teachers' Attitudes, Perceptions, and Knowledge about Academic Language and Academic Vocabulary

Join us as we discuss findings from our investigation of pre-service teachers' attitudes, perceptions, and knowledge about both academic language and academic vocabulary. This session will address how we can help pre-service teachers understand both academic language and academic vocabulary. Findings from this study will be discussed to further prepare pre-service teachers for the acquisition of academic language and academic vocabulary as well as the need to strategically guide our instructional practices for future methods courses in elementary education.

Cardullo, Vicky — Auburn University

Finley, Stacie — Auburn University

Burton, Megan — Auburn University

McCormick, Theresa — Auburn University

Tripp, L. Octavia — Auburn University

The Effectiveness of Compensatory Cognitive Training for Patients with Breast Cancer

This study was attempt to determine the effects of a compensatory cognitive training in improving cognitive function for breast cancer patients receiving adjuvant chemotherapy.

Park, Jin-Hee — Ajou University

Bae, Sun Hyoun — Ajou University

Maximizing Capacity Building by Understanding and Managing a Multi-Generational Workforce

Learning to manage a multi-generational workforce is a new diversity challenge for 21st century leaders. This is the first time in history that four generations can be found in most workplaces, which not only is a potential source of workplace friction, but also a real puzzle for leaders. Understanding the generational differences and ensuring that these groups of employees maximize their effectiveness as they work together in different environments, is critical for companies of all sizes and in all geographies. As such, it is important that managers become increasingly knowledgeable of the multi-generational characteristics and understand the gaps between generations to optimize their capabilities and leverage their strengths.

Mitchell, Patricia — University of San Francisco

Vocational Education and Transformative Learning: To What Extent is Transformative Learning Present in Vocational Education?

I am an EdD student at the University of Glasgow embarking on the dissertation phase. The purpose of this study is to explore whether or not, and to what extent, transformative learning is present in vocational education by interviewing Faculty/Staff and Students of Vocational Education programs. This will be an exploratory, qualitative, case study within an interpretivist paradigm.

Stevenson, Brandi — University of Glasgow

Mainstreaming English Language Learners: Motivation in Reading

The research of motivation in literacy among English Language Learners in the mainstream classroom completed by an action study was found to directly correlate to student's confidence levels in reading and comfortability in the classroom. The research was done through classroom observations, student surveys, and a teacher interview, and the presentation demonstrates the findings of this study.

Burgeson, Heidi Lee — Wartburg College

Ehlert, Madison Elizabeth — Wartburg College

Tekippe, Stephanie — Wartburg College

Faga, Kelly — Wartburg College

How a Student Internship Program Can Globalize a University

This presentation focuses on Tokyo International University's Student Leadership Internship, a program through which English Language Learners have the opportunity to become leaders and role models on campus. This internship encourages student-generated activities and events to promote a multi-lingual and globally minded university community. The program's organizational structure, reflections, photos, and examples of student work will be displayed in this poster session.

Wiedman, Tracy — Tokyo International University

The Role of Peer Tutoring in the Adoption of Study Strategies among College Students

Use of effective study strategies can increase the likelihood that college students will learn and retain new information leading to greater success in college. This presentation will focus on student adoption of study strategies introduced during peer tutoring. More specifically, it will explore the impetus for student exploration and adoption of successful strategies as opposed to continuing past study habits.

Rutledge, Kimberly — University of San Francisco

Teacher's Perceptions on The Flipped Classroom Using Video Instruction in the Secondary Mathematics Classroom

The flipped classroom model is a pedagogical approach in which the teacher flips the sequence of instruction and homework. In a traditional classroom, the teacher typically introduces a topic or concept using lecture-based instruction. The purpose of this study was to explore teachers' lived experiences of flipped learning related to video instruction, critical thinking, and student engagement. A comparative case study design was employed using a conceptual framework combining, sociocultural learning theory, and self-efficacy theory.

Lumsden, Daniel — University of Toronto

The Evolution of an Online English Language Class Site: A Follow-up Study

This poster presentation will detail findings from a follow-up study on the use of Edmodo as an online support community for an English language university course in Japan. Adhering to the methodology used in the pilot study, all the posts and comments on the class site were thematically coded and analyzed qualitatively. Findings show that the modifications implemented after the pilot study resulted in a quicker and more natural evolution towards a student-centered learning experience.

Miles, Richard — Nanzan University

An Attempt of Cooperative Learning in College-level Japanese Tourism Class in Taiwan

This study is action research about teaching two different groups of students (advanced-level and novice-level) in one class, using a framework of cooperative learning. Students are asked to answer open-ended questionnaire at the end of the semester. Results show that though overall students provided positive comments, it needs to explore how to promote active interaction of a target language in a diverse level class.

Dosaka, Junko — National Taichung University of Science and Technology

The Coaching Companion: Delivering Online Coaching to Improve Program Quality

This Poster Session will focus on one component of a larger study, involving 50 Out of School Time (OST) programs across the state of Washington, conducted by University of Washington Researchers. Specifically, researchers will illustrate and describe the effectiveness of an online coaching tool, used within a continuous improvement process, to improve the quality of Out of School Time (OST) program offerings.

Joseph, Gail — University of Washington

Branson-Thayer, Molly — University of Washington

Use of Weblogs as Data Sources in Qualitative Educational Research in Distance Education

This poster, which may be of interest to those conducting educational research related to distance education, describes a research method that is effective for obtaining data from multiple stakeholders for qualitative studies. Specifically, the use of weblogs as data sources is described. Detailed strategies for employing this research methodology are outlined as well as barriers and precautions researchers should be sensitive to if using this approach.

Perry, Beth — Athabasca University

Janzen, Katherine — Mount Royal University

Edwards, Margaret — Athabasca University

Avoiding Educational PseudoScience and Fads

The major purpose of the poster is to provide guidelines for educators to help identify evidence-based practices and avoid the use of fads and pseudoScientific practices. To accomplish this task, we will 1) provide strategies for differentiating pseudoScience from evidence-based strategies, 2) describe pseudoScientific or controversial practices that continue to be used despite the evidence, and 3) contrast pseudoScientific practices with selected evidence based practices that will result in positive outcomes for persons with disabilities.

Hyatt, Keith — Western Washington University

Perzigian, Aaron — Western Washington University

Coulter, Gail — Western Washington University

Lambert, M. Chuck — Western Washington University

Effective Use of Peer Mediated Instruction for Students with Disabilities

Teachers can facilitate social interaction in their classrooms by using peer-mediated instructional techniques in their approach to content instruction. Our poster will present empirically-based peer-mediated strategies that have demonstrated efficacy for improving the social and academic outcomes of students with disabilities in inclusive classrooms. Viewers will be introduced to theory and application of peer-mediated learning as a vehicle for "accidentally" facilitating opportunities for students with disabilities to learn and practice social skills through academic engagement.

Perzigian, Aaron — Western Washington University

The Sometimes Rocky, Boulder-laden Road in the Quest of Meeting National Standards

A primary benefit of national standards is the development and continual improvement of a cohesive, excellent program, framed through the lens of accountability to a national organization. The process of achieving recognition leads to the ultimate improvement of student outcomes across P – 12 Schools by way of quality teacher preparation. This session describes the process, along with the many lessons learned, of one department's journey to meet standards for high-stakes national organizations.

Coulter, Gail — Western Washington University

Lambert, Michael — Western Washington University

Hyatt, Keith — Western Washington University

Robinson, LeAnne — Western Washington University

Perzigian, Aaron — Western Washington University

Writing Competencies: A Literature Review of Faculty and Medical Students' Perspectives

This poster will present an overview of the limited literature about medical students' and faculty perceptions of the facilitators and barriers to developing written communication skills. Two questions guided the review: What do medical students need and want to know to develop their writing skills? and What are faculty expectations and practices related to teaching writing skills? This review revealed a disconnect between faculty assumptions and practices and students' skills, experience and preparedness to develop writing skills.

Gustafson, Diana — Memorial University

Pye, Emily — Memorial University

Analysis of Mission Statement in Sport Organizations

The purpose of study was to analyze the content of mission statements in sport organizations. Specifically, the specific objectives of the study was to identify similarity and difference in the mission statements from sport organizations and to examine the difference in mission statement by organizational characteristics such as organizational size and financial support.

Choi, Yun Seok — Korea National Univ. of Transportation

Understanding Sport Consumer Behavior: A Case of Martial Arts

Although considerable body of research in the sport marketing literature has focused on the nature of service quality and its relationship to satisfaction and future intention of customers, there has been limited research regarding the dynamics of satisfaction levels at sport facilities contexts. Therefore, the purpose of this study was to examine the relationship between marketing mix and the two aspects (expectation vs. experience) of recreational users' satisfaction at sport facility.

Choi, Yun Seok — Korea National Univ. of Transportation

The Analysis of Peer Evaluation Feedback in Teacher Training Courses

This presentation will report on the results of a study investigating the effects of peer feedback on student teachers' perception of their English teaching ability.

The results indicate that the peer feedback has a great effect on encouraging students to reflect on their teaching performance with deeper understanding as well as to create alternative teaching methods.

Haenouchi, Hiroko — Nihon University

University Subject Teaching + Competencies Requested by 21st Century Employers = A Perfect Match?

The aim of this project is to facilitate the implementation of a competence-based pedagogical approach at a Swedish university. The research objective is to map core competencies via qualitative interviews with university teachers and undergraduate students. Three key challenges were identified. In order to address these issues, a set of digital materials directed at university teachers were developed. These materials will support the development of teaching methods in line with the university's educational concept.

Manderstedt, Lena — Luleå University of Technology

Rodriguez, Adrian — Luleå University of Technology

Palo, Annbritt — Luleå University of Technology

A Study on the Self-Inflation and Priming of Teachers

This presentation will discuss the findings of a quantitative study that examined the priming effect and self-inflation in native-speaking English teachers at Japanese universities. The key findings include: subtle design changes to a survey may influence participants' answers, a strong majority of the teachers think their teaching ability is above average, and most believe they are less susceptible to self-inflation than colleagues. Importantly for teachers, self-inflation effects may have implications for professional development.

Davis, Rian — Kansai Gaidai University

Swanson, Mark — Kwansei Gakuin University

Creating an Inclusive Program for Older Students with Intellectual Disabilities on a University Campus

Postsecondary transition programs are now offering opportunities for students with intellectual disabilities to access higher education. Project Panther PLUS is a collaborative partnership between Florida International University, Best Buddies, the Center for Independent Living, and Parent to Parent of Miami, Inc. to implement a non-degree postsecondary transition program for students ages 22-26. The primary goal of the program is to offer a comprehensive experience with accessibility support focusing on employment and independent living.

Valle-Riestra, Diana — Florida International University

Research as a Guide to Instructional Decision Making in Mathematics

An examination of how the research in the development of students' geometric thinking can be used to make better instructional decisions in the mathematics classroom.

Fox, Thomas — University of Houston-Clear Lake

Development of Healthy Menu Recipes for Diabetes Prevention Using Local Ingredients of Mishima City, Japan

For the purpose of subjective involvement of the students, this seminar deploys active learning. This report describes the joint activities with the Health Promotion Division, Health Promotion Department of Mishima City to develop the menu recipes using local ingredients of Mishima for diabetes prevention.

Katsuragi (Ikeda), Hiromi — Nihon University

Itou, Sakie — Nihon University

Kazama, Minako — Nihon University

Takahashi, Thihiro — Health Promotion Department of Mishima City

Katou, Keiko — Health Promotion Department of Mishima City

Tsuchiya, Mitsuko — Health Promotion Department of Mishima City

Rural Thai Teacher Perceptions of the Educational Needs of Gender Non-Conforming Students

Thailand has been a leader in the inclusion of gender non-conforming students in the public Schools. This presentation reports on survey data collected by the EHI Foundation on rural Thai teacher perceptions of the educational needs of gender non-conforming students. Survey data offers recommendations regarding instruction and strategies to make a positive educational experience for both male and female gender non-conforming students.

Mack, Faite — Grand Valley State University

Norasing, Vonmany — Grand Rapids Public Schools

Ratanachamnong, Chutkeaw — Education for Humanity International

A Systematic Review of type D personality as a Risk Factor for Depression and Anxiety in Patients with Coronary Artery Disease

This is a systematic review to determine whether type D personality is a risk factor for depression and anxiety in coronary artery disease (CAD) patients. To decrease the level of depression and anxiety which known as an independent risk factor for poor progression in CAD patients, Screening and educating type D personality are needed in clinical setting.

Bae, Sun Hyoung — Ajou University

Park, Jin-Hee — Ajou University

Transforming Climate Change Attitudes for Middle School Students participating in Energy Monitoring Activities

The Climate Change Attitude Survey (CCAS) assesses beliefs in climate change and intent to take action regarding climate change. Middle School students participating in a project to monitor standby power were studied. Gains for the treatment group in Climate Change beliefs were much larger than for the comparison group, with the treatment group (n=792) gaining significantly ($p < .05$) more than the comparison group regarding Climate Change beliefs.

Christensen, Rhonda — University of North Texas

Knezek, Gerald — University of North Texas

Communities of practice support professional development for School principals : findings from a Canadian experiment

This poster shows the steps taken to implement communities of practice that support the professional development of School principals and presents conclusions from an analysis of data collected over a two-year period. The goals of this study are to show how School principals develop a capacity to ensure their teachers are provided with job-embedded professional development directly related to their instructional growth and to illustrate how successful PLCs can be established in Schools.

Bélanger, Jean — Université du Québec à Montréal

Morin, France — Université de Sherbrooke

Janosz, Michel — Université de Montréal

Using Simulated Virtual Enterprises to Reach 21st Century Skills

This poster session describes Virtual Enterprise International and the eBusiness Academy, a virtual business where at-risk high School students learn to operate all facets of a business. Virtual Enterprises are Constructivist learning environments that support attainment of 21st Century skills.

Tolbert, Denise — National University

Assessing Structured and Unstructured Advising Programs as a Determinant for GPA Outcomes for Minority Females in STEM-H Fields

The poster will represent the survey results conducted at a Hispanic serving institution evaluating the effectiveness of a structured advising system in the School of nursing in comparison to an unstructured advising system utilized in the college of engineering. The survey encompassed student success initiatives and how the initiatives effected student's GPA.

Baker, Sarah — New Mexico State University

Howard, Elizabeth — New Mexico State University

Lopez, Aida — New Mexico State University

Cooperation and Expertise in Team Care and Education in Japanese Kindergarten

The purpose of this study is to clarify the expertise and cooperative relationship of teachers by qualitative analysis of team care and education in a Japanese kindergarten classroom. The teachers' roles and strategies of intervention with the children are revealed through a process model showing the concrete speech, behavior, and position of the two teachers over time.

Sakai, Aiichiro — Miyagigakuin Women's University

Ito, Yu — Shujitsu Junior College

Academic Programs Review: Suggestions for Improvement

After attending this presentation the attendees will have a better understanding of the process for an effective academic program review. They will also be provided with some tested and validated tools that can be used for the assessment of the quality of their programs.

Sebetan, Ismail — National University

Innovative Technologies for Motivating Interest in Space Science

This poster introduces the University of North Texas (UNT) project team's role in the NASA Goddard Heliophysics Education Consortium, a five-year initiative begun in 2016 to promote interest in and learning of space Science. UNT will conduct design-based formative research and coordinate selected empirical research studies to assess the impact of the products/programs spawned through the STEM Innovation Lab at NASA Goddard. The selection process and mechanisms for testing promising learning motivators will be featured.

Knezek, Gerald — University of North Texas

Christensen, Rhonda — University of North Texas

Lepcha, Samson Den — University of North Texas

Effects of Changes in Physical Education Curriculums for Elementary Schools and the Recruitment of Specialized Physical Education Teachers on Students' Physical Fitness

The study examined the effects of changes in physical education curriculums for elementary Schools and the recruitment of specialized physical education teachers on students' physical fitness. A two-year survey was conducted involving first-year students, and included the measurement of eight fitness-related items such as the muscle strength of the legs. The results suggested that changes in physical education curriculums and the recruitment of specialized physical education teachers effectively improved students' physical fitness.

Ukita, Sakiko — Nippon Sport Science University

Tsuyama, Kaoru — Nippon Sport Science University

Hansel and Gretel: Examining the Breadcrumbs of Math Remediation at California State University, Bakersfield

An educational policy analysis on math remediation, college readiness, and multiple measures at California State University, Bakersfield. Using national data and literature, this paper examines the issues surrounding the large volume of students entering the University requiring math remediation and proposes alternatives to current practices.

Guinn, Cameron — Kelly F. Blanton Student Education Center

Medina, Andrea — California State University, Bakersfield

PaSchal, Jaimi — California State University, Bakersfield

Wright, Maria — Bakersfield College

Investigating Science Teacher Knowledge and Beliefs Regarding Multiculturalism: A Qualitative Case Study

We will examine multicultural issues of teacher-diverse student discourses in general Science class, and provide possible explanations for relationships between diverse students' Science learning and teacher's multicultural knowledge and beliefs. Through this study, we will make a case for 1) how Science teachers understand the concept of multiculturalism through their experiences 2) how Science teachers implement multiculturalism into their classes.

Bae, Yejun — University of Iowa

Kim, Eunjung — University of Iowa

Beyond the Battlefield: Engaging Veterans with PTSD in the College Classroom

This poster session will examine PTSD among veterans and factors that may trigger PTSD episodes within the context of the college classroom. Manifestation of PTSD in the classroom and ways in which faculty may facilitate learning will be explored. Accommodating veterans diagnosed with PTSD, classroom environmental considerations, and instructional practices that may increase the potential for stress among PTSD diagnosed veterans will be presented.

Harrison, John — Georgia College & State University

Testing above Wellness: Physical Activity Among Children and the Perceptions of Elementary School Teachers

The purpose of this poster session is to present a qualitative study examining elementary school teachers' perceptions of physical activity among children in an urban, Title I, school. Data presented will examine the impact of physical activity on children's overall wellbeing and academic performance, and ways physical activity is used as a behavior modifier will be presented.

Harrison, Amanda — Compass Community-Athens

Harrison, John — Georgia College & State University

Mentoring for Mentors: A Comprehensive Mentoring Program for Academic Advisors

GUIDE (Growth, Understanding, Insight, Development, and Experience) is a newly established and highly successful mentoring program for academic advisors at the University of Hawaii at Manoa. It provides opportunities to nurture the professional and personal advancement of new and experienced academic advisors.

Through one-on-one mentoring, participants engage in meaningful and mutually beneficial relationships exploring academic, career, and personal life. Additional GUIDE initiatives include a post-doctoral writing group, a parent support group, and a walking club.

Taglicod, Rayna — University of Hawaii at Manoa

On the Road to Universal Early Childhood Education in China: A Financial Perspective

This paper looks at the effect of a national reform on early childhood education on school finance. This study uses school-level longitudinal school finance information to understand the distribution of resources across schools and its impact on school quality.

Zhou, Yisu — University of Macau

Hu, Bi Ying — University of Macau

Li, Hui — University of Hong Kong

Lev Vygotsky and neo-Vygotskians on Imagination Development: Appearance on New Capacities of Imagination During the Crisis of Development

We examine the development of imagination using the lenses of Vygotsky theory. This approach seeks to clarify that the successive appearing new formations, new capacities, at different levels of development of imagination. It also stresses, as it is required by CHAT theories, the role of the adult in creating those social situation of development that in return awakening the processes of imagination development in a child.

Gajdamaschko, Natalia — Simon Fraser University

Language Instruction for Preschool and Kindergarten Children with Below Average Skills: What Works and for Whom?

In this paper session, three presentations will describe the content, delivery, and impacts of three Tier-II-style interventions designed to promote the oral language skills of preschool and kindergarten children with below average oral language skills. Variations in how much children benefited from the interventions due to different child characteristics also will be described. Results come from a large-scale randomized trial with over 700 children in each grade level that was conducted in public schools.

Clancy, Jeanine — Florida State University

Phillips, Beth — Florida State University

Lonigan, Christopher — Florida State University

Teachers' Disposition to Inclusive Education Practice at the Primary School Level in Osun State, Nigeria

This study is on the disposition of practicing teachers to the practice of inclusive education in Nigerian primary schools. The study was carried out with qualified and trained primary school teachers. The sample size is 225 teachers, with adequate gender representation. The data was collected using a Likert type questionnaire. The results reveal that the sample was 54.5% positive to implementation of inclusive education. Teaching experience and qualification was significant in teachers' disposition.

Iroegbu, Victoria Ihekerenma — Obafemi Awolowo University

Shifting Conceptualizations of Science through Cooperative Controversy

This study investigates the impact of a cooperative controversy activity on participants' conceptions of the nature of science. Conceptions teachers hold has a direct impact on their practices and thoughts regarding doing, understanding, and teaching science. Engaging them in critical reflection is a crucial aspect of preparing the next generation of teachers to cultivate conceptualizations of science more closely aligned with those held by scientists and to engage their students in transformational critical constructivist learning.

Donaldson, Jonan Phillip — Drexel University

Nowak, Jessica — Drexel University

Hammrich, Penny — Drexel University

Implementing Peer-Led Team Learning in a Community College Computer Science Course: Lessons Learned

Peer-Led Team Learning (PLTL) is an instructional strategy that has the potential to improve the retention and performance of underrepresented minorities students in computer science courses. In this paper, we discuss the lessons learned after implementing PLTL in three courses with different instructors in a community college. Students from one of the three courses had a more positive perception of the PLTL sessions and participated more actively and consistently.

Lara, Miguel — California State University Monterey Bay

Cunningham, Kathryn — California State University Monterey Bay

Su, Bude — California State University Monterey Bay

"Indigenous Knowledge Active-STEM": Promoting Culturally Relevant, Physically Active STEM Learning and Youth Development in Pre-High School Coeur d'Alene Tribal Students

This presentation will describe a multi-year project in partnership with Coeur d'Alene Tribe to provide pre-high school youth with culturally-relevant, physically active STEM education through canoeing and canoe building, snowshoeing and snowshoe lacing, native plant and animal identification, physically active games, and hiking. This presentation will focus on the reciprocal learning opportunities, optimal engagement, and relatedness that developed between youth and project staff. We will discuss various program challenges (and possible solutions?) as well.

Son, Julie — University of Idaho

Mahoney, John — Coeur D'Alene Tribe

Kern, Anne — University of Idaho

Paul, Dave — University of Idaho

Teacher and School Characteristics and Their Influence on the Implementation of a Comprehensive Elementary STEM Program

The paper will examine the implementation of a comprehensive elementary STEM program in a large, urban district. Using qualitative and quantitative data, I examine the contextual factors the influence the implementation of an integrated STEM program across nine urban elementary schools situated in three distinct neighborhoods.

Parker, Carolyn — Johns Hopkins University

A Quantitative Study: Correlation Between College ESL Student Perceptions of Confidence, Appreciation, and Curriculum Coverage

While feeling comfortable, respected, and appreciated could all be important elements of any learner's success, non-native English speakers often face additional challenges in freshman English composition classes. This scientific data explored the possibilities that apprehension correlates directly to the degree of learning, retention, and application of concepts taught in these classes. The results support that we, as instructors, must create safe, comfortable learning environments, both before and after the ESL student enters college English classrooms.

Bamba, Priscilla — Grand Canyon University

Harvesting and Reaping the Benefits of Healing LAYnguage

As the need to communicate with non-Japanese patients continues to increase, proficiency in English "lay" terms enhances the core competency of Japanese medical professionals in training. Useful examples of teaching lay expressions via English through Drama techniques will be introduced. In addition, the frequency of lay expressions in the BYU corpora, the numerous instances of parallel lay language in the native language, and terms suggested from the students' own research will be discussed.

Berman, Shari Joy — Hirosaki University

Narrative Has a Place in Academic Writing in an M.Ed. TESFL Program

Narrative is seen by scholars as a means of developing awareness of self, others, and the world by particularizing one's physical, interpersonal, sociocultural, and historical situatedness, so it is seen as a legitimate form of inquiry for university students. Through interviews with five students, we examined the role of narrative writing in both academic and teaching identity formation among a group of international graduate students enrolled in a TESL program in a faculty of Education.

Schmidt, Michèle — Simon Fraser University

Scott, Charles — Simon Fraser University

Effect of Mimicking the Rhythmic Structure of English by Japanese Learners of English

We tested whether Japanese learners of English can learn the rhythmic structure of English after 2 months of training. They participated in a 15 min training session (twice per week) of listening to L2 sentences with attention to their pitch contour and stress/pause patterns, highlighted and presented using PRAAT.

Heo, Younghyon — University of Aizu

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 3
Session Topic: Libraries and Learning Commons **Session Chair:** Perini, Michael

The Organization as an Obstacle in the Academy: Perceptions of the Academic Librarian

Taking an interdisciplinary approach to the assessment of professional identity and issues impacting professional development, this qualitative case study extends Whitchurch's (2009) blended professional model to academic librarians. In doing so, this paper analyzes the impact of organizational culture on the perceptions of professional identity and development of academic librarians within the higher education community.

Perini, Michael — Virginia International University

School Librarians Supporting STEM Education

This presentation will discuss finding of needs assessment research that explored the needs of school librarians in supporting STEM education in their schools. Discussion will focus on the implications for educating school librarians on how to support STEM education efforts through creating a learning commons environment and the integration of digital tools.

Johnston, Melissa — University of West Georgia

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development **Session Chair:** Ramon, Edgar

Predictors of Success for Successful Transition from Eighth-grade to Ninth-grade in a Hispanic Serving School District

This study aimed to distinguish the relationship between the levels of student achievement on the 2014-2015 9th grade English I STAAR End-of-Course (EOC) exam and 2013-2014 8th grade student data. The examined variables included 8th grade Reading State of Texas Assessments of Academic Readiness (STAAR) scores, overall grade average, attendance, socioeconomic status, and English proficiency status. To measure the predictability of the independent variables on the ninth grade English I EOC exam, a multiple regression analysis was conducted.

Ramon, Edgar — Roma Independent School District

Mundy, Marie-Anne — Texas A&M - Kingsville

Kupczynski, Lori — Texas A&M University-Kingsville

A Conceptual Design of Data Visualization Academic Program

Data Visualization is a subject that a lot of educators and college administrators talking about. "What is the Data Visualization made of?" and "How can a Data Visualization program be developed?" are still largely asked questions by many people. How educational programming for Data Visualization can be adequately developed to meet the needs from business, education, media industry, as well as government is still one of the widely discussed topics today. This paper describes a conceptual design for an academic program in Data Visualization. The scopes and e-learning teaching strategies for Data Visualization are described and discussed, and Data Visualization samples will be displayed.

Chi, Robert — University of Hawaii at Hilo

English Curriculum Reform in Oman in the Context of Globalization

The presenter will start with a brief of how globalization challenges have urged the need to develop the curriculum and how curriculum reforms have become a priority in developing the educational system in Oman. The changes which have been brought to the curriculum to cope with such challenges will be discussed. Teachers' awareness of different aspects of curriculum reform and development concerning globalization will be highlighted. Then some recommendations will be pointed out.

Al Hosni, Samira Said — Indiana University

Academic Accreditation and the Development of English Language Programs

This presentation is about CEA, Commission on English Language program Accreditation, academic accreditation role in transforming English language programs in different areas. In this case study, we will look at the pre-and post-accreditation processes of management, faculty, curriculum, professional development, and Students' services. This presentation shows how important accreditation is for administrators, instructors, and stakeholders of English language programs at the post high school level.

Almuhammadi, Anas — King Abdulaziz University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Wright, Thomas

Kinesthetically Discovering Slope Using Aesop's "Fables" and Sonar Technology

Participants will interactively discover how to construct the graph of sloping lines (positive, negative, absolute value, piecewise functions) using a TI-Explorer calculator and a Calculator-Based Ranger. We will also discover instances of concrete examples of slope in literature and ideas for encouraging narrative writing in the Algebra I, Algebra II, and Geometry courses.

Wright, Thomas — University of New Orleans

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Sharififard, Sonya

Cooperative Learning: Preparing Students for Workplace Interaction

This workshop is designed for practitioners, educators, new instructors and higher education professionals to guide them through a series of teaching modules and hands-on exercises to incorporate when designing student project teams. The workshop will cover cooperative learning assessments to apply: (a) Team Performance, (b) Team Communication, (c) Team Decision-making, (d) Team Processes and (e) Facilitating Team Dynamics in preparing effective training for working with multinational teams.

Sharififard, Sonya — Pepperdine University

Han, Soo Jeoung — Texas A&M University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 1
Session Topic: Education Policy and Leadership **Session Chair:** Laskasky, Katie

Defense of Practice: Teacher Leaders and Administrators' Articulation of Continuous Improvement to Increase Students' Mathematical Thinking

This study describes the effects of a partnership between a district and a math instructional leadership program; the partnership seeks to build schools' problem-solving capacity and a continuous improvement culture for student-led learning. District math leaders use a systems thinking approach to integrate a coaching system, which gives educators a common language and a common ground for analyzing students' mathematical thinking. To measure leaders' influence, we examine defenses of practice by teacher leaders and administrators.

Laskasky, Katie — Loyola Marymount University

Clemmer, Katharine — Loyola Marymount University

Mirzaian, Tatiana — Loyola Marymount University

The Life as a First-generation Southeast Asian American Leader

This paper session is intended to inform prospectors on research of first-generation Southeast Asian Americans about the challenges and successes they may experience in their career pathways toward upward mobility into a leadership position. More specifically, the purpose of this study is to explore the lived experiences and challenges faced by first generation Southeast Asian Americans as they seek career advancement and attain leadership positions within their careers.

Le, Sunny — Drexel University

Philosophical and Pedagogical Issues in the Politics of Dress in Arabian Gulf Education

This contribution examines the political, social, cultural and practical implications of both implied and official dress codes in educational institutions in the Arabian Gulf.

Weber, Alan — Weill Cornell Medicine in Qatar

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education **Session Chair:** Carr-Stewart, Sheila

First Nations Post-Secondary Education in Canada

Discussion at the Numbered Treaties, 1871-1923, identified the treaty right to post-secondary education for First Nations peoples. Over the next century, Canada provided financial support to individuals who were accepted into a variety of post-secondary institutions. In 1996 the federal government restricted the amount of funding available which led to waiting lists for individuals wishing to be funded. Nevertheless, First Nations peoples have attended post-secondary institutions and are graduating with increased numbers annually. This research focuses on the increased number of students (male and female differences), academic choices, graduation rates at post-secondary institutions and the resulting quality employment available to graduates.

Carr-Stewart, Sheila — University of Alberta

Scribe, Chris — University of Saskatchewan

Oakes, Irene — University of Saskatchewan

Aspirations Affirmed Ngāti Waewae Education Strategy Rautaki Mātauranga

This presentation will share some strategic insights gained from working with the Ngāti Waewae subtribe on the remote West Coast of New Zealand's South Island. This strategic initiative was supported with funding from the wider Ngāi Tahu tribe and provided an opportunity to conduct preliminary research in preparation for my pending doctoral research project.

Henderson, Teena Miri — University of Canterbury

Local to Global Indigenous Health: Undergraduate Community Service-Learning with Helping Professions

We will discuss our local-to-global indigenous field school with helping professions, and how service learning is a natural fit with our indigenous communities. Elders guide faculty and students through traditional teachings, weaving western and indigenous knowledge, to bridge local understanding to a global experience with community.

Tagupa, Francine Dudoit — Waikiki Health

Kennedy, Andrea Puamakamae'okawēkiu — Mount Royal University

Spence, Doreen — United Nations Working Group on Indigenous Populations

Semple, Lisa — Mount Royal University

Cardinal, Samantha — Mount Royal University

Jones, Rachael — Mount Royal University

Scott, Michelle — St. Mary's University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Lehua
Session Topic: Higher Education - Panel **Session Chair:** Yeung, Shirley

Models and Methods for Cultivating the "Sustainability Mindset"

In this session, panel members explore how innovative program designs and instructional methods can cultivate the "sustainability mindset" as (a) an institutional value priority and (b) a goal for student learning and professional development. We evaluate several examples of programs and methods which address the Sustainable Development Goals (SDGs) that aim to end poverty, fight inequality and injustice, and tackle climate change by 2030.

Yeung, Shirley — Hang Seng Management College

Scott, Brad — Webster University

Hinson, Steve — Webster University

Tamashiro, Roy — Webster University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Johnson-Bailey, Juanita

Strategies and Techniques that Facilitate Transformational Learning in Study Abroad Participants

The workshop will present the strategies and techniques used by three faculty members who have designed and led Study Abroad Programs for non-traditional students to Southern and East Africa for fifteen years. Specific practices that foster transformative learning will be presented. The information presented came from the faculty members' practices. In addition the workshop presenters will present the results of their qualitative case study that examined their Study Abroad programs to determine if transformation learning occurred. The researchers found that transformational learning did occur with the majority of the student participants and the researchers identified the transformational learning stages that happened most commonly across the students' experiences.

Johnson-Bailey, Juanita — University of Georgia

Guy, Talmadge — University of Georgia

Carter, Norvella — Texas A&M University

Challenging the Hidden Curriculum of First Year College Orientation

This paper takes a critical look at first-year college orientation programs. Although these programs are designed to facilitate the transition to college, we argue that they often reify rather than question white, heterosexual, middle-class cultural expectations. By examining the theoretical foundation of such programs, we seek to develop a framework aimed at assisting institutions as they consider the importance of diversity and inclusion in their first-year orientation programs.

Henry, Sue Ellen — Bucknell University

Fruja, Ramona — Bucknell University

Feuerstein, Abe — Bucknell University

Ensuring Integrity for the Review of the Performance of Faculty

The review process and procedures that govern the evaluation of full-time Faculty at National University for meritorious achievement (merit) is designed to assure consistent, objective, and equitable review of performance. The evaluation for merit includes a review of the full effort of the individual since the previous academic year deadline for the last completed evaluation for their rank at National University, considering the accomplishments of the rank sought.

Tyler, Clifford — National University

Bustillos, Terry — National University

Covering the Bases: Professional Preparation of Graduate Service Appointments

Graduate Service Appointments (GSAs) often teach the bulk of lower-division introduction courses, yet though they usually have content competence they often lack pedagogical skills. This presentation will examine strategies to increase the effectiveness of GSAs and report the findings of research that includes a mixed-methodology survey of GSAs concerning their preparation for their teaching assignments.

Aleccia, Vince — Eastern Washington University

Haskins, Tara — Eastern Washington University

Undergraduate Research: Not Just for Research Universities

This study examines the impact of participating in undergraduate research (UR) on student outcomes drawing on 324 senior students who completed 2015 NSSE and their enrollment data. The results indicated that students who have participated in UR are more satisfied with entire educational experiences and reported higher gains than their peers who have not done undergraduate research. In addition, participation in UR also improves one-year retention, good academic standing, and graduation rates.

Cresiski, Robin — Nevada State College

Scinta, Tony — Nevada State College

Thanki, Sandip — Nevada State College

Shi, Qingmin — Nevada State College

Haney, Mick — Nevada State College

Yao, Richard — Nevada State College

Le-Nguyen, Janice — Nevada State College

Master Planning For Innovation

Education around the world is undergoing revolutionary change. We must rethink traditional teaching and learning models. However, the problem is that the process of innovation is difficult to manage. Leaders can either promote or strangle innovation. Participants will engage in Master Planning for Innovation (MPI) strategies to re-engineer processes, to engage critical stakeholders, to organize staff into a cohesive team, and to enable collaborative work focused on goals and/or reform agenda.

Lee, R. Karlene McCormick — NewLeaf LLC

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education **Session Chair:** Martin, Jen

Enhancing the Vitality of the Māori Academic Voice

This paper presents preliminary findings of a project which explores the complexities of academic writing in Māori in higher education in Aotearoa/New Zealand. Drawing on student experiences it discusses language choice while also identifying some challenges of writing in Māori. The authors, one of whom wrote her PhD in Māori, argue that writing in te reo Māori is an important practice that enhances the vitality of the Māori academic voice and must therefore be supported.

Martin, Jen — University of Auckland

Kelly, Kārena — Victoria University of Wellington

The Flipped Classroom: What Students Say About Engagement and Learning

In this session the results of a research project exploring the student experience of learning in a flipped classroom model of instruction in higher education will be presented. The author will present data gathered through focus groups, online survey and classroom assessment techniques to demonstrate how the flipped classroom increased student engagement and supported learning.

Sherrow, Tammy — Mount Royal University

The Important Role that the Liberal Arts Plays in Higher Education

The purpose of this paper will be to highlight the value of a liberal arts education and discuss its importance as a foundation for developing the soft skills that employers expect university graduates to have acquired while completing a degree. The paper was originally conceived as a response to the emphasis placed on STEM education and the development of applied degrees at institutions like Kwantlen Polytechnic University in Surrey, British Columbia, Canada.

Han, Terry — Kwantlen Polytechnic University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 1
Session Topic: Avoiding Homogenization of School Supply Within School Choice Programs
Session Chair: Bedrick, Jason (The Cato Institute)

Who Are the Participants? Characteristics of Schools Participating in Multi-city Private School Voucher Programs

Sude, Yujie — University of Arkansas

DeAngelis, Corey — University of Arkansas

Wolf, Patrick — University of Arkansas

Avoiding the “Inexorable Push toward Homogenization” in School Choice: Education Savings Accounts as Hedges against Institutional Isomorphism

Burke, Lindsey — George Mason University

Views on School Choice: A Four-State Analysis of Private School Leaders

Egalite, Anna — North Carolina State University

Kisida, Brian — University of Missouri

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education **Session Chair:** Sinclair, Christina

PSTs’ Collaborative Experiences Implementing Physical Activity Breaks in Elementary Classrooms

The purpose of this study was to explore preservice classroom and physical education teachers’ collaborative experiences implementing PA breaks in elementary classrooms. Findings clarify ways to better prepare PSTs to more successfully implement Comprehensive School Physical Activity Programs (CSPAP). Overall results indicated authentic experiences implementing PA breaks may influence PSTs’ conceptions surrounding (a) the role of schools and children’s PA, (b) the use and benefits of classroom PA breaks.

Sinclair, Christina — Stephen F. Austin State University

Thornton, Jay — Stephen F. Austin State University

Xu, Tingting — Stephen F. Austin State University

Theme as a Resource to Construct Mathematical Meanings: A Linguistic Approach

This paper offers a particular analytic method from Systemic Functional Linguistics, thematic analysis, which reveals textual-meaning potentials due to a speaker’s choice of Theme. In order to account for the meaning-making potential of language, I draw on Halliday (1994) and his proposal of three metafunctions: ideational, interpersonal, and textual. This paper presents a Halliday-inspired analysis of how one secondary mathematics student teacher helped a group of students find meaning in computing compounded interest.

Liston, Janet — University of Arizona

Advocating for Intellectual and Social Development Through Engaged Service Learning Opportunities in Teacher Education

Belmont University’s Department of Education provides opportunities for teacher education candidates and faculty to advocate for children, families, and the community through engaged service in intentional field experiences and clinical placements. This paper discusses how and why Belmont’s Educator Preparation program utilizes embedded, cohesive coursework in local schools and community organizations accompanied by texts, speakers, and resources that provide multiple perspectives on development, education, and community to develop faculty and pre-service teachers intellectually and socially.

Flynn-Hopper, Rachael — Belmont University

Kimmons, Joy — Belmont University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Ballard, Peg

iTutoring: Building Skill of Pre-Service Teachers While Enhancing Literacy of Elementary Students

This session describes a program in which Elementary Education teacher candidates used iPads to electronically tutor third and fourth grade struggling readers. The Facetime application on the iPad allowed candidates to provide a daily six-week Response to Intervention (RtI) reading intervention to struggling readers in a partner district 50 miles from campus. Results showed that fluency was improved for most students.

Ballard, Peg — Minnesota State University, Mankato

Prenn, Maureen — Minnesota State University, Mankato

Transitioning from Pre-Service to In-Service: Using edTPA Commentary to Enhance Reflective Practice

Use of edTPA reflective commentary to enhance pre-service teacher candidate reflective practice.

Himangshu-Pennybacker, Sumitra — Middle Georgia State University

Fuller, David — Middle Georgia State University

Comparison of Two Fast Track Approaches to Quality Stem Teacher Preparation: Alternative Licensure and Imbedded Residency Programs

This research paper presents findings from a study that compared two fast track approaches to STEM teacher preparation, an Alternative Licensure and an imbedded residency program. Statistical findings showed no significant difference between the preparation programs after three years. But, the residency program accomplished the goals more quickly than the alternative licensure program.

Czerniak, Charlene — University of Toledo

Mentzer, Gale — Acumen Research and Evaluation, LLC

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 4
Session Topic: Art Education **Session Chair:** Szabo Hart, Joanna

Exploring the Rhizomatic Complexity of A/R/Tography: Arts-based Approaches in Nursing Education

This presentation will explore artist/researcher/teacher approaches and processes based on the findings of two scholarship of teaching and learning (SoTL) studies. This arts-based inquiry weaves reflections, philosophy and the use of arts-based learning strategies to discover the art of nursing leadership and transition for fourth year nursing students.

Szabo Hart, Joanna — Mount Royal University

Jakubec, Sonya — Mount Royal University

Janzen, Katherine — Mount Royal University

The Role of Art in Chinese Society: Past and Present

Using visuals, the presenter will describe how art has played an important role in Chinese society from ancient times, and how art continues to enhance Chinese culture today. Art in modern China, in some cases, is seen as controversial by the Chinese government, yet certain artists persevere in their attempts at artistic self-expression.

Stephenson, Sally — Frostburg State University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 1
Session Topic: Early Childhood Education - Workshop **Session Chair:** Marchetti, Letha

Solutions to Baffling Behavior

I will make a dynamic, interactive presentation of a fresh model for understanding neurodevelopment and behavior. Participants will gain exposure to behavior driven by the nervous system and ways to bring regulation to children.

Marchetti, Letha — Occupational Therapy Home Services

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Brown Crump, Genae

Breaking the Gender Barriers and Minority Involvement in STEM Education through Elementary teaching and learning

This presentation will expose elementary-aged minority girls to Science, Technology, Engineering and Mathematics (STEM) education. Professional development is important for elementary teachers to increase their comfort level and competence in teaching STEM education, as research shows that these teachers typically do not receive enough preparation in teaching mathematics and science. Participants will be shown creative ways to integrate STEM lessons/activities into their existing curriculum, and STEM enrichment activities to support classroom instruction in after-school programs.

Brown Crump, Genae — Leon County Public Schools

Barrett, Denise — The Real-World Education & Advice for Life (REAL) Foundation, Inc.

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Doi, Saori

Perceived Difficulties and Social Support for Study Abroad ESL Students

This follows up my previous presentation in HICE 2014. In the acculturation research framework, I examined how perceived difficulties while studying abroad were related to sources of social support and degrees of acculturation. I collected data from 187 study abroad ESL students enrolled in an Intensive English Program over the course of three separate terms. Along with main findings, implications for ESL instructors and administrators are shared.

Doi, Saori — University of Hawai'i at Mānoa

Teaching Academic Writing to Japanese Low-intermediate Learners of English

This study explores the effect of explicit and implicit instruction of key expressions in academic writing by Japanese learners of English. We focused on Japanese learners at a low-intermediate level of English learning academic writing, and the findings show that explicit instruction is more effective in teaching academic English expressions.

Heo, Younghyon — University of Aizu

Park, Moonyoung — Chinese University of Hong Kong

Co-navigating the U.S. Educational System by ESL students' Parents

America is a complex society, which has been formed by diverse culture and languages. The number of ESL students is growing everyday while their academic success is essential in the greater achievement of the United States. Recognizing the increasing academic achievement gap between ESL students and majority students, and the role of parents in ESL students' achievements, it is important to understand how these parents navigate ESL students' education in the United States.

Fayazpour, Shahla — University of Nevada, Las Vegas

McCarthy, Jane — University of Nevada, Las Vegas

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Iolani 3
Session Topic: Other Areas of Education - Workshop **Session Chair:** Williams, Nadia

Harnessing the Power of Interactive Video

In this self-differentiated session, participants will learn how to use tools such as TouchCast, Racontr, and EdPuzzle to supplement classroom instruction. Participants will learn how to discern which tool to use for which purpose, how to implement it to support and enhance sound pedagogy, and how to guide students in creating their own interactive content as well.

Williams, Nadia — Cobb County School District

Scaling Up a National Science Foundation Project: Wise Guys and Gals—A Case Study

Exploring strategies and developing a framework for scaling National Science Foundation STEM projects.

Burghardt, M. David — Hofstra University

Hecht, Deborah — City University of New York Graduate Center

Longitudinal Impact of a STEM Professional Enrichment Program on Middle School Teachers

The longitudinal impact of participating in a STEM professional enrichment program is examined in the context of data collected over the past six years as well as the number of years teachers have participated in the program. Findings include teachers who have participated in the program seven or more years have higher dispositions toward STEM indicators as well as higher technology integration means compared to teachers who have been in the program fewer years.

Implications for teacher professional development for STEM include the need for a sustained program that includes professional development, tools for teaching in the classroom and the technical support to assure success in the classroom.

Christensen, Rhonda — University of North Texas

Knezek, Gerald — University of North Texas

A Study on the Use of Company Structure in STEM Group Activities at Junior High Schools

STEM-Inc is a NSF-Funded afterschool program designed to introduce and engage junior high school students in STEM related fields. In STEM-Inc activities, students are divided into groups to work on Engineering and Computer Science projects, in which each member of the group is assigned a business role. This, according to preliminary research results from STEM-Inc, is an effective way of organizing STEM group activities at Junior High level.

Huang, Jidong — California State University, Fullerton

Jackson, John — California State University, Fullerton

Bernal, Amerika — California State University, Fullerton

Kuscera, John — California State University, Fullerton

Lu, Ye — California State University, Fullerton

Cox-Petersen, Amy — California State University, Fullerton

Nair, Pradeep — California State University, Fullerton

Transformative Impact of Engaging Early Learners in Science and Literacy on Achievement Outcomes in Grades 1-2 and Beyond

Described is a school-wide grade 1-2 instructional model linking literacy with inquiry science instruction in daily 45 minute blocks in N=9 project schools.

Results from a three-year National Science Foundation (2013-2016) project using HLM analysis found significant effects on ITBS Science and ITBS Reading. An evidence-based rationale is presented in support of increasing in-depth early learning opportunities in science and literacy as the means to advance subsequent achievement in both disciplines.

Romance, Nancy — Florida Atlantic University

Vitale, Michael — East Carolina University

Affective Confusion: A gateway to both academic performance and learning anxiety

Our early work with math anxiety, narrative comprehension, and educational game playing reveals that students experience confusion, frustration, and anger if the confusion is persistent and unresolved. Thus, our affective Goldilocks zone model predicts an outcome of long unresolved confusion can be learning anxiety. Alternatively, resolved confusion can promote deep learning thus revealing a complex gateway function for affective confusion.

Woodruff, Earl — OISE/University of Toronto
Xu, Zhenhua — OISE/University of Toronto
Buono, Stephanie — OISE/University of Toronto
Schnabel, Rose — OISE/University of Toronto
Moreno, Matthew — OISE/University of Toronto

Classroom Teachers Goals Related to Incorporating Physical Activity/Movement and health behavior knowledge in the Classroom: Does Goal Setting Make a Difference?

This paper describes a collaborative research project designed to support classroom teachers in including physical activity breaks/movement and healthy behaviors into their K-8 classrooms. Classroom teachers from three schools were asked to set goals related to including healthy behaviors in their classrooms and then to reflect on their progress one to four times over the course of an academic year. Teachers' goals were primarily focused on including physical activity/movement in the classroom, teaching health knowledge, modeling healthy behaviors and encouraging healthy eating at school. Teachers had some success in meeting their goals; although reporting was inconsistent. Come prepared to share your own successes and challenges related to teaching healthy behaviors in classroom settings.

Kulinna, Pamela Hodges — Arizona State University
Yu, Hyeonho — Arizona State University
Jimenez-Silva, Margarita — Arizona State University
Stylianou, Michalis — University of Queensland
Lorenz, Kent — San Francisco State University

Children of Incarcerated Parents: Portrayals in Children's and Young adult Literature

This presentation explores how the Seven C's of Resiliency are portrayed by characters in books for and about children and young adults with incarcerated parents. School personnel, social workers, and correction officials can use the examples of resiliency from children's and young adult books to open the lines of communication during read-alouds, book clubs, or literature circles. Examining the lives of protagonists in literature can be a powerful problem-solving mechanism for children of incarcerated parents.

Finke, Janet — Central Washington University
Walker, Sharryn — Central Washington University
Blackson, Ginny — Central Washington University
Divine, Teresa — Central Washington University
Walker, Teresa — Central Washington University

The "Makerspace" for Education: Strategies for Development and Successful Learning Opportunities

Makerspaces provide technology, equipment, and collaborative knowledge for hands-on idea exploration and prototyping within lab, shop, and conference spaces (ELI, 2013). Inquiry-based learning drives makerspace pedagogy and allows students to define and design projects, therefore allowing each to take ownership of their learning process (ELI, 2013). This presentation provides an overview of issues and considerations along with strategies for successfully developing, maintaining, and teaching within a makerspace for student learning.

Ransdell, Marlo — Florida State University

Every Great Class Starts with a Great Story: Using Storytelling as a Pedagogical Tool in the Classroom

This workshop will present suggestions on how to incorporate storytelling and storytelling techniques into classroom activities with young adult and adult learners. Through participation in various narrative activities, participants will share their own stories and learn ways to encourage students to share theirs.

Moreno, Audrey Nicole — Kwansei Gakuin University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 1
Session Topic: Elementary Education **Session Chair:** Harrell, Pamela Esprivalo

Using Teaching demonstrations and Lesson Plan Feedback to Improve Elementary Teacher Content Knowledge of Science

This presentation focuses on the physical science content knowledge of 64 elementary preservice teachers before and after an instructional intervention. Results using the Texas Examination of Education Standards examination which was developed by the Educational Testing Service show increases from pretest to posttest ($M = 68.44$; $SD = 18.36$ and $M = 74.69$; $SD = 14.90$) that were statistically significant ($t = -5.04$, $df = 59.76$, $p < .05$).

Harrell, Pamela Esprivalo — University of North Texas

Thompson, Ruthanne — University of North Texas

Taylor, Sarah — University of North Texas

A Study on the Change of Spoken Language into Children's Story

The purpose of this paper lies in exploring how the language needs of children are represented in the "co-reading" style based on written language, and to attract children into the world of story.

Li, Juan — Northeast Normal University

Qu, Tiehua — Northeast Normal University

Using Inquiry Kits to Promote Literacy Development and Social Justice

In this session, we will present and discuss two approaches to the use of Inquiry Kits for improving reading comprehension. We will discuss the design and development of the kits and two unique ways in which they are used in two different contexts. One context involves preservice teachers and the other involves reading interventionists. We will discuss lessons learned in creating the kits and outcomes of using the kits.

Sailors, Misty — University of Texas at San Antonio

Hoffman, James — University of Texas at San Antonio

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Kahili 2
Session Topic: Human Resource Development - Workshop **Session Chair:** Brant, Kitty

A PDS on the Move: Does One Size Fit All?

PDS experiences versus those without a field placement have found benefits to the PDS model. Building on the strengths in the original PDS model, UCM has implemented a Clinical Pathway. The purpose of this qualitative study was to determine if the original PDS model is still meeting the needs of UCM teacher candidates by providing authentic classroom experience and fostering quality relationships with cooperating teachers.

Brant, Kitty — University of Central Missouri

Tye, Natalie — University of Central Missouri

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Lehua
Session Topic: Social Studies Education **Session Chair:** Pacis, Dina

US Media Impact on Children During an Election Year

During the 2016 U.S. presidential election campaign, social media was used to pit one candidate against the other. This paper will explore the impact of social media on children who are future global citizens and leaders capable of decisions affecting global peace. Our youth is tasked with formulating a global mindset to prevent world-wide volatility. What effect does the social media from the current U.S. presidential campaign have on our future global citizens and leaders?

Pacis, Dina — National University

Keough, Penelope — National University

Sytsma, Cindy — National University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Alarilla, Margaret

The Freshman/Junior Complex: Providing Equity for Students Entering Higher Education with College Credit Received from High School

Dual credit program are allowing young people to enter college with credits in tow. This allows for an earlier college graduation date as well as earlier entry into the workforce. As this demographic of students grows yearly, what resources are needed for their success: peer mentoring, career counseling? How can we help this new group of students achieve academic success at the fast pace that they are going? What resources do they need to succeed in the workplace? Let's explore.

Alarilla, Margaret — Texas A & M University-Corpus Christi

Online Communities of Practice in a Postgraduate Topic and the Provision of Unique Learning Experiences with Real World Applications

The topic PALL8436 (Palliative Care in Aged Care) is offered once a year to post-graduate students studying Palliative Care or Applied Gerontology at Flinders University. We are undertaking a 5 year retrospective study of student blogs in one of the topics that has been prompted by an online learning activity.

Rawlings, Deb — Flinders University
Devery, Kim — Flinders University

Visualization of Indicators for Measuring the Internal Quality Assurance System in Japanese Universities

There is a growing demand for fulfilling accountability about the internal quality assurance system in the process of accreditation for Japanese Universities. However, the absence of standardized indicators and evidences makes it difficult to prepare for the self-evaluation reports. To support this situation, the indicators and evidences for measuring the internal quality assurance system of teaching are exploratory extracted using the text-mining approach from the past self-evaluation reports.

Shibui, Susumu — National Institution for Academic Degrees and Quality Enhancement of Higher Education
Takahashi, Nozomi — National Institution for Academic Degrees and Quality Enhancement of Higher Education

Keeping Students Personality Types in Mind: Online vs. Face-to-Face Discussions

The purpose of this interactive presentation is to share outcomes from a study exploring evidence of student learning and motivation in relation to psychological factors such as personality type where participants were future teachers taking an undergraduate methods course. The research provided insight about how to best implement face-to-face and online discussions for diverse students in educational settings. Audience interaction will be emphasized through online polls and think-pair-share opportunities.

Alderton, Elizabeth — University of Wisconsin Oshkosh
Reinke, Ashley — University of Wisconsin Oshkosh

E-Learning: Students' Perspectives about Asynchronous and Synchronous Resources at Higher Education Level

The purpose of this study was to identify the students' preferences to use asynchronous and synchronous e-learning resources. E-learning resources gives option to use asynchronous and synchronous or both learning resources at the same time. Population of the study consisted of students of two public universities of Lahore. Sample of the study comprised purposively selected 148 (Male = 94, Female = 148) students. A self developed and validated instrument was used for data collection. Data were analyzed through SPSS. Independent sample t-test was used to find out difference in male and female students' opinions. Descriptive statistics were used to present students responses related to different aspects of e-learning.

Malik, Misbah — University of the Punjab
Fatima, Ghulam — University of the Punjab
Ch, Abid Hussain — University of the Punjab
Sarwar, Ayesha — University of Central Punjab

Stay With Me: How to Effect Change in the Behavior of High School Students regarding Drinking and Driving

Safe driving messaging for young drivers is provided to high schools by entities such as state Highway Patrol, Mothers against Drunk Drivers, and a variety of youth advocacy groups. This presentation depicts one California high school's local effort to improve the power of the safe driving message with local university collaboration for videography and curriculum. This study demonstrates the effect of the program on student decision-making over one academic year, and what specific program components made a difference.

Campbell, Conni — Point Loma Nazarene University
Holloway, Rachele — Point Loma Nazarene University

The Lived Experience of Disability: Patients Mentor Learners in Healthcare Professional Education

Masters-level learners describe "The Lived Experience of Disability" course as transformational. First year occupational therapy students are matched with patient mentors, individuals living with chronic health conditions. This learning relationship facilitates students' understanding of disability and patient-centered practice. Mentors share lived experience expertise while students consider personal attitudes, assumptions and knowledge about disability and health. Lessons learned over eighteen years of teaching and learning are shared.

O'Riordan, Anne — Queen's University
Donnelly, Catherine — Queen's University
Bobbette, Nicole — Queen's University
Troop, Meagan — University of Waterloo

A Participant Oriented Process for Developing National Educational Materials in the 21st Century

This presentation will explain the process used to develop current, evidence-informed, educational materials for specialized training courses offered by a national health professional association. The educational materials evolved from input received from a stakeholders' survey and focus groups, and are underpinned by an updated curriculum and comprehensive literature review. This project is a real-life example of best practices for developing an educational program that is meaningful to instructors and learners because they were involved in its development.

Rutherford, Sherrill — SRPT Education Consultants

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education **Session Chair:** Holland, Kenneth

Female Technical Education in Conflict-Affected Countries: The Cases of Afghanistan and Iraq

This paper analyzes the strategies that have been used by the governments of Afghanistan and Iraq and foreign donors, including the World Bank and U.S. Agency for International Development, to increase the number of female high school graduates who enroll in technical schools. The authors describe the obstacles to growing the number of young women who acquire technical skills and the importance of this effort to the economic and social development of these countries.

Holland, Kenneth — Ball State University

Lebo, Julie — Ball State University

Developing Professional Practice Through Action Research in Pre-Service Teacher Education

The purpose of this paper is to present the preliminary research findings of a case study wherein pre-service teachers conducted action research while on professional experience. The aim of the study was to provide students with a critical reflection strategy that would enable them to have the opportunity to identify and then attempt to address their on learning and teaching concerns as classroom teachers.

Kennedy-Clark, Shannon — University of Notre Dame

Linking Students with the Big Picture: Generative Themes in Freirean Education

The development of an undergraduate class with the goal of enhancing student engagement. Consistent with the Freirean theme of the class, the locally generated content was connected with larger macro-level social issues and students encouraged to discuss, collaborate, and act to address local and national issues. The discussion will briefly outline: the Freirean theory underlying the course, framework and curriculum, and conclude with a discussion of how student engagement may be enhanced through Freirean pedagogy.

Bolin, Timothy — Chapman University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 1
Session Topic: School Choice **Session Chair:** Catt, Drew (EdChoice)

EdChoice Research Symposium

This symposium will feature the latest educational choice program data collection, research, and analysis commissioned by EdChoice, formerly the Friedman Foundation. Presenters will discuss current data trends and comparisons of U.S. programs, including summaries of research to-date; the constitutionality of educational choice and issues debated in the courts; findings from a fiscal assessment of School choice programs; the fiscal effects of School choice programs and increases of students and staff on U.S. public School districts.

Catt, Drew — EdChoice

Lueken, Martin — EdChoice

Hiner, Leslie — EdChoice

Scafidi, Benjamin — Kennesaw State University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Anderson, Carolyn

Permission to Fail: Redefining Failure as a Pre-requisite to Creativity, Innovation and Success in the Classroom and Beyond

This presentation will invite participants to consider classrooms where students are actively encouraged to fail in their pursuit of understanding new ideas and concepts. How might the classroom environment shift if student's failures were as celebrated as in their successes and where there is no shame in falling down while taking a big risk in creativity, innovation and being themselves? Participants leave with ideas about how to build a shame-resilient, worthiness/validating environment in the classroom.

Anderson, Carolyn — Mount Royal University

Piloting a Year-long Field Experience in PDS Schools

This paper will describe the results of a six-year grant in which urban public schools worked with their local university to change preservice teachers' field experience from one semester to two semesters (an academic year). Our research drew on our stakeholders' experience with this new format and on current literature regarding professional development schools and urban education.

Kelly-Jackson, Charlease — Kennesaw State University

An, Sohyun — Kennesaw State University

Steffen, Cherry — Washburn University

McAlpine, C. Gwen — Kennesaw State University

St. Cyr-Williams, Alyssa — LaBelle Elementary School

Strieker, Toni — Kennesaw State University

Examining edTPA as a Tool for Program Evaluation and Improvement

This presentation will contribute to the discourse around performance assessment of teacher candidates, especially the use of edTPA as a formative and summative tool. It will encourage a thoughtful examination of motivations for and implications of participation in the edTPA process.

Ilieva, Vessela — Utah Valley University

Fawson, Parker — Utah Valley University

Cook, Raquel — Utah Valley University

Harward, Stan — Utah Valley University

Sowder, Mary — Utah Valley University

Understanding the Relationships and Practices of Pre-service Co-teachers During Yearlong Clinical Experiences

While pre-service co-teaching, conducted by the teacher candidate and collaborating teacher, has emerged as a promising practice in clinical experiences, many unanswered questions remain about the interpersonal dynamics between these individuals. This study presents a narrative analysis of the voices of 21 teacher candidates enrolled in yearlong, co-taught clinical experiences, along with the voices of 29 collaborating teachers. Our findings explain the terms and language used by our co-teachers to describe their relationships and practices.

Strieker, Toni — Kennesaw State University

Adams, Megan — Kennesaw State University

Lim, Woong — New Mexico University

Wright, Marcia — Kennesaw State University

Preservice Teachers' Perceptions of Augmented Reality Books in the Classroom

With declining numbers of children choosing to read for fun, children's book publishers are attempting to entice children by including augmented reality elements in children's trade books. Downloading a smartphone or tablet app allows viewing of these elements. In the app, the user is able to view a movie, participate in a game, or view a 3D object. This study examined student teachers' perceptions of the impacts of augmented reality books in the classroom.

Green, Marybeth — Texas A&M University – Kingsville

McNair, C. Lisa — Texas A&M University – Kingsville

Better Results in Less Time: Practical Rehearsal Techniques for Improving Your Orchestra

This presentation will address effective and practical orchestral rehearsal techniques that can be adapted to ensembles ranging from advanced middle school orchestras through advanced collegiate orchestras. Rehearsal topics to be covered include: style, musicality, tone quality, intonation for strings as well as woodwinds and brass, ensemble issues, rhythmic accuracy, and conducting. This presentation aims to help current and future teachers hone their rehearsal skills by discussing specific examples which address common rehearsal problems.

Joella, Laura — Florida Atlantic University

Importance of the Piano Repertoire and the Attitude towards its Formation - Approach, Figuration, Options

The objective of this study is to help building a wide-spectrum profile covering a Repertory in a large historical range, as an overview of classical music in the broadest sense. Using the holistic approach as methodology, the researcher is looking for a comprehensive vision regarding the repertoire, which will help rethink it in perspective and depth through emphasizing not on the quantity but on the quality of piano performance product, through precise creative criteria education.

Ivanova, Mina Yordanova — Assumption University of Thailand

Time: 4:45 - 6:15 PM / **Thursday** - 1/5/2017 / **Room:** South Pacific 1
Session Topic: Policy Conditions that Affect School Choice **Session Chair:** Ni, Yongmei (University of Utah)

School Choice in North Carolina: Enrollment Trends, Competition, and Projections

This paper examines enrollment trends in public Schools, charter Schools, private Schools, homeSchooling, and virtual Schools in North Carolina over the last 25 years for the purpose of highlighting shifts in enrollment patterns among these sectors. The rapid growth of viable alternatives to traditional forms of public education has significant implications for practitioners and policy makers, including how best to address these changes in Schooling.

Fusarelli, Lance — North Carolina State University

Fusarelli, Bonnie — North Carolina State University

Do Testing Conditions Explain Cyber Charter Schools' Failing Grades?

This paper examines possible reasons for the achievement gap between brick and mortar Schools and virtual Schools identified in a recent CREDO study.

Research appears to indicate that variance in testing conditions may exacerbate achievement gaps and that when virtual School attrition is accounted for, this gap could close significantly.

Maranto, Robert — University of Arkansas

Beck, Dennis — University of Arkansas

Watson, Angela — University of Arkansas

Report Card – 2016/17 Private School Choice Ranking

At the start of the 2016-17 School year, the American Federation for Children released its first ever Report Card, a comprehensive ranking of general education, private School choice programs across the country. The Report Card analyzes programs, assigns a ranking and provides suggestions for how programs can better serve students. Programs were evaluated based on student eligibility, Scholarship and program size, and accountability.

Marcavage, Whitney Rhoades — American Federation for Children/AFC Growth Fund

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Hibiscus 1
Session Topic: Indigenous Education - Workshop **Session Chair:** Ward, Cheryl

What's the Harm? Examining the Stereotyping of Indigenous People and Educational Interventions for Indigenous Cultural Safety

Across the world, colonization is a root cause of the inequities in education, health, housing and economic opportunity experienced by Indigenous people.

Drawing upon two critically-oriented qualitative and quantitative research studies and extensive experience in delivering Indigenous cultural safety training, this presentation aims to unpack the way colonial ideologies in mainstream organizations perpetuate inequities and harm to Indigenous people.

Ward, Cheryl — Simon Fraser University

Harding, Laurie — Simon Fraser University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Belgrad, Susan

Next Generation Science Standards and the NASA Educator Professional Development Consortium: Preparing the Pipeline for Diverse Students' STEM Success

CSUN is one of six minority serving institutions (MSI) of higher learning that is collaborating with NASA to promote more diverse student access to their rich and rigorous digital STEM resources. The goal of this presentation is to promote an exchange of knowledge and experience in promoting scientific literacy within culturally responsive learning settings that promotes excitement about the next generation of "audacious scientists and engineers" we must prepare now and in the future.

Belgrad, Susan — California State University, Northridge

Herr, Norman — California State University, Northridge

Lutz, Ota — NASA Jet Propulsion Laboratory

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Harrison, Jonathan

ESL Graduate Student-built Corpus Use for Scientific Writing

In some ESL/EFL settings, scientific writing is taught by English teachers who are not specialists in the specific scientific fields of the individual learners. This presentation summarizes how data-driven learning was used in a single semester graduate academic writing and presenting course. Students built and used their own field-specific corpora to complete and enhance their scientific papers. Results indicate all participants increased the range of technical vocabulary in their writings.

Harrison, Jonathan — Nihon University

Vanbaelen, Ruth — University of Tsukuba

Working Across Borders: Celebrating Intercultural Competence in the ESL Teaching Profession

ESL teachers who teach in community English language instruction programs typically work with adults and young learners from culturally diverse backgrounds. Culture is a salient feature within this cultural contact zone. In this work-in-progress report, I examine these ESL teachers' perceptions of culture and learning, and how these perceptions influenced their day to day pedagogical decision making in the ESL classroom. In conclusion, the findings reveal that over the course of their daily teaching/learning activities, these ESL teachers made pedagogical decisions that were culturally/developmentally responsive to the needs of their students.

Yeager, Deborah — Brock University

Community Building and School Reform in Merida, Mexico

A presentation of three case studies focusing upon education strategies and programs in targeting low-income students the State of the Yucatan. The three case studies will highlight: maintaining culture, utilizing technology, and infusing service-learning pedagogy. Conclusions and applications as well as current projects adopted by the Princeton district will be provided.

Dinan, Andrea — Princeton Public Schools

Usage of New Learning Technologies and Perceived Barriers of Faculty Teaching English as a Foreign Language (EFL) Courses

The purpose of this mixed method study is to investigate the usage of learning technologies in classrooms and perceived barriers of faculty teaching EFL courses in institutions of higher education. In the first phase of this study, survey design was used to investigate the frequency and usage of learning technologies by faculty teaching EFL classes. In the second phase, basic inquiry qualitative design was used to interview faculty on the perceived barriers of using learning technologies in EFL courses.

Kasraie, Noah — University of the Incarnate Word

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Iolani 3
Session Topic: Reading Education **Session Chair:** Rackley, Eric

A Disciplinary Literacy Framework for Constructing Meaning of English Texts

As the field attempts to develop a clearer understanding of literacy from various disciplinary perspectives, this presentation identifies a disciplinary literacy framework developed from English scholars' conceptions of reading. For them, reading in English was characterized as an interactive process that included cognitive, literary historiographic, and personally edifying dimensions that formed a framework for constructing knowledge of English disciplinary texts.

Rackley, Eric — Brigham Young University-Hawaii

The Influence of Family Language Background on the Development of Chinese and English Reading Abilities

The paper has conducted the experiments in the Singapore school aiming to study the effects of age and family language background in Chinese and English reading abilities. Chinese students groups with the bilingual background (Chinese dominant, English dominant, bilingual in Chinese and English) are selected. The results show that the gaps among Chinese reading ability of 7-, 9- and 12-years old students with age changing are larger compared to their English reading results.

Hu, Xiangqing — University of Hong Kong

Lam, Wai-Ip Joseph — University of Hong Kong

Tse, Shek Kam — University of Hong Kong

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Iolani 5
Session Topic: Special Education - Workshop **Session Chair:** Banerjee, Manju

Study Skills for Today's Students: Activating the Inactive Learner

Study skills have come a long way since handwritten flashcards and two column noting-taking. Drawing from current neuroplasticity research, this session will present novel ways to look at study skills as a dynamic developmental process, including specific strategies to address college-level course assignments, and new ways to engage hard-to-reach students.

Banerjee, Manju — Landmark College

Brinckerhoff, Loring — Educational Testing Service

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Agriss, Sean

Successful Transitions to College: A Cross-Sector English and Mathematics Collaboration

Presenters report progress on a three-year project with a primary outcome of developing and implementing a self-directed, regional, professional development structure for approximately 50 regional K-12, community college, and university faculty in English and mathematics. This collection of educators address high school to college transition difficulties with the goals of decreasing the proportion of high school graduates placing into developmental courses and increase the proportion of college students satisfactorily completing college-level English and mathematics courses.

Agriss, Sean — Eastern Washington University
Alvin, Barbara — Eastern Washington University
Reid, Andrea — Spokane Community College
Coomes, Jackie — Eastern Washington University
Young, Justin — Eastern Washington University
Olson, Debra — Spokane Falls Community College
Many, Annika — edBridge Partners LLC

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Anderson, Lynne

Let's Share: 21st Century Teaching and Learning

Between, among, and within university systems, faculty members have scrambled and collaborated to learn about tech devices, to operate those devices, to navigate the Internet, to use software programs, applications, and hardware systems, and to learn and skillfully teach in the online environment. The purpose of this workshop is for university faculty to continue learning while sharing to their most recently learned technological tools, skills, and resources within their "tech aware" teaching communities.

Anderson, Lynne — National University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Kahili 1
Session Topic: STEM Education **Session Chair:** Cox, Trey

The Collaborative Community of Learners (CCOL): A New Kind of Professional Learning Community

In this report we will focus on a professional development project conducted in the U.S. aimed at advancing teachers' mathematical knowledge for teaching through site-based Collaborative Communities of Learners (CCOLs) facilitated by mathematics faculty from community colleges. Our paper discusses the data from the CCOLs that reveals two dominating characteristics which contribute most to the success of the CCOLs: (1) richness of discussions relating to teaching practices and (2) meaningful feedback of classroom observations.

Cox, Trey — Chandler-Gilbert Community College
Adamson, Scott — Chandler-Gilbert Community College
Strom, April — Scottsdale Community College

The Impact of an Integrated STEM After-School Program on Elementary Students' Beliefs About the Role of the Teacher

This case study investigated upper elementary students' beliefs about the role of the teacher before and after the students participated in an integrated STEM (Science, Technology, Engineering, and Mathematics) after school program. Students' beliefs are important because they can affect how successful students are with integrated STEM activities.

Maiorca, Cathrine — California State University, Long Beach
Stohlmann, Micah — University of Nevada, Las Vegas

Listening and Learning from LatinX Pre-service Math Teachers

In this qualitative study, the LatinX researcher shares findings from a study on seven LatinX pre-service math teachers in rural Central Washington. Latina Critical Race Theory was used to design and analyze on-going study, including focus group interviews and individual interviews. Participants' counterstories reveal the centrality of migration and immigration, formation of academic identities and self-efficacy, and the creation of informal networks of peer mentoring. The purpose of study is to examine the challenges and obstacles facing diverse STEM pre-service teachers as well as identifying sources of support that contribute to diversifying the teaching force.

Flores, Susana — Central Washington University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Kahili 2
Session Topic: Educational Measurement and Evaluation - Workshop **Session Chair:** Selitto, George

Using Learning Styles to Become Better Teachers

The goal of this session is to provide teachers with an activity to help identify the learning style or styles their students possess. That information can both inform and change the way we teach.

Selitto, George — Iona College

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Ericksen, Charles

A Comparison of Managers Attitudes Toward and Perceived Barriers to Participating in Adult and Continuing Education after a Quarter of a Century

This study will compare and contrast perceived deterrents to participation and attitudes toward adult education by small business managers after twenty-five years. The 2015 study involved 200 small business managers in Montana and the 1990 study involved 600 small business managers in Nebraska. For both studies data was collected with the Adult Attitudes Toward Continuing Education Scale (AACES), the Deterrents to Participation Scale-General (DPS-G), and a demographic data sheet. In both studies the data was organized to facilitate statistical analysis. The proposed study will organize the aforementioned data from both studies to facilitate statistical analysis.

Ericksen, Charles — University of Montana Western

Crider, Stephanie — Disability Rights Montana

Ericksen, Kimberly — Aarhus University

Andragogical Design Thinking: A Transition to Anarchy in and Beyond the Classroom

Using Andragogical Design Thinking in adult education is a radical departure from conventional classroom instructional practices, and provides alternative methods that result in higher level learning outcomes, increased student engagement, and better performance and retention. Methods are idiosyncratic to each class, and are derived from the synergy between instructors and learners.

Lockard, Elizabeth — Chaminade University of Honolulu

Hargis, Jace — UC San Diego

Exploring the Experiences of Senior Enlisted Military Wives Seeking Higher Education Through Distance Learning

The military lifestyle presents unique challenges and opportunities that military spouses may encounter when they are seeking higher education. Distance learning can assist military spouses in overcoming these challenges; the disruptions of moving, deployments, seeking childcare, and balancing a military family lifestyle are appreciated and the difficulties are almost eliminated in the asynchronous learning environment. I will share several findings and created recommendations for higher education that can help them better assist military spouse learners.

Disque, Andrea — University of Phoenix

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Halonen, Deana

Decolonizing Higher Education: Master of Social Work based in Indigenous Knowledges

A new program, Master of Social Work based in Indigenous Knowledges, has been developed over the past seven years and the first course began on August 29, 2016. The program is an effort to counter the colonial processes that exist in higher education, and in turn in the field. This presentation will outline the learning stemming from developing and implementing this anti-colonial project that can offer support for other efforts at decolonizing education.

Halonen, Deana — University of Manitoba

Hart, Michael Anthony — University of Manitoba

Pompana, Yvonne — University of Manitoba

Rowe, Gladys — University of Manitoba

Morrisseau, Thelma — University of Manitoba

Robinson, Don — University of Manitoba

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education - Workshop **Session Chair:** Perez, Mario Alexander

Harnessing the Power of Technology: a Cross-Disciplinary Project Between University Students in Japan and the United States

This presentation will demonstrate an innovative and replicable way to connect students across disciplines and even oceans. In so doing, the presentation will explore two faculty members' experience and research with an online module conducted on an asynchronous digital tool, VoiceThread, between students at a university in Japan and students at a university in America. The presentation will utilize high impact practices where the audience will be engaged throughout the workshop.

Perez, Mario Alexander — Kwansei Gakuin University

Hoffman, Jaimie Louise — University of Southern California

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Sewell, Glenn

A Partnership Program Between Institutions of Higher Education and County Offices of Education for Successful School Administrator Preparation

National University has developed a "Partnership" program, with California County Offices of Education, for providing an administrator credential and MS degree program for new school administrators. This presentation specifically explores a unique program opportunity that describes the successful "partnership" between National University and the Sacramento County Office of Education Leadership Institute for providing the Preliminary Administrative Services Credential and the MS degrees to meet the needs of local school districts.

Sewell, Glenn — National University

Winlock, Steve — Sacramento County Office of Education

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education - Workshop **Session Chair:** Green, Ebony

The Effect of Collaborative Learning on Black Doctoral Students

This panel intends to provide an overview and introduction to the doctoral student commitment of success through the proactive of members of a peer lead community of learners called the Finish Line. This interactive conversation will highlight the success of a non-university sponsored group of students and graduates and how the Finish Line is laying the foundation for a future large scale qualitative study on organizing and sustaining membership of a self-supported learning community.

Green, Ebony — Wayne State University

White, Cheryl — Wayne State University

Robinson, Leah — Wayne State University

Sanders, Caroline — Eastern Michigan University

Booker, Zsa-Zsa — Wayne State University

Carrauthers, Michael — Old Redford Academy Preparatory High School

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** South Pacific 1
Session Topic: Higher Education **Session Chair:** Gilderbloom, John

The Role of Higher Education in Renewing our Poorest Neighborhoods

Universities have traditionally been a place of hope and a conduit to a better future; but we need to broaden that role into addressing the problems of poor neighborhoods. The University of Louisville Sustainable Urban Neighborhoods (who is the main sponsor of the Hawaii International Conference) is probably one of the best examples of how higher education can rebuild and renew our poorest neighborhoods with an aim to provide a “hand” up and not a “hand” out. SUN’s mission is to make them safer, healthier, prosperous, just and sustainable. Come meet Dr. John Gilderbloom and learn his inspiring story that is recognized for one of the best models around the world.

Gilderbloom, John — University of Louisville

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2017 / **Room:** South Pacific 2
Session Topic: Health Education **Session Chair:** Page, Cheryl Taylor

How Childhood Obesity is Hurting Our Schools: Getting Our Kids Back In Shape

This paper will delve into the ways that the lack of proper nutrition (at schools and homes) contribute to a students’ poor academic performance. It will explore the topics of school lunches and its evolution and current state as well as look into obesity and its rise in America. The paper will discuss how obesity and an improper diet affects a students’ academic performance and how a well-balanced, nutritious diet would affect a child’s grades and general disposition.

Page, Cheryl Taylor — Lincoln Memorial University

Adventures in Interprofessional Education and Collaboration in Healthcare: A Decade of Teaching, Learning and Reflecting

A growing body of literature supports the adoption of Interprofessional Education (IPE) within health professional programs to improve safety and quality in healthcare services. This collaborative, competency-based, patient-centered approach aims to prepare practice-ready learners for an ever changing healthcare reality. This case study describes the decade-long journey of one Canadian university in developing and implementing IPE curricula within the traditional, siloed framework of health sciences education. Lessons learned, unexpected joys, and spin-offs are shared.

O’Riordan, Anne — Queen’s University

Brander, Rosemary — Queen’s University

Paterson, Margo — Queen’s University

Chapman, Christine — Queen’s University

Implementing the Faculty Co-Preceptor Clinical Model Using Mutually Beneficial Partnerships in Graduate Nursing Education

This presentation introduces a new Faculty Co-preceptor Clinical Model of nurse practitioner clinical education. It requires a mutually beneficial framework between faculty and professional practitioners to provide a seamless, collaborative clinical experience. The major tenets of the model include development of entrustable professional acts which students are allowed to perform on arrival to clinical units after a standardized student competency assessment, and implementation of interprofessional education to embrace the new, innovative clinical practice model.

Jarrett, Anna — University of Arkansas

Weymiller, Audrey — University of Arkansas

Shirey, Deborah — University of Arkansas

Shreve, Marilou — University of Arkansas

Worldviews and Conceptualizations of Teaching, Learning, and Inquiry in Two Teacher Preparation Programs

This study analyzes the worldviews and conceptualizations of teaching, learning, and inquiry held by students in an education major, and in a teacher preparation program for non-education majors. It dives deep in analyzing the intricate relationships between worldviews, conceptualizations, and metaphors. Understanding these relationships can inform teacher preparation programs in development of methodologies by which to engage students in critical reflection regarding their own worldviews and conceptualizations in which their teaching practices will be grounded.

Nowak, Jessica — Drexel University
Donaldson, Jonan Phillip — Drexel University
Hammrich, Penny — Drexel University

Teacher Preparation and Policy Turmoil: How P-20 Partnerships Help Navigate Difficult Waters

In the face of chaotic teacher preparation policy context, it is important to remember that university-based teacher preparation is local. We describe our Professional Preparation Board, a long-term, institutionalized collaboration between University of Arizona and P-12 districts. PPB serves as a mechanism for responding to state and federal policies impacting the teacher labor market and the organizations that serve that market, and provides a forum for educators to share, debate, and plan for challenges.

Marx, Ronald — University of Arizona
Clift, Renee — University of Arizona

Transforming a Teacher Preparation Program: Empowering Teacher Candidates through Coalitions for Coaching

Strategies and rationales for transformation of teacher education are presented as leaders of a university based teacher preparation describe tensions and opportunities for growth. Special attention is given to maintaining community relationships, supporting cooperating teachers and teacher candidates and institutional constraints. Strategies for strengthening coaching, and creating lines of communication between faculty and public schools will be addressed. Tensions from shared work will ground dialogue with participants to open opportunities for collaboration and shared best practices.

Thompson, Amber — University of Houston
Cooper, Jane — University of Houston
McClellan, Anne — University of Houston
Siller, Patricia — University of Houston
Ford, Haley — University of Houston

Transformative Teaching Practices for Quality Teacher Preparation: Faculty Collaboration across Departments to Create Culturally Relevant Curriculum in a Rural Setting

In this session, participants will learn about an innovative way to transform traditional teacher education programs to provide quality teacher preparation. Presenters will share the success and challenges they are facing while collaborating across departments to transform their secondary education program to be more culturally relevant to rural areas.

Moore, Veronica — University of New Mexico
Jones, Sherry — University of New Mexico

School Safety : Self Harm and the Duty of Care. Working Together to Make a Difference

One of the greatest challenges in contemporary education is how to manage young people with serious mental health issues in mainstream schools. In 2009 legislation was introduced in NSW, Australia, which increased a school's legal obligation to actively manage student violent behaviour, which includes selfharm. This paper introduces a practical guide for school leaders on how to support students who self harm and minimise the risk posed to themselves and others, within the context of a school setting.

Coen, Jennifer — Sydney Catholic Schools

Experiential Learning During Counsellor Education: The Primacy of Practica

Counsellor education programs contain course work in several foundational knowledge areas, often with an emphasis of the practice of professional skills. This paper will elucidate these areas with a focus on the critical learning that arises during the practicum interval for counsellor education trainees.

Martin, Stephanie — University of Saskatchewan

An Examination of the Parameters Around Culturally Responsive Cyber School-Based Counseling and Family Collaboration for Students with Special Education and Other Needs

Special education includes a number of team members who collaborate in order to identify and meet the needs of students with learning disabilities. While IEP team members play multiple roles in the educational life of a student with a special education need, the evolving role of a Virtual School Counselor, whose primary duty among many others, is to be a culturally responsive and inclusive collaborator through a virtual platform. This presentation examines how best this method of delivery can be done with fidelity, if at all.

Williams, York — West Chester University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Hibiscus 1
Session Topic: Educational Foundations **Session Chair:** Mitchell-Pellett, Mary-Ann

Reclaiming Personal and Professional Wholeness through Eastern and Western Approaches: A School Administrator's Narrative

Congruence between personal and professional integrity can be difficult for teachers and educational leaders to maintain (Ackerman & Maslin-Ostrowski, 2002; Palmer, 2004) due to ongoing inner and outer demands required to meet a myriad of complex needs inherent in schools. This presentation will explore findings related to how cross-cultural wisdom and narrative approaches facilitated self-awareness and ways of being, which supported the personal wholeness and professional integrity required for effective and inspiring work in education.

Mitchell-Pellett, Mary-Ann — University of Calgary

A Real Touchy Subject: The Perceptions of Freshman Female University Students on Being Touched by Instructors

The results of a 25-item Likert-style survey of female university freshmen as to their comfort levels with being touched by male instructors while in high school will be presented. The purpose of the study is to clarify and define what specifically is inappropriate for public school instructors. Past research has been lacking in specificity, data, and testable hypotheses, yet the stakes for teachers couldn't be higher with this topic.

Smith, Brian — Minnesota State University Moorhead

Carney, Jeremy — Minnesota State University Moorhead

Gentle Teaching: Toward A Whiteheadian Framework

Be it resolved that "gentle teaching" be conceptualized within a Whiteheadian notion of experience. Based in his atomistic, Alfred North Whitehead offers a notion of human experience as constituted of physical feelings, conceptual feelings, propositional feelings and intellectual feelings. This formulation has potential to support the notion of learning for persons with severe challenges and complex needs based in a psychology of human interdependence recommended by Dr. John McGee in his formulation of "gentle teaching".

Regnier, Robert — University of Saskatchewan

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Flynn-Hopper, Rachael

Collaboration: Sewing the Seeds of Literacy through University and P-12 Schools Partnerships around Agricultural Literacy

Belmont University, Portland High School, and Clyde Riggs Elementary collaborated to provide pre-service teachers and P-12 students the opportunity to see how literacy and agriculture connect across content areas. This multi-generational project allowed first graders to learn about the importance of literacy, agriculture, and STEM through hands-on, literature-based experiences. Learn how the university, P-12 schools, and community members designed learning modules and contributed expertise, donations, and resources to make this project a success.

Flynn-Hopper, Rachael — Belmont University

Bates, Jennifer — Sumner County Schools Tennessee

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Iolani 1
Session Topic: ESL/TESL **Session Chair:** Balderston, Genevieve

Educator and Administrator English Development Needs in ASEAN Countries

This paper will present preliminary research findings to develop a conceptual model of a regional language center for educators and administrators affiliated with universities in ASEAN countries. English language proficiency is becoming a requirement for completing a PhD, and the common language for conference presentations and research publication. The center will support English skill development to enhance career mobility, scholarly productivity, and international collaboration.

Balderston, Genevieve — Indiana State University
Samruayruen, Buncha — Pibulsongkram Rajabhat University

Summer Program Management

This presentation is a four-year record into the development of a summer program in a Japanese university. It a seven-day intensive English course designed for third-year science students to supplement their language development skills by creating a safe environment for them to interact in. Ideas on how to create a great camp experience for both students and staff will be touched upon. Suggestions include logistics, care for staff, English skills activities and camp games.

Tang, Polly Liyen — Kwansei Gakuin University

English Language Acquisition Is More Than Learning Words: Add an Intercultural Metacognition Dimension to Improve ESL/TESL Success

ESL/TESL programs target improving skills in vocabulary development, memorization and repetition with communication and written exchanges; however, students and teachers must also develop metacognition skills that help develop language engagement and retention. Furthermore, effective ESL/TESL programs need to include “intercultural” metacognition. So, what is intercultural metacognition? How does it impact English language teaching and learning? And how do teachers and learners become more conscious and competent in applying intercultural metacognition as an effective approach?

Brock, Patricia Ann — Pace University

Community Programming for Adult ESL Learners in Alberta, Canada

The development of communicative competence for Canadian immigrants requires a community-based response. Language proficiency can facilitate the integration process by enhancing social and economic opportunities for immigrants. Community programming and volunteering within Edmonton were explored as feasible opportunities for learners to access in their settlement and integration process. The Canadian Language Benchmarks (CLB) framework is discussed briefly in terms of initial assessment.

Cameron, Amanda — University of Alberta
Maganaka, Albert — Cultural Connections Institute-The Learning Exchange (CCI-LEX)

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Iolani 3
Session Topic: Libraries and Learning Commons - Workshop **Session Chair:** Perry, Karin

The Reading Habits, Interests, and Preferences of School and Public Librarians: A Comparison

This session will focus on a survey of over 1000 school and public librarians about their reading habits, interests, and preferences. A comparison of school and public librarians (and teacher as well) will be shared.

Perry, Karin — Sam Houston State University
Lesesne, Teri — Sam Houston State University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Iolani 5
Session Topic: Special Education **Session Chair:** Chandroo, Roshini Chandran

Student-focused Planning for Students with Autism Spectrum Disorder: Knowledge, Perspectives and Experiences

This study contributes to the limited literature on student-focused transition planning for students with ASD in Australia. Individual decision making and goal setting has had a positive effect on future outcomes for students with disabilities. Therefore, it is important to examine how involved students are in their IEP transition planning process and their actual transition planning experiences as these factors have a significant influence on post-school outcomes.

Chandroo, Roshini Chandran — University of New South Wales

Preparing Rigorous and Effective Professionals as Autism Researchers and Educators

This presentation will highlight a unique graduate program to prepare teachers to work with students with autism spectrum disorder. The recruitment process of culturally and linguistically diverse educators into the program, course requirements, field experience requirements, action research requirements, and a mentoring program used during the program and following graduation will be described. Data on the program participants and their experiences will be tied with a discussion on the implications for future research and practice.

Cramer, Elizabeth — Florida International University

The Accidental Special Education Teacher

The goal of this session is to engage participants in a matter-of-fact review and discussion related to the scarcity of special educators and the consequences of this dilemma. What are the implications for students with disabilities 40 years after the implementation of IDEA? How will teacher education programs better prepare all educators given the current climate? Using experiences of young teachers, discrepancies between best practice and policy, rhetoric and reality will be explored.

Kaufman, Roberta C. Brack — Nevada State College

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Barrell, Barrie

What Will It Mean to be Literate a Decade from Now?

Technology, in its various forms, is changing and challenging what it means to be literate. It requires we move well beyond the ability to read and write to engaging and represent knowledge and information in multi-ways and across different platforms. This paper explores the changing definition of literacies in a world that will see the continued growth of artificial intelligence, big data, cloud computing, and exponential growth.

Barrell, Barrie — Memorial University of Newfoundland

Black Women's and Girls' Return to Joy: Addressing Trauma and Healing

This presentation examines strategies employed and recommended by Black women and girls that prompt thriving amidst traumatic circumstances. Findings of this qualitative work reveal the strength of Black women and girls in dealing with trauma, holding the potential to move beyond coping with challenging events, towards their potential thriving in schools, work, and beyond.

Davis, Dannielle Joy — Saint Louis University

Chaney, Cassandra — Louisiana State University

Davis-Maye, Denise — Auburn University at Montgomery

Culbreth, Donna Marie — National Girls and Women of Color Council

Identify Social Problems in Dialectal-Relational Approach: Critical Discourse Analysis of Japanese College-Level English Writing Course

Using four stages of dialectical-relational analysis proposed by Fairclough (2009), we analyzed the writings of Japanese college students in English speaking university in Japan. How do social elements, and social practices such as socio economic status, gender, ethnicity, or generational style differences do or do not lead into re-contextualization? Do interdisciplinary dialogue promote or hinder our process of de- and re-contextualization? How and who may be subject to the marginalization, or not?

Miura, Yoko — Wright State University

Agnello, Mary Frances — Akita International University

Digital Storytelling: An Effective Anti-Violence Education-as-Intervention Method?

Research in the anti-violence area suggest the primacy of early intervention, particularly education, to interrupt patters of intimate partner violence in early dating relationships, yet there is a paucity of information on how this is best accomplished. This paper will discuss the application of digital storytelling to promote personal change and education about healthy dating relationships.

Martin, Stephanie — University of Saskatchewan

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Cromartie, J. Vern

Black Social Movements Past and Present: A Comparative Analysis of the Black Arts Movement and the Hip Hop Movement

This paper focuses on Black social movements past and present with special reference to the Black Arts Movement and the Hip Hop Movement. It examines the Black Arts Movement as a social movement which emerged during the mid-1960s and lasted until the mid-1970s. It also examines the Hip Hop Movement as a social movement which emerged during the early 1970s and has lasted to the present.

Cromartie, J. Vern — Contra Costa College

The Education of Latino Immigrants in Japan: The Nikkei

Children of Latin American immigrants to Japan face some unique challenges given their Japanese ancestry but stigmatization as foreigners. I will focus on the education of Nikkei children from Latin America, how they came to be in Japan, why they underperform academically, as well as a bit of context regarding schooling in Japan.

Gordon, June — University of California, Santa Cruz

Examining the Associations between Children's Daily Physical Activity and their Academic Achievement Across Middle Childhood and Adolescence

Adolescence is a challenging time, one met with declines in academic achievement. Physical activity is associated with improved achievement, though findings vary in the strength of this relationship. The current study examines physical activity on achievement. Results indicate a negative association between age 10 physical activity and achievement at ages 10, 11, and 15. Potential mechanisms linking physical activity with achievement will be explored and results will be discussed with respect to best practice.

Hoff, Bethany Fleming — University of Illinois, Urbana-Champaign

Bub, Kristen — University of Illinois, Urbana-Champaign

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Kahili 1
Session Topic: STEM Education **Session Chair:** Whannell, Robert

STEM: Schools of Excellence in an Australian Context?

This paper looks at the current efforts to address the challenges of declining student number in science, mathematics, engineering and technology (STEM) in upper secondary and tertiary education in Australia. One solution proposed is through teaching STEM as an integrated suite of disciplines within a STEM School of Excellence. A framework describing the process by which a STEM School of Excellence might be developed is described. The challenges, including the Australian curriculum documents and the availability of qualified staff, that would limit the capacity for such a school to be developed are also described.

Whannell, Robert — University of New England

Pedrazzini, John — Queensland Curriculum and Assessment Authority

Considerations of STEAM for Young Children In Korea: A Delphi Study

This study showed some suggestions for a framework for effective STEAM education in preK-K conducting three-round Delphi with 11 experts of ECE and STEAM education in Korea. The experts agreed to set the necessities and goals of STEAM education and to set up features STEAM education in preK-K considering the difference between the preK-K and other schools. Also, they proposed recommendations in four areas that need to implement STEAM education.

Lee, Mi-Jin — Andong Science College

How Students Problem Solve after Completing a DNA Replication Modeling Activity – A Pilot Study

The Next Generation Science Standards (NGSS) has stipulated an increase in the use of scientific models and modeling in biology classes. The goal of this research is to discover how students problem solve about DNA replication after a DNA replication modeling activity. Students solved a DNA replication activity out loud and the findings of how they think through the problem will be discussed.

Malone, Kathy — Ohio State University

Newman, Kristina — Swanton Local Schools

Schuchardt, Anita — University of Minnesota – Twin Cities

Dorman, Jessica — New Albany Plain Local Schools

Sabree, Zakee — Ohio State University

Pedagogical Practices of Beginning Filipino STEM Teachers: Reflections and Policy Implications

This study explores the different pedagogical practices of beginning Filipino STEM (Science-Technology-Engineering-Mathematics) teachers. Further, the study investigates on how beginning teachers display technological-pedagogical-content knowledge (TPCK) in their initial venture into the teaching profession. The results of the study are draws significance in STEM education practices as well as pre-service training of STEM teachers.

Dasas, Louie — University of Santo Tomas Manila

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Panel **Session Chair:** Saylor, Kent

Responding to the Truth and Reconciliation Commission of Canada (TRC) Call to Action: Educating Health Professionals on Indigenous Health in Canada

Drawing upon the TRC's Calls to Action to close the health gap between Indigenous and non-Indigenous Canadians, and years of community-based research, this panel will present innovative, supportive, experiential, and reflective curricula and methods currently being used to educate non-Indigenous medical and health care students. These unique approaches to Indigenous health education aim to increase the cultural competence among future health professionals who will be working with Indigenous peoples, families and communities in Canada.

Saylor, Kent — Montreal Children's Hospital

Greenwood, Margo — University of Northern British Columbia

de Leeuw, Sarah — University of Northern British Columbia

Atkinson, Donna — University of Northern British Columbia

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Lehua
Session Topic: Adult Education - Workshop **Session Chair:** Buck, Julie

Mealtime Inspirations Provides Mealtime Tips, Food Safety Information and Fun to Community Attendees

Mealtime Inspirations is a Family and Consumer Sciences (FCS) faculty coordinated community event offered annually in southeast Idaho. Educators teach eight minute segments, structured around a main dish, side and dessert entrees, with additional segments to include financial management, physical fitness or table setting. Learn how to plan with a particular audience in mind, conduct the event and gather data from this fun "how to" demonstration using research based information.

Buck, Julie — University of Idaho

Dye, Lorie — University of Idaho

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Charney, W. Mick

Decoding Disney: Translating Imagineering Tricks into Teaching Strategies

Walt Disney philosophized that there is great enchantment in the discovery of knowledge and, conversely, some grain of wisdom in any entertainment. Magical Disney entertainment, conjured up through unobtrusive deployments of imaginatively engineered contrivances, cloaks an indomitable enterprise so masterfully structured that its practices are readily adaptable to other work-a-day situations, including the classroom. This workshop enumerates an array of clever Imagineering tricks and then translates them into a comprehensive template for reflective teaching.
Charney, W. Mick — Kansas State University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Cromartie, J. Vern

Reappraising the Black Panther Party, 1966-1971: Its Contributions to the Black Studies Movement at Merritt College and San Francisco State University

This paper reappraises the role of the Black Panther Party in the development of the Black Studies Movement at Merritt College and San Francisco State University from 1966 to 1971. It also identifies Black Panthers who helped to implement the original Afro-American Studies Department at Merritt College in January 1969 and the original Black Studies Department at San Francisco State University in September 1969.
Cromartie, J. Vern — Contra Costa College

Usage and Effect of the OpenCourseWare project on Faculty Teaching in Universities in Central America: A Longitudinal Study

The purpose of this longitudinal quantitative study was to examine the extent to which science, mathematics, technology and engineering faculty in universities in developing countries of Central America access and use OCW, and to determine the satisfaction with and perceived impact of OCW on their professional practice within a seven-year period. This study utilized survey research design. The population of this study included full-time faculty teaching in universities in Central America.

Kasraie, Noah — University of the Incarnate Word

Does Financial Aid Matter? An Examination of Pell Grants and Underrepresented Students' Performance

This study examines the impacts of financial aid on underrepresented students' performance drawing on institutional data from 3549 students enrolled a comprehensive four-year state college. The results of this study is encouraging that Pell Grants matter for persistence, especially for underrepresented first-generation and SSS eligible students. It is also hold true that Pell Grants significantly increased student one-year retention regardless of their race and ethnicity.

Haney, Mick — Nevada State College

Thanki, Sandip — Nevada State College

Shi, Qingmin — Nevada State College

Cresiski, Robin — Nevada State College

Le-Nguyen, Janice — Nevada State College

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 3
Session Topic: Health Education - Workshop **Session Chair:** Abdullah, Mohd

Yoga for Computer Users Workshop

Our bodies have been built to move! In our postmodern age we are spending too many hours in sedentary position, especially those hours spent in front of our computers. In order to counter the effects of this join us for this awakening the spirit within you, hands on workshop.

Abdullah, Mohd — Thompson Rivers University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 4
Session Topic: Higher Education - Workshop **Session Chair:** Sherrow, Tammy

Embracing Creativity in Teaching and Learning

Creativity ignites our imagination and inspires us to think in new ways. This workshop will explore the meaning and potential for creativity in postsecondary education. In this workshop participants will be invited to explore their own personal abilities to be creative and innovative in their teaching by way of a forum of collaborative interaction and discussion. This will be followed by a presentation of ideas, principles and interactivities that will help participants develop at least three strategies to be more creative and enhance the learning experience of their students.

Sherrow, Tammy — Mount Royal University

MacLeod, Heather — Mount Royal University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Bauer, Anne

Teaching While White

This workshop with focus on both the inner, personal work of White educators to cultivate awareness of racial injustice. We will explore the impacts of our own White racial conditioning on our awareness of and role in addressing racial inequities in their classrooms. We will work to build an understanding of the structural realities of race in the American educational context for students, families, and educators. We will explore conceptual frameworks for racism, and Whiteness – including White fragility, and our notions of the “good” white self. We will discuss White Identity development and develop a basic toolbox of strategies to build awareness of our racial conditioning. We will explore ways of working with challenging emotions that arise as we address racism – for example, our own internalized racism, that of our colleagues, and the institutional racism we encounter in our daily lives as educators.

Bauer, Anne — Mills College
Taylor, Amber Mackenzie — University of San Francisco

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Kalyn, Brenda

The Practical Physical Education Environment: Shifts in Knowledge Perspectives for Teacher Candidates Through Innovative Learning Practices

Teacher candidates (TCs) involved in practical learning environments in teacher education methods courses, particularly Physical Education, experience learning in different ways. The goal of this presentation is to share an understanding of how TCs experience the practical, connect theory through the practical, and build knowledge towards sound pedagogy in teacher education.

Kalyn, Brenda — University of Saskatchewan

Using a Video-aided Critical Incident Reflection Framework to Engage Novice Special Education Teachers in Examining Their Work with Diverse Students

The purpose of this study is to gain feedback from special education intern teachers on the use of video and the Video-aided Critical Reflection framework to determine if any benefit exists and to what extent teachers are able to reflect on their own practice. Having used reflection in the past, utilizing a memory based free-write approach, this study will examine how video based guided reflections differ or enhance the teacher learning process.

Davis, Jason — University of San Francisco
Oh, Kevin — University of San Francisco

Developing Preparatory Programs for Elementary Education Majors Struggling to Pass the Praxis Subject Assessments

This presentation describes support programs developed in a traditional teacher education in the intermountain region of the US to assist those students for whom the Praxis Subject Assessments are challenging. These programs include Saturday workshops, an online forum, a library book reserve, and changes to the school's general education requirements for coursework in the Sciences.

Kang, Mi Ok — Utah Valley University

The Effects of Virtual Coaching on Teacher Candidates' Perceptions and Concerns Regarding On-Demand Corrective Feedback

A major obstacle in improving classroom instruction is leaving teachers alone in the classroom with little support. Lessons learned from a virtual coaching intervention utilizing Bluetooth devices that provides immediate corrective feedback to nontraditional teacher candidates will be shared. Findings suggest that the innovation was not disruptive and enabled participants to redirect their instructional practices and behaviors immediately, showing a positive experience for all.

Benson, Tammy — University of Central Arkansas
Cotabish, Alicia — University of Central Arkansas
Wake, Donna — University of Central Arkansas
Dailey, Deborah — University of Central Arkansas

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2017 / **Room:** South Pacific 4
Session Topic: Counselor Education - Workshop **Session Chair:** Parker, Carol Hightower

A Bridge over Troubled Waters: The Experiences of Counselor Education Students Participating in a Service Learning Project

This study presents qualitative research in two dimensions: 1) examination of data collection comprised of counselor education student experiences and reflections derived from description and analysis; 2) counselor education students enrolled in a class produced a written report reflecting on the pre and post experience beliefs. Students were asked to reflect on the negative and positive aspects of the service learning experience, what they learned about themselves and children, and the urban environment.

Parker, Carol Hightower — Texas Southern University
Ratliff, Candy — Texas Southern University
Davis, Jessica — Texas Southern University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Hibiscus 1
Session Topic: Human Resource Development **Session Chair:** Taki, Seiko

Sight Line Analysis of Workers Taking Instrument Examinations for General Aptitude Test Battery

This study measured ocular movements of employees taking instrument examinations for the General Aptitude Test Battery used by businesses when recruiting or reassigning personnel, in order to determine the relationship between work capacity and ocular movements in performing simple tasks. The differences between highly capable workers and less capable workers were identified by analyzing sight lines of employees. The results of the study are expected to prove useful for businesses in conducting their work training.

Taki, Seiko — Chiba Institute of Technology

Kiyosawa, Takamitsu — Chiba Institute of Technology

East Asia & Pacific Principal Driven Philanthropy: 21st Century Fully Equipped for Slaying Funding Dragons

Would the members of your community entertain a paper which discusses the impact of the global financial crisis funding of education internationally? Which ask what possible solutions to solving these funding gaps are? Then, trace the rise of philanthropy in Asia. Followed by identifying what are philanthropic road blocks within Asia. Next, examine a devoid of philanthropic management leadership. Finally what are the best practices in utilizing strategic philanthropy?

Azinga, PM — Kappa Delta Pi International Education Honorary Society

It Takes More than One: The Role of Developmental Networks in Women Leaders' Career Success

The presenter will explore the socio-cultural and organizational barriers that women in K-12 superintendency face and will discuss the role of the developmental networks in reducing these barriers. The current and emerging literature on the benefits of the developmental networks will be discussed in the context of current educational reform and changes in leadership expectations in the K-12 educational organizations.

Burko, Nataliya — Drexel University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education **Session Chair:** Hilyard, Gail

How Trust affects Math Anxiety: A Study of Developmental Mathematics Instructors in Massachusetts Community Colleges

Highlights of Hilyard's study of developmental mathematics instructors at 15 Massachusetts community colleges. She identifies qualities of trust in their classrooms: respect, safety, belief in student ability, competence of instructor, caring for students, building over time, and destruction by betrayal. She also cites strategies for building trust: encouragement, mindful pedagogy, authentic teaching, enabling student-to-student respect, situated applications, flexible assessments, and ensuring success. Overall, instructors affirmed the importance of trust in dealing with math anxiety.

Hilyard, Gail — Holyoke Community College

Peelle, Howard — University of Massachusetts

Project STWEL: Developing All Students' Scientific Argumentation Skills through Talk and Writing

This paper presents data from a convergent mixed-method project aimed at scaffolding third grade students in argumentation skills during a science inquiry unit. Project Science Talk and Writing for English Learners (STWEL) took place over the course of one science unit on motion and matter aligned with the Next Generation Science Standards. Preliminary findings from oral and written student samples indicate students, including English Learners, were able to demonstrate scientific argumentation structures during the project.

Huerta, Margarita — University of Nevada, Las Vegas

Spies, Tracy — University of Nevada, Las Vegas

Garza, Tiberio — University of Nevada, Las Vegas

Hayman, Arlene — Clark County School District

Top-Down Teaching of C++ And Other Programming Languages

This paper proposes a new way to teach students how to write computer programs. Instead of teach individual programming commands this approach follows a top-down approach. Students begin by designing the components of a program and leave the actual coding until the end of the course.

Pelosi, Michael — University of Maryland University College

Brown, Michael Scott — University of Maryland University College

Assdaullah, Mir Mohammed — University of Maryland University College

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Iolani 3
Session Topic: Libraries and Learning Commons - Workshop **Session Chair:** Lesesne, Teri

Transitioning from FTF to Online Courses: Best Practices

What are best practices when transitioning from face-to-face courses (FTF) to coursework all online? One department discusses how the transition required a rethinking and re-envisioning of best practices.

Lesesne, Teri — Sam Houston State University

Perry, Karin — Sam Houston State University

Weimar, Holly — Sam Houston State University

Brock, Rose — Sam Houston State University

Moore, Robin — Sam Houston State University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development **Session Chair:** Poulsen, John

Alberta Fine Arts Curriculum Survey Results: The Fine Arts are Important!

This paper will be an examination of the survey results from a 2014 survey sent out to Fine Arts Teachers in Alberta regarding curricula in the areas of Drama, Music and Visual Art. The survey results from 281 teachers suggest that Fine Arts teachers are happy with certain parts of the current curricula but want the curricula, that stems from the 1980s, to be revamped and updated.

Poulsen, John — University of Lethbridge

Exploring Strategies for Anxiety Management in Autism Spectrum Disorder Students through Physical Movement in a High School Setting

This presentation will share the processes and outcomes of the implementation of a daily routine of physical activity for high school students with Autism Spectrum Disorder (ASD) as a pedagogical strategy for the management and regulation of anxiety in high-functioning autistic youth (HFA). It was of interest to observe if increased movement could positively affect anxiety and enhance both behaviors and learning outcomes for these students.

Dutka, Coreen — Saskatoon Public School Division

Kalyn, Brenda — University of Saskatchewan

Behind the Doors of Learning – First Year University Students' Struggles

The presentation will provide an analysis of first year teacher education students' struggles at university. The data was gathered through experience, observation and video recording at a three-day excursion followed by in-depth interviews with 50 students. The study indicates the possible reasons for the high drop-out rate in first year as well as alternate pedagogies and interventions.

Rani, Devika — University of Johannesburg

The Effects of Dual Enrollment Programs on Social and Emotional Learning, College Readiness, and the Graduation Initiative/Imperative

In what ways do dual enrollment programs increase socio-emotional learning (SEL) and college readiness? How can this information be applied to enhance underrepresented minority (URM) college success and college completion within four years?

Lilly, Frank — California State University, Sacramento

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Priselac, Stephen

The Power of STEM in Maker Spaces: Inspiring Students by Using the Processes of Inquiry and Design to Innovate and Create

Have fun as you pretend to be a scientist commissioned to solve a crime scene as you discover relevant evidence, redesign the scene and create a report using scientific methods and strategies. This crime scene investigation is designed to excite students about the study of STEM.

Priselac, Stephen — National Center for the Advancement of STEM Education (nCSE)

Priselac, Nancy — National Center for the Advancement of STEM Education (nCSE)

Conley, Michaelyn — National Center for the Advancement of STEM Education (nCSE)

Pyzdrowski, Laura — West Virginia University

Pyzdrowski, Anthony — California University of Pennsylvania

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Walker, Pamela

Leading the Way to 21st Century Teaching and Learning through Arts Integration and Innovative Practices

This hands-on session will expose participants to the power of arts integration as a vehicle for building strong schools, supporting teacher development, and improving student outcomes. We will set the context for the "why," "what," and "how" of arts integration and explore how to initiate educational transformation through rigorous, innovative teaching strategies for the 21st century learner. The session will be informative, interactive, and applicable to administration and teachers of all levels of learners.

Walker, Pamela — President of ArtsNow

Collins, Crystal — Gwinnett County Public Schools

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Kahili 1
Session Topic: STEM Education **Session Chair:** Ware, Terrell

Models and Modeling: An Evaluation of Teacher Knowledge

The Next Generation Science Standards (NGSS)) have stipulated an increase in the use of scientific models and modeling at all grade levels as well as within all science disciplines. The goal of the research question is to discover current beliefs about models and modeling held by in-service K-12 STEM instructors.

Teachers were interviewed and preliminary results about their views will be discussed.

Ware, Terrell — Washington State University

Malone, Kathy — Ohio State University

Irving, Karen — Ohio State University

Mollohan, Kate — Ohio State University

Setting the Stage for Innovation: Keeping Undergraduates Motivated and Curious

Intrinsic motivation and curiosity are important for academic success and innovation. Both can be encouraged through novel pedagogies. Elective engineering courses, IDEAS studios, were developed at one university to foster curiosity and intrinsic motivation in order to facilitate innovation and the development of an “entrepreneurial mindset.” These courses engaged students in authentic, project-based work with students in multiple disciplines. This presentation will compare undergraduates’ curiosity and motivation in these courses with a student-selected comparison course.

Nottis, Katharyn — Bucknell University

Vigeant, Margot — Bucknell University

Kim, Charles — Bucknell University

Jablonski, Erin — Bucknell University

Prince, Michael — Bucknell University

Siegel, Nate — Bucknell University

Smeraldo, Kait — Bucknell University

Golightly, Amy — Bucknell University

Exploring the History of Biology through the Life of Alfred Russel Wallace

The purpose of this paper is to look critically at the “stories” being told by biology and to see if they are the only stories that fit the data. To do this, we are going to look historically at some of the major historical events of the past and see if they are linked to present-day biology. In doing so, we will examine the life of Alfred Russel Wallace and the field of entomology.

Narguizian, Paul — California State University, Los Angeles

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Kahili 2
Session Topic: Indigenous Education - Workshop **Session Chair:** Roudeix, Natacha

Tribulations of a Teacher in Intercultural Contexts: Cultural and Professional Identities in Motion

This workshop would be an opportunity to share my reflexive work about my experiences as a teacher in Nunavik with the Inuit, in Asia and in British Columbia. I would like to discuss how reflexive practices can contribute to teachers’ professional development when confronted to cultural complexity.

Roudeix, Natacha — Conseil Scolaire Francophone de Colombie-Britannique

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Paris, Britney

Marking Matters: The Influence of Language Proficiency on the Effectiveness of Direct and Indirect Written Corrective Feedback

This study makes use of Think Aloud Protocol and Focus Group Interviews to investigate the influence of language proficiency on the perceptions and responses of students to two different types of feedback. Through a better understanding of how learners perceive and use Written Corrective Feedback, teachers can make better informed decisions about the types of feedback they provide when conducting formative assessment and providing formative feedback.

Paris, Britney — University of Calgary

Reading and Writing Instruction for a Japanese English Language Learner with ADHD

This presentation reports progress of English reading and writing instruction for a Japanese female secondary school student diagnosed with ADHD. She has difficulties in reading and writing English words, though she has no problem in Japanese. The researcher assessed the student’s weakness or difficulties and provides instructions to develop her phonemic awareness and encoding and decoding skills. What does prevent her from acquiring reading and writing English? How can teachers help her learning?

Sato, Ryoko — Tsuda College

Dialogical and Multimodal Approach to Lexical Instruction

A dialogical and multimodal approach to lexical instruction was developed to investigate explicit vocabulary instruction in the elementary classroom. Data collection involved digital ethnographic observation in the classroom, and semi-formal interviews with 2 teachers and students enrolled in their classrooms. The paper will present the impact of the dialogical and multimodal approach to lexical instruction in elementary classrooms, and its effect on the development of metacognitive strategies among young learners in learning vocabulary.

Pellerin, Martine — University of Alberta

Lavoie, Constance — Université du Québec à Chicoutimi

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Panel **Session Chair:** Ima-Izumi, Yoko

Different Cultures, Different Views: Introducing Film into Education

This panel discusses the ways in which film should be introduced into class for teaching a variety of cross-cultural subjects in humanities and social sciences. It is true that documentary films have been providing evidence to establish history, but feature narrative films, which are grouped as art and fiction in opposition to knowledge and fact, can also be used to understand human activities and cultures. Focusing on feature narrative films that are globally renowned, we will detect key images and motifs in them to explore different views originated from different cultural backgrounds.

Ima-Izumi, Yoko — University of Tsukuba
Zhang, Lin — University of Tsukuba
Zhang, Zhilixiang — University of Tsukuba
Xue, Shan — University of Tsukuba
Jin, Ruoqing — University of Tsukuba

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Faga, Kelly

Living our Learning: The Efficacy of Living Learning Communities on an Undergraduate Residential Campus

This presentation will discuss the process of developing a linked learning community alongside a residential learning community. The purpose of this presentation is to discuss pedagogy, assessment, reflections of the faculty, and plans for the future of a linked learning community alongside a residential learning community. The presentation will include a PowerPoint, questions, and small group topics for discussion.

Faga, Kelly — Wartburg College
Gehring, Elizabeth — Wartburg College

An Analysis of Diminishing Qualitative Data in Masters' Dissertations: A Critical-Analytical Paper

A research set out to analyse the mystery of diminishing data of qualitative research in students' dissertations in Ugandan Universities, yet mixed methods was highly emphasized. Despite this mystery, the subject has received limited theoretical and practical attention. The contest was found with supervisors who were deeply grounded and believed in quantitative rather than qualitative research.

Kaguhangire-Barifaijo, Maria — Uganda Management Institute
Nkata, James — Uganda Management Institute

Survey Optimization: Maintaining Response Rates amidst Survey Proliferation

In this session respondents will learn how the devices students use to complete assessment surveys (i.e. PC vs tablet vs smart-phone) effect response rates, survey throughput and the quality of data collected. Respondents will also learn about strategies for optimizing survey data collection from smart-phones and other mobile devices. Discussion generated by the presentation will allow attendees to share varied experiences and strategies with each other.

Olsen, Danny — Brigham Young University

Lessons Learned from a 'Traditional' Ed.D. after First Term of Teaching

This presentation is designed to discuss what an Ed.D. from a large program like USC, where one is not afforded traditional Ph.D. opportunities, such as TA-ships, is forced to learn on the job when offered the ability to teach for the first time at the college level.

Thomas, Michael — Claremont Graduate University

Coming to the Table of Mission Statement Based Bargaining: An Incarnational Paradigm.

To bridge the apparent gap between a process of collective bargaining driven by economics only and one motivated by the parties' mission statements, Lonergan's Transcendental Precepts and Functional Specialties (Lonergan, 1972) were employed to create Mission Statement Based Bargaining. Every bridge requires a sound foundation, so in the construction of this new paradigm, envisioning "a community of truth" (Palmer, 1998) before reflecting on collective bargaining within the framework of a mission statement is paramount.

Nixon, Mark Alexander — Catholic Central High School

A Comparison of Principals and Superintendents: How School Leaders Reconcile External Mandates with Internal Ethics

The current study draws data from three previous papers (HICE, 2014; HICE, 2015; HICE, 2016) that focused separately on school principals, male superintendents, and female superintendents. Despite parallel motives and concerns expressed by the three groups of participants, unanticipated differences were delineated by role and gender. This analysis demonstrates the areas of similarity and divergence in the ethics-based thinking and practices of school administrators.

Bruce, Tim — Western Washington University

Larsen, Donald — Western Washington University

Hunter, Joseph — Western Washington University

Aller, Warren — Western Washington University

Robertson, Wayne — Western Washington University

Lesson Planning and Creation of Instructional Materials (IMs): One of the Factors that Affect Teacher's Delivery of the Curriculum

Teachers in at San Nicolas National High School are required to write (hand-written) their Lesson Plan on a daily basis whether they are new or they have been in the service for many years. This kind of activity is giving too much burden to teachers most especially that they also need to create Instructional Materials at the same time. A study on this matter is to be conducted in order to identify the problems encountered by the teacher in the preparation of lesson plans and instructional materials and suggest some ways in order to ease their burden thru the result of benchmarking to other schools and the analysis of contents of Department of Education memoranda as regard to lesson plan and instructional materials preparation.

Arellano, Jean Abalos — San Nicolas National High School

Summer Residential Program for Students with Intellectual Disabilities in an Inclusive Postsecondary Transition Program: The Perspectives of Resident Assistants

Project Panther LIFE, an inclusive postsecondary transition program for students with intellectual disabilities, offers a summer residential program focusing on the development of independent living skills and self-determination. Students are supported by a group of trained Resident Assistants during their residential experience. This study will analyze data collected over a 3-year period and outline the experiences and perspectives of the Resident Assistants in supporting students with intellectual disabilities and identify areas of success and challenges.

Valle-Riestra, Diana — Florida International University

Giust, Amanda — Florida International University

An Examination of Self-Inflation in Teachers

This presentation will discuss the findings of a quantitative study that examined self-inflation in native-speaking English teachers working at Japanese universities. The key findings include: a strong majority of the teachers think their teaching ability is above average, there may be more self-inflation for teaching skills than non-teaching skills, and most believe they are less susceptible to self-inflation than colleagues. Importantly for teachers, self-inflation effects may have implications for professional development.

Swanson, Mark — Kwansei Gakuin University

Davis, Rian — Kansai Gaidai University

University Subject Teaching and 21st Century Competencies – Teaching the Teachers

Universities face ever-increasing pressure to ensure they produce university graduates with competencies that match the demands of the labor market. This places new demands on university teachers, who, despite being experts in their disciplines, often lack pedagogical training. This case study details the development and impact of a pedagogical tool that can easily be disseminated to a large faculty to provide concrete support in the challenging process of implementing a competence-based pedagogical approach.

Rodriguez, Adrian — Luleå University of Technology

Manderstedt, Lena — Luleå University of Technology

Palo, Annbritt — Luleå University of Technology

Hidden Features of Literacy in Academic Journals' Guidelines: a Real Challenge for Non-Native Graduate Students to Publish in English

It will present the results of a research which aimed at verifying the existence of hidden features of literacy in the guidelines of Computer Science journals. First, the concept of "hidden feature" will be presented, as well as the theory it is based on: The New Literacy Studies, grounded on Brian Street. Then, it will be approached how this concept is helpful in promoting students' academic literacy, through an illustration of academic journals' guidelines' superficiality.

Vieira, Bruna Gabriela Augusto Marçal — University of California at Santa Barbara and Universidade Estadual Paulista

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Pennybacker, Cameron

Intentional Equity Design: A Best-Practice K-12 Community Partnership Model

Often programs between k-12 schools and local community partners are intrinsically inequitable. With best practice /systemic change standards in mind, the Intentional Equity Design [I.E. Design] model has been created to establish more equitable partnerships which yield stronger outcomes. This workshop will explore the I.E. Design model, pilot results, and its potential applications.

Pennybacker, Cameron — Diversity Assets

Fuller, David — Middle Georgia State University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Brock, Patricia Ann

How to Reduce Stress for edTPA Success

A successful and formerly-stressed edTPA teacher candidate and a scorer-trained, 3-year edTPA-experienced and formerly-stressed teacher education professor have joined forces to create a set of survival skills for mastering the edTPA challenge. Learn how to de-stress for success. Learn how a new pilot study offers practical guidelines on how to all students succeed, especially in a high-stakes new credentialing environment.

Brock, Patricia Ann — Pace University

Teachers' Self-directed Informal Learning for Technology Integration in 1:1 Device High Schools

Continuous professional learning is critical in helping teachers develop the knowledge and skills for effective educational technology integration in 1:1 device schools. This survey study explored teachers' self-reported informal learning activities for technology integration. The findings indicate that they are engaging in a range of learning activities that align to specific learner behaviors. The evidence should inform stakeholders and impact their support for informal learning as a legitimate mode of professional learning.

Moen, Mary — University of Rhode Island

The Importance of "Storying" in Teacher Education Programs

Life is a story. We are the characters, contributing to overlapping and intersecting plot lines. Pre-service teacher candidates and in-service educators will discover the potential of using narratives for cooperative planning, relationship building, and reflective practice. Panelists will offer relevant applications supported by theory, and grounded in practice. Participants will discover the power of expressing shared stories, and will develop an appreciation of the connections between their personal stories and those of their students and colleagues.

Auzenne-Curl, Chestin — University of Houston

Ford, Haley — University of Houston

Siller, Patricia — University of Houston

Burren, Roni — University of Houston

Thompson, Kevin — University of Houston

Developing Social Justice Educators through Critical Practices and Anti-Bias Curriculum

This paper examines how two teacher educators from a social justice-oriented teacher training university used the Teaching Tolerance "Perspectives for a Diverse America" anti-bias curriculum as a way to promote and align critical practices and multicultural theory into their foundations/pedagogy course. It focuses on ways that 90 pre-service teacher candidates were guided to create and implement culturally responsive curriculum for elementary students, with an emphasis on improving academic outcomes as well as socio-emotional learning.

Beddow, Maggie — California State University, Sacramento

Unlearning Math Anxiety Among Students and Teachers

Math anxiety, an 'affliction' alleged to be widespread among students, is a learned emotional response, and therefore can be unlearned through deliberate exploration and recognition of the triggering factors that inspire the response. In this presentation, we debate the legitimacy of claimed math anxiety, discuss root causes, and propose means for dealing with the sensations of anxiety that inhibit mathematical success.

DeLong, David — Lehigh University

DeLong, Debbie — Medical College of Virginia

Progressions of Research Skill Development in the Biological Sciences

Learning progressions in K-12 science education provide a framework to inform curriculum development and instruction at the points in a learner's education where they may be maximally beneficial. This study takes a similar approach to identify progressions for doctoral students in the biological sciences learning to conduct disciplinary research. Findings from a national, longitudinal study in this paper indicate that specific skills must develop first in order to support subsequent development of other key competencies.

Feldon, David — Utah State University

Jeong, Soojeong — Utah State University

Peugh, James — Cincinnati Children's Hospital Medical Center

Perceived Stress in Early Adolescence as a Predictor of Socio-Emotional and Behavioral Difficulties in Middle Adolescence

Students are increasingly exposed to stress, but the association between perceived stress and socio-emotional and behavioral strength and difficulties has not been fully explored yet. Based on questionnaire data from a longitudinal study with 1088 students (Time 1: N= 1088; Time 2: N= 845) from 23 schools in Germany, the results of SEM showed that perceived stress in early adolescence functions as positive predictor of socio-emotional and behavioral difficulties in middle adolescence.

Lätsch, Alexander — University Greifswald

Raufelder, Diana — University Greifswald

Poster Session

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Coral 3 Ballroom

Best Practices for Helping Professionals: Supporting Undocumented Youth in Schools

This poster session will be grounded in theories such as Multiculturalism, Feminist, Social Justice, and Narrative Therapy frameworks. Presenters will offer two case vignettes that reflect the reality of undocumented students today in the secondary School setting. In addition, presenters will provide resources, recommendations, and creative tools for helping professionals who serve this population.

Bueno, Andrea LeAnn — San Francisco State University

Gebre, Saba Mengistab — San Francisco State University

Orozco, Graciela Leon — San Francisco State University

PreSchool Expenditures and Chinese Children's Academic Performance: The Mediating Effect of Teacher-Child Interaction Quality

In this study, we found instructional support quality in Chinese preSchools mediates the relationship between teachers' monthly salary and children's language, mathematics, and Science knowledge outcomes, whereas both emotional support and classroom organization quality mediate the relationship between teachers' monthly salary and children's language development. These findings suggest that early childhood education quality is part of the mechanism through which School expenditures of teachers' monthly salary affects children's academic performance.

Hu, Bi Ying — University of Macau

Zhou, Yisu — University of Macau

Chen, Liang — Shandong Normal University

GEAR UP: What Difference Does It Make?

This dissertation research examined the impact of GEAR UP, a federally funded program designed to promote college access and success, on a targeted underserved student population. Using quantitative research methodology, the author assessed the impact of GEAR UP on access and success measures at the postsecondary level. Furthermore, the author investigated the impact of GEAR UP interventions on program participants using qualitative methodology.

Villar, Jeremy — Pepperdine University

Interdisciplinary Training of Professionals: Using Collaboration to Increase Effective Post-School Outcomes for People with Disabilities

The presenters will describe the periods of development known as transition and emerging adulthood and provide model for interdisciplinary training for rehabilitation counselors and special educators to optimize outcomes for individuals with disabilities exiting school.

Curtis, Rebecca — Auburn University

Derzis, Nick — Auburn University

Meyer, Jill — Auburn University

Shippen, Peggy — Auburn University

Houchins, David — Georgia State University

Parenting Twice-Exceptional Students: An Exploratory Study of Their Children Academic and Social Success

Parents of twice-exceptional students often lack understanding and skills in how they can support their children academically and socially. It is important to assess how parents perceive their role and what strategies have proven successful or unsuccessful. Using a qualitative methodology with semi-structured interviews containing open-ended questions, this study investigates these perceptions and insights from the perspective of three parents to address this gap in the literature about parental roles in academic and social success.

Mohammed, Amra — University of Northern Colorado

Deconstructing the Tower of Babel - The Healing Power of Creating an Integrated Therapeutic World in Special Education Through Play

This presentation will highlight the neurodevelopmental benefits of utilizing collaborative interdisciplinary assessment and therapeutic intervention strategies through play for children in special education. It will propose the importance of revolutionizing clinical terminology across disciplines, keeping the integrity of each discipline, while piecing together the diagnostic puzzle in identifying children with special needs and proposing goals and objectives that can be implemented by the whole team.

Novak, Jean — San Jose State University

High School Principals' Action Plan for Building Professional Capital for Substitute Teachers in California

Substitute teachers are often challenged by today's 21st century expectations of CCSS, assessments, professional learning communities, and working with diverse student populations. Additionally, most substitutes have limited a) teaching training; b) experience working with youths, and c) knowledge in pedagogy. The purpose of this research is to study best practices to mentor and support substitute teachers, specifically those who accept long-term assignments at a public comprehensive high school, and build professional capital.

Rapaido, Cynthia — University of San Francisco

Rosenzweig, Gary Lawrence — South San Francisco High School

Addressing ADHD with UDL Interventions

This poster session will showcase a school-wide initiative that implemented effective interventions to alleviate some of the challenges students with ADHD presented in the classroom.

Zelenka, Valerie — Fort Hays State University

Getting Close, Letting Go: Service-Learning for Preservice Teachers at a Homeless Shelter

This poster session will showcase how the perceptions about homelessness held by elementary education pre-service teachers were transformed after enrolling in literacy tutoring internship for kindergarten through fifth grade students at a homeless shelter.

Zelenka, Valerie — Fort Hays State University

Delving Deeper with Integrated Curriculum

Research supports integrated curriculum as an avenue for students to engage in relevant and purposeful learning. Students take ownership in the learning process as they identify topics, plan inquiry, conduct research, and share findings in myriad ways. The authors of internationally published multidisciplinary instructional units will share fail proof strategies for creating integrated curriculum that fosters fervent learning. Participants will receive helpful resources to support them in developing their own integrated curriculum units.

Linville, Debbie — Salem College

Fragakis, Leni — University of North Carolina, Greensboro

Addressing Economic Disparity Through Cultural Reengineering Among Native Hawaiians

Our presentation essentially highlights the need for business and/or economics education as a way to address the economic disparity facing Native Hawaiians. Our paper surveys the current economic disparity facing Native Hawaiians, explains the Native Hawaiian cultural understanding of economic production and profit, illustrating its differences with the capitalist-based notions of economic production and business profit, and concludes by offering what can be done to reengineer traditional Native Hawaiians economic beliefs.

Ng, Larson — University of Hawai'i at Mānoa

Cashman, Kimo — University of Hawaii at Manoa

Why History Teachers Should be Familiar with the Legal Status of Hawai'i

The recent political reawakening of Native Hawaiians as it pertains to the legal status of Hawai'i as its own nation has rapidly transformed history education overnight. With respect to social studies education, this presentation will briefly go over the latest sovereignty issues and provide an overview as to what history teachers need to be aware when covering the history of Hawai'i and its relationship with the US.

Ng, Larson — University of Hawai'i at Mānoa

Cashman, Kimo — University of Hawai'i at Mānoa

Japanese Academic Meritocracy and the Potential for the Newcomer Child in Japan

This research examines the potential of the "newcomer" student in Japan to access avenues to higher education in Japan. In a system regarded world-wide as meritocratic, the authors illustrate the situation faced by the non-national student from early education on, and its effect on the child's life chances and choices.

Morrone, Michelle Henault — Nagoya University of Arts and Sciences

Matsuyama, Yumi — Shiga University

Educational Support for Japanese Graduate Nurse Students by Developing the Application to Write English Abstracts

We have launched a project for supporting Japanese graduate nurse students especially by developing an educational smartphone/tablet PC application to write English abstracts. The purposes of the presentation are to report the ongoing project and to examine and improve the concept and process of the project and the contents of the application by gathering the participants' opinion.

Nishigauchi, Marumi — Nagano College of Nursing

Ota, Katsuya — Nagano College of Nursing

After School Just Got Healthier

This poster session showcases how elementary School children's attitudes and beliefs about healthy eating and fitness were affected after participating in the Healthy Reading for Kids: Food & Fitness Program.

Dreiling, Keith — Fort Hays State University
Zelenka, Valerie — Fort Hays State University

Bullies and Books: Read4Respect Bullying Prevention Project

This poster session showcases an after-School service-learning project implemented over the course of the School year in a low SES elementary School. This project offered a sustained, coordinated effort to motivate and engage 57 struggling readers in a skills-based literacy tutoring program.

Dreiling, Keith — Fort Hays State University
Zelenka, Valerie — Fort Hays State University

Community Trust Champions: Building Trust between Middle Schoolers and Police Officers

Results on Trust in police and Hope of middle School students from a program evaluation for Community Trust Champions will be presented. Results showed a positive, significant change in Trust in police and Hope for participants of the program.

Feeley, Jessica — University of Oklahoma-Tulsa

Does Variability Across Freshman College Students' Perceptions of Prosocial Values Predict Greater Science Identity and Interest in STEM?

In STEM higher education, attrition is highest among underrepresented minority (URM) students. URMs experience cultural barriers that affect motivation in STEM despite there being no differences in initial interest with their non-URM counterparts. Previous research has shown that prosocial values may play a role in STEM persistence among URMs. In this study, we examine how prosocial values shape the development of URM and non-URM freshman students' Science identity and their interest in Science careers.

Galvez, Gino — California State University, Long Beach
Jackson, Matthew — California State University, Long Beach
Thoman, Dustin — San Diego State University

The Impact of Technology in Promoting Health Literacy in India

High School students living in impoverished areas in India are receiving live health education from Hawaii. Numerous challenges have been identified ranging from poor Internet connection to engaging the learner. Adjusting teaching/learning methods and using innovative online strategies to engage, connect, and benefit the learner have resulted in productive outcomes for the high School students.

Downing, Hazel — Kuakini Medical Center

Successfully Preparing New Nursing Graduates for Critical Care

Jobless new nurse graduates are increasing in number while there is a shortage of nurses in critical care. Critical care nursing can be challenging for new graduates as well as the entire healthcare team. Understanding the innovative strategies used in training of new graduate nurses and the subsequent success in critical care is useful addressing the nursing shortage in critical care as well as securing a job for these nurses.

Downing, Hazel — Kuakini Medical Center and Hawaii Pacific University

Awareness of Class Evaluation of Dental Hygiene Students

Awareness of the course evaluation survey were South Korea dental hygiene students and 968 people. As a result, course evaluation was necessary the higher the grade, the higher the Score the integrity of the operating instruction.

Kim, Chang-Suk — Ulsan College
Cho, Mi-Suk — Choonhae College Of Health Sciences
Lee, Kyeong-Soo — Yeungnam University

Performance of Self-Management Program for Hypertensive-Diabetic Patients

Cheongsong country of 12 hypertensive patients and 12 diabetic patients(applied diabetic program for associated hypertension) in the study. As a result self-management program conducted for 10 weeks for two hours a week, we can see the changes in blood pressure and blood sugar.

Kim, Seon-Hee — Cheongsong-gun Public Health Center
Kim, Chang-Suk — Ulsan College
Lee, Mi-Sook — Korean Industrial Health Association
Lim, Jung-Nyeon — Yeungnam University
Lee, Kyeong-Soo — Yeungnam University

Trend of Dental Hygiene Research by Analysis of the Published Paper in Journal of Korean Society of Dental Hygiene: On Paper from 2001 to 2015

The paper analyzed a total of 996 published thesis papers registered at Korean Society of Dental Hygiene website (www.ksdh.or.kr) from 2001 to 2015. The details of the analysis involved the following categories: number of researchers, researcher affiliation, research target, research methods, analysis methods, keyword classification and whether or not research funds were obtained. The following paper expects it to be able to provide baseline data for setting future direction in dental hygiene research.

Kim, Chang-Suk — Ulsan College
Lee, Kyeong-Soo — Yeungnam University

Study of Sustainable Management Systems in Science Cafes Sponsored by Universities

Recently, Science cafes have attracted the attention of researchers as a way of facilitating Science communication and Science education in Japan. Science cafes sponsored by universities were investigated based on the following viewpoints: (1) the background of the implementation, (2) the method used for the implementation, and (3) problems and solutions faced while implementing the method.

Mori, Reina — Teikyo University

Toward a Performance Self-Evaluation Tool for Collegiate Athletes

Effective communication between teachers/coaches and students/athletes plays a vital role in success of collegiate club activities. The aim of this study was to develop and investigate the effectiveness of a performance self-evaluation tool for collegiate athletes. The use of self-evaluation tools not only allows communication opportunities for coaches and athletes but also enables athletes to gain deep understanding of their own performance.

Tabei, Yusuke — University of Tsukuba

Matsutake, Takahiro — University of Tsukuba

Bullying Prevention and Intervention Training for Pre-Service and In-Service Special Education Teachers

This preliminary study examines the impact of bullying prevention and intervention training with public School special education pre-service and in-service teachers.

Ortiz-Bush, Yvonne — California State University, Bakersfield

Lee, Yeunjoo — California State University, Bakersfield

Motivational Interviewing in Academic Settings

This poster session describes the key components of Motivational Interviewing. An overview of the possible applications of Motivational Interviewing in academic advising and educational settings will be provided.

Ortiz-Bush, Yvonne — California State University, Bakersfield

Beyond Lecture: Allowing Students to Take Ownership of Their Learning

The why, how, and now to implement cooperative learning activities with adults. A few questions educators may have: Have you ever wanted to implement collaborative learning but you didn't know how to get started? Did you want to make sure the groups were compatible, diverse, and productive? Did you wonder how to assess and make sure that every group member was participating equally? This poster session will assist you in getting answers.

WroSch, Nadia — Weber State University

Student Success in Online Classes: Getting and Keeping in Touch is Crucial

It is imperative to interact with online students to engage them properly. Supplemental materials, including posting in discussion forms and using classroom assessment techniques (CATs) can help increase and maintain student learning, satisfaction, attendance, and participation. It is important to interact in a positive way, using the Constructivist Theory of teaching. Maintaining active listening and being flexible in collecting and grading creates a good rapport with students. Always ask how may I help you?

Bamba, PriScilla — Grand Canyon University

How to Motivate Students to Encourage Personal Growth and Envisage their Career Goals

I introduce the overseas career program and the effective approach which provide students to enhance their qualifications for becoming highly capable professionals and motivates them to encourage personal growth and envisage their career goals.

Hori, Mayumi — Hakuoh University

The Development of Gaming Materials for Social Skills Education

This study creates a model for social skills education and develops prototypes of gaming materials based on this model. First, I identified the qualities and abilities that social skills education seeks to develop and the ways in which appropriate guidance can lead students to desired ways of viewing and thinking and help them acquire relevant knowledge and make use of this information. Next, I created prototypes of gaming materials based on my model.

Okada, Yoshiko — Shibaura Institute of Technology

Inclusion of Evidence-Based Practices in IDEA: Moving forward

This poster presentation will focus on the implementation process in state early intervention systems of Division of Early Childhood's (DEC) Recommended Practices. It will include activities to promote the understanding and use of DEC RPs including fidelity checks, coaching, mentoring, and professional development systems. Implementation science will be highlighted as a lens to review how the state structure is employing the evidence-based practices and reviewing their effectiveness as the practices are put into place.

Votava, Kristen — University of North Dakota

Johnson, Carol — University of North Dakota

Best Practices of Smart Phones in the Higher Education Classroom

The purpose of this poster is to examine the potential positive or negative impacts of allowing smart phones usages in the classroom. This poster will provide a literature review, examine best practices, and make recommendations for further research.

Tucker, Amy — Thompson Rivers University

Wii Are Having Fun, Aren't U? Using a Wii U to Engage the High School Math Student

Lesson plans and exemplars on employing gaming systems, with an emphasis on the Wii U, in a secondary School mathematics class environment.

Lech, Jenna — Toronto District School Board

The Status of Women in Post-Secondary Education: A Mixed Methods Examination

This poster presentation will explore the current status of women in post-secondary education and correlate that with the perceptions of female faculty members in post-secondary education settings.

Matthews, Tracy — Washburn University

Partnering with Parents: How Advisors in Higher Education Can Work with Parents to Increase Student Success

Parent involvement in higher education has increased in higher education with the entry of the Millennial generation. Despite the negative literature surrounding involved family members of students in higher education, studies show students express feeling support when their families are involved in their education. This poster presentation will address how this involvement can benefit students, and best practices for academic advisors to partner with our newest population: parents and families of students.

Kapaona, Alyssa — University of Hawai'i at Mānoa

Beyond Show & Tell: Active Learning in the Library Classroom

Engaging students with varying levels of research experience in a single class session can be a challenge for an academic librarian. This presentation will examine strategies for developing active learning research exercises at the postgraduate level.

Gilgan, Amy — University of San Francisco

Teacher Leader Exemplars in Lāhui Hawai'i (Nation of Hawai'i): Engaging with the Teacher Leader Model Standards

The Hawai'i Teacher Standards board has adopted the Teacher Leader Model Standards as a basis to add the field of Teacher Leader to a Hawaii teaching license (<http://www.htsb.org/standards/content-area-standards/>). This paper will highlight Teacher Leader exemplars in Hawai'i, consistent with the Teacher Leader Model Standards. These exemplars will provide valuable insights into the issues, challenges, motivations, and approaches relating to "Teacher Leadership" in Hawaii and will help to further develop a Teacher Leader graduate program at the University of Hawaii at Mānoa, College of Education.

Cashman, Kimo Alexander — University of Hawai'i at Mānoa

Ng, Larson — University of Hawai'i at Mānoa

Identifying the Range of Audience Awareness

This study examined the range of audience awareness. Japanese junior high School students made a presentation outline on their favorite books to audience who had different amount of knowledge on contents of books. The results suggest that students were able to illustrate imaginative audience, and adjust their presentation contents, but when there is a psychologically distance between oneself and the audience, it is difficult to simulate.

Onoda, Ryosuke — Rikkyo University

Bridging the Transfer Gap in Higher Education Through a Degree Pathway Program

There are many psychological stressors that students experience with the transition process from a two-year community college to a four-year institution. To address these factors and ease student transition, the Ka'ie'ie Pathway Program was developed as a partnership between the University of Hawai'i at Manoa and five UH community college campuses within the system. This session will provide: 1) an overview of some of the psychological stressors that transfer students experience; 2) insight into the transfer student population; and 3) an overview of the Ka'ie'ie program.

Brown, Jennifer — University of Hawai'i at Manoa

Jones, Melissa — University of Hawai'i at Manoa

Newhouse, Kehau — University of Hawai'i at Manoa

Prepose-Forsen, Lauren — University of Hawai'i at Manoa

A Collaborative Screening Brief Intervention and Referral to Treatment (SBIRT) Training Program: Preliminary Data and Lessons Learned

This poster session will describe an ongoing Screening Brief Intervention and Referral to Treatment (SBIRT) multidisciplinary SAMSHA training grant involving three different graduate programs (Counseling Psychology, Educational Counseling, and Social Work). An overview of the first year data and implications for future graduate student training will be provided.

Appleton, Sarah — California State University, Bakersfield

Ortiz-Bush, Yvonne — California State University, Bakersfield

Cultural Competence in Healthcare, Are We There Yet?

Cultural competence is proclaimed to be the key to equitable, effective healthcare that ensures positive health outcomes for all individuals. However, despite implementation of cultural competence education for healthcare providers, inequities in healthcare and health persist. This poster reviews the influence of culture on healthcare, reveals sources of inequalities in health and healthcare, and displays a path to truly culturally competent healthcare that could underpin the development of an effective cultural competence curriculum for healthcare providers.

Rutherford, Sherrill — SRPT Education Consultants

Relationship between Involvement in Physical Activities/Sport Practices and Physical Fitness in Students with Intellectual Disabilities: Moderating effects of Participants' Characteristics

The purpose of this study was to examine (1) the relationship between involvement in physical activity/sport practices (PA/SP) and physical fitness in students with intellectual disabilities (ID), and (2) the moderating effects of participants' characteristics on this relationship. The 85 French-Canadian participants (Mage = 16.3) performed six physical fitness tests. Their results were compared based on PA/SP and several characteristics (age categories, sex, weight categories, ID level, additional diagnosis, and School placement).

Maïano, Christophe — Université du Québec en Outaouais

Lepage, Geneviève — Université du Québec en Outaouais

Morin, Alexandre — Australian Catholic University

Tracey, Danielle — Western Sydney University

Hue, Olivier — Université du Québec à Trois-Rivières

My Digital Voyage: An Interactive Computer-Based Curriculum on Internet Safety and Ethics for Elementary Technology Learners

My Digital Voyage was created for students in grades 4 and 5 to use with teachers and family members to spark relevant and timely discussions about being ethical and responsible digital citizens in today's perpetually connected online society. We will demonstrate the use of the My Digital Voyage Internet safety and ethics program, discuss the educational foundations of the development, and share future research plans to evaluate the program's effectiveness.

Mark, Lauren — University of Hawai'i at Mānoa

Nguyen, Thanh Truc — University of Hawai'i at Mānoa

PreSchoolers' Socio-emotional Behaviors: Comparing Mothers' and Educators' Assessments

The purpose of this study was to compare mothers' and educators' ratings of social and emotional behaviors of preSchoolers attending a daycare center in Quebec (Canada). Participants included 95 educators and 273 mothers. Both informant evaluated 126 girls and 147 boys aged between 3 and 5. Two Scales were used to assess children's behaviors. Results indicated significant main effects (informant and sex of the child) for both Scales.

Coutu, Sylvain — Université du Québec en Outaouais

Lepage, Geneviève — Université du Québec en Outaouais

Bouchard, Caroline — Université Laval

Bigras, Nathalie — Université du Québec à Montréal

Writing in a Japanese University Classroom for English as a Foreign Language

The purpose of the poster session is to present a model that uses a Learning Method System to facilitate the Writing Process Approach in ways that allow for seamless collaboration and peer review among participants in a Japanese EFL Classroom.

Kibler, Ronald — Komazawa University

Ishizuka, Hiroki — Hokkaido University of Education

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Hibiscus 1
Session Topic: Educational Foundations **Session Chair:** Goss, Adrienne

Power to Engage, Power to Resist: A Structuration Analysis of Barriers to Parental Involvement

The purpose of this work is to reveal the challenges present in a particular school district for parents to engage in public school spaces. I employ the use of conceptions of power and agency (Foucault, 1984/1994; Giddens, 1993) to discuss how individual agents (e.g. parents) worked to advocate for children in a particular school district, and the barriers that they faced.

Goss, Adrienne — Ohio Northern University

Education for Planetary Consciousness and the Sustainability Mindset

The awakening to interconnectedness in this Global Age has brought paradigm shifts in thinking toward holistic and planetary consciousness. The aim of this paper is to describe how transformative learning processes and instructional methods such as design thinking, multidimensional thinking, and the sustainability mindset contribute to education for planetary consciousness.

Tamashiro, Roy — Webster University

Education and Inequality: Radical Approaches to Education Reform

The discussion will investigate how two critical traditions use education to challenge inequality. The primary focus will be on the Freirean approach and anarchist inspired method of Modern Schools. The sections will briefly cover the conception of inequality in the field, followed by the theoretical foundations of each tradition, and a practical example of the framework in action. The discussion will conclude with thoughts about how radical education has been used to challenge inequality.

Bolin, Timothy — Chapman University

Be it Resolved that the Unexamined Teacher's Teaching Life is not Worth Living: A Whiteheadian Reflection on "Inquiry" in Teacher Education

The presentation advances the proposition that initial teacher education programs have "inquiry" as an essential component of their learning to be teachers.

Although many notions are associated with what learning is, could be or should be, should not the notion of "inquiry" be most fundamental for teacher education?

Regnier, Robert — University of Saskatchewan

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Hibiscus 2
Session Topic: STEM Education - Workshop **Session Chair:** Parker, Ruth

Using Number Talks to Promote Student Agency and Bring the Mathematical Practices to Life

Ruth Parker, co-developer of Number Talks and co-author of Making Number Talks Matter, will engage workshop participants in Number Talks while focusing on essential components of the practice. Critical elements of Number Talks that optimize the impact on teacher and student learning and mathematics classroom cultures will be examined.

Parker, Ruth — Mathematics Education Collaborative

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Iolani 5
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Berman, Erin

Bringing Competency Back-Following the Science to Transition to a Competency-Based Way of Thinking

Competency based education (CBE) is not a new concept, yet the notion of CBE has seen a resurgence in recent years because this model follows the science when it comes to learning. In this workshop, participants will be briefed on the difference between competencies and objectives and coached in how to write both for the purposes of meaningful assessment, as well as brainstorm innovative ideas to transition to a competency based mindset for course design.

Berman, Erin — Radford University

Transdisciplinarity in Post-Secondary Educational Reform: Meanings and Values

The authors were engaged as founding faculty in one of five “transdisciplinary” research hubs (Mitchell & Moore, 2015a, b) at their central Canadian university awarded \$1 million in seed funding in 2012. Their paper presents key qualitative findings from a large dataset collected during a three-year critical ethnography answering the following question: How has the concept of transdisciplinarity facilitated or hindered development of partnerships on a Canadian campus?

Mitchell, Richard — Brock University

Moore, Shannon — Brock University

A Day in the Life of William Penny Brookes, a 19th Century Pioneer British Educator and Founder of the Modern Olympic Games in 1850

An original presentation showcasing the life of Dr. William Penny Brookes, pioneer 19th century British educator, by visually following his routine through still extant buildings and grounds, where he lived, worked, and taught in the small village of Much Wenlock, Shropshire, and developed reforms in physical education that led to curriculum reform in England and to the revival of the Olympic Games.

Kebric, Robert — University of Louisville

kick&write® 2014 – An Interdisciplinary Project in Swiss Primary Schools

The contribution presents the interdisciplinary project kick&write®, that is designed for elementary school students aged 10 to 12. It was implemented for the first time in 2014 in German-speaking Switzerland. The project combines the two school subjects Physical Education and German/Language and explores the topic of soccer. Therefore, kick&write® is a school project for education in exercise and sports culture based on perspectives from sports science, sports didactics, language and literature, and social learning.

Gramespacher, Elke — University of Applied Sciences and Arts Northwestern Switzerland

Gyger, Mathilde — University of Applied Sciences and Arts Northwestern Switzerland

Supino, Franco — University of Applied Sciences and Arts Northwestern Switzerland

Weigel, Peter — University of Applied Sciences and Arts Northwestern Switzerland

Fibonacci Numbers: Can They Predict Growth in Children Age Zero to One?

Fibonacci numbers embody many growth trajectories in the physical world of our planet. Music analysis finds logarithmic spiral and Fibonacci numbers in a variety of contexts (Lendvai, 1977). I have found that Fibonacci series relates to acoustics and perception of sound (Novac /aka Abraham, & Charalambides, 2003), hence in this paper I raise the hypothesis that similar patterns of growth may apply to zero to one-year-old children. Literature review and document analysis are used.

Abraham, Alina Licia — ICL Education Group, Auckland

Measuring Sustainability in Mathematics Teacher Professional Development

This presentation will provide a summary of our work for measuring the impact and sustainability of mathematics teacher professional development emerging from an NSF-funded project. The presentation will describe six key factors identified as critical for understanding the level of implementation and “residue” remaining after teachers participated in a two-year, content-focused professional development program led by community college mathematics faculty. The presentation will include data collected and analyzed through site visits at four schools.

Strom, April — Scottsdale Community College

Toncheff, Mona — Scottsdale Community College

Single-Sex or Co-Ed High School Classrooms Versus Girls’ Achievement in Science and Mathematics: A Case of Kisii County, Kenya

This paper looks at how the nature of STEM classrooms categorized by gender influence girls’ learning achievement and performance in high-stake examinations within Kenyan secondary schools. Is single-sex school, co-ed school or co-ed school with separate sex classrooms better for girls’ performance? Aside from passing or failing science and/or mathematics, what are the implications of these learning contexts?

Obuba, Enock — Kisii University

Okero, Everlyne — Kisii University

Kamina, Penina — State University of New York

Creativity and STEM Education: Paradox or Praxis?

Say creativity and most people think of the arts, but creativity in the STEM (Science, Technology, Engineering, and Mathematics) fields is a key to innovation and economic prosperity. Even adding the arts (STEAM) doesn’t include creativity in the actual STEM classes. In this presentation, we will make a case for the importance of infusing creativity into STEM areas and demonstrate how to do so with real lessons.

Cramond, Bonnie — University of Georgia

Gerow, Karen — Double Helix STEAM School

The Impact of a Summer Research Program on Factors that Prepare Undergraduates to Matriculate to Graduate School

The purpose of this study was to examine the impact that a summer research program had on factors that prepare undergraduates to matriculate into STEM graduate studies. The participants of this study spent eight weeks in a summer research mentoring program on a university campus in the United States.

Dixon, Kathy Garza — Purdue University

Clark, Quintana — Purdue University

150 Years of Cultural Genocide: Revitalizing Nationhood through Indigenous Control of Indigenous Education and the Treaty and Inherent Right to Education in Canada

Residential Schools in Canada are directly responsible for 150 years of Indigenous cultural genocide. The long path to reconciliation starts with honest dialogue about Indigenous Control of Indigenous Education and the Treaty and Inherent right to education. This presentation will examine the realities facing Indigenous education in Treaty 6 territory as well as discuss solutions to closing the educational gap for Indigenous students.

Scribe, Chris — University of Saskatchewan

Carr-Stewart, Sheila — University of Alberta

The Development of Expertise as a Process of Situated Learning among Elite Level Indigenous Australian Football and Rugby League Players.

This paper reports on a 3-year study on elite level Indigenous Australian rugby league and Australian football players' development of expertise as a process of situated learning.

Light, Richard — University of Canterbury

Evans, John — University of Technology Sydney

Contemporary Hawaiian Schools and Hawaiian Based Education Promoting Culture and Spirituality

Hawaiian spirituality promoted as part of Hawaiian culture and values in various school subjects based on indigenous Hawaiian pedagogical approaches. Can spirituality be promoted "betwixt and between" as part of the cultural practice package by indigenous educators in both the American public "secular" schools and in the private Christian schools?

Ramstad, Mette — Ostfold University College

Qik'rtam Litnauwistai (Island's Teachers)

I am seeking feedback on my research which will examine my implementation of the University of Alaska Anchorage (UAA) College of Education (COE) program at Kodiak College (KoC) from a macro- to micro-level, looking for the benefits and challenges for Kodiak Island teacher candidates in delivery methods, community integration, and departmental practices. This is a mixed methods, participatory action research (PAR) study designed to increase the number of Alutiiq (Alaska Native) teachers for our local community and village schools.

Deal, Kitty — University of Alaska Anchorage

The Impact of Technology and Course Design on Traditional and Distance Student Engagement, Success, and Satisfaction

Distance education and online learning are not new phenomena, but there are missed opportunities if online technologies are only used for remote students and are not leveraged for the benefit of all students. Technological teaching innovations provide clear opportunities for enhancing student engagement (as measured by level of interaction with online course materials and activities), student success (as measured by performance and overall course grades), and student satisfaction for traditional as well as online students.

Means, Tawnya — University of Florida

Starobin, Jean — University of Florida

Phalin, Amanda — University of Florida

Beal, Carole — University of Florida

Assessment of Teamwork: Early Experiences of a MBA Program

Hawai'i Pacific University has introduced a tool to monitor, analyze, train and evaluate its strategy to develop highly-skilled and prepared team players for today's professional world. The data collected by this tool will be assessed and analyzed in order to find the key elements that will help HPU to improve its methods to teach students how to engage in more effective teamwork behavior.

Rowland, Lawrence — Hawaii Pacific University

Rosello, Anna Campmany — Hawaii Pacific University

Exploring and Analyzing the Project Management Education Social Network in Honolulu

Social network analysis is increasingly becoming a tool for understanding and adapting to the relationships making up our working environments. Honolulu's unique island status provides the geographical bounds for analyzing the network that exists between academic and corporate project management education.

Rowland, Lawrence — Hawaii Pacific University

Seixas, Idilia Alves — Hawaii Pacific University

Brooks, Vahojeh — Hawaii Pacific University

Lee, Brian — Hawaii Pacific University

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 1
Session Topic: Higher Education - Workshop **Session Chair:** Shiroma, Kiana

Equity in Education: Improving Access to Financial Aid for Low Income Students by Increasing FAFSA Completion in the University of Hawai'i System

Research shows that although many students do not graduate because they cannot afford to do so, millions of dollars in financial aid are left untouched each year. The co-presenters will share interview and survey results from students and financial aid offices across the University of Hawaii System regarding financial aid barriers and best practices in addressing these issues.

Shiroma, Kiana — University of Hawai'i at Mānoa

Honda, Jacqueline — University of Hawai'i – West O'ahu

Savara, Siddhartha — University of Hawai'i System

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** Sea Pearl 2
Session Topic: Higher Education **Session Chair:** Takahashi, Nozomi

An Analysis of Japanese Universities' Quality Improvement Initiatives Based on Accreditation

This study investigated whether and how universities applied the feedback from Japanese accreditation system to improve their quality. It analyzed final accreditation and self-assessment reports to understand how universities reacted to "improvement needed" pointed out in the accreditation. Results revealed almost all universities applied the evaluation feedback to their quality improvement; yet they were still facing the difficulties in improving the areas of student enrollment, credit substantiation, and establishment of internal quality assurance system.

Takahashi, Nozomi — National Institution for Academic Degrees and Quality Enhancement of Higher Education

Shibui, Susumu — National Institution for Academic Degrees and Quality Enhancement of Higher Education

Noda, Ayaka — National Institution for Academic Degrees and Quality Enhancement of Higher Education

Online Communities of Practice in University Contexts

The widespread use of social networking technology has enabled students to create on-line groups that exist parallel to the physical classroom, but outside of teacher influence. This presentation will provide an overview of a case study of an online community of practice created by Japanese university students. An analysis of online interactions using the communities of practice framework revealed the ways in which students collaborated, shared information, and pooled their knowledge to meet course objectives.

Yasuda, Raymond — Soka University

A Case Study of an Undergraduate Research Experience

This case study will explore the experience of a group of undergraduate students engaged in a community-based research project. Utilizing the constant comparative method of data analysis and classical content analysis the faculty members will examine the processes and struggles among these students as they are exposed to the field of research. The faculty members will examine the benefits of this experience for these students as they develop, conduct and reflect on their own research agenda.

Rackley, Robin — Texas A&M University

Viruru, Radhika — Texas A&M University

Virtual Internationalization of Higher Education

The presentation addresses the Virtual Internationalization of HEIs institutions. The speaker will present the only survey that can measure the HEIs institution's level of integration of Virtual Internationalization policies.

Alqahtani, Ebtisam — University of Kansas

Blue to White: The Career Transition of Trades Teachers

Research through three Canadian technical institutes explored the second-career transition of tradespeople from industry practice to teaching trades. Topics included motivation for change, prior learning transfer, learning in the new role, vocational identity change, and satisfaction factors within the second career of teaching. The findings suggest a strong connection between the first and second career, as both a positive and negative factor in the transition, leading to recommendations for technical institute human resources practice.

Gustafson, Barbara — Saskatchewan Polytechnic

The Principal's Role in Developing Teacher Leaders

There is a need for more research about principals and their role in developing teacher leaders. Do principals embrace teachers as leaders in the school? Do principals engage in to develop teacher leaders? This paper presentation is about teacher leadership and principals (a) selecting teachers for school leadership roles, (b) facilitating teachers' participation in leadership professional development, (c) providing opportunities for teachers to engage in leadership, and (d) mentoring teacher leaders.

Hope, Warren — Georgia College and State University

A Phenomenological Study On The Lived Experience of Teachers' Transition to Administrative Posts

This phenomenological study aims to capture an understanding of the transition that school administrators go through as they lived their experience when they move out of the faculty room and into the administration office. Such move would mean the discontinuity of the teacher's life inside the classroom, and the beginning of a new life in the administration office. The study hopes to describe, understand and interpret their experience to illuminate the pathways of the transition.

Samson, Ivy Rose — De La Salle University

What does Radicalization Mean for Public Schools in Canada?

Recent events in France, Canada, and the United States related to radicalization raise special concerns for schools which must legally and ethically provide a safe and respectful environment conducive to learning and constant social interaction. This presentation focuses on potential challenges related to students' civil liberties (speech and religion) and shares a research proposal which draws on students' perspectives and wisdom to combat radicalization.

Clarke, Paul — University of Regina

Re-thinking the Models and Practices of Distance Higher Education: Can We Truly Connect and Engage?

Changing trends in higher education necessitate the choices of online and blended instruction often in favor of traditional modalities. The "digital revolution" has been affecting ways in which we perceive the goals of higher education and its advancement. What are the models and practices of distance education that can re-enact authentic teaching and learning environments in an accelerated doctoral program? How can we engage and connect when teaching and learning in virtual classrooms?

Lukenchuk, Antonina — National Louis University

Engaging students in online learning in teacher education

One of the greatest transformations concerning pre-service and post-graduate teacher education, around the world in the past decade, has been the prominence of online learning and teaching. Many students now opt for online degree and online post-graduate programs, or choose to select some units of study through an online platform. This mode of delivery in contemporary education, however, can present challenges for both lecturers and students. In 2016 I was, therefore, eager to accept an invitation to participate in a project entitled, 'Reimagining online learning in education' (Role). A part of this study was to research a particular aspect of my teaching and student learning, as a unit coordinator in a university undergraduate and post-graduate program. The provocation, for me, was to reflect on and implement ways to improve student engagement with their online learning, which also involved critically reflecting on my own teaching. The 45 participants in the research included students from two units of study in early childhood programs at a university in Australia. Data collected were naturalistic and employed normal online student activity artefacts, such as forum posts, traditional student evaluation of units (eVALUate), email comments and mini online feedback surveys. The findings from this study indicate that students experienced a greater sense of engagement in the unit with the introduction of a new digital template builder to help structure the weekly topics, the use of visuals, and embedded presentation videos, along with other improvements.

Reynolds, Bronwyn — University of Tasmania

At the Heart of Online Teaching: Creating an Invitational Classroom

In recent years online education has burgeoned across traditional universities and colleges as technology has created opportunities for connecting globally. While these opportunities can be exciting, they also pose challenges for engaging learners in meaningful ways. How can we as teachers inspire our students and be real and present in the online classroom? In this presentation, strategies for engaging students and creating invitational online classrooms will be presented.

Moore, Sharon — Athabasca University

The Highs and Lows of a Faculty Open Textbook Adoption Case Study in California

Supported by California legislation and grant funded opportunities, a number of California higher education faculty recently participated in a project where they adopted open textbooks for at least one semester. This session will highlight the highs and lows of the faculty and student experiences with open educational resources to support their teaching and learning. The session will also inform interested faculty of the opportunities to locate quality course materials while reducing their students' textbook costs.

Kennedy, Leslie — California State University

Hanley, Gerry — California State University

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** South Pacific 2
Session Topic: Teacher Education - Workshop **Session Chair:** Wright, Whitney Renee

Teacher Attitudes towards Students

The proposed workshop addresses elementary and secondary teacher attitudes towards students. Attitudes of teachers have been linked to shaping student learning outcomes, the enactment of instructional practices, and receptiveness of teachers towards professional development opportunities. The workshop will consist of participants analyzing a teacher attitude assessment and a discussion on the topic. The questionnaire can be applied as a needs assessments for school districts to address potential deficits or misconceptions their staff may have.

Wright, Whitney Renee — Virginia Tech

Time: 1:15 - 2:45 PM / **Friday** - 1/6/2017 / **Room:** South Pacific 3
Session Topic: Teacher Education **Session Chair:** Ridener, Barbara

Excellence in Elementary Education: The Challenge of Partnering for Reform and Sustainability

This paper presentation describes a multi-faceted redesign of a large elementary teacher preparation program. With funding by the state, Florida Atlantic University created a center of excellence in elementary teacher preparation in partnership with Broward and Palm Beach county schools to deepen content knowledge in preservice elementary teachers and facilitate a seamless transition path from the preservice classroom to the profession. Data from the first two years is presented as well as plans for sustainability.

Ridener, Barbara — Florida Atlantic University

Bristor, Val — Florida Atlantic University

Diaz, Gracie — Florida Atlantic University

Expanding Notions for Teaching ELs: Revelations on ESL Teacher Professional Development Eight Years Post-training

The paper presents the comparative findings, then and now, of an ESL professional development program intended to build a cadre of secondary, dually certified ESL and subject matter teachers. After eight years, are teachers more prepared? The discussion compares the original study of selected cohorts and the project's original program evaluation findings, to those findings determined eight years later. The presenter will discuss comparative findings relative to language, culture, advocacy and ESL related learning.

Trifiro, Anthony — Arizona State University

Technology for Teaching and Learning Mathematics in Textbooks: Content Courses for Elementary Teachers

In this research, we use a common feature - the textbook - as a lens to see how prospective teachers may use technology in learning and preparing to teach mathematics. To that end, we will address the following research questions: (1) How is technology presented within textbooks for mathematics content courses for prospective elementary teachers in the United States? (2) In what ways may such textbooks influence the development of Technological Pedagogical Content Knowledge?

Hollas, Tori — Sam Houston State University

Coyne, Jaime — Sam Houston State University

Nickson, Lautrice — Sam Houston State University

Potter, Jalene — Sam Houston State University

The Concept of Socio-motivational (in-)Dependency in Adolescence

In order to enhance our understanding of inter-individual differences in scholastic motivation, this study identified four different motivation types (MT) in a large sample of adolescent students (N = 1088) from Brandenburg, Germany using latent class analyses: (1) peer-dependent MT, (2) teacher-dependent MT, (3) peer-and-teacher-dependent MT and (4) peer-and- teacher-independent MT. Latent transition analysis revealed substantial changes between the groups. The perceived teacher influence on students' academic motivation increased from early to middle adolescence.

Raufelder, Diana — University Greifswald

Jagenow, Danilo — Medical School Berlin

Linking it All Together: What Concept Maps Show about Students' Implicit Beliefs about Exceptionalities after Instruction

Previous research has indicated that people hold implicit beliefs about individuals with disabilities. While introductory survey-type courses like Educational Psychology may introduce undergraduates to new ways of viewing those with disabilities, traditional assessments may not detect students' implicit beliefs. This exploratory study examined a concept mapping activity used to summatively assess students' understandings' of exceptionalities. A qualitative analysis showed that some concept maps conflated intelligence with socioeconomic status. Implications for instruction are suggested.

Golightly, Amy — Bucknell University

Nottis, Katharyn — Bucknell University

Influence of Motivation on Performance at University Level of Education: A Case of Universities in Kisii County, Kenya

Teaching-learning process gets interesting in various activities due to motivation that propels their mind or dangles in front to make them more active and vibrant. Every concern requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in teachers and students to work.

Kamina, Penina — SUNY Oneonta

Nyamwange, Callen — Kisii University

Teaching and Assessing Thinking Dispositions: A Comprehensive Review of Literature

The purpose of this research was to provide a thorough review of the literature addressing research and theory related to the studies of thinking dispositions and assessment. A summary analysis of prominent themes and findings within the reviewed literature will be presented.

Aseel, Amani — Cardinal Stritch University

Baran, Mette — Cardinal Stritch University

Author Index

| | |
|--|-------------|
| Abdullah, Mohd — Thompson Rivers University | 79, 132 |
| Abraham, Alina Licia — ICL Education Group, Auckland | 146 |
| Achieng-Evensen, Charlotte — Chapman University | 85 |
| Acker, Serita — Clemson University | 74 |
| Ackley, Amy — Northwest Nazarene University | 41 |
| Adachi, Hisako — Gifu University | 29 |
| Adams, Megan — Kennesaw State University | 121 |
| Adamson, Scott — Chandler-Gilbert Community College | 124 |
| Adler, Susan Matoba — University of Hawaii-West O'ahu | 85 |
| Adu-Gyamfi, Kwaku — East Carolina University | 41 |
| Agnello, Mary Frances — Akita International University | 36, 130 |
| Agriss, Sean — Eastern Washington University | 124 |
| Aguilar, Marcus — University of San Francisco | 11 |
| Ahasteen-Bryant, Felica — Purdue University | 66 |
| Ahern, Terence — West Virginia University | 10 |
| Aiba, Daiju — Hitotsubashi University | 40 |
| Aimé, Annie — Université du Québec en Outaouais | 31 |
| Aizawa, Kazumi — Tokyo Denki University | 88 |
| Al Hosni, Samira Said — Indiana University | 109 |
| Alam, Sherry — University Laboratory School | 89 |
| Alant, Erna — Indiana University | 48 |
| Alarilla, Margaret — Texas A & M University-Corpus Christi | 118 |
| Alavi, Roxanna — Legal Advocates for Children & Youth | 83 |
| Albarracin, Luis — Autonomous University of Barcelona | 53 |
| Aldana, Ursula — University of San Francisco | 86 |
| Aldawood, Naif — University of Northern Colorado | 72 |
| Alderton, Elizabeth — University of Wisconsin Oshkosh | 119 |
| Aleccia, Vince — Eastern Washington University | 27, 99, 112 |
| Alexander, Jamel — Mississippi State University | 95 |
| Alhajeri, Ohoud — Indiana University | 48, 72 |
| Allen, Lee — University of Memphis | 62 |
| Aller, Warren — Western Washington University | 138 |
| Allie, Catherine — Montgomery County Public Schools | 26 |
| Allison, Derek — Western University | 45 |
| Allison, Mark — University of Michigan-Flint | 35 |
| Almuhammadi, Anas — King Abdulaziz University | 109 |
| Almutairi, Nada — Indiana State University | 26 |
| Alpert, Madelon — National University | 16 |
| Alqahtani, Ebtisam — University of Kansas | 148 |
| Alrajhi, Noor Sharaf — Southern Illinois University | 72 |
| Alserda, Liz — Padua College | 91 |
| Alshaer, Mashael Abdulrahman — Indiana State University | 83 |
| Alsup, Janet — Purdue University | 54 |
| Alvarado, Jessica — National University | 53 |
| Alvin, Barbara — Eastern Washington University | 124 |
| Al-Zoin, Haraa — University of Arkansas | 42 |
| Amador-Lankster, Clara — National University | 24, 64 |
| Amazan, Rose — University of New England, Australia | 15 |
| Ambrose, Anna — Stockholm University | 19 |
| Aminzadeh, Roxana — Islamic Azad University | 46 |
| Amrani, Kristina — Baylor University | 96 |
| An, Sohyun — Kennesaw State University | 121 |
| Anberg-Espinosa, Michele — San Francisco Unified School District | 31 |
| Ancelet, Lisa — Texas State University/Alkek Library | 76 |
| Anderson, Carolyn — Mount Royal University | 120 |
| Anderson, Lynne — National University | 68, 124 |
| Appleton, Sarah — California State University, Bakersfield | 144 |
| Araki, Naoko — Independent Scholar | 75 |
| Arellano, Jean Abalos — San Nicolas National High School | 56, 138 |
| Arsenault, Chelsea — University of Alberta | 19 |
| Artis, Sharnnia — University of California, Irvine | 74 |
| Arya, Diana — University of California, Santa Barbara | 72 |
| Aseel, Amani — Cardinal Stritch University | 151 |
| Assdaullah, Mir Mohammed — University of Maryland University College | 66, 134 |

| | |
|---|----------|
| Athans, Kimberly — Sam Houston State University | 98 |
| Atkinson, Donna — University of Northern British Columbia | 37, 131 |
| Auzenne-Curl, Chestin — University of Houston | 139 |
| Azinga, PM — Kappa Delta Pi International Education Honorary Society | 134 |
| Babbott, Stewart — University of Kansas Medical Center | 44 |
| Bae, Sun Hyoung — Ajou University | 102, 105 |
| Bae, Yejun — University of Iowa | 106 |
| Baird, Frank — Middle Tennessee State University | 63 |
| Baird, Tamara — Lipscomb University | 67 |
| Bakadorova, Olga — University Greifswald | 69 |
| Baker, Eva — University of California Los Angeles | 24 |
| Baker, Lindsey — Florida State University | 73 |
| Baker, Sarah — New Mexico State University | 105 |
| Balderston, Genevieve — Indiana State University | 78, 129 |
| Baldwin, Kathryn — Eastern Washington University | 29, 34 |
| Balkun, Valerie — Johnson & Wales University | 78 |
| Ballard, Paul — Central Washington University | 20 |
| Ballard, Peg — Minnesota State University, Mankato | 114 |
| Balmaseda, Matthew — Arizona State University | 59 |
| Balos, Noreen — University of California, Santa Barbara | 32, 72 |
| Bamba, Priscilla — Grand Canyon University | 108 |
| Bamba, PriScilla — Grand Canyon University | 143 |
| Banel, Joan — Northwest Indian College | 20 |
| Banerjee, Manju — Landmark College | 123 |
| Baran, Mette — Cardinal Stritch University | 151 |
| Barker, Allison — University of Rhode Island | 52, 90 |
| Barng, Keejung — Daejeon University | 71 |
| Barrell, Barrie — Memorial University of Newfoundland | 130 |
| Barrett, Denise — The Real-World Education & Advice for Life (REAL) Foundation, Inc. | 114 |
| Bartlett, Lesley — University of Wisconsin – Madison | 37 |
| Bartone, Michael — Central Connecticut State University | 81 |
| Bates, Brianna — New York University | 21 |
| Bates, Jennifer — Sumner County Schools Tennessee | 128 |
| Bauer, Anne — Mills College | 133 |
| Bauman, Antonina — Emporia State University | 65 |
| Baumgartner, Lisa — Texas A&M University | 38 |
| Baxter, Mymique — Minnesota State University, Mankato | 68 |
| Beal, Brent — University of Texas at Tyler | 60 |
| Beal, Carole — University of Florida | 147 |
| Beal, Heather K. Olson — Stephen F. Austin State University | 60 |
| Bebas, Christina — Worcester State University | 100 |
| Beck, Dennis — University of Arkansas | 122 |
| Beckwith, George — Sanford College of Education | 22 |
| Beddoes, Kacey — University of Massachusetts Lowell | 71 |
| Beddow, Maggie — California State University, Sacramento | 139 |
| Bedrick, Jason — The Cato Institute | 113 |
| Bélanger, Jean — Université du Québec à Montréal | 105 |
| Belgrad, Susan — California State University, Northridge | 122 |
| Bell, Benita Elaine — Concordia University Chicago | 42 |
| Benedetto, Angela — Retired | 23, 74 |
| Benge, Cindy — Aldine ISD | 98 |
| Benoit, Wendy — University of Calgary | 84 |
| Benson, Tammy — University of Central Arkansas | 133 |
| Bent, Ned — Bucknell University | 40 |
| Berman, Erin — Radford University | 91, 145 |
| Berman, Shari Joy — Hirosaki University | 108 |
| Bernal, Amerika — California State University, Fullerton | 116 |
| Bernes, Kerry — University of Lethbridge | 46 |
| Beyer, Kalani — Ashford University | 11 |
| Biagetti, Stephanie — California State University – Sacramento | 35 |
| Bigras, Nathalie — Université du Québec à Montréal | 145 |
| Birrell, Robert — Kennesaw State University | 92 |
| Bischoff, Richard — University of Nebraska, Lincoln | 97 |
| Bishop, Malachy — University of Kentucky | 74 |
| Black, Kerry — Black Ink Coaching and Consulting | 99 |
| Blackson, Ginny — Central Washington University | 117 |
| Blair, Nancy — AIM Academy | 90 |

| | |
|---|--------------|
| Bland, Paul — Emporia State University | 31 |
| Blanes, Nina — Douglas College..... | 23 |
| Bleasdale, Jane — University of San Francisco | 86 |
| Bobbette, Nicole — Queen's University | 119 |
| Bocksnick, Jochen — University of Lethbridge..... | 63 |
| Bohannon, Larry — Southeast Missouri State University..... | 85 |
| Boivin, Mark — University of Calgary..... | 17 |
| Bolin, Timothy — Chapman University | 85, 120, 145 |
| Bonanséa, Maud — Université du Québec à Trois-Rivières | 79 |
| Booker, Zsa-Zsa — Wayne State University | 126 |
| Bosetti, Lynn — La Trobe University..... | 45 |
| Bossé, Michael — Appalachian State University..... | 41 |
| Bouakaz, Laid — Malmö University | 67 |
| Bouchard, Caroline — Université Laval | 145 |
| Bowyer, Andy — Miami University, Ohio | 63 |
| Bowyer, Garry — Miami University, Ohio..... | 8 |
| Brander, Rosemary — Queen's University..... | 126 |
| Brannon, Patra — Houston Independent School District | 61 |
| Branson-Thayer, Molly — University of Washington | 103 |
| Brant, Kitty — University of Central Missouri | 118 |
| Bratton, Alice — Kona Community Children's Council | 73 |
| Brinckerhoff, Loring — Educational Testing Service..... | 123 |
| Bristor, Val — Florida Atlantic University..... | 150 |
| Brito, Alicia — Central Washington University | 93 |
| Brock, Patricia Ann — Pace University..... | 129, 139 |
| Brock, Rose — Sam Houston State University | 134 |
| Brooks, Robert — Former Executive Director, Magnet Schools of America | 12 |
| Brooks, Vahojeh — Hawaii Pacific University..... | 147 |
| Brosnan, Patricia — Ohio State University..... | 35 |
| Brown Crump, Genae — Leon County Public Schools | 114 |
| Brown, Hilary — Brock University | 48 |
| Brown, Jennifer — University of Hawai'i at Manoa..... | 144 |
| Brown, Jill — Monash University..... | 91 |
| Brown, Michael Scott — University of Maryland University College | 66, 134 |
| Brown, Samuel — Brigham Young University..... | 72 |
| Browning, Julianna — California Baptist University..... | 24 |
| Bruce, Tim — Western Washington University..... | 138 |
| Bryant, Martha — University of Louisiana at Lafayette | 77, 97 |
| Bub, Kristen — University of Illinois | 100, 130 |
| Bub, Kristen — University of Illinois, Urbana-Champaign..... | 130 |
| Buchanan, Nina — University of Hawaii Hilo..... | 35, 67 |
| Buchter, Jennifer — University of Nevada, Las Vegas..... | 28 |
| Buck, Julie — University of Idaho..... | 131 |
| Bueno, Andrea LeAnn — San Francisco State University | 69, 140 |
| Bueno, Christopher — University of Northern Philippines..... | 25 |
| Bueno, Eden — University of Northern Philippines | 25 |
| Bunar, Nihad — Stockholm University | 19, 80 |
| Buono, Stephanie — OISE/University of Toronto..... | 117 |
| Burgeson, Heidi Lee — Wartburg College | 102 |
| Burghardt, Linda — Holocaust Memorial & Tolerance Center | 84 |
| Burghardt, M. David — Hofstra University | 116 |
| Burke, Lindsey — George Mason University | 113 |
| Burke, Taylor — Lomond Community School | 66 |
| Burko, Nataliya — Drexel University..... | 134 |
| Burnett, Robbie — Minnesota State University, Mankato..... | 68 |
| Burnham, Melissa — University of Nevada, Reno | 81 |
| Burren, Roni — University of Houston..... | 139 |
| Burroughs, Linda — Retired | 26 |
| Burton, Amanda — University of Manitoba | 32 |
| Burton, Megan — Auburn University..... | 102 |
| Burylo, Jessica — University of Calgary | 84 |
| Bustillos, Terry — National University | 112 |
| Butler, Kenneth — University of South Florida..... | 14 |
| Butler, Melinda — Sam Houston State University | 98 |
| Butterfield, Carol — Central Washington University | 54, 82 |
| Buzanko, Caroline — Athabasca University..... | 61 |
| Caissie, Belina — University of Calgary | 23 |

| | |
|---|----------|
| Callingham, Rosemary — University of Tasmania..... | 38 |
| Camara, Sakile — California State University, Northridge | 76 |
| Cameron, Amanda — University of Alberta..... | 129 |
| Campbell, Conni — Point Loma Nazarene University | 119 |
| Cannata, Marissa — Vanderbilt University..... | 60, 93 |
| Cannon, Mercedes — Indiana University Purdue University Indianapolis..... | 49 |
| Cardinal, Samantha — Mount Royal University..... | 111 |
| Cardullo, Vicky — Auburn University | 102 |
| Carinci, Jennifer — Council for the Accreditation of Educator Preparation | 20, 41 |
| Carney, Jeremy — Minnesota State University Moorhead | 128 |
| Carpenter, Dale — Western Carolina University | 95 |
| Carpenter, Dick — University of Colorado – Colorado Springs..... | 45 |
| Carrauthers, Michael — Old Redford Academy Preparatory High School..... | 126 |
| Carroll, Kristen — Texas A&M University | 86 |
| Carr-Stewart, Sheila — University of Alberta | 111, 147 |
| Carson, Cecile — Keep America Beautiful | 70 |
| Cartagena, Alyson — Rio Hondo College | 8 |
| Carter, Billunta — Kansai Gaidai University..... | 30 |
| Carter, Norvella — Texas A&M University | 111 |
| Casanovas-Catalá, Montserrat — University of Lleida..... | 46 |
| Cash, Cindy — Ball State University..... | 30 |
| Cashman, Kimo — University of Hawai‘i at Mānoa | 141 |
| Cashman, Kimo — University of Hawaii at Manoa..... | 141 |
| Cashman, Kimo Alexander — University of Hawai‘i at Mānoa..... | 144 |
| Catlin, Krystin — Sam Houston State University | 19 |
| Catt, Drew — EdChoice..... | 45, 120 |
| Cayton, Charity — East Carolina University | 35 |
| Ceccato, Tiziana — York University | 14 |
| Ceglie, Rob — Queens University of Charlotte | 100 |
| Çelik, Handan — Trakya University | 68 |
| Cerezo, Alison — San Francisco State University | 69 |
| Ch, Abid Hussain — University of the Punjab..... | 83, 119 |
| Chalas, Agnieszka — Queen’s University | 14 |
| Chamot, Anna Uhl — George Washington University | 88 |
| Chan, Daisy — San Francisco Unified School District..... | 31 |
| Chandler, Kayla — North Carolina State University | 41 |
| Chandroo, Roshini Chandran — University of New South Wales..... | 129 |
| Chaney, Cassandra — Louisiana State University | 130 |
| Chapman, Christine — Queen’s University | 126 |
| Chapple, Julian — Ryukoku University | 24, 98 |
| Charles, Merlin — University of Toronto..... | 46 |
| Charney, W. Mick — Kansas State University | 132 |
| Cheers, Duane Michael — San Jose State University | 57 |
| Chen, Cheng — San Francisco State University | 101 |
| Chen, Liang — Shandong Normal University | 140 |
| Cheng, Albert — Harvard University | 86 |
| Cheng, DingXin — California State University, Chico | 73 |
| Chessnutt, Katherine — North Carolina State University | 35 |
| Chi, Robert — University of Hawaii at Hilo..... | 109 |
| Chmiliar, Linda — Athabasca University | 43 |
| Cho, Mi-Suk — Choonhae College Of Health Sciences | 142 |
| Choi, Yun Seok — Korea National Univ. of Transportation | 104 |
| Chon, Kyong Hee — Kangnam University..... | 57 |
| Chong, Jacky — University of Tasmania..... | 38 |
| Christensen, Rhonda — University of North Texas | 105, 116 |
| Christiansen, Shawn — Southern Utah University | 100 |
| Chua, Abegayle Machel — De La Salle University | 97 |
| Chun, Hans — Chaminade University | 99 |
| Chung, Kai Sook — Pusan National University | 30, 71 |
| Church, Alexandra — Thompson Rivers University..... | 91 |
| Cincotta, Rachel — Bucknell University | 40 |
| Cirell, Anna — Arizona State University..... | 59 |
| Clancy, Jeanine — Florida State University..... | 107 |
| Clark, Brian — Miami University | 19, 84 |
| Clark, Quintana — Purdue University | 146 |
| Clark, Thomas — Xavier University..... | 19, 84 |
| Clarke, Paul — University of Regina..... | 149 |

| | |
|--|----------|
| Clarke, Pier Junor — Georgia State University..... | 35 |
| Clemmer, Katharine — Loyola Marymount University..... | 110 |
| Clift, Renee — University of Arizona..... | 127 |
| Cobb, Jr., Robert — North Carolina Agricultural and Technical State University | 70 |
| Coen, Jennifer — Sydney Catholic Schools..... | 72, 127 |
| Collins, Crystal — Gwinnett County Public Schools..... | 135 |
| Collins, Jennifer — University of Wisconsin-Platteville | 100 |
| Combs, Julie — Sam Houston State University..... | 98 |
| Comer, Unoma — National University..... | 100 |
| Condoleon, Manuel — University of Sydney | 90 |
| Conley, Michaelyn — National Center for the Advancement of STEM Education (nCASE)..... | 135 |
| Cook, Christian — Mount Royal University..... | 22 |
| Cook, Raquel — Utah Valley University..... | 51, 121 |
| Coomes, Jackie — Eastern Washington University..... | 124 |
| Cooper, Jane — University of Houston..... | 87, 127 |
| Copenhaver, Melissa — Northern Michigan University..... | 16, 39 |
| Cortez, Sarah — University of Alberta | 91 |
| Cotabish, Alicia — University of Central Arkansas..... | 133 |
| Cotnam-Kappel, Megan — University of Ottawa..... | 18 |
| Coulter, Cathy — University of Alaska, Anchorage..... | 87 |
| Coulter, Gail — Western Washington University..... | 103 |
| Coutu, Sylvain — Université du Québec en Outaouais..... | 145 |
| Cox, Kyle — University of Cincinnati..... | 17 |
| Cox, Rebecca — Simon Fraser University..... | 81 |
| Cox, Susie — University of Arkansas at Little Rock..... | 60 |
| Cox, Trey — Chandler-Gilbert Community College | 124 |
| Cox-Petersen, Amy — California State University, Fullerton | 116 |
| Coyne, Jaime — Sam Houston State University | 150 |
| Cramer, Elizabeth — Florida International University | 129 |
| Cramond, Bonnie — University of Georgia..... | 146 |
| Crandell-Williams, Ann — Northern Michigan University | 16 |
| Creed, Benjamin — Northern Illinois University..... | 93 |
| Cresiski, Robin — Nevada State College..... | 112, 132 |
| Creus, Mark Airon — Luis Y. Ferrer Jr. Senior High School..... | 41 |
| Crider, Stephanie — Disability Rights Montana..... | 125 |
| Cripps, Anthony — Nanzan University | 101 |
| Crocco, Margaret — Michigan State University..... | 10 |
| Cromartie, J. Vern — Contra Costa College | 130, 132 |
| Crosby-Cooper, Tricia — National University | 95 |
| Cueto, Kenia — Chapman University..... | 85 |
| Culbreth, Donna Marie — National Girls and Women of Color Council | 130 |
| Culbreth, Donnamaria — Culbreth, Jung-Kim, & Severino, LLC..... | 13, 37 |
| Cullen, Deborah — Indiana University..... | 43 |
| Cunningham, Kathryn — California State University Monterey Bay..... | 108 |
| Currie, Genevieve — Mount Royal University..... | 16 |
| Curtis, Rebecca — Auburn University..... | 140 |
| Cutler, Stephanie — Penn State University..... | 71 |
| Czerniak, Charlene — University of Toledo..... | 114 |
| Dailey, Deborah — University of Central Arkansas | 133 |
| Dalla, Rochelle — University of Nebraska, Lincoln..... | 97 |
| Dasas, Louie — University of Santo Tomas Manila | 131 |
| Data, Kristoffer — City Schools Division of Bacoar and Digman Elementary School | 46 |
| Davis, Antoinette — Eastern Kentucky University..... | 53, 77 |
| Davis, Beverly — University of San Francisco..... | 39 |
| Davis, Dannielle Joy — Saint Louis University..... | 130 |
| Davis, Dirk — California Baptist University | 56, 65 |
| Davis, Jason — University of San Francisco | 133 |
| Davis, Jessica — Texas Southern University..... | 133 |
| Davis, Jr., Melvin — University of San Francisco..... | 39 |
| Davis, Rian — Kansai Gaidai University..... | 104, 138 |
| Davis, Shanna — Eastern Washington University..... | 34 |
| Davis-Maye, Denise — Auburn University at Montgomery..... | 130 |
| de Leeuw, Sarah — University of Northern British Columbia | 37, 131 |
| De Sena, Paul — Loyola Marymount University..... | 52 |
| De Toro, Alicia — De Anza College | 30 |
| de Vries, Sabina — Texas A&M University-San Antonio..... | 94 |
| Deal, Kitty — University of Alaska Anchorage..... | 147 |

| | |
|--|-------------|
| DeAngelis, Corey — University of Arkansas | 51, 86, 113 |
| Delahunty, Geniene — Akita International University | 36 |
| Delame, Alexis — Université du Québec en Outaouais | 29 |
| Delgado, Rodolfo — Tokai University | 8, 17 |
| DeLong, David — Lehigh University | 91, 140 |
| DeLong, Debbie — Medical College of Virginia | 91, 140 |
| DeLuca, Christopher — Queen's University | 14 |
| Demiroz, Emine — University of Missouri-Kansas City | 22 |
| Demiroz, Erdem — University of Missouri-Kansas City | 20 |
| Deneme, Selma — Trakya University | 68 |
| Derzis, Nick — Auburn University | 140 |
| Desmarais, Serge — University of Guelph | 21 |
| Devery, Kim — Flinders University | 39, 119 |
| DeWitt, Nyeisha — Oakland Natives Give Back Fund Inc. | 48 |
| Dho, Seung-youn — Kwang-woon University | 63 |
| Diaz, Alba Lucia — National University | 64 |
| Diaz, Gracie — Florida Atlantic University | 150 |
| Dickerson, Darryl — Purdue University | 74 |
| Dieu, Kim — Chapman University | 41 |
| Dieu, Mindie — Central Washington University | 20 |
| Dinan, Andrea — Princeton Public Schools | 123 |
| Disque, Andrea — University of Phoenix | 125 |
| Divine, Teresa — Central Washington University | 117 |
| Dix, Yvette — Arizona State University | 73 |
| Dixon, Kathy Garza — Purdue University | 146 |
| Dixon, Mary Ellen — Montgomery County Public Schools | 26 |
| Dodsworth, Dianne — University of Calgary | 12 |
| Doi Pei, Yick — Education University of Hong Kong | 15 |
| Doi, Saori — University of Hawai'i at Mānoa | 115 |
| Dolphin, Glenn — University of Calgary | 84 |
| Domene, José — University of New Brunswick | 19 |
| Donaldson, Jonan Phillip — Drexel University | 108, 127 |
| Dong, Nianbo — University of Missouri | 17 |
| Donnelly, Catherine — Queen's University | 119 |
| Dorman, Jessica — New Albany Plain Local Schools | 131 |
| Dosaka, Junko — National Taichung University of Science and Technology | 103 |
| Downing, Hazel — Kuakini Medical Center | 142 |
| Downing, Hazel — Kuakini Medical Center and Hawaii Pacific University | 142 |
| Dreiling, Keith — Fort Hays State University | 142 |
| Duda, Michelle — Implementation Scientists, LLC | 90 |
| Duesbery, Luke — San Diego State University | 101 |
| Duffy, Michael — University of San Francisco | 86 |
| Duke, Ericka Jeanice' — University of San Francisco | 28 |
| Dulaney, Shannon — Iron County School District | 100 |
| Dunaway, David — University of North Carolina Charlotte | 62, 95 |
| Dupuis, Sean — Taber Mennonite School | 66 |
| Dutka, Coreen — Saskatoon Public School Division | 135 |
| Dye, Lorie — University of Idaho | 131 |
| Ebrahim, Christine — Loyola University New Orleans | 37, 43 |
| Edgar, Teresa — University of Houston | 33 |
| Edwards, Margaret — Athabasca University | 103 |
| Edwards, Michael — Doshisha University | 42 |
| Egalite, Anna — North Carolina State University | 40, 113 |
| Ehlert, Madison Elizabeth — Wartburg College | 102 |
| Eisenhower, Kristina — Kansai Gaidai University | 90 |
| Eitel, Karla — University of Idaho | 62 |
| Ercanbrack, Jay — Matsuyama University | 90 |
| Eriksen, Charles — University of Montana Western | 85, 125 |
| Eriksen, Kimberly — Aarhus University | 125 |
| Esqueda, Melody Jasmine — University of Southern California | 97 |
| Esters, Levon — Purdue University | 19, 54 |
| Estonina, Angienette — San Francisco Unified School District | 31 |
| Evans, John — University of Technology Sydney | 147 |
| Evans, Suzanne — National University | 11, 100 |
| Faga, Kelly — Wartburg College | 9, 102, 137 |
| Faga, Madison — Wartburg College | 9 |
| Fan, Si — University of Tasmania | 92 |

| | |
|---|------------------|
| Farrell, Thomas — Brock University | 36 |
| Fatima, Ghulam — University of the Punjab | 83, 119 |
| Fawson, Parker — Utah Valley University | 51, 121 |
| Fayazpour, Shahla — University of Nevada, Las Vegas | 73, 115 |
| Feeley, Jessica — University of Oklahoma-Tulsa | 142 |
| Feldon, David — Utah State University | 140 |
| Felimban, Huda — University of Oregon | 31 |
| Fenton, Diana — College of St. Benedict/St. John's University | 14 |
| Feuerstein, Abe — Bucknell University | 112 |
| Filer, Janice — Pepperdine University | 14 |
| Finke, Janet — Central Washington University | 117 |
| Finley, Stacie — Auburn University | 102 |
| Fischthal, Michelle — San Diego Community College District | 11 |
| Flessati, Sonya — Mount Royal University | 16 |
| Flores, Susana — Central Washington University | 93, 124 |
| Flowers, Doris — San Francisco State University | 17 |
| Floyd, Kim — West Virginia University | 17 |
| Flynn-Hopper, Rachael — Belmont University | 113, 128 |
| Ford, Haley — University of Houston | 33, 87, 127, 139 |
| Foreman, Leesa — University of Arkansas | 86 |
| Foster, Sherrie — TN Tech University | 87 |
| Fox, Jennifer — Pepperdine University | 16 |
| Fox, Robert — University of Hawaii | 80 |
| Fox, Thomas — University of Houston-Clear Lake | 104 |
| Fragakis, Leni — University of North Carolina, Greensboro | 141 |
| Fraizer, Lani — Pepperdine University | 16, 74 |
| Franco, Ashleigh — University of Houston | 7 |
| Frani, Jeeno Jay — De La Salle Health Sciences Institute | 79 |
| Fraser, Sharon — University of Tasmania | 38 |
| Freeland, Patrick Austin — Northwest Indian College | 20 |
| Freiberg, H. Jerome — University of Houston | 89 |
| Fruja, Ramona — Bucknell University | 112 |
| Fujikura, Junko — Kagawa Nutrition University | 70 |
| Fujimaki, Arata — Tokai University | 8 |
| Fujimura, Yuichi — Naruto University of Education | 14 |
| Fukuda, Noriko — Hyogo University of Health Sciences | 101 |
| Fuller, David — Middle Georgia State University | 114, 139 |
| Funk, Christine — Sagewood Middle School | 40 |
| Fusarelli, Bonnie — North Carolina State University | 40, 59, 122 |
| Fusarelli, Lance — North Carolina State University | 40, 59, 86, 122 |
| Gable, Robert — Johnson & Wales University | 62 |
| Gainsburg, Julie — California State University- Northridge | 35 |
| Gajdamaschko, Natalia — Simon Fraser University | 107 |
| Galvez, Gino — California State University, Long Beach | 142 |
| Gangi, Jennifer — Hillsborough Community College | 50 |
| Garcia, Hugo — Texas Tech University | 85 |
| Garrett, Marta — Marine Corps Community Services | 52 |
| Garza, Kristopher — Texas A&M University-Kingsville | 52 |
| Garza, Tiberio — University of Nevada Las Vegas | 47 |
| Garza, Tiberio — University of Nevada, Las Vegas | 96, 134 |
| Gazaille, Mariane — Université du Québec à Trois-Rivières | 46 |
| Gebre, Saba Mengistab — San Francisco State University | 69, 140 |
| Gehring, Lizabeth — Wartburg College | 137 |
| Gelfer, Jeff — University of Nevada Las Vegas | 85 |
| Gelfer, Jeff — University of Nevada, Las Vegas | 28 |
| Gentry, James — Tarleton State University | 55 |
| Geringer, Jennifer — University of Wyoming | 88 |
| Gerow, Karen — Double Helix STEAM School | 146 |
| Gervais, Christine — Université du Québec en Outaouais | 29 |
| Giasi, Trudy — Columbus City Schools | 75 |
| Gibson, Cheryl — University of Kansas Medical Center | 44 |
| Gibson, Lindsey — Hawaii Pacific University | 84 |
| Gilbert, Jamie — Central Washington University | 93 |
| Gilbert, Meghan — Central Washington University | 93 |
| Gilderbloom, John — University of Louisville | 126 |
| Gilgan, Amy — University of San Francisco | 144 |
| Giust, Amanda — Florida International University | 93, 138 |

| | |
|---|----------|
| Glass, Bonnie — East Carolina University | 35 |
| Glass, J. Scott — East Carolina University | 101 |
| Gleeson, Judy — Mount Royal University | 16 |
| Goldenberg, Claude — Stanford University | 31 |
| Goldring, Ellen — Vanderbilt University | 60 |
| Golightly, Amy — Bucknell University | 136, 151 |
| Gordon, June — University of California, Santa Cruz | 130 |
| Gordon, Michael — Simon Fraser University | 16 |
| Gordon, Nancy — Level 5 Consulting and Coaching, LLC | 9 |
| Gose, Davilla — University of Hawaii at Manoa | 78 |
| Goss, Adrienne — Ohio Northern University | 145 |
| Grace, Karyn — Cambridge Public Schools | 47 |
| Grady, Maureen — East Carolina University | 35 |
| Gramespacher, Elke — University of Applied Sciences and Arts Northwestern Switzerland | 146 |
| Gray, Amy — Ashford University | 69 |
| Green, Ebony — Wayne State University | 126 |
| Green, Marybeth — Texas A&M University – Kingsville | 121 |
| Green, Tonika Duren — San Diego State University | 23 |
| Greenwood, Margo — University of Northern British Columbia | 37, 131 |
| Grijalva, Rebecca — Arizona State University | 73 |
| Grima-Farrell, Chris — University of NSW Australia | 9 |
| Grimes-MacLellan, Dawn — Meiji Gakuin University | 53 |
| Grove, Roslin — University of Louisiana at Lafayette | 64 |
| Guillermo, Cherie — University of Hawaii at Manoa | 78 |
| Guinn, Cameron — Kelly F. Blanton Student Education Center | 106 |
| Gulosino, Charisse — University of Memphis | 19 |
| Gunn, Sharon — Southeast Missouri State University | 85 |
| Gustafson, Barbara — Saskatchewan Polytechnic | 149 |
| Gustafson, Diana — Memorial University | 58, 104 |
| Gutierrez, Antonio — Georgia Southern University | 85 |
| Guy, Talmadge — University of Georgia | 111 |
| Gyger, Mathilde — University of Applied Sciences and Arts Northwestern Switzerland | 146 |
| Haenouchi, Hiroko — Nihon University | 104 |
| Hagen, Lindsey — RI Baker Middle School | 66 |
| Hall, Kelly — Frostburg State University | 43, 74 |
| Hall, Linda McGillis — University of Toronto | 85 |
| Hallam, Pamela — Brigham Young University | 72 |
| Halonen, Deana — University of Manitoba | 32, 125 |
| Halpin, Peter — New York University | 57 |
| Hamada, Yo — Akita University | 88 |
| Hames-Frazier, Vicki — Washtenaw Intermediate School District-High Point School | 96 |
| Hammrich, Penny — Drexel University | 108, 127 |
| Han, Soo Jeoung — Texas A&M University | 110 |
| Han, Suksil — Youngdong University | 102 |
| Han, Terry — Kwantlen Polytechnic University | 113 |
| Handa, Junko — Meiji University | 72 |
| Haney, Mick — Nevada State College | 112, 132 |
| Hanley, Gerry — California State University | 66, 149 |
| Hanshaw, George — Azusa Pacific University | 33 |
| Hanson, Janet — Azusa Pacific University | 33, 46 |
| Hardie, Valerie — Padua College | 91 |
| Harding, Laurie — Simon Fraser University | 122 |
| Hardy, Rasheeda — Prince George's County Public Schools | 15 |
| Hargis, Jace — UC San Diego | 125 |
| Hargis, Jace — University of California, San Diego | 99 |
| Harrell, Pamela Esprivalo — University of North Texas | 118 |
| Harriell, Kysha — University of Miami | 76, 96 |
| Harris, Pamela — Arizona State University | 72 |
| Harris, Teresa — James Madison University | 20 |
| Harrison, Amanda — Compass Community-Athens | 106 |
| Harrison, John — Georgia College & State University | 106 |
| Harrison, Jonathan — Nihon University | 88, 123 |
| Hart, Jeffery — Western Washington University | 82 |
| Hart, Michael Anthony — University of Manitoba | 32, 125 |
| Harven, Aletha — California State University, Stanislaus | 21 |
| Harward, Stan — Utah Valley University | 121 |
| Hasan, Sazid — Fraser Institute | 45 |

| | |
|--|-------------|
| Hasegawa, Yusuke — Oita University..... | 47 |
| Haskins, Tara — Eastern Washington University..... | 27, 99, 112 |
| Hattori, Takahiko — Otsuma Women's University..... | 28 |
| Haught, Patricia — West Virginia University..... | 10 |
| Hayashi, Yasuhiro — Keio University..... | 34 |
| Hayashi, Yuji — Tokyo Metropolitan University..... | 31 |
| Hayman, Arlene — Clark County School District..... | 47, 134 |
| Hecht, Deborah — City University of New York Graduate Center..... | 116 |
| Helm, Jennifer Stephens — American Public University System..... | 19, 44 |
| Henderson, Dian — Thompson Rivers University..... | 91 |
| Henderson, Teena Miri — University of Canterbury..... | 111 |
| Henig, Jeff — Teachers College, Columbia..... | 12 |
| Hennessey, Nancy — AIM Academy..... | 90 |
| Henry, Sue Ellen — Bucknell University..... | 112 |
| Heo, Younghyon — University of Aizu..... | 108, 115 |
| Herman, Joan — National Center for Research on Evaluation, Standards, & Student Testing..... | 12 |
| Herman, Joan — University of California Los Angeles..... | 24 |
| Herr, Norman — California State University, Northridge..... | 77, 122 |
| Hessel, Angel — University of Wisconsin-Milwaukee..... | 52 |
| Hickson, Clive — University of Alberta..... | 27 |
| Higgins, Silke — San Jose State University..... | 82 |
| Highlen, Douglas — Chapman University..... | 9 |
| Highman, Ludovic — College of Europe..... | 50 |
| Highman, Ludovic — Trinity College Dublin..... | 58 |
| Hildenbrand, Wendy — University of Kansas Medical Center..... | 44 |
| Hill, Laurie — St. Mary's University..... | 94 |
| Hill, Russ — University of California..... | 71 |
| Hilyard, Gail — Holyoke Community College..... | 134 |
| Himangshu-Pennybacker, Sumitra — Middle Georgia State University..... | 114 |
| Hiner, Leslie — EdChoice..... | 120 |
| Hinitz, Blythe — College of New Jersey..... | 26, 70 |
| Hinitz, Herman — Retired..... | 70 |
| Hinson, Steve — Webster University..... | 111 |
| Hirata, Junichi — Ritsumeikan Asia Pacific University..... | 95 |
| Hoff, Bethany Fleming — University of Illinois, Urbana-Champaign..... | 130 |
| Hoffman, Jaimie Louise — University of Southern California..... | 125 |
| Hoffman, James — University of Texas at San Antonio..... | 118 |
| Holincheck, Nancy — George Mason University..... | 54, 63 |
| Holland, Kenneth — Ball State University..... | 120 |
| Hollas, Tori — Sam Houston State University..... | 150 |
| Hollingsworth, Lindsay — University of Wisconsin-Platteville..... | 100 |
| Holloway, Rachelle — Point Loma Nazarene University..... | 119 |
| Holm, Heather — University Laboratory School..... | 89 |
| Holt, Jerry — Florida A&M University..... | 47, 76 |
| Honda, Jacqueline — University of Hawai'i – West O'ahu..... | 148 |
| Hope, Warren — Georgia College and State University..... | 149 |
| Hopf, Frances — University of South Florida..... | 14 |
| Horak, Anne — George Mason University..... | 54, 63 |
| Hori, Mayumi — Hakuoh University..... | 143 |
| Horibata, Kaori — Kagawa Nutrition University..... | 70 |
| Horness, Paul — Atomi University..... | 96 |
| Houchins, David — Georgia State University..... | 140 |
| Hourdequin, Peter — Tokoha University..... | 39 |
| Howard, Elizabeth — New Mexico State University..... | 105 |
| Hsiao, Wei-Ying — University of Alaska Anchorage..... | 87 |
| Hu, Bi Ying — University of Macau..... | 107, 140 |
| Hu, Charlene — California State University Bakersfield..... | 10 |
| Hu, Hsing-Wen — University of Alaska Anchorage..... | 87 |
| Hu, Xiangqing — University of Hong Kong..... | 123 |
| Huang, Jidong — California State University, Fullerton..... | 116 |
| Hue, Olivier — Université du Québec à Trois-Rivières..... | 144 |
| Huerta, Margarita — University of Nevada Las Vegas..... | 47 |
| Huerta, Margarita — University of Nevada, Las Vegas..... | 96, 134 |
| Hung, Lily — St. John's University..... | 15 |
| Hunt, Jessica — University of Texas at Austin..... | 48 |
| Hunter, Jennifer — Southern Utah University..... | 92 |
| Hunter, Joseph — Western Washington University..... | 138 |

| | |
|--|-------------------------|
| Hurst, Emily — University of Calgary | 84 |
| Hwang, Changha — Daegu University | 23 |
| Hwang, Hae-Ik — Pusan National University | 71 |
| Hwasoo, Kim — Daegu University | 23 |
| Hyatt, Keith — Western Washington University | 103 |
| Hynd, George — Oakland University | 18 |
| Idowu, Adeboye — University of Michigan-Flint | 35 |
| Igboegwu, Amarachi — Heidelberg University | 48 |
| Ilieva, Vessela — Utah Valley University | 51, 121 |
| Imahori, Yoko — Otemon Gakuin Univesrity | 33 |
| Ima-Izumi, Yoko — University of Tsukuba | 137 |
| Inaba, Rieko — Tsuda College | 30 |
| Inoue, Aya — Aichi University of the Arts | 24 |
| Iroegbu, Victoria Ikekerenma — Obafemi Awolowo University | 107 |
| Irving, Karen — Ohio State University | 136 |
| Irwin, Jennifer — Ashford University | 69 |
| Ishihara, Takako — Gifu University | 28, 30 |
| Ishizuka, Hiroki — Hokkaido University of Education | 42, 145 |
| Iskander, Magdy — University of Hawai'i at Manoa | 9 |
| Iso, Tatsuo — Tokyo Denki University | 75 |
| Isshiki, Masao — Kanagawa Institute of Technology | 73 |
| Ito, Yu — Shujitsu Junior College | 29, 105 |
| Itou, Sakie — Nihon University | 104 |
| Ivanova, Mina Yordanova — Assumption University of Thailand | 121 |
| Iwaya, Sanae — Gifu University | 29 |
| Jabbar, Abdul — Bahauddin Zakariya University | 22 |
| Jablonski, Erin — Bucknell University | 136 |
| Jackson II, Ronald — University of Cincinnati | 76 |
| Jackson, John — California State University, Fullerton | 116 |
| Jackson, Lisa — Clemson University | 74 |
| Jackson, Matthew — California State University, Long Beach | 142 |
| Jacobson, Claire — Council for the Accreditation of Educator Preparation | 20 |
| Jagenow, Danilo — Medical School Berlin | 151 |
| Jakubec, Sonya — Mount Royal University | 16, 114 |
| James, Laurie — University of Hawai'i - West O'ahu | 7, 47 |
| Janosz, Michel — Université de Montréal | 105 |
| Janzen, Katherine — Mount Royal University | 103, 114 |
| Jarrett, Anna — University of Arkansas | 126 |
| Jeong, Heisawn — Hallym University | 11 |
| Jeong, Soojeong — Utah State University | 140 |
| Jez, Rebekka — Notre Dame de Namur University | 76 |
| Jhun, Youngseok — Seoul National University of Education | 81 |
| Jhun, Youngseok Jhun — Seoul National University of Education | 25 |
| Jiang, Zhaoshuo — San Francisco State University | 101 |
| Jihyo, Koh — Seoul National University of Education | 25 |
| Jimenez-Silva, Margarita — Arizona State University | 59, 64, 87, 94, 97, 117 |
| Jin, Ruoqing — University of Tsukuba | 137 |
| Joella, Laura — Florida Atlantic University | 121 |
| Johnson, Carol — University of North Dakota | 143 |
| Johnson, Felicia Benton — Georgia Institute of Technology | 74 |
| Johnson, Michael — Muroran Institute of Technology | 102 |
| Johnson-Bailey, Juanita — University of Georgia | 17, 111 |
| Johnson-Carter, Charlene — University of Arkansas | 42 |
| Johnston, Melissa — University of West Georgia | 109 |
| Jones, Dan — Ball State University | 30 |
| Jones, Gail — North Carolina State University | 35 |
| Jones, Melissa — University of Hawai'i at Manoa | 144 |
| Jones, Rachael — Mount Royal University | 111 |
| Jones, Sherry — University of New Mexico | 127 |
| Jones, Tonya — Kennesaw State University | 92 |
| Joo, Sui — Broward College | 35 |
| Joseph, Gail — University of Washington | 103 |
| Joves, Jr., Policarpio — De La Salle University – Manila | 73 |
| Jung, Adrian — California State University, Fullerton | 41 |
| Jung, Euichul — Seoul National University | 27 |
| Jung, MieAe — GeumGang University | 34 |
| Jurišević, Mojca — University of Ljubljana | 35 |

| | |
|---|----------|
| Justice, Paul — San Diego State University | 101 |
| Kader, Ab Saman Adb — University of Technology Malaysia | 38 |
| Kaguhangire-Barifaijo, Maria — Uganda Management Institute | 36, 137 |
| Kakita, Saori — Gifu University | 29 |
| Kalyn, Brenda — University of Saskatchewan | 133, 135 |
| Kamei, Shogo — Advanced Institute of Industrial Technology | 49 |
| Kamina, Penina — State University of New York | 146 |
| Kamina, Penina — SUNY Oneonta | 151 |
| Kanbe, Kinuyo — Nihon University | 70 |
| Kaneko, Daisuke — Hokusei Gakuen University | 34 |
| Kang, Mi Ok — Utah Valley University | 52, 133 |
| Kannno, Mariko — Fukushima University | 80 |
| Kapaona, Alyssa — University of Hawai'i at Mānoa | 144 |
| Kappers, Wendi — Embry-Riddle Aeronautical University | 71 |
| Karafin, Diana — New York University | 79 |
| Karno, Valerie — University of Rhode Island | 52, 90 |
| Karyeija, Gerald Kagambirwe — Uganda Management Institute | 92 |
| Kasraie, Noah — University of the Incarnate Word | 123, 132 |
| Kato, Maki — Hitotsubashi University | 40 |
| Katou, Keiko — Health Promotion Department of Mishima City | 104 |
| Katsumi, Keiko — Naruto University of Education | 14 |
| Katsuragi (Ikeda), Hiromi — Nihon University | 70, 104 |
| Kaufman, Roberta C. Brack — Nevada State College | 129 |
| Kavanagh, Kara — James Madison University | 20 |
| Kawakami, Yasuhiko — Hyogo University of Teacher Education | 59 |
| Kazama, Minako — Nihon University | 104 |
| Kebric, Robert — University of Louisville | 146 |
| Keelan, Jessica — Sam Houston State University | 98 |
| Keesey, Karen — AIM Academy | 90 |
| Keith, Rebecca — University of Colorado – Colorado Springs | 45 |
| Kelcey, Ben — University of Cincinnati | 17 |
| Kelly, Kārena — Victoria University of Wellington | 113 |
| Kelly-Jackson, Charlease — Kennesaw State University | 121 |
| Kennedy, Andrea Puamakamae'okawēkiu — Mount Royal University | 111 |
| Kennedy, Leslie — California State University | 66, 149 |
| Kennedy-Clark, Shannon — University of Notre Dame | 46, 120 |
| Keough, Penelope — National University | 118 |
| Kern, Anne — University of Idaho | 108 |
| Keszei, David — University of San Diego | 84 |
| Keyworth, Randy — Wing Institute | 39 |
| Khoshsabk, Nastaran — Monash University | 91 |
| Khurshid, Khalid — Bahauddin Zakariya University | 22 |
| Kibler, Ronald — Komazawa University | 145 |
| Kiekel, Jean — University of St. Thomas | 72 |
| Kil, Ji-Hyon — National Institute of Environmental Research | 29 |
| Kim, Chang-Suk — Ulsan College | 142 |
| Kim, Charles — Bucknell University | 136 |
| Kim, Eun-Jung — Pusan National University | 71 |
| Kim, Eunjung — University of Iowa | 106 |
| Kim, Genie — University of Toronto | 69 |
| Kim, Jinseo — Electronics and Telecommunications Research Institute | 71 |
| Kim, Joomi — Hallym University | 11 |
| Kim, NamHee — Chosun University | 34 |
| Kim, Seon-Hee — Cheongsong-gun Public Health Center | 142 |
| Kim, Sharon — New York University | 57 |
| Kim, Young-Sik — Korea Research Institute for Vocational Education & Training | 71 |
| Kimani, Patrick — Glendale Community College | 67 |
| Kimmons, Joy — Belmont University | 113 |
| Kindle, Sulee — Cameroon Baptist Theological Seminary | 54, 82 |
| King, Pamela — Indiana University Purdue University Indianapolis | 49 |
| King, Sharla — University of Alberta | 25 |
| Kisida, Brian — University of Missouri | 113 |
| Kiyoki, Yasushi — Keio University | 34 |
| Kiyosawa, Takamitsu — Chiba Institute of Technology | 134 |
| Kizawa, Rieko — University of Tokyo | 42 |
| Knezek, Gerald — University of North Texas | 105, 116 |
| Knight Jr, Miller — Argosy University | 94 |

| | |
|--|-------------|
| Kobayashi, Kazunari — Gifu University | 28, 30 |
| Kobayashi, Kent — University of Hawaii at Manoa..... | 29 |
| Koh, Eun — Catholic University of America | 42 |
| Koketsu, Tomomi — Gifu University | 28, 30 |
| Komura, Kiriko — Keck Graduate Institute..... | 93, 99 |
| Kono, Hiromi — Kyoto Junior College of Foreign Languages..... | 30 |
| Koretsky, Milo — Oregon State University | 40 |
| Koyama, Hiroshi — Advanced Institute of Industrial Technology | 49 |
| Krasch, Delilah — University of Nevada, Las Vegas | 28 |
| Krawczyk, Ewa Barbara — College of the Marshall Islands | 82 |
| Krebs, Marjori — University of New Mexico..... | 66 |
| Kubota, Makoto — University of Toyama..... | 54 |
| Kuch, Fred — University of Nevada, Las Vegas | 85 |
| Kucskar, Maryssa — University of Nevada, Las Vegas | 28 |
| Kulchitsky, Jack — University of Calgary..... | 17 |
| Kulinna, Pamela Hodges — Arizona State University..... | 59, 62, 117 |
| Kupczynski, Lori — Texas A&M University-Kingsville..... | 52, 109 |
| Kuroda, Miyuki — Naruto University of Education | 14 |
| Kurth, David — National University | 12 |
| Kuscera, John — California State University, Fullerton | 116 |
| Kusumi, Takashi — Kyoto University | 33 |
| Kutaka-Kennedy, Joy — National University..... | 99 |
| Kwon, Jin Mi — University of Alberta..... | 55 |
| Labby, Sandra — Texas A & M University at Texarkana | 80 |
| Labrensz, Marilyn — Minnesota State University Moorhead..... | 34 |
| Lam, Wai-Ip Joseph — University of Hong Kong..... | 123 |
| Lambert, M. Chuck — Western Washington University | 103 |
| Lambert, Michael — Western Washington University | 103 |
| Lambert, Stephen — Hillsborough Community College | 50 |
| Lambson, Dawn — Arizona State University | 87 |
| Lancaster, Lamaiya — Ball State University | 85 |
| Landry, Deborah — Northeastern State University..... | 80 |
| Lankster II, Saul — National University..... | 64 |
| LaPerriere, Maureen-Claude — Université du Québec à Trois-Rivières | 94 |
| Lara, Miguel — California State University Monterey Bay..... | 108 |
| Larsen, Denise — University of Alberta | 19 |
| Larsen, Donald — Western Washington University | 138 |
| Laskasky, Katie — Loyola Marymount University | 110 |
| Lastra-Anadón, Carlos — Harvard University | 26, 35 |
| Lätsch, Alexander — University Greifswald | 140 |
| LätSch, Alexander — University Greifswald..... | 69 |
| Lau, Jared — University of Nevada, Las Vegas | 28 |
| Lauri, Triin — Tallinn University of Technology..... | 80, 97 |
| Lavoie, Constance — Université du Québec à Chicoutimi | 78, 136 |
| Lawhorn, Stephanie — Rockwall Independent School District | 80 |
| Le, Meile — Seoul National University | 27 |
| Le, Sunny — Drexel University | 110 |
| Leask, Rita — Vauxhall High School | 66 |
| LeBlanc, Line — Université du Québec en Outaouais..... | 29 |
| Lebo, Julie — Ball State University..... | 120 |
| Lech, Jenna — Toronto District School Board | 32, 143 |
| Lee, Brian — Hawaii Pacific University..... | 147 |
| Lee, Eun-Jin — Korea Research Institute for Vocational Education & Training..... | 71 |
| Lee, Insuk — Soongeui Women's College | 71 |
| Lee, Jeong Ae — Chonbuk National University | 52 |
| Lee, Kyeong-Soo — Yeungnam University..... | 142 |
| Lee, Mi-Jin — Andong Science College..... | 131 |
| Lee, Mi-Sook — Korean Industrial Health Association..... | 142 |
| Lee, R. Karlene McCormick — NewLeaf LLC | 112 |
| Lee, Saeyun — Education Consultant..... | 7 |
| Lee, Sang-Yeon — San FranciSco Unified School District..... | 31 |
| Lee, Soo Young — Seoul National University of Education | 25, 81 |
| Lee, Tammy — East Carolina University | 35 |
| Lee, Yeunjoo — California State University, Bakersfield | 143 |
| Lee, Young — Texas A&M University-Kingsville..... | 13 |
| Lee, Yunju — Daejeon University | 71 |
| Lee, Yunso — Korea Research Institute for Vocational Education & Training..... | 71 |

| | |
|---|----------|
| Leleito, Emanuel — Nagoya University | 64 |
| Le-Nguyen, Janice — Nevada State College | 112, 132 |
| Lepage, Geneviève — Université du Québec en Outaouais | 144, 145 |
| Lepcha, Samson Den — University of North Texas | 105 |
| Lesesne, Teri — Sam Houston State University | 129, 134 |
| Leslie, Angela — California State University, Sacramento | 22, 32 |
| Levy, Nathan — Nathan Levy Books, LLC | 43, 55 |
| Lewis, Hayes — A:shiwi College and Career Readiness Center | 66 |
| Lewis, Lea — Zuni Educator | 66 |
| Li, Hui — University of Hong Kong | 107 |
| Li, Juan — Northeast Normal University | 118 |
| Lickteig, Amanda — Emporia State University | 31 |
| Lickteig, Seth — Kansas State University | 32 |
| Light, Richard — University of Canterbury | 147 |
| Lilly, Frank — California State University, Sacramento | 135 |
| Lim, Jung-Nyeon — Yeungnam University | 142 |
| Lim, Woong — New Mexico University | 121 |
| Lincoln, Felicia — University of Arkansas | 11, 42 |
| Linse, Caroline — Queens University Belfast | 63 |
| Linville, Debbie — Salem College | 141 |
| Liston, Janet — University of Arizona | 113 |
| Liu, Craig — Whittier Law School | 83 |
| Liu, Lili — University of Alberta | 50 |
| Liu, Min — University of Hawaii at Manoa | 57 |
| Liu, Xiongyi — Cleveland State University | 98 |
| Liu, Yuliang — Southern Illinois University Edwardsville | 50 |
| Lloyd, Carrie — Arizona State University | 72 |
| Lockard, Elizabeth — Chaminade University of Honolulu | 125 |
| Lofgren, Patty — Mathematics Education Collaborative | 21 |
| Logan, Brenda — Armstrong State University | 27 |
| Lohr, Joel — University of the Pacific | 36 |
| Longwell-Grice, Hope — University of Wisconsin-Milwaukee | 52 |
| Longwell-Grice, Robert — University of Wisconsin-Milwaukee | 38 |
| Lonigan, Christopher — Florida State University | 107 |
| Loose, William — Azusa Pacific University | 33 |
| Lopez, Aida — New Mexico State University | 105 |
| Lopprasert, Anchleeporn — Srinakharinwirot University | 39 |
| Lorenz, Kent — San Francisco State University | 117 |
| Loui, Michael — Purdue University | 9 |
| Louie, Beverly — University of Colorado Boulder | 74 |
| Love, Angela — Auburn University | 73 |
| Love, Bridget — University of San Francisco | 39 |
| Loverro, Ian — Central Washington University | 20 |
| Lu, Ye — California State University, Fullerton | 116 |
| Ludlow, Brian — Southern Utah University | 82, 100 |
| Lueken, Martin — EdChoice | 120 |
| Lukenchuk, Antonina — National Louis University | 149 |
| Lumsden, Daniel — University of Toronto | 103 |
| Luna, Gaye — Northern Arizona University | 43 |
| Lundmark, Jennifer — Sacramento State | 81 |
| Luther, Vicki — Mercer University | 27, 94 |
| Luttenegger, Kathleen Carroll — Metropolitan State University of Denver | 40, 87 |
| Lutz, Ota — NASA Jet Propulsion Laboratory | 122 |
| Luu, Gabrielle Vivi — Arizona State University | 94 |
| Luvaas, Erik — University of Idaho | 62 |
| Lynch-Davis, Kathleen — Appalachian State University | 41 |
| MacDougall, Kyle — Bucknell University | 40 |
| Machera, Joelina Robinson — Pepperdine University | 74 |
| Mack, Faite — Grand Valley State University | 105 |
| Mackenzie, Susan Houge — California State Polytechnic University San Luis Obispo | 62 |
| MacLellan, Philip — Hitotsubashi University | 58 |
| MacLeod, Heather — Mount Royal University | 132 |
| Maemura, Eri — Ochanomizu University | 32 |
| Maeng, Seungho — Seoul National University of Education | 25, 81 |
| Maganaka, Albert — Cultural Connections Institute-The Learning Exchange (CCI-LEX) | 129 |
| Magcalas, Jose Paolo — Chapman University | 85 |
| Mahar, Patti — University of North Dakota | 69 |

| | |
|---|--------------|
| Mahoney, John — Coeur D'Alene Tribe | 108 |
| Mañano, Christophe — Université du Québec en Outaouais | 144 |
| Maiorca, Cathrine — California State University, Long Beach | 124 |
| Malik, Misbah — University of the Punjab | 83, 119 |
| Malone, Kathy — Ohio State University | 75, 131, 136 |
| Manalo, Emmanuel — Kyoto University | 33 |
| Mancuso, Maureen — University of Guelph | 21 |
| Mandel, Lauren — University of Rhode Island | 52, 90 |
| Manderstedt, Lena — Luleå University of Technology | 104, 138 |
| Maninger, Robert — Sam Houston State University | 80 |
| Many, Annika — edBridge Partners LLC | 124 |
| Manzano, Maria Teresa Susan — University of Northern Philippines | 41 |
| Maranto, Robert — University of Arkansas | 86, 122 |
| Marble-Flint, Karissa — Wichita State University | 69 |
| Marcavage, Whitney Rhoades — American Federation for Children/AFC Growth Fund | 122 |
| Marchetti, Letha — Occupational Therapy Home Services | 114 |
| Mark, Lauren — University of Hawai'i at Mānoa | 144 |
| Markos, Amy — Mesa Community College | 87 |
| Marshall, E. Anne — University of Victoria | 52, 78 |
| Martin, Jen — University of Auckland | 113 |
| Martin, Stephanie — University of Saskatchewan | 127, 130 |
| Marx, Ronald — University of Arizona | 127 |
| Marzara, Shirin — Fraser Health Authority | 23 |
| Masino, Monica — University of the West Indies Open Campus | 45 |
| Mathiesen, Sally — San Diego State University | 23 |
| Mathison, Bev — Mount Royal University | 33, 84 |
| Matias, Jude Paul — University of Maryland, College Park | 25 |
| Matsuda, Takeshi — Tokyo Metropolitan University | 31 |
| Matsuda, Toshiki — Tokyo Institute of Technology | 18 |
| Matsukawa, Hideya — Tohoku University | 31 |
| Matsushita, Yukinori — Fukushima University | 80 |
| Matsutake, Takahiro — University of Tsukuba | 143 |
| Matsuyama, Yumi — Shigakkan University | 141 |
| Matsuzaki, Takeshi — Meiji University | 82 |
| Matthews, Elizabeth — University of Bonn Medical Center | 34 |
| Matthews, Eric — A.T. Still University | 28, 34, 101 |
| Matthews, Tracy — Washburn University | 32, 143 |
| Mavrogordato, Madeline — Michigan State University | 60 |
| Maxfield, R. Jeffery — Utah Valley University | 78 |
| Mayfield, Kimberly — Holy Names University | 48 |
| Mayorga, Mary — Texas A&M University-San Antonio | 94 |
| Mbuva, James — National University | 12 |
| McAlpine, C. Gwen — Kennesaw State University | 90, 121 |
| McBeath, Jasmine — University of California, Santa Barbara | 72 |
| McCarthy, Jane — University of Nevada, Las Vegas | 73, 115 |
| McCartney, Holly — James Madison University | 20 |
| McClellan, Anne — University of Houston | 61, 87, 127 |
| McCormick, Theresa — Auburn University | 102 |
| McLane, Danny — San Jose State University | 57 |
| McMullen, Rebecca — Fort Valley State University | 55 |
| McMurry, Melody — Portland Community College | 96 |
| McNair, C. Lisa — Texas A&M University – Kingsville | 121 |
| Means, Tawnya — University of Florida | 147 |
| Medina, Andrea — California State University, Bakersfield | 106 |
| Meherali, Salima Moez — University of Alberta | 59 |
| Meilleur, Rachelle — Kyoto University of Foreign Studies | 30 |
| Mentzer, Gale — Acumen Research and Evaluation, LLC | 114 |
| Mertus, Jennifer — Whittier Law School | 83 |
| Meyen, Edward — University of Kansas | 10 |
| Meyer, Jill — Auburn University | 140 |
| Miles, Richard — Nanzan University | 101, 103 |
| Milia, Santana — Douglas College | 23 |
| Miller, Dianne — University of Saskatchewan | 13 |
| Miller, Keith — Vauxhall High School | 66 |
| Miller, Mike — Corban University | 47 |
| Miller, Paul Chamness — Akita International University | 36 |
| Milligan, Charles — Middle Tennessee State University | 92 |

| | |
|--|-------------|
| Mills, Jonathan — Tulane University | 51 |
| Miner, Craig — Southern Illinois University Edwardsville | 50 |
| Minton, Deborah — Kent State University | 12, 74 |
| Miron, Gary — Western Michigan University | 19, 67 |
| Mirzaian, Tatiana — Loyola Marymount University | 110 |
| Misono, Tadashi — Shimane University | 80 |
| Mitchell, Patricia — University of San Francisco | 75, 102 |
| Mitchell, Richard — Brock University | 16, 146 |
| Mitchell-Pellett, Mary-Ann — University of Calgary | 12, 128 |
| Mitranun, Chanida — Srinakharinwirot University | 39 |
| Miura, Yoko — Wright State University | 130 |
| Miyazawa, Kaoru — Gettysburg College | 80 |
| Moen, Mary — University of Rhode Island | 52, 90, 139 |
| Mohammed, Amra — University of Northern Colorado | 141 |
| Mollohan, Kate — Ohio State University | 136 |
| Moncloa, Fe — University of California | 71 |
| Monthuy-Blanc, Johana — Université du Québec à Trois-Rivières | 79 |
| Moodian, Michael — Brandman University | 49 |
| Moore, Marilyn — National University | 42 |
| Moore, Robin — Sam Houston State University | 134 |
| Moore, Shannon — Brock University | 16, 146 |
| Moore, Sharon — Athabasca University | 149 |
| Moore, Veronica — University of New Mexico | 127 |
| Moreno, Audrey Nicole — Kwansei Gakuin University | 117 |
| Moreno, Julio — San Francisco Unified School District | 31 |
| Moreno, Matthew — OISE/University of Toronto | 117 |
| Morgan, Yvette — St. John's University | 15 |
| Mori, Reina — Teikyo University | 143 |
| Morin, Alexandre — Australian Catholic University | 144 |
| Morin, France — Université de Sherbrooke | 105 |
| Morishita, Miwa — Kobe Gakuin University | 31 |
| Morris, Alana — Sam Houston State University | 98 |
| Morris, Pamala — Purdue University | 99 |
| Morrisseau, Thelma — University of Manitoba | 125 |
| Morrone, Michelle Henault — Nagoya University of Arts and Sciences | 69, 141 |
| Mortensen, Jennifer — University of Nevada, Reno | 81 |
| Mui, Afa — Don Buck Primary - Cluster 5 RTLB | 64 |
| Mukerjee, Diane — California State University, East Bay | 70 |
| Müller, Amanda — Flinders University | 26 |
| Mumford, Vincent — Central Michigan University | 15, 44 |
| Mundy, Marie-Anne — Texas A&M - Kingsville | 109 |
| Mundy, Marie-Anne — Texas A&M University-Kingsville | 52 |
| Munoz-Munoz, Eduardo — Stanford University | 31 |
| Murakami, Takashi — Panasonic Corporation | 73 |
| Murakami, Yusuke — University of Tokyo | 59 |
| Muramatsu, Kanako — Keio University | 34 |
| Murphy, Kenneth — Pepperdine University | 84 |
| Murti, Lata — Brandman University | 18 |
| Museus, Samuel — Indiana University Bloomington | 25 |
| Muto, Shimako — Kagawa Nutrition University | 70 |
| Myers, Michael — National University | 48 |
| Naffziger, Loren — Grand Canyon University | 49 |
| Naidu, Pinder — Kennesaw State University | 92 |
| Nail, Melissa — Indiana State University | 63 |
| Naime, Omar — Whittier Law School | 83 |
| Nair, Pradeep — California State University, Fullerton | 116 |
| Nakagawa, Rika — Toyo University | 28 |
| Nakamura, Sachiko — Aichi Gakuin University | 98 |
| Nakayama, Hiroshi — Tokyo Denki University | 70 |
| Namara, Rose — Uganda Management Institute | 36 |
| Napan, Ksenija — Massey University | 48 |
| Narguizian, Paul — California State University, Los Angeles | 136 |
| Neamtu, Kacie — Erle Rivers High School | 66 |
| Nelson, Thomas — University of the Pacific | 60 |
| Nettles, Rechelle — Oakland Natives Give Back Fund Inc. | 48 |
| Newhouse, Kehau — University of Hawai'i at Manoa | 144 |
| Newman, Kristina — Swanton Local Schools | 131 |

| | |
|---|--------------|
| Ng, Larson — University of Hawai'i at Mānoa | 141, 144 |
| Nguyen, Khanh — University of San Francisco | 11 |
| Nguyen, Neal Nghia — Florida Atlantic University | 85 |
| Nguyen, Thanh Truc — University of Hawai'i at Mānoa | 144 |
| Ni, Yongmei — University of Utah | 19, 122 |
| Nichols, Keegan — Fort Hays State University | 38 |
| Nichols, Malachi — University of Arkansas | 86 |
| Nickson, Lautrice — Sam Houston State University | 150 |
| Nishigauchi, Marumi — Nagano College of Nursing | 141 |
| Nishimura, Kazuo — Kobe University | 95 |
| Nishina, Yasunori — Kobe Gakuin University | 31 |
| Nixon, Mark Alexander — Catholic Central High School | 49, 138 |
| Nkata, James — Uganda Management Institute | 92, 137 |
| Noda, Ayaka — National Institution for Academic Degrees and Quality Enhancement of Higher Education | 148 |
| Noll, Gary — Utah Valley University | 78 |
| Norasing, Vonmany — Grand Rapids Public Schools | 105 |
| Norman, Clarence — St. John Fisher College | 57, 86 |
| Nortrup, Rebekah — Dow AgroSciences | 54 |
| Norwood, Kathryn — California Baptist University | 56, 65 |
| Nottis, Katharyn — Bucknell University | 40, 136, 151 |
| Novak, Jean — San Jose State University | 141 |
| Nowak, Jessica — Drexel University | 108, 127 |
| Ntuli, Esther — Idaho State University | 93 |
| Nyamwange, Callen — Kisii University | 151 |
| Oakes, Irene — University of Saskatchewan | 111 |
| Obari, Hiroyuki — Aoyama Gakuin University | 98 |
| Obuba, Enock — Kisii University | 146 |
| Ocampo, Ada — California Education Partners | 31 |
| O'Connell, Sean — Nanzan University | 101 |
| O'Connor, Kevin — Mount Royal University | 61, 87 |
| Offner, Mark — Aichi Institute of Technology | 31 |
| Ogden, Lori — West Virginia University | 17 |
| Ogiwara, Yoshio — Hokkai Gakuen University | 59 |
| Oh, Kevin — University of San Francisco | 133 |
| O'Hara, Kathleen Scarlett — University of Nevada, Las Vegas | 28 |
| Ohira, Kazuya — Naruto University of Education | 14 |
| Oh-Young, Conrad — University of Nevada, Las Vegas | 28 |
| Okada, Yoshiko — Shibaura Institute of Technology | 143 |
| Okero, Everlyne — Kisii University | 146 |
| Okigbo, Carol — Minnesota State University Moorhead | 89 |
| Okoye, Tracy Gatewood — St. John Fisher College | 57, 86 |
| Oloff-Lewis, Jennifer — California State University – Chico | 35 |
| Olsen, Danny — Brigham Young University | 137 |
| Olson, Debbie — Mathematics Education Collaborative | 21 |
| Olson, Debra — Spokane Falls Community College | 124 |
| Olson-Stewart, Kelly — Ashford University | 39, 50 |
| Omotedani, Junko — Kobe Gakuin University | 31 |
| O'Neil, Harold — University of Southern California | 24 |
| Ono, Leslie — Kwansei Gakuin University | 65 |
| Onoda, Ryosuke — Rikkyo University | 144 |
| Ononuju, Ijeoma — Northern Arizona University | 35 |
| Orange, Carolyn — University of Texas at San Antonio | 31 |
| Orcullo, Daisy Jane — Universiti Utara Malaysia | 100 |
| O'Riordan, Anne — Queen's University | 119, 126 |
| Orozco, Graciela Leon — San Francisco State University | 140 |
| Orrego, Marlen Monsalve — Center of Science & Technology of Antioquia | 24 |
| Orsitto, Fulvio — California State University, Chico | 64 |
| Ortega, Irasema — University of Alaska, Anchorage | 87 |
| Ortiz, Viridiana — Central Washington University | 93 |
| Ortiz-Bush, Yvonne — California State University, Bakersfield | 143, 144 |
| Ota, Katusya — Nagano College of Nursing | 141 |
| Owaku, Rie — Japan Women's College of Physical Education | 96 |
| Owen, Donna — University of Arkansas | 11 |
| Owen, Walter — Naval Postgraduate School | 56 |
| Oyama, Yoshinori — Chiba University | 71 |
| Ozer, Nilgun — San Francisco State University | 95 |
| Ozer, Nilgun — San Francisco State University | 101 |

| | |
|---|------------|
| Pacis, Dina — National University | 95, 118 |
| Page, Cheryl Taylor — Lincoln Memorial University | 126 |
| Pajarillo, Generoso Gudelio — University of Northern Philippines | 25 |
| Palo, Annbritt — Luleå University of Technology | 104, 138 |
| Panther, Grace — Oregon State University | 71 |
| Paris, Britney — University of Calgary | 136 |
| Park, Bitnara Jasmine — American Institutes for Research | 52 |
| Park, Gladys — SOPHRON, Inc. | 12 |
| Park, Jin-Hee — Ajou University | 102, 105 |
| Park, Jiyeong — Pusan National University | 71 |
| Park, Juhee — Andong National University | 102 |
| Park, Moonyoung — Chinese University of Hong Kong | 115 |
| Park, Soyoung — Stanford University | 31 |
| Parker, Carol Hightower — Texas Southern University | 133 |
| Parker, Carolyn — Johns Hopkins University | 108 |
| Parker, Ruth — Mathematics Education Collaborative | 21, 145 |
| PaSchal, Jaimi — California State University, Bakersfield | 106 |
| Pata, Cody Pueo — Hālau Hula ‘O Ka Malama Mahilani | 97 |
| Paterson, Margo — Queen’s University | 126 |
| Patko, Agnes Anna — Kyoto University of Foreign Studies | 30 |
| Patton, Elliot — Kansai Gaidai University | 30 |
| Paul, Dave — University of Idaho | 108 |
| Paul, Pauline — University of Alberta | 59 |
| Pauluth-Penner, Trudy — University of Victoria | 79 |
| Pavlov, Vladimir — University of Wisconsin-River Falls | 36 |
| Pedrazzini, John — Queensland Curriculum and Assessment Authority | 131 |
| Peelle, Howard — University of Massachusetts | 88, 134 |
| Pella, Shannon — University of California, Davis | 54 |
| Pellerin, Martine — University of Alberta | 136 |
| Pellett, Heidi Henschel — Central Washington University | 20 |
| Pelosi, Michael — University of Maryland University College | 66, 134 |
| Pennybacker, Cameron — Diversity Assets | 139 |
| Peralta, Claudia — Boise State University | 64 |
| Perdue, Diana — University of Trinidad & Tobago | 43 |
| Peregonchuk, Sergei — National University of Samoa | 17 |
| Perez, Katherine — Saint Mary’s College of California | 7 |
| Perez, Mario Alexander — Kwansei Gakuin University | 125 |
| Pérez, Vilma Páez — University of Holguín | 46 |
| Perini, Michael — Virginia International University | 109 |
| Perkins, Jane — Johnson & Wales University | 62 |
| Perry, Beth — Athabasca University | 103 |
| Perry, Karin — Sam Houston State University | 129, 134 |
| Persiani, Kimberly — California State University, Los Angeles | 13, 30, 33 |
| Perzigian, Aaron — Western Washington University | 60, 103 |
| Peters, Joseph — Georgia College | 55 |
| Peterson, Adrian — University of San Francisco | 75 |
| Peterson, Patricia — Northern Arizona University | 13, 43 |
| Peterson, Paul — Harvard University | 40, 51 |
| Petryshen, Wyatt — University of Calgary | 84 |
| Peugh, James — Cincinnati Children’s Hospital Medical Center | 140 |
| Phalin, Amanda — University of Florida | 147 |
| Phillips, Beth — Florida State University | 107 |
| Piao, Xianmei — Seoul National University | 27 |
| Pidgeon, Michelle — Simon Fraser University | 81 |
| Pittman, Joyce — Drexel University | 95 |
| Pöder, Kaire — Estonian Business School | 80 |
| Pöder, Kaire — Tallinn University of Technology | 97 |
| Pompana, Yvonne — University of Manitoba | 32, 125 |
| Pong, Wenshen — San Francisco State University | 95 |
| Pong, Wenshen — San Francisco State University | 101 |
| Post, Linda — University of Wisconsin-Milwaukee | 52 |
| Potter, Jalene — Sam Houston State University | 150 |
| Potter, Robert Lance — Eastern Washington University | 34 |
| Poulsen, John — University of Lethbridge | 135 |
| Powell, Karan — American Public University System | 19, 44 |
| Prasertsin, Ujsara — Srinakharinwirot University | 39 |
| Prenn, Maureen — Minnesota State University, Mankato | 114 |

| | |
|--|--------------|
| Prepose-Forsen, Lauren — University of Hawai'i at Manoa | 144 |
| Preteroti, Tara — St. John Fisher College | 57, 86 |
| Prigmore, Elsbeth Pieper — Association of California Administrators (ACSA) | 18 |
| Prince, Debra — Mississippi State University | 95 |
| Prince, Michael — Bucknell University | 40, 136 |
| Priselac, Nancy — National Center for the Advancement of STEM Education (nCSE) | 135 |
| Priselac, Stephen — National Center for the Advancement of STEM Education (nCSE) | 135 |
| Profetto-McGrath, Joanne — University of Alberta | 59, 92 |
| Puddington, Rebekah — Maplebrook School | 23 |
| Pugliese, Nichole — AIM Academy | 90 |
| Pye, Emily — Memorial University | 104 |
| Pyle, Angela — University of Toronto | 14 |
| Pyzdrowski, Anthony — California University of Pennsylvania | 135 |
| Pyzdrowski, Laura — West Virginia University | 135 |
| Qi, Suwei — University of Hawaii at Manoa | 57 |
| Qu, Tiehua — Northeast Normal University | 118 |
| Queiroz e Melo, Rodrigo — Portuguese Catholic University | 93 |
| Queiroz e Melo, Rodrigo — Universidade Católica Portuguesa | 80 |
| Quezada, Robert — Corban University | 8 |
| Rackley, Eric — Brigham Young University-Hawaii | 123 |
| Rackley, Robin — Texas A&M University | 148 |
| Ramon, Edgar — Roma Independent School District | 109 |
| Ramsay, Lorna — University of British Columbia | 90 |
| Ramstad, Mette — Ostfold University College | 147 |
| Rani, Devika — University of Johannesburg | 135 |
| Rankin, Beth — Australian Catholic University | 48 |
| Ransdell, Marlo — Florida State University | 65, 73, 117 |
| Rapaido, Cynthia — University of San Francisco | 75 |
| Rapaido, Cynthia — University of San Francisco | 141 |
| Rapanut, Adelina — University of Northern Philippines | 25 |
| Ratanchamnong, Chutkeaw — Education for Humanity International | 105 |
| Ratliff, Candy — Texas Southern University | 133 |
| Ratliffe, Katherine — University of Hawaii at Manoa | 57 |
| Raufelder, Diana — University Greifswald | 69, 140, 151 |
| Rawlings, Deb — Flinders University | 39, 119 |
| Rawlinson, Diane — University of the Highlands and Islands | 44 |
| Ray, Nichole — University of Georgia | 17 |
| Raymond-Seniuk, Christy — MacEwan University | 92 |
| Raza, Mahjabeen — New York University | 57 |
| Reed, Kelsey — University of Alberta | 91 |
| Regnier, Robert — University of Saskatchewan | 128, 145 |
| Reid, Andrea — Spokane Community College | 124 |
| Reinke, Ashley — University of Wisconsin Oshkosh | 119 |
| Relon, Luzviminda — University of Northern Philippines | 41 |
| Renda-Tanali, Irmak — University of Maryland University College | 77 |
| Reveles, Ursula — Azusa Pacific University | 33 |
| Reynolds, Bronwyn — University of Tasmania | 149 |
| Reynolds, Cecilia — Memorial University of Newfoundland | 40 |
| Reynolds, Chantal — Oakland Natives Give Back Fund Inc. | 48 |
| Rhee, Kunyong — Daegu University | 23 |
| Ricci, Leila — California State University, Los Angeles | 13, 30, 33 |
| Riccio, Patricia — Drexel University | 10 |
| Richman, Laila — Towson University | 94 |
| Ridener, Barbara — Florida Atlantic University | 150 |
| Riedell, Kate — National Center for Research on Evaluation, Standards, & Student Testing | 12 |
| Riggs, Laurie — Cal Poly Pomona | 35 |
| Ritter, James — Francis Marion University | 67 |
| Roberts, Benjamin — Naval Postgraduate School | 56 |
| Roberts, Jasmine — Ohio State University | 38 |
| Roberts, Nathan — University of Louisiana at Lafayette | 62 |
| Roberts, Pat — AIM Academy | 90 |
| Robertson, Wayne — Western Washington University | 138 |
| Robinson, Don — University of Manitoba | 125 |
| Robinson, Leah — Wayne State University | 126 |
| Robinson, LeAnne — Western Washington University | 103 |
| Robinson, Stephanie — Loyola University New Orleans | 37, 43 |
| Robles-Goodwin, Patsy — Texas Wesleyan University | 32, 70 |

| | |
|---|----------|
| Rodriguez, Adrian — Luleå University of Technology | 104, 138 |
| Romance, Nancy — Florida Atlantic University | 116 |
| Rombs, Elvyra — Waseda University | 99 |
| Rosello, Anna Campmany — Hawaii Pacific University | 147 |
| Rosenzweig, Gary Lawrence — South San Francisco High School | 141 |
| Rossi, Ken — Hawaii Pacific University | 84 |
| Roth, Karen — University of Alaska Anchorage | 101 |
| Roudeix, Natacha — Conseil Scolaire Francophone de Colombie-Britannique | 136 |
| Rowe, Gladys — University of Manitoba | 32, 125 |
| Rowland, Allison — St. Lawrence University | 58 |
| Rowland, Lawrence — Hawaii Pacific University | 147 |
| Roy, Brittani — Arizona State University | 64 |
| Roy, Suparna — Queen's University | 14 |
| Ruberg, Laurie — West Virginia University | 10 |
| Rubin, Linda — Texas Woman's University | 28 |
| Rumrill, Phillip — Kent State University | 12, 74 |
| Russell, Gregg — Northwest Nazarene University | 41 |
| Rutherford, Sherrill — SRPT Education Consultants | 119, 144 |
| Rutledge, Kimberly — University of San Francisco | 102 |
| Sabree, Zakee — Ohio State University | 131 |
| Saeger, Karla — University of Wisconsin – Whitewater | 79 |
| Sahley, Christie — Purdue University | 66 |
| Sailors, Misty — University of Texas at San Antonio | 118 |
| Sakai, Aiichiro — Miyagigakuin Women's University | 105 |
| Sakai, Hiroyuki — Kyoto University | 30 |
| Sakamoto, Yoshie — Cyber University | 72 |
| Salas, Rachel — University of Nevada Reno | 54 |
| Salazar, Arlene — Texas State University/Alkek Library | 76 |
| Samruayruen, Buncha — Pibulsongkram Rajabhat University | 129 |
| Samson, Ghislain — Université du Québec à Trois-Rivières | 79 |
| Samson, Ivy Rose — De La Salle University | 149 |
| Samuta, Daniel Noah — Don Buck Primary - Cluster 5 RTLB | 64 |
| Sana, Faria — Athabasca University | 76 |
| Sanchez, Jafeth — University of Nevada, Reno | 59, 99 |
| Sanders, Caroline — Eastern Michigan University | 126 |
| Sanders, Jana — De Anza College | 30 |
| Sarwar, Ayesha — University of Central Punjab | 119 |
| Sasagawa, Yuuji — Kanagawa Institute of Technology | 73 |
| Sasse, Grant — University of Alaska Anchorage | 87 |
| Sato, Ryoko — Tsuda College | 136 |
| Saultz, Andrew — Miami University | 19 |
| Savara, Siddhartha — University of Hawai'i System | 148 |
| Saylor, Kent — Montreal Children's Hospital | 131 |
| Scafidi, Benjamin — Kennesaw State University | 19, 120 |
| Schertz, Linda — University of North Texas | 70 |
| Schmidt, Michèle — Simon Fraser University | 108 |
| Schnabel, Rose — OISE/University of Toronto | 117 |
| Schuchardt, Anita — University of Minnesota – Twin Cities | 131 |
| Schulte, Ann — Arizona State University | 24 |
| Schumacher, Jane — University of Phoenix | 97 |
| Scinta, Tony — Nevada State College | 112 |
| Scott, Brad — Webster University | 111 |
| Scott, Charles — Simon Fraser University | 108 |
| Scott, Michelle — St. Mary's University | 111 |
| Scribe, Chris — University of Saskatchewan | 111, 147 |
| Sears, Ruthmae — University of South Florida | 14, 35 |
| Sebetan, Ismail — National University | 29, 105 |
| Seidman, Edward — New York University | 57 |
| Seitz, Hilary — University of Alaska Anchorage | 101 |
| Seitz, Paolina — St. Mary's University | 94 |
| Seixas, Idilia Alves — Hawaii Pacific University | 147 |
| Seki-Wong, Jennifer — University Laboratory School | 89 |
| Selitto, George — Iona College | 124 |
| Semple, Lisa — Mount Royal University | 111 |
| Seo, Eun-mi — Howon University | 8 |
| Seo, Minhee — Korea Institute for Curriculum and Evaluation | 57 |
| Sewell, Glenn — National University | 12, 125 |

| | |
|---|----------------------|
| Shahbazi, Zohreh — University of Toronto Scarborough..... | 25 |
| Shakeel, M. Danish — University of Arkansas..... | 86 |
| Sharififard, Sonya — Pepperdine University..... | 110 |
| Shaw, Denise — Central Washington University..... | 20 |
| Shear, Benjamin — Stanford University..... | 31 |
| Sheared, Vanessa — University of the Pacific..... | 17 |
| Shears, Olivia — Arroyo Middle School..... | 73 |
| Shepherd, Carol — National University..... | 16 |
| Sherrow, Tammy — Mount Royal University..... | 113, 132 |
| Shi, Qingmin — Nevada State College..... | 112, 132 |
| Shibui, Susumu — National Institution for Academic Degrees and Quality Enhancement of Higher Education..... | 119, 148 |
| Shim, Kew-Cheol — Kongju National University..... | 29 |
| Shimizu, Hisayo — Hiroshima University..... | 29 |
| Shimizu, Kenji — Shinshu University..... | 29 |
| Shimomura, Fuyu — Kobe College..... | 11 |
| Shin, Young-Joon — Gyeongin National University of Education..... | 29 |
| Shin, Youngjun — Gyeongin National University of Education..... | 81 |
| Shingles, Stan — Central Michigan University..... | 44 |
| Shinogaya, Keita — Nihon University..... | 71 |
| Shippen, Peggy — Auburn University..... | 140 |
| Shiramatsu, Satoshi — Ehime University..... | 47, 54, 80 |
| Shirey, Deborah — University of Arkansas..... | 126 |
| Shiroma, Kiana — University of Hawai'i at Mānoa..... | 25, 148 |
| Shizuko, Omote — Kanazawa University..... | 30 |
| Shoji, Koichiro — Science Park Co. Ltd..... | 65 |
| Shore, Margaret Ellen — Sekolahku-MySchool..... | 70 |
| Shores, Melanie — University of Alabama Birmingham..... | 32 |
| Showalter, Stephen — Northern Arizona University..... | 13, 43 |
| Shreve, Marilou — University of Arkansas..... | 126 |
| Shryock, Kristi — Texas A&M University..... | 68 |
| Shuler, Stephanie — University of Toronto..... | 64 |
| Shum, Connie — Pittsburg State University..... | 50 |
| Siegel, Nate — Bucknell University..... | 136 |
| Siller, Patricia — University of Houston..... | 33, 61, 87, 127, 139 |
| Silva, Alexander Rincon — Center of Science & Technology of Antioquia..... | 24 |
| Silva, Benjamin Aaron — University of Pennsylvania..... | 62 |
| Simas, Samuel — University of Rhode Island..... | 90 |
| Simmons, Shannon — Corban University..... | 8 |
| Sinclair, Christina — Stephen F. Austin State University..... | 63, 113 |
| Skiles, Betty — University Laboratory School..... | 89 |
| Skryzpek, LesLaw — University of South Florida..... | 14 |
| Sloan, Janet — Toronto District School Board..... | 32 |
| Slomp, David — University of Lethbridge..... | 66 |
| Smeraldo, Kait — Bucknell University..... | 136 |
| Smith, Bethany — North Carolina State University..... | 59 |
| Smith, Brian — Minnesota State University Moorhead..... | 128 |
| Smith, Matthew — Tennessee Tech University..... | 10 |
| Smith, Mychelle Hadley — Weber State University..... | 89 |
| Smith, Shonta — Southeast Missouri State University..... | 85 |
| Smrekar, Claire — Vanderbilt University..... | 60 |
| Sockbeson, Rebecca — University of Alberta..... | 91 |
| Son, Julie — University of Idaho..... | 62, 108 |
| Song, Gahyung — Seoul National University..... | 27 |
| Song, MyungHyun — Chungnam National University..... | 71 |
| SooHoo, Suzanne — Chapman University..... | 85 |
| Sowder, Mary — Utah Valley University..... | 121 |
| Spagnoli, Frédérique — Université de Franche-Comté..... | 46 |
| Spence, Doreen — United Nations Working Group on Indigenous Populations..... | 111 |
| Spencer, Catherine — California State University- San Bernadino..... | 35 |
| Spies, Tracy — University of Nevada Las Vegas..... | 47 |
| Spies, Tracy — University of Nevada, Las Vegas..... | 96, 134 |
| Spybrook, Jessaca — Western Michigan University..... | 17 |
| St. Cyr-Williams, Alyssa — LaBelle Elementary School..... | 121 |
| Stanley, Theresa — Pima Community College..... | 59 |
| Starobin, Jean — University of Florida..... | 77, 147 |
| Starr, Rochelle — University of Alberta..... | 91 |
| States, John..... | 39 |

| | |
|--|----------|
| Stauss, Kim — University of Arkansas..... | 42 |
| Steffen, Cherry — Washburn University | 121 |
| Stein, Paul — National University | 29 |
| Steinberg, Sheila Lakshmi — Brandman University..... | 18 |
| Stephenson, Sally — Frostburg State University | 114 |
| Sterenber, Gladys — Mount Royal University..... | 61, 87 |
| Stetsenko, Elena — University of Minnesota..... | 36 |
| Stevens, Joseph — University of Oregon..... | 24 |
| Stevenson, Brandi — University of Glasgow..... | 102 |
| Stewart, Julie — Xavier University..... | 19, 84 |
| Stewart, Michael — Human Resources Director | 50 |
| Stewart, Suzanne — University of Toronto | 52, 78 |
| Stillwell, Belinda — California State University, Northridge..... | 76 |
| Stinnett, Melissa — Western Illinois University..... | 7 |
| Stockbridge, Kevin — Chapman University | 22, 85 |
| Stockton, Jamie — DePauw University | 72 |
| Stohlmann, Micah — University of Nevada, Las Vegas..... | 53, 124 |
| Stone, Jami — Black Hills State University..... | 35 |
| St-Pierre, Marjolaine — Université du Québec à Montréal | 59 |
| Strattman, Kathy — Wichita State University | 69 |
| Streagle, Karren — Idaho State University | 93 |
| Strieker, Toni — Kennesaw State University..... | 121 |
| Strom, April — Scottsdale Community College..... | 124, 146 |
| Strom, Kathryn — California State University, East Bay | 21 |
| Stryker, James — Holy Names University..... | 65 |
| Stryker, Susan — University of San Francisco | 65, 75 |
| Stylianou, Michalis — University of Queensland..... | 117 |
| Su, Bude — California State University Monterey Bay..... | 108 |
| Sude, Yujie — University of Arkansas | 40, 113 |
| Sugimura, Hiroshi — Kanagawa Institute of Technology..... | 73 |
| Sullivan, Sam — Sam Houston State University | 80 |
| Sung, Kenzo — Rowan University | 62 |
| Supino, Franco — University of Applied Sciences and Arts Northwestern Switzerland..... | 146 |
| Sutton-Brown-Fox, Camille — Kennesaw State University | 90 |
| Suzuki, Kano — Fukushima University..... | 80 |
| Swanson, Mark — Kwansei Gakuin University..... | 104, 138 |
| Sytsma, Cindy — National University | 118 |
| Szabo Hart, Joanna — Mount Royal University | 16, 114 |
| Szubko, Weronika — University of Lodz | 46 |
| Tabei, Yusuke — University of Tsukuba..... | 143 |
| Tadesse-Bell, Michael — University of San Francisco..... | 11 |
| Taft, Alyssa — University of Rhode Island | 52, 90 |
| Tagalicod, Rayna — University of Hawaii at Manoa | 106 |
| Taggart, Amanda — California State University, Bakersfield | 73 |
| Tagupa, Francine Dudoit — Waikiki Health..... | 111 |
| Takahashi, George — Purdue University..... | 99 |
| Takahashi, Nozomi — National Institution for Academic Degrees and Quality Enhancement of Higher Education..... | 119, 148 |
| Takahashi, Thihiro — Health Promotion Department of Mishima City | 104 |
| Takahashi, Yusuke — Kyoto University..... | 33 |
| Takefuji, Yoshiyasu — Keio University | 65 |
| Takeguchi, Koji — Naruto University of Education | 14 |
| Taki, Seiko — Chiba Institute of Technology..... | 134 |
| Takiveikata, Sereima — Fiji National University | 65 |
| Tamashiro, Roy — Webster University | 111, 145 |
| Tanabe, Yoko — University College London..... | 78 |
| Tanaka, Hiroaki — Kindai University | 70 |
| Tang, Polly Liyen — Kwansei Gakuin University..... | 36, 129 |
| Tani, Seiji — Tokoha University | 39 |
| Tanimura, Midori — Kyoto University of Foreign Studies | 30 |
| Taoka, Chiaki — Kobe College | 11 |
| Tashiro, Lynn — Sacramento State..... | 81 |
| Tateishi, Shinji — National Institute for Educational Policy Research..... | 31 |
| Tatman, Justin — University of Miami..... | 76 |
| Taylor, Amber Mackenzie — University of San Francisco | 133 |
| Taylor, Elizabeth — University of Alberta | 25, 50 |
| Taylor, Sarah — University of North Texas | 118 |
| Tekippe, Stephanie — Wartburg College..... | 102 |

| | |
|---|-----------------|
| TeKippe, Stephanie — Wartburg College..... | 9, 47 |
| Templeton, Emerald — University of San Francisco..... | 39 |
| Teodoro, Manuel — Texas A&M University..... | 86 |
| Terras, Katherine — University of North Dakota..... | 69 |
| Teshigawara, Yoshimi — Tokyo Denki University..... | 73 |
| Thanki, Sandip — Nevada State College..... | 112, 132 |
| The, Kwok-Siong — San Francisco State University..... | 101 |
| Thindal, Jin — Simon Fraser University..... | 61 |
| Thoman, Dustin — San Diego State University..... | 142 |
| Thomas, Jennifer — St. Lawrence University..... | 58 |
| Thomas, Michael — Claremont Graduate University..... | 81, 93, 99, 137 |
| Thompson, Amber — University of Houston..... | 61, 87, 127 |
| Thompson, Kevin — University of Houston..... | 139 |
| Thompson, Ruthanne — University of North Texas..... | 118 |
| Thornburg, Amy — Queens University of Charlotte..... | 100 |
| Thornburg, Cynthia — Portland Community College..... | 96 |
| Thornton, Bill — University of Nevada, Reno..... | 59 |
| Thornton, Jay — Stephen F. Austin State University..... | 63, 113 |
| Thul, Matthew — University of Portland..... | 97 |
| Tidd, Marc Alfred — University of Notre Dame..... | 46 |
| Todo, Shino — Fukushima University..... | 80 |
| Toews, Jeffrey — University of Manitoba..... | 49 |
| Tolbert, Denise — National University..... | 105 |
| Tomioka, Hiroko — Soka University..... | 33 |
| Toncheff, Mona — Scottsdale Community College..... | 146 |
| Toohy, David — Nagoya University..... | 24 |
| Torres, Chris — Michigan State University..... | 45, 60 |
| Torrez, Cheryl — University of New Mexico..... | 66 |
| Tracey, Danielle — Western Sydney University..... | 144 |
| Trahan, Mitzi — University of Louisiana at Lafayette..... | 56, 77, 97 |
| Traynor-Nilsen, Patricia — National University..... | 95 |
| Trifiro, Anthony — Arizona State University..... | 87, 150 |
| Tripp, L. Octavia — Auburn University..... | 73, 102 |
| Trivitt, Julie — University of Arkansas..... | 51, 86 |
| Troop, Meagan — University of Waterloo..... | 119 |
| Truitt, Tia Jackson — Georgia Institute of Technology..... | 74 |
| Tse, Shek Kam — University of Hong Kong..... | 123 |
| Tsubakimoto, Mio — Future University Hakodate..... | 31 |
| Tsuchiya, Mitsuko — Health Promotion Department of Mishima City..... | 104 |
| Tsuji, Yasuhiko — Open University of Japan..... | 30 |
| Tsuyama, Kaoru — Nippon Sport Science University..... | 106 |
| Tuchman, Sivan — University of Arkansas..... | 51 |
| Tucker, Amy — Thompson Rivers University..... | 143 |
| Turner Cortez, Carlos — San Diego Community College District..... | 11 |
| Turner, Jeff — University of Calgary..... | 12 |
| Turpin, Daniel — Université Laval..... | 101 |
| Tye, Natalie — University of Central Missouri..... | 118 |
| Tyler, Clifford — National University..... | 112 |
| Uenichi, Kazuhiro — Kagawa Nutrition University..... | 70 |
| Ukita, Sakiko — Nippon Sport Science University..... | 106 |
| Urasaka, Junko — Doshisha University..... | 95 |
| Usinger, Janet — University of Nevada, Reno..... | 59 |
| Valant, Jon — Tulane University..... | 51 |
| Valerie, Lynda — Central Connecticut State University..... | 81 |
| Valle-Riestra, Diana — Florida International University..... | 93, 104, 138 |
| Van Leeuwen, Alex — Xavier University..... | 19, 84 |
| Van Pelt, Deani — Fraser Institute..... | 45 |
| Vanbaelen, Ruth — University of Tsukuba..... | 88, 123 |
| Vang, Maiyoua — California State University, Sacramento..... | 10 |
| Vanham, Jaimie — Chamberlain School..... | 66 |
| Vasudevan, Lalitha — Columbia University..... | 37 |
| Verdell, Angela — Mississippi State University..... | 95 |
| Vermette, Sylvain — Université du Québec à Trois-Rivières..... | 68 |
| Vibulpatanavong, Kanokporn — Srinakharinwirot University..... | 48 |
| Vicich, James — Scottsdale Community College..... | 67 |
| Vieira, Bruna Gabriela Augusto Marçal — University of California at Santa Barbara and Universidade Estadual Paulista..... | 138 |
| Vigeant, Margot — Bucknell University..... | 40, 136 |

| | |
|--|-------------|
| Villar, Jeremy — Pepperdine University | 140 |
| Vinson, John — University of Washington..... | 44 |
| Viruru, Radhika — Texas A&M University | 148 |
| Vitale, Michael — East Carolina University..... | 116 |
| Votava, Kristen — University of North Dakota | 143 |
| Wagener, Albin — Université de Nantes | 46 |
| Wake, Donna — University of Central Arkansas | 133 |
| Walker, Erica — Columbia University | 7, 37 |
| Walker, Pamela — President of ArtsNow | 135 |
| Walker, Sharryn — Central Washington University | 117 |
| Walker, Teresa — Central Washington University | 117 |
| Wang, Hongyu — Oklahoma State University | 55 |
| Wang, Jia — National Center for Research on Evaluation, Standards, & Student Testing | 12 |
| Wang, Lih-Ching — Cleveland State University | 98 |
| Ward, Cheryl — Simon Fraser University | 122 |
| Wardle, Elizabeth Ann — Counselor Educator | 94 |
| Ware, Terrell — Washington State University..... | 136 |
| Watanabe, Yuki — Tokyo Institute of Technology | 31, 80 |
| Watson, Angela — University of Arkansas | 86, 122 |
| Webb, Kelley — George Mason University..... | 54 |
| Weber, Alan — Weill Cornell Medicine in Qatar | 35, 110 |
| Weddington, Crystal — Central Washington University | 20 |
| Wedin, Helen — Northern Michigan University | 39 |
| Wedlock, Brad — University of Louisiana at Lafayette | 56, 64, 97 |
| Weegar, Mary Anne — National University | 68 |
| Weigel, Peter — University of Applied Sciences and Arts Northwestern Switzerland..... | 146 |
| Weimar, Holly — Sam Houston State University..... | 134 |
| Weiner, Jennie — University of Connecticut..... | 60 |
| Wentworth, Laura — California Education Partners..... | 31 |
| Werito, Vincent — University of New Mexico..... | 78 |
| Weymiller, Audrey — University of Arkansas | 126 |
| Whannell, Robert — University of New England..... | 131 |
| White, Cameron — University of Houston | 44 |
| White, Cheryl — Wayne State University | 126 |
| White, Glen — Kent State University | 74 |
| White, Glen — University of Kansas | 12 |
| White, Vemitra — Mississippi State University | 95 |
| Wiebe, Simon — University of Calgary | 84 |
| Wiedman, Tracy — Tokyo International University..... | 102 |
| Williams, A. Dee — California State University, Los Angeles | 13, 30 |
| Williams, Helen Easterling — Pepperdine University | 16 |
| Williams, Nadia — Cobb County School District..... | 96, 115 |
| Williams, York — West Chester University | 127 |
| Williamson, J. — Corban University | 8 |
| Wilson, Allison — Eastern Washington University | 29, 34 |
| Winlock, Steve — Sacramento County Office of Education | 125 |
| Winn, Pam — Tarleton State University | 55 |
| Wirt, Lesley — North Carolina State University | 59 |
| Witte, John — University of Wisconsin-Madison..... | 45 |
| Wolf, Patrick — University of Arkansas..... | 40, 51, 113 |
| Womack, Virginia Booth — Purdue University..... | 74 |
| Wong, Christina — San Francisco Unified School District..... | 31 |
| Wong-Ratcliff, Monica — Texas A&M University-Kingsville | 13 |
| Wood, Shaunda — St. Thomas University..... | 53 |
| Woodruff, Earl — OISE/University of Toronto..... | 117 |
| Wotherspoon, Barbara Mills — University of Saskatchewan | 13 |
| Wouts, Adrian John — University of Calgary | 22 |
| Wright, Marcia — Kennesaw State University | 121 |
| Wright, Maria — Bakersfield College | 106 |
| Wright, Michael — University of Calgary | 17 |
| Wright, Thomas — University of New Orleans..... | 36, 109 |
| Wright, Whitney Renee — Virginia Tech..... | 150 |
| WroSch, Nadia — Weber State University | 143 |
| Wulff, Tino — University Greifswald | 69 |
| Wycoff, Kirby — Worcester State University | 10 |
| Xia, Yan — University of Nebraska, Lincoln | 97 |
| Xiao, Ziang — University of Illinois | 100 |

| | |
|---|----------|
| Xu, Tingting — Stephen F. Austin State University | 63, 113 |
| Xu, Yifeng — Shanghai Psylife Consulting Company | 53 |
| Xu, Ying — California State University-Los Angeles | 33 |
| Xu, Zhenhua — OISE/University of Toronto | 117 |
| Xue, Shan — University of Tsukuba | 137 |
| Yagi, Tadashi — Doshisha University | 95 |
| Yaluma, Chris — Ohio State University | 19 |
| Yamany, Nisreen — Kent State University | 27 |
| Yamasaki, Megumi — Soka University | 33 |
| Yamashita, Hideaki — Tokyo Metropolitan University | 31 |
| Yamauchi, Darlene — Toyo University | 24 |
| Yang, Yingxiu — Northeast Normal University | 79 |
| Yao, Olivia Lou Agudon — De La Salle University | 83 |
| Yao, Richard — Nevada State College | 112 |
| Yarn, Kenyatta — San Jose State University | 57 |
| Yasuda, Raymond — Soka University | 148 |
| Yasuta, Takako — University of Aizu | 75 |
| Yeager, Deborah — Brock University | 123 |
| Yeung, Shirley — Hang Seng Management College | 111 |
| Yip, Jean — Organization for Economic Cooperation and Development | 67 |
| Yoon, Gabjung — Daegu Haany University | 30 |
| Yoon, Soojin — Sejeong University | 102 |
| Yoshimoto, Yuko — Kyoto Prefectural University | 70 |
| Young, Justin — Eastern Washington University | 124 |
| Yu, Chen-Hsiang — Wentworth Institute of Technology | 16 |
| Yu, Hyeonho — Arizona State University | 117 |
| Yun, Mira — Wentworth Institute of Technology | 16 |
| Yunju, Seong — Seoul National University of Education | 25 |
| Zbaida, Steve — Satellite Academy High School | 15 |
| Zelenka, Valerie — Fort Hays State University | 141, 142 |
| Zhang, Dake — Rutgers University | 74 |
| Zhang, Lin — University of Tsukuba | 137 |
| Zhang, Zhilixiang — University of Tsukuba | 137 |
| Zhao, Yuanyuan — Shanghai Psylife Consulting Company | 53 |
| Zhou, Yisu — University of Macau | 107, 140 |
| Zurn-Birchimer, Suzanne — Saint Joseph's College | 66 |

