

# Welcome to the Nineteenth Annual Hawaii International Conference on Education



## Aloha!

We welcome you to the Nineteenth Annual Hawaii International Conference on Education. For nearly two decades, 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.

2020 turned out to be quite a year, but we knew that we had to keep the conference going, even when we thought we might not be able to. Pivoting to a virtual platform was no small task, however, we feel we've made as good of a transition as we could have.

Thank you for joining the 2021 Virtual Hawaii International Conference on Education!

The 20<sup>th</sup> Annual (IN-PERSON) Hawaii International Conference on Education is scheduled for January 3 – 6, 2022 at the Hilton Waikaloa Village Beach Resort, in Waikaloa, Hawaii (Big Island of Hawaii). Please check our website in early February for more details!

<http://www.hiceducation.org>

Email: [education@hiceducation.org](mailto:education@hiceducation.org)

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

## **Format of Presentations:**

**Virtual Paper** sessions will last 30 minutes in total (including time for questions and answers).

**Virtual Roundtable** sessions will last 30 minutes in total (including time for questions and answers).

**Virtual Workshop** presenters will be given a full 90 minute session.

**Virtual Panel** sessions will last 90 minutes and it is the presenters' choice how that time is split between panelists.

## **Zoom Presentation Details:**

If you are a presenter, the following steps will make your presentation go smoothly:

-Download the Zoom Client for Meetings on your computer, or laptop. Download directly from Zoom [here](#).

-Though it is possible to make a presentation with your tablet or smartphone via the Zoom App, we HIGHLY RECOMMEND using the desktop client on your computer or laptop... especially if you are new to Zoom.

-Test your webcam and microphone to make sure they are both in working order.

-Be sure you are in a quiet area free of outside noises or distractions when making your presentation.

Presentations will **begin and end automatically and on time (times listed are in Hawaiian Standard Time)**. Please be prepared and ready at your scheduled time, keeping in mind any time difference. At your presentation time, simply click the link listed with your presentation in the pages below and you will be brought into the session. **Note** that if you enter the session before the exact "start time" the system will only activate the session at the scheduled time.

Most presenters will likely use PowerPoint or Keynote to make presentations. This is easily accomplished by using the Share Screen function in the meeting controls after your session has started. Participants will then see your entire screen as if they were sitting at your computer. Once your screen is shared, simply start your slideshow as you normally would. For full details on sharing screens and other content directly on Zoom, click [here](#). (Recommended for those unfamiliar with using Zoom)

# To Enter Any Session, Click the Link at the Scheduled Time. Keep in mind that times listed are in **Hawaiian Standard Time.**

---

**Time:** 8:00 - 8:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Distance Education

## ***Best Practices in Creation of Discussion Board Assignments***

<https://us02web.zoom.us/j/87833215189?pwd=bWFjV2NheVVialptNUlDcW9nMVFEUT09>

There is much research and debate on how faculty can use discussion board assignments as formative assessments in online classes. This paper will aim to gather best practices for discussion board assignments, and provide practical, implementable ideas on how faculty can create the most valuable discussion board assignments in online classes.

Portolese, Laura — Central Washington University  
Bonner, Julie — Central Washington University  
Braunstein, Lori — Central Washington University  
White, Nathan — Central Washington University  
Mundy, Mary — Hampton University

---

**Time:** 8:00 - 8:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Educational Technology

## ***Gaming Instructional Materials for Promoting Metacognitive Skills in Interpersonal Problem-solving***

<https://us02web.zoom.us/j/82927935538?pwd=RXFuTzVPaW9wRG51cU92SVdhTmh0UT09>

In this study, problem-solving skills in interpersonal conflict situations of university students are defined as interpersonal problem-solving skills. We redesigned the human relations curriculum to develop general problem-solving and metacognitive abilities. The purpose of this study was to develop gaming instructional materials for teaching that promotes metacognitive skills in interpersonal problem-solving, practice using the materials, and examine their educational effects.

Okada, Yoshiko — Shibaura Institute of Technology  
Matsuda, Toshiki — Tokyo Institute of Technology

---

**Time:** 8:00 - 8:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Secondary Education

## ***Which is More Important in Information Study Curricula: Computational Thinking or Digital Citizenship?***

<https://us02web.zoom.us/j/83021908579?pwd=SGJRWGVtMjkwOXpmSm1YQloyK0Nsdz09>

In this paper, I discuss the importance of backward design in the Information Study curriculum from Period of Integrated Studies based on practice in teacher promotion programs. The curriculum that I proposed fosters the ability to critically study the use of ICT and information systems in society and propose alternatives through specific examples of using information systems for solving SDG-related problems.

Matsuda, Toshiki — Tokyo Institute of Technology

---

**Time:** 8:00 - 8:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Higher Education

## ***Lessons Learned: Teaching during a Pandemic***

<https://us02web.zoom.us/j/81166890903?pwd=RElEaXNJWHp0UERYeElzNE0yTG1kdz09>

During the coronavirus pandemic, three instructors at a regional, four-year institution used the HyFlex Model of instruction to facilitate learning within their courses. Each instructor utilized the model in different manners, but learned many valuable lessons related to teaching during a pandemic. Three of the lessons include access to appropriate technology, time associated with planning for the unique model of instruction, and the important role online instruction plays in instruction.

Dueñas, Gil — Auburn University Montgomery  
Klash, Erin — Auburn University Montgomery  
Bowden, Shelly — Auburn University Montgomery

---

**Time:** 8:00 - 8:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Elementary Education - Round Table

***Elementary School Online Teaching Strategies during COVID-19 Pandemic***

<https://us02web.zoom.us/j/88674273667?pwd=cDFPcHo4a1Y5WWFsV01QdUdPdXFsdz09>

Elementary schools have closed worldwide due to the COVID-19 pandemic already for the second time this year. During the first lockdown, in March 2020, teachers were trying to use different methods and develop strategies and ways of e-learning. As we expected the second lockdown in autumn 2020, the educational institutes have prepared for another online teaching period very well. We have established good practices during the first lockdown and developed some guidelines, which are given in this discussion.

Brezovnik, Anja — University of Ljubljana

---

**Time:** 8:00 - 9:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Teacher Education - Workshop

***Creating Socially, Emotionally, and Culturally Responsive Classroom Environments***

<https://us02web.zoom.us/j/85785014608?pwd=WnZLbGd6SHhyYnVsZlBseFdwTlNVUT09>

This workshop will be an interactive session, designed to engage participants in activities and discussions on establishing sociocultural norms for communication in classrooms. We will explore how norms influence classroom behaviors, perceptions, and expectations. The session will include practical application and strategies for developing social and emotional skills and safety in culturally diverse environments.

Smith, Tina — Anne Arundel Community College

---

**Time:** 8:00 - 9:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** STEM Education - Workshop

***Creative Virtual Partnerships for Bridging the Gap in STEM Education during a Global Pandemic***

<https://us02web.zoom.us/j/86125783095?pwd=b0rOWWFneUxuT05ZcnlwdHhOZGFCDz09>

This exciting session will showcase innovative virtual efforts taking place in north Louisiana at Louisiana Tech University with stakeholders from industry, education, and government focused on improving the STEM, PK-Workforce life-long learning opportunities in collaboration with partners at LA GEARUP, Coursera, and Discovery Education.

Keith-Vincent, Lindsey — Louisiana Tech University

Schillinger, Don — Louisiana Tech University

Cobb, Tireka — Louisiana Board of Regents

Thompson, Susanne — Discovery Education

Lippe, Nathan — Coursera

Lafargue, David — Louisiana Board of Regents

---

**Time:** 8:30 - 9:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Distance Education

***Student Perceptions of Open Source Materials in Online Courses***

<https://us02web.zoom.us/j/81737716543?pwd=OnVxRi9EUUNBNDF3VW5aczdzc1FjOT09>

Because extensive content is available online for free, this paper will examine student perceptions in using free content in online courses versus the use of textbooks in online courses.

Portolese, Laura — Central Washington University

Bonner, Julie — Central Washington University

Braunstein, Lori — Central Washington University

White, Nathan — Central Washington University

Mundy, Mary — Hampton University

---

**Time:** 8:30 - 9:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Special Education

***Preparing Special Education Teachers and Faculty to Educate Culturally and Linguistically Diverse Students with Disabilities: CREATE, ASSET, and LEADERS***

<https://us02web.zoom.us/j/83674146579?pwd=SWJVdU5DUmgwbE9pUy9GZkExVndvZz09>

Session describes highlights of three culturally linguistically diverse special education personnel preparation programs: Culturally Responsive Exceptional-educators Advancing through Teacher Education (CREATE), Advancing Special-education Services through Excellence in Teaching (ASSET), and Leaders in Education Advancing Diversity, Exceptional-education, Research, and Service (LEADERS). Participants learn challenges, solutions, and successes students encountered in their journeys through these field-based and distance education programs on the border of the U.S. and Mexico at bachelors, masters, and doctoral levels.

Peterson, Patricia — Northern Arizona University

---

**Time:** 8:30 - 9:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Early Childhood Education

***Creating and Providing Books for Young Children***

<https://us02web.zoom.us/j/89798066408?pwd=ckt2cFZjTTloM2VBO3g0UzAzSlg5dz09>

In a joint position statement released in 2009, the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) stressed the importance of print literacy at the earliest of ages. This includes exposure to books from the time children are babies through the third grade (NAEYC & IRA, 2009). This presentation will describe a grant funded project that is working towards providing reading material to young children and their families.

Oh-Young, Conrad — California State University, Dominguez Hills

Stacy, Jen — California State University, Dominguez Hills

Chiappe, Jenny — California State University, Dominguez Hills

Mellblom-Nishioka, Caron — California State University, Dominguez Hills

Buchter, Jennifer — Eastern Illinois University

Beard, Kelli — California State University, Dominguez Hills

---

**Time:** 8:30 - 9:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** STEM Education

***Cybersecurity for Social Media: Teaching Caution and Vigilance***

<https://us02web.zoom.us/j/85045958059?pwd=bEkwazFxNXgzK1FYaUVuUE5ZWEVjUT09>

The session considers educating social media users about a number of cybersecurity concerns, especially given the widespread use of social media by most of the world, in particular student users. Actions such as two-factor authentication, understanding of user agreements, knowledge of international regulatory provisions, and judicious caution over postings are important considerations. A basic education on cybersecurity is easily accomplished with an appropriate educational approach.

Badger, Adam — Georgia Institute of Technology

---

**Time:** 9:00 - 9:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Reading Education

***Does Making Mothers Literate Improve Their Little One's Health? Evidence from India***

<https://us02web.zoom.us/j/82090854088?pwd=NHJGL2szTm43TlI2MENxVmtwVHNPQT09>

This paper studies the impact of a large-scale literacy program in India that aimed to increase literacy among women. I exploit literacy rate cutoff at district levels using data from a large representative household surveys of reproductive-aged women. By adopting a difference-in-discontinuity design, I find that children born to mothers residing in treated districts are associated with significantly higher anthropometric z-scores. I also find that probability of having low birth weight decreases as well.

Kaur, Opinder — University of California, Riverside

---

**Time:** 9:00 - 9:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Health Education

***Prioritizing Youth Lives and Community Needs: High School Sexual and Reproductive Health Education and Services Reimagined***

<https://us02web.zoom.us/j/87508633875?pwd=TFVpYjhOMGZRMVErdzNSZVl1aVVZUT09>

Now more than ever, youth sexual health education services and rights are under considerable pressure as schools moved to remote instruction. Access to healthcare and information are limited as sexual health education continues to receive minimal attention from policymakers and educators. Before schools closed, this work centered high school sexual health education and youth experiences in schools. Now expanded, this work considers a community-based model to sexual health, prioritizing minoritized youth voices and youth workers.

Sperling, Jenny — University of California, Santa Barbara

---

**Time:** 9:00 - 9:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Elementary Education

***Inspiring Teacher Candidate through Global Service Learning***

<https://us02web.zoom.us/j/86262240033?pwd=UjFZM3JMc3hENGc0RII5ekx4U1hvQT09>

The presentation will report on a case study of a global service learning project where teacher candidates explored H2O for Life, an organization that educates, engages and inspires candidates to learn about the water crisis around the world. Participants are encouraged to become global citizens through taking action while solving problems. The study investigated the impact of the project and how participation translated into action and/or change of behaviors.

Thomas, Vicki — Stephen F Austin State University

Byker, Erik — University of North Carolina Charlotte

---

**Time:** 9:00 - 9:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Special Education

***An Inquiry Into the Consistency Between the Theoretical Assumptions of Self-determination Theory and the Cultural Assumptions of Saudi Arabian Educators***

<https://us02web.zoom.us/j/89271843157?pwd=bkZrRlpmbjRwbXJ2eVJMTJBSjdCOT09>

The proposal will examine the extent to which the cultural assumptions regarding a popular educational theory from the United States for promoting students' engagement and learning aligns with the cultural assumptions of Saudi educators and implications of this alignment (or lack thereof) on the adoption of this theory and its practices. A case study methodology will be conducted to answer the research questions of this proposal. (66 words)

Alansari, Rawiya — University of North Carolian at Greensboro

Miller, Samuel — University of North Carolian at Greensboro

---

**Time:** 9:30 - 10:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Distance Education - Round Table

***Teaching Strategies During a Pandemic: Presence, Engagement, & Flexibility***

<https://us02web.zoom.us/j/86857153817?pwd=cWxkN0pRTTRzb2E0WGRZSHI6aWc0OT09>

This round table discussion will focus on strategies previously and currently being used to assist learners during the Covid-19 pandemic. Special attention will be placed on best practices for online presence, connection and engagement through technology, and adopting a flexible worldview when delivering education within online learning platforms. Come join this robust discussion as we navigate these unprecedented times in distance education.

Mayes, Felice — Chicago School of Professional Psychology

McGrath, Breeda — Chicago School of Professional Psychology

---

**Time:** 9:30 - 10:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Counselor Education

***Promoting Well-Being Amongst African-Canadian Males of Jamaican Descent in Post-Secondary Settings***

<https://us02web.zoom.us/j/89009908883?pwd=OVOrSWNEc3NMU1gyYWtVZl1k2ZE45dz09>

What types of counseling interventions need to be implemented to successfully meet the needs of African-Canadian male students of Jamaican descent in post-secondary settings? An interactive discussion including video vignettes will outline this case study in progress, which investigates how the research, practice and theory of Clemmont E Vontress' Black masculinities and traditional healing can be utilized to examine from a resilience-based perspective the positive characteristics that African Canadian males bring to counseling that contribute to therapeutic change.

Grey, Carla Adele — University of Toronto

---

**Time:** 9:30 - 10:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** ESL/TESL

***Handle with CAIRE: How to Keep TESL Students Learning in Distance Learning Settings***

<https://us02web.zoom.us/j/87122169499?pwd=b0h1dTVuWC9CUS9zZDBTSG1pK053UT09>

In early 2020 the Covid crisis caused worldwide safety and health issues resulting in colleges and universities mandating most-to-all courses to immediately transition from face-to-face to virtual and online distance learning settings. Research confirms that context impacts student success in course completion. Unfortunately, online and distant learners drop out more frequently than students in on-ground settings. How can we, on-line instructors, create engaging context to keep retention high? Handle with CAIRE. Apply our successful framework.

Brock, Patricia Ann — Pace University

Doi, Saori — University of Hawai'i at Mānoa

---

**Time:** 9:30 - 10:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Special Education

***Outdoor Sensory Classrooms for Students With and Without Disabilities***

<https://us02web.zoom.us/j/89390736048?pwd=Unpja3cxQnhmK0ZyZXM2WlNLMGJIUT09>

This is a review of current literature and best practices regarding the creation of outdoor sensory classrooms in K-12 schools. In addition, the benefits for students with and without disabilities are discussed, with attention given to screen time, sensory perception differences, kinesthetic learning, experiential education, and health issues among youth in the U.S.

O'Connor, Michael — University of Arkansas-Fort Smith

---

**Time:** 9:30 - 11:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Higher Education - Workshop

***PAUSE: A Tool for Academic Writing Feedback***

<https://us02web.zoom.us/j/87951915882?pwd=L0IwR3JsOXQwNXBkNDVsa3BHV2hCOT09>

University subject matter experts in online education are required to provide robust writing feedback; however, not all subject matter experts have taken courses in andragogy or teaching methods. This workshop presents an acronym that can be used to help subject matter experts provide writing feedback for students that is positive, at once, understandable, specific, and encouraging. Participants will engage in creating cached feedback to use based on writing samples.

Robinson, Jennifer — University of Arizona Global Campus

---

**Time:** 9:30 - 11:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Teacher Education - Workshop

***Teaching STEMSS (STEM + Social Studies) using Multiple Modalities: Looking at Teacher Professional Development, K-12 Teaching Success Stories, and Family Engagement to Support Diverse Learners during Covid.***

<https://us02web.zoom.us/j/86587416747?pwd=b1JXU0xveTKZ2FXcUp0Sm9LWjNZUT09>

A 5-year project in supporting teachers of language learners (TLLs) teach STEMSS (STEM+Social Studies) Education has adapted and modified to support TLLs as classroom modalities have changed due to Covid. STEMSS lessons, online modules, and family engagement events will be shared in addition to research gathered on the program's impact on TLLs' knowledge, use of strategies, and self-efficacy in supporting ELs in the classroom.

Guerrero, Karen — Arizona State University

Jimenez-Silva, Margarita — University of California, Davis

---

**Time:** 9:30 - 11:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Curriculum, Research and Development - Workshop

***Global Teaching Competencies Partnership: Converging Instructional Technology Critical Intercultural Pedagogy and Educational Policy in Teacher Education***

<https://us02web.zoom.us/j/85743835326?pwd=ZWVnTDaxOTFINlgwQ3RmSUg0TDJnOT09>

This workshop engages participants in a journey to explore an emerging unified cultural-convergence framework to support global teaching competencies. The research based Global Teach Connection (GTC) initiative is funded by Title VI federal funding in a collaborative partnership between two universities. Since 2015 the project explored and developed curriculum strategies to develop teachers global teaching competency skills. The result is a framework for converging instructional for designing inclusive pedagogy in teacher education and development.

Pittman, Joyce — Drexel University

---

**Time:** 10:00 - 10:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Early Childhood Education - Round Table

***How Children with Disabilities Use Technology to Develop Relationships***

<https://us02web.zoom.us/j/83096731150?pwd=c211MU9yRmRMSkhUS2ZWeFNmOFZjUT09>

During this discussion, participants will watch "Microsoft: We All Win [1:00]", the commercial that inspired research on how children with disabilities use technology to develop relationship. Preschool children use a variety of assistive technology (AT) to engage with peers and teachers. Examples of AT include game pieces with knobs, which is a form of low-tech AT, and computer apps that can be used in early intervention, which is considered high-tech AT.

Walker, Karen — Northwestern State University

Hebert, Dustin — Louisiana Tech

---

**Time:** 10:00 - 10:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Business Education

***Experiential Learning in the Classroom: The Effectiveness of Using A Leadership/Team Dynamics Simulation in Online and Seated Classes - Phase II (final)***

<https://us02web.zoom.us/j/84618426479?pwd=T1o2bWI3eHJHMIA5dHlzaAzWDdDOT09>

This is the final iteration of a multi-phase project addressing graduate leadership education. Initially, we created a role-play exercise within an LMS. In phase II we investigated how experiential learning may improve student learning of leadership and teamwork skills using a simulation in both seated and online classes. The simulation used was Harvard Business School's "Leadership and Team Simulation: Everest". Data collected included self-perception of learning, team performance, leader ratings, team dynamics and participant reflections.

Rossi, Ken — Hawaii Pacific University

Gibson, Lindsey — University of Utah

Britten, Ashley — Hawaii Pacific University

---

**Time:** 10:00 - 10:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** ESL/TESL

***Effects of a Positive Self-Efficacious Speaking Activity for Beginning Level English Learners: From the Classroom to Online***  
<https://us02web.zoom.us/j/89565178366?pwd=VlhaSmNvakk3RIJoTjJIQlNqMmtndz09>

This paper reviews the implementation of an information exchange activity for beginning EFL learners at a Japanese women's junior college that had originally been planned for the classroom but was transplanted to an online activity. Both successes and caveats are discussed.  
Edwards, Michael — Jissen Women's Junior College

---

**Time:** 10:00 - 10:30 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** STEM Education

***Factors Influencing the STEM Identity of Black Middle School Girls Attending an Independent School***

<https://us02web.zoom.us/j/81399350392?pwd=RVlCMzV3WXJTOUE2V3BweIzJbEJxOT09>

Black women sit at the intersection of two, informing stereotypes: race and gender, a juncture creating difficulties along their STEM-career journeys. The underrepresentation of Black women in STEM becomes a social justice issue and a societal challenge rooted in early academic experiences. Through a lens of the independent school environment, this study explores how Black middle school girls attending an independent school situate their learning environment through a theoretical perspective of racialized discourse of self-motivation.  
Stimpson, Jennifer — US House of Representatives

---

**Time:** 10:30 - 11:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Health Education

***Cannabinoid Hyperemesis: The Next Hidden Danger to our Students***

<https://us02web.zoom.us/j/82074103250?pwd=TE9BT25mZmFaT1p2aklQNitsZXpPOT09>

As recreational marijuana use is increasingly becoming legal across the United States, the likelihood of our students using marijuana is also increasing. A rare and little-known syndrome associated with marijuana use will likely increase within our student population. Cannabinoid Hyperemesis Syndrome (CHS) can be a debilitating syndrome that will likely keep those students affected out of school for an extended period of time.

Wofford, Donald — Alliant International University  
Fisher, Steve — Alliant International University  
Cochrane, Stephen — Alliant International University

---

**Time:** 10:30 - 11:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Cross-disciplinary areas of Education

***Freshwater Geechees, Saltwater Geechees, and Other Gullahs: Africanisms and Acculturation Beyond the Gullah-Geechee Cultural Heritage Corridor***

<https://us02web.zoom.us/j/86214190920?pwd=ZksxbW55RE9UV2pMRmN3ZnRST0Q3UT09>

This paper examines Africanisms and the process of acculturation beyond the Gullah Geechee Cultural Heritage Corridor with special reference to Georgia. It argues that the Gullah Geechee cultural heritage extends beyond 50 miles from the Atlantic Ocean in Georgia and that Black migration patterns in the state of Georgia played a major role in the spread of the Gullah Geechee cultural heritage.

Cromartie, J. Vern — Contra Costa College

---

**Time:** 10:30 - 11:00 AM (HST) / **Monday** - 1/4/2021  
**Session Topic:** ESL/TESL

***Developing a conceptual framework: Issues in Chinese EFL high school language assessments***

<https://us02web.zoom.us/j/86798757677?pwd=bnIxZS8wZFdMTncrMTRsbUhJQ0xudz09>

Recommendations for educators and implications for future research are provided.

Saito, Lorine Erika — Pacific Academy/Pepperdine University  
Wang, Yifan — Pepperdine University  
Liao, Yuxuan — Pepperdine University



---

**Time:** 10:30 - 11:00 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** STEM Education

***Promoting Diversity in Elementary Science Education***

<https://us02web.zoom.us/j/88058794392?pwd=MHIvV0ZhUjdTOHZvYk5jdFI5c3JVOT09>

The purpose of this panel discussion is for participants to consider the various critical elements of diversity in science education. The lead discussant will briefly outline the primary concerns with science as the status quo and discuss the range of pragmatic solutions. The discussion will focus on a collaborative-type approach to uncovering hidden biases and roadblocks to ultimately encourage science participation for all.

Szyjka, Sebastian — Western Illinois University

---

**Time:** 11:00 - 11:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Counselor Education - Round Table

***Gender Nonbinary: Allowances for Parents***

<https://us02web.zoom.us/j/81096358359?pwd=bE1SM1Fqb2xsU1ZlSEFwNTBvZ2VHUT09>

This qualitative research focused on persons who identify as gender nonbinary, Hispanic/Latinx. Findings presented center on allowances for parents regarding acceptance. The diverse data from the participants are offered to guide counselor educators as they train future generations of counselors.

Crofts, Gene — University of New Mexico

Keim, Jeanmarie — University of New Mexico

---

**Time:** 11:00 - 11:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Curriculum, Research and Development

***Curriculum in an International Context***

<https://us02web.zoom.us/j/88485479703?pwd=Sjcw0hRZVAvMmtTdkNDRzNjTDJSdz09>

This session is a commentary on the value of curriculum in an international context. It analyzes the importance of incorporating pedagogy with a relational emphasis, creating stronger cultural sensitivity, international awareness, and overall more effective global communication skills. It concludes by exploring salient features of successful educators in a diverse world.

Dean, Prem — National University

---

**Time:** 11:00 - 11:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** Educational Foundations

***Building Trust: Reflections of School Principals Working with Students, Parents, and Teachers in an Intensive Language Training Center in Beijing***

<https://us02web.zoom.us/j/86257208566?pwd=SFNCZFY4aXRTVkJ1RkxvTIU2NUJEdz09>

The study explores the role of school program leaders on how to build trust with teachers, students, and parents and to investigate the cultural issues in creating a supportive learning environment in school. The study will employ a qualitative research design through personal experience, observation, and communication with students, parents, and teachers from 2012 to 2019 in Beijing

Zhang, Wei — Western Michigan University

Koshmanova, Tetyana — Western Michigan University

---

**Time:** 11:00 - 11:30 AM (HST) / **Monday** - 1/4/2021

**Session Topic:** STEM Education

***Remote Learning Laboratory for Food Science and Engineering***

<https://us02web.zoom.us/j/88176870659?pwd=S043L0pKWfVdVkhzT0J5R1RWSFBjdz09>

A previously face-to-face course and laboratory on Applied Food Science and Engineering was adapted for remote learning. The presentation will focus particularly on how the laboratory elements of the course were translated for remote instruction.

Vigeant, Margot — Bucknell University

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Monday** - 1/4/2021

**Session Topic:** Distance Education - Panel

***Students Well-being in a Distance Multimodal Education Setting, According to Teachers Chosen Instructional Design and Methods***

<https://us02web.zoom.us/j/82642880422?pwd=WGIEUnZpRkthRIINNnRCamE4K3h3OT09>

As most universities around the world are facing the sudden necessity to implement distance learning due to the COVID-19 pandemic, in the Early Childhood Education Certification Program, students are experiencing a variety of instructional designs, and teaching methods. This presentation will report from an ongoing study on the well-being of university students, according to the various modalities chosen by teachers for delivering online courses.

Goulet, Nathalie — University of Quebec in Montreal

Boily, Manon — University of Quebec in Montreal

Dobrica, Viorica — University of Montreal

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Monday** - 1/4/2021

**Session Topic:** Teacher Education - Workshop

***Sketchnotes: An Unexpected Tool for Learning***

<https://us02web.zoom.us/j/85614823310?pwd=SXcrOEZmeTd5d2Q0SDhibExFdW15UT09>

Sketchnoting is a process of adding visuals to notes in a systematic way to reinforce information and to push to think about the information in a new way.

This workshop will cover the research and give opportunities to practice the basics.

Skaggs, Paul — Brigham Young University

---

**Time:** 11:30:00 AM / **Monday** - 1/4/2021

**Session Topic:** Counselor Education - Round Table

***Counseling Training Clinics: COVID-19 Issues***

<https://us02web.zoom.us/j/84356210508?pwd=VGhtUjg0ZUlnL1BUZU03bWR5UXBsdz09>

The current pandemic is uncharted territory, impacting persons of every demographic. Mental health agencies have transitioned to telehealth. Multiple issues exist for counseling training clinics attempting telehealth versus face-to-face services. Creating COVID safe environments for clients, counselors-in-training and supervisors, live observation, and creating clinical records are all concerns that call for dynamic problem solving that adapts to changing pandemic environments.

Keim, Jeanmarie — University of New Mexico

Crofts, Gene — University of New Mexico

---

**Time:** 11:30:00 AM / **Monday** - 1/4/2021

**Session Topic:** Curriculum, Research and Development

***Effectiveness of interventions for non-offending caregivers of sexually abused children : A meta-analysis***

<https://us02web.zoom.us/j/83740862385?pwd=KOU4RE9UNWNnMWJtZmF3MFpWQmlEUT09>

The support provided by the non-offending caregiver (NOC) to the child victim of sexual abuse plays a major role in the recovery of the child. The results of this research confirm that many types of intervention offered to the NOC are beneficial for their adjustment (e.g emotional reactions, psychological distress, parent-child relationship, parenting practices, supportive responses), and suggest considering the diversity of needs specific to NOCs in the intervention in order to offer individualized support.

St-Amand, Annick — Université du Québec à Trois-Rivières, Canada

Servot, Sabrina — Université du Québec à Trois-Rivières, Canada

Pearson, Jessica — Université du Québec à Trois-Rivières, Canada

Bussières, Eve-Line — Université du Québec à Trois-Rivières, Canada

---

**Time:** 11:30:00 AM / **Monday** - 1/4/2021

**Session Topic:** Health Education

***Supporting Positive Youth Development and Improved Health Outcomes in Marginalized Communities***

<https://us02web.zoom.us/j/86757071000?pwd=VINCMDRPekYvNUR1OVNXMmKxT3lhdz09>

To support positive outcomes among Latino youth living in low-income central coast communities in California, CalFresh Healthy Living, UC developed the 4-H Student Nutrition Advisory Council (SNAC Club) program. SNAC Clubs are offered afterschool to 5th and 6th graders. SNAC is year-long with weekly, one-hour meetings supervised by UC staff. Positive outcomes were reported for leadership and health behaviors. In four of the five schools, youth co-created healthier school site changes reaching over 2600 youth.

Klisch, Shannon — University of California Cooperative Extension in San Luis Obispo and Santa Barbara Counties

Soule, Katherine — University of California Cooperative Extension in San Luis Obispo and Santa Barbara Counties

---

**Time:** 11:30:00 AM / **Monday** - 1/4/2021  
**Session Topic:** STEM Education

***De Villiers' Five Roles of Proof: How Using Them Can Improve How We Teach Proofs in High School Mathematics***

<https://us02web.zoom.us/j/87651653369?pwd=bExCZ2twWlgxMVVSQnNXSGdPOWlLdz09>

This session will be a discussion on de Villiers' five roles of proof in mathematics and their use in introducing proofs to students. The session will start with an overview of what the five roles of proof are and will highlight the importance and benefits of teaching proofs. The session will also emphasize instructional techniques that middle and secondary mathematics teachers can use to incorporate proofs and show students their applications within mathematics.

Wiest, David — Indiana University of Pennsylvania

---

**Time:** 12:00 - 12:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Educational Administration - Round Table

***Examining the Relationship between Instruction Expenditures and Public High School Completion in Hawai'i***

<https://us02web.zoom.us/j/86028706890?pwd=NGRlQUdOWXZYOUFFSXJLUnpjibENZUT09>

The conducted research attempted to gauge instruction cost-effectiveness towards high school completion in all the public school districts in Hawai'i. Hence, this presentation will highlight and share its econometric findings of whether instruction expenditures positively contributed to public high school completion.

Ng, Larson — University of Hawai'i at Mānoa

---

**Time:** 12:00 - 12:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Curriculum, Research and Development

***Educate multidisciplinary teams working with child maltreatment victims: the contribution of an integrated information system***

<https://us02web.zoom.us/j/89755399794?pwd=ZjBEBG42dEVNVThLLzN3OUx6Qk9lUT09>

Assessment and care of abused children requires the multidisciplinary collaboration of multiple sectors. Because the success of those interventions requires evaluation and research activities, but especially the integration of available data and expertise, which the existing databases systems scarcely enable, a team of multi-agency representatives and maltreatment experts developed an innovative information system that meets operation, evaluation and research needs with integrated, compatible and continuous clinical-administrative data. Its potential advances in terms of knowledge and practices are discussed.

St-Amand, Annick — Université du Québec à Trois-Rivières, Canada

Servot, Sabrina — Université du Québec à Trois-Rivières, Canada

---

**Time:** 12:00 - 12:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Higher Education

***The Relationship between Department Chairs' Leadership Styles and Faculty Members' Job Satisfaction in a Public University at Saudi Arabia***

<https://us02web.zoom.us/j/88539422948?pwd=TENvSlRqeXdPcjYrMElJRS9zeFQwOT09>

This quantitative study explored the leadership styles of the department chairs in a public university at Saudi Arabia as perceived by the full-time faculty members. This exploration was used to examine the relationship between leadership styles and faculty's overall job satisfaction, and to determine to what extent these leadership styles predicted the faculty's overall job satisfaction.

Alsunaydi, Reem — University of the Incarnate Word

---

**Time:** 12:00 - 12:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** STEM Education

***Students' Argumentation, Reasoning and Language Representation about Fractions: A Multidisciplinary Analysis***

<https://us02web.zoom.us/j/84028222975?pwd=RTJvelliSSy9vRXIvOC9Wd0xPdk1aOT09>

This paper describes an interdisciplinary approach to analyzing a highly interactive discussion of a class of fourth-grader students, as they engaged in reasoning and argumentation about the placement of fractions on a segment of a number line in the interval between 0 and 1. An adult facilitator supported the students' discussion. Analyses focused on both mathematical reasoning and language use. Students displayed both direct and analogical reasoning forms as they justified their solutions, while their language included metaphorical language, everyday language, academic language (mathematics register), and other semiotic representations (gesture, diagrams, and symbols for standard notation). We propose an approach to instruction and learning that identifies a central role for how the different facilitative discourse moves can support oral responses revealing students' mathematical understanding.

Wilkinson, Louise — Syracuse University

Maher, Carolyn — Rutgers University

Schmeelk, Suzanna — St. John's University

---

**Time:** 12:30 - 1:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Educational Psychology - Round Table

***Potential Benefits of Equine Assisted Learning on At-Risk Adolescents***

<https://us02web.zoom.us/j/81550749522?pwd=T0RZcUpReHlBL1c0VnNnWHdlQzdrdz09>

Stressors deriving from low socioeconomic status and/or traumatic childhood experiences are exacerbated by today's educational culture. Additionally, adverse childhood experiences (ACEs) and chronic stress exposure leads to a prevalence of risk factors in our nation's youth. Through the practical framework of equine assisted learning, theoretical framework guiding self-efficacy scholarship, and empirical framework of community based participatory research, this study seeks to mitigate risk factors for youth exposed to traumatic events and chronic stressors.

Davis, Lauren — Montana State University

Stanton, Christine Rogers — Montana State University

---

**Time:** 12:30 - 1:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Curriculum, Research and Development

***Course Design: Why Doing It Backwards Works!***

<https://us02web.zoom.us/j/83347048067?pwd=Rk9KTTMyVHl3ZVdvWFRTzM2b2E5QT09>

During this presentation, a detailed explanation of the backwards design process will be explored. Teacher educators will learn how to support their students in designing comprehensive and effective courses and curriculum, which will benefit the diverse needs of the learners in their own classrooms. Participants will leave the session with practical strategies that can be used immediately to develop comprehensive and effective courses and curriculum.

Zaur, Jennifer — University of Arizona Global Campus

Rief, Allison — University of Arizona Global Campus

Johnson, Amy — University of Arizona Global Campus

---

**Time:** 12:30 - 1:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Higher Education

***Rocking Up Digital Educational Methodology in Higher Education - Is Education 4.0 Here?***

<https://us02web.zoom.us/j/84259633481?pwd=NjdKZ3FzNEdaOTR3NVJGOU1tc2hGdz09>

This paper aims to review and address methodology questions of digital education – it outlines some pre-COVID-19 practices and strives to survey academics' experiences of emergency remote teaching. Along with the "time-space-group" three dimensional model of distance learning a slightly modified "time-workload-anxiety" 3D matrix of digital education is introduced and considered from the lecturers' perspective. Changes are reviewed and researched through purposive qualitative research to investigate how university lecturers view the changes in the methodology.

Beke, Judit — Global Institute for Lifelong Empowerment

Tick, Andrea — Óbuda University

Fustos, Janos — Metropolitan State University of Denver

---

**Time:** 12:30 - 1:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Teacher Education

***De/Colonization via a Direct Contact with Nature***

<https://us02web.zoom.us/j/86962296006?pwd=MEE2L3ZhRG1qdDJpb3pDRWIRODFZZz09>

The author, a professor education and owner of a sanctuary where a family of creatures, four footed and winged, live harmoniously in gardens and fields has used this setting as a hands-on learning opportunity and will present 3 case studies of teacher education as de/colonization devoted to the land in the context of truth and reconciliation.

Mamchur, Carolyn — Simon Fraser University

---

**Time:** 12:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Educational Administration - Workshop

***School Principals as Instructional Leaders***

<https://us02web.zoom.us/j/84053115767?pwd=ZEdGOmhCU3VGZlY3TWF1eksvbWpXdz09>

School principals have a myriad of competing priorities serving students, staff, parents, and community. Yet, school principals must remember that the primary goal of principal is to support effective teaching and powerful student learning. School principals have to be "Leaders as Learners" in leading their schools as professional learning community.

Oh, Suzie — Educational Consultant

---

**Time:** 1:00 - 1:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Educational Technology - Round Table

***Using Telepresence Robots to Improve Attendance in PreK-20 Education***

<https://us02web.zoom.us/j/84227497398?pwd=a1Y1VUt3ZHhaKzhwdWVMMkE5SFhzZz09>

Attendance is a problem at all levels, from early childhood education to hybrid courses at the doctoral level. However, the use of telepresence robots may be a solution if the learner is available, yet unable to physically be present in the room. Let's discuss how telepresence robots are being used at the University of South Dakota and the University of Nevada, Reno, as well as how these robots are making their way into K-12 education.

De Jong, David — University of South Dakota  
Sanchez, Jafeth — University of Nevada-Reno

---

**Time:** 1:00 - 1:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Distance Education

***Current Pedagogical Approaches to Developing Advanced Oral Communicative Competence***

<https://us02web.zoom.us/j/86769608777?pwd=Yk1CNDlWWS94SWVWbC9tdmtOUElVOT09>

This presentation will discuss current pedagogical approaches to developing advanced oral communicative competence. The presentation will make the case that the most effective way to teach listening is to engage language learners in a combination of bottom-up and top-down listening tasks. It will also make the case that in order to develop high speaking ability, language learners need to be engaged in meaningful communicative learning tasks that focus on fluency, accuracy, appropriacy, and authenticity.

Cervatiuc, Andreea — University of British Columbia

---

**Time:** 1:00 - 1:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Cross-disciplinary areas of Education

***Plurilingualism, STEAM and chocolate as an intercultural approach to learning: An integrative curricular design in an elementary school in Japan***

<https://us02web.zoom.us/j/89479895514?pwd=OGNCWkjhWWhTT0VlQk9JSFhkcE90QT09>

In the highly monolingualized context of Japan, this paper presents a collaborative curricular design in an elementary school to develop intercultural awareness and transferable skills. This educational project, based on team teaching, focused on a science of chocolate, incorporating language learning, and interdisciplinary knowledge. This plurilingual CLIL/KLIL (Content/Knowledge and Language Integrated Learning) approach targeted two classes working together (5 and 9th graders). Analyses of multimodal data collection provides implications for curriculum design and teacher training.

Oyama, Mayo — Ritsumeikan University  
Moore, Danièle — Simon Fraser University  
Pearce, Daniel Roy — Kyoto Notre Dame University  
Kitano, Yuki — Satsuki Gakuen Elementary School

---

**Time:** 1:00 - 1:30 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Teacher Education

***Calming the Waters: Perceptions of Teacher Induction and Retention Practices***

<https://us02web.zoom.us/j/85295493341?pwd=dkJMcFVSTFVAcUx0c2NVVnBLTks4Zz09>

Our phenomenological study will employ grounded theory to analyze educational professionals' reflective writings to expand insights regarding why teachers are leaving the field, examine responsibilities and supports provided to new teachers, and determine what supports would be most beneficial for retention. Insights gained from this study will help integrate knowledge into preparation programs, alleviate the research to practice gap, and empower education professionals to be agents of change for improved teacher retention rates.

Barron-Albers, Michele — St. Cloud State University  
Christensen, Amy — St. Cloud State University

---

**Time:** 1:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Cross-disciplinary areas of Education

***The Pedagogical Use of American Popular Music in Post-WWII Japan***

<https://us02web.zoom.us/j/83191075697?pwd=d3ZWZlYwQWISL2lqKytYS2dDTnFoUT09>

This paper examines the ways in which the Japanese youth in post-war decades used American popular music as a pedagogical tool not only to learn English and American culture but also to express their sense of dissent and generational identity. Through an analysis of memoirs and published interviews of musicians and audiences as well as recordings and periodicals, this paper shows how young Japanese educated themselves through new foreign music.

Tachi, Mikiko — Chiba University

---

**Time:** 1:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Distance Education

***Why has COVID-19 Changed how we Change Face-to-Face Instruction to Online Instruction?***

<https://us02web.zoom.us/j/89626477136?pwd=VytiT1hSWmhKbnJBQmNpK3VQOTIYdz09>

THE COVID-19 pandemic has changed how education is delivered for the near future. The pandemic has caused lots of uproar especially among the face-to-face instructors that do not want to transition to online learning. The goal of this research is to look at the pandemic from the eyes of instructors and how this change could affect their teaching and their future employment.

Davis, Antoinette — Colorado State University-Global Campus

---

**Time:** 1:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Higher Education

***We Rise by Lifting Others: Virtual Mentoring in an Online University***

<https://us02web.zoom.us/j/82741022428?pwd=Vko4V2N3akNKaGN5UTZibzhnZXQ2dz09>

Through the evaluation process and performance, associate faculty are identified for additional support and mentoring from a full-time faculty member in a fully online university. This Paper Session will share the ideas one university is using to create a robust Virtual Mentoring program for new and struggling associate faculty members. The challenges and successes will be discussed along with the systems and processes that have been refined over three years.

Carpenter, Debbie — University of Arizona Global Campus

Maxwell, Denise — University of Arizona Global Campus

Olson-Stewart, Kelly — University of Arizona Global Campus

Robinson, Jennifer — University of Arizona Global Campus

---

**Time:** 1:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Teacher Education

***Goodbye, Teacher? Hello, Siri? Teacher Education in a Changing World***

<https://us02web.zoom.us/j/86080161212?pwd=Slc2SUwreXBka0o4cThGNkZSVXhaUT09>

The Covid Pandemic caused many social changes, especially to education. Suddenly schools closed their doors and immediately teachers were forced to transition to online and virtual settings. Most teachers were unprepared. Teacher education did not anticipate this sudden paradigm shift. Tech – not teachers -- took center stage. How should this new digital dominance be addressed? This session examines where we have been and where we should go from here in teacher education. Or enter Siri.

Brock, Patricia Ann — Pace University

---

**Time:** 1:30 - 2:00 PM (HST) / **Monday** - 1/4/2021  
**Session Topic:** Other Areas of Education

***The Situation and Issue of Online Class in Japan due to COVID-19***

<https://us02web.zoom.us/j/86470195741?pwd=YlhYa3RnVXNOa2g3TmpJcWQ5NTZFUT09>

COVID-19 has changed the world dramatically. A large number of universities are switching to online classes around the world. Online class is not popular in Japan. In this paper, I will introduce the online class by Cloud-based education support system during COVID-19 and view the current situation and issue of the online class using this system for the prolonged pandemic.

Hori, Mayumi — Chuo University

---

**Time:** 8:00 - 8:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Educational Psychology - Round Table

***Trauma-Informed Yoga: An Intervention for Mitigating ACEs in Rural Contexts***

<https://us02web.zoom.us/j/87425310376?pwd=M0REdlB3Q3dPVmdITzhCMU56eWgzUT09>

The aim of this research was to improve chronic stress-related behavioral/mental health outcomes for adolescents through the application of a school-based intervention of trauma-informed yoga exercises. Given the prevalence of suicide and mental health issues in rural contexts, this project was designed to help mitigate the impact of contributing factors by providing coping strategies for adolescents. This study sought to evaluate the implementation and efficacy of an innovative intervention promoting positive development in school-aged children.

Davis, Lauren — Montana State University  
Aylward, Alexandra — Montana State University  
Buchanan, Rebecca — Emory & Henry College

---

**Time:** 8:00 - 8:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Distance Education

***Promoting High Online Students' Participation in Asynchronous Courses***

<https://us02web.zoom.us/j/86582089810?pwd=OFhYnljVW1QZnd2N0R6dUNpM015UT09>

This presentation will discuss the types of online participation in which students can engage in asynchronous courses: Lurking, taking the notice board approach, or complete intellectual involvement on the discussion board. It will also analyze the metaphorical roles that online instructors can play: Sage on the stage, ghost, or facilitator. Finally, it will propose some principles for the effective organization and management of discussion forums, which can foster high online students' participation.

Cervatiuc, Andreea — University of British Columbia

---

**Time:** 8:00 - 8:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Coming Full Circle: A Theoretical Approach on How to Best Accommodate Women of Color in Diverse College Environments***

<https://us02web.zoom.us/j/87220204291?pwd=K3ZkRUpmMINWcU1KMFZkU1FDZVZGdz09>

Addressing and analyzing policy, leadership methods, and campus culture to approach how to best accommodate women of color in diverse college environments. The review will review components of programs on diverse campuses that are effective and make recommendations for future campus development and research using guiding theory presented.

Daniels, Ashlee — Prairie View A&M University

---

**Time:** 8:00 - 8:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Early Childhood Education

***ICT Utilization in Early Childhood Education and Care in Japan's Kindergarten Teacher Training Course: Examination of Classroom Content in "Education Methods/Techniques" and "Childcare Content Overview" Syllabi***

<https://us02web.zoom.us/j/86003359120?pwd=cnhUQ1I4Q0FrblhtaWtMYTBpRCsvZz09>

This study examined a kindergarten teacher training school that had implemented a syllabus corresponding to the "Core Curriculum for Teacher Training Course" compiled in 2017 by the Ministry of Education, Culture, Sports, Science and Technology and kindergarten environment in Japan.

Matsuyama, Yumiko — Shitennoji University  
Nakamura, Megumi — Kio University  
Hotta, Hiroshi — Sonoda Women's University

---

**Time:** 8:00 - 8:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Cross-disciplinary areas of Education

***Measuring Ecological Literacy and Developing a Curriculum to Conserve the Critically Endangered Mariana Crow***

<https://us02web.zoom.us/j/83475481477?pwd=VGdmTkp3NlZNSWxCVmNjbi90VlZ6UT09>

The Mariana Crow (*Corvus kubaryi*), locally known as Aga, is a critically endangered bird restricted to the island of Rota in the Mariana Islands. This project designed, implemented, and tested an Aga-centric ecological education curriculum with elementary school students on Rota. Results for this project indicate increased ecological knowledge and improved attitudes towards Aga, while also connecting local education and conservation efforts.

Cook, Emily — Prescott College  
Ormsby, Alison — Prescott College

---

**Time:** 8:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Cross-disciplinary areas of Education - Workshop

***Use a World Citizen Lens to Fight Racism and Make Diversity Positively Visible***

<https://us02web.zoom.us/j/85943048705?pwd=TmxsQ3RXNWFYU3STdocVgzY25xOT09>

Promote empathy, perspective-taking, and self-esteem in students by helping them see through a world citizen lens. Teach students to be critical about the information and images that we consume and share. Role model and encourage students to intentionally represent diversity in the information and images that we create and curate. We can be inclusive and fight racism better by broadening our worldviews. This presentation would be suitable for teachers of all grades and subjects.

Nicholson, Tamiko — Abbotsford Virtual School

---

**Time:** 8:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Elementary Education - Panel

***Elementary Teacher Preparation with a STEM Focus***

<https://us02web.zoom.us/j/89911034091?pwd=Wi9qNnZQZ3FpUmhkamxpUk1zTzIwdz09>

This presentation is the culmination of a 100Kin10 Project that explored the changes an elementary teacher preparation program would need to make in order to prepare elementary teachers who have a strong background in STEM content knowledge and pedagogical knowledge. We will present our document, the “Principles of Effective STEM Teaching for ALL Elementary Students.”

Stramel, Janet — Fort Hays State University

Uy, Fred — California State University

Davis, Kassie — CME Group Foundation

Pallett, Lisa — Notre Dame of Maryland University

Wambold, Kristina — Educational Service District 112

---

**Time:** 8:30 - 9:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Health Education - Round Table

***Not Neutral Ground: Discussing Access and Equity in Sex Education Policy in Louisiana***

<https://us02web.zoom.us/j/88627985597?pwd=bUNBWkJoTjRvRGNYMGhtbE8yS0owdz09>

Addressing the pressing need for required comprehensive and equitable sex education in Louisiana, this presentation will lay the groundwork for examining current state policy, the need for a new policy, and recommendations and best practices. This presentation will build on existing knowledge of the impact of current sex education policy and discuss implications for health education and policy reform.

Struloeff, Katrina — Drexel University

Sterin, Kimberly — Drexel University

---

**Time:** 8:30 - 9:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Distance Education

***Evaluating Student and Faculty Experience with Discussion Forum Redesign***

<https://us02web.zoom.us/j/84871696008?pwd=cHJ4ZGE0L2JXVkJSdURwOVZja0FMZz09>

In this session, we will explore a research study examining student and faculty perceptions and preferences of differing discussion forum formats. The research literature, methodology, findings, and future implications will be discussed.

Johnson, Amy — University of Arizona Global Campus

Simecek, Michelle — University of Arizona Global Campus

Aylward, Bryan — University of Arizona Global Campus

---

**Time:** 8:30 - 9:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***The Student Global Learning Experience: Best Practices for Using Reflection***

<https://us02web.zoom.us/j/85923529658?pwd=cVpiZFdZTFdjTVk5NUpaNXozN1NZOT09>

Incorporation of critical analysis and reflection are key components of experiential learning. Furthermore, reflection and self-awareness are key to developing cultural awareness required for a global experience. Reflection models by Eyler, Giles and Schmiede (1996) and Ash and Clayton (2009) will be described. A qualitative study examined the use of reflection, identifying best practices in preparing students for a global health experience. Results, analysis and summary of themes will be described, along with practical applications.

Dawson, Theresa — Pepperdine University



---

**Time:** 8:30 - 9:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***Legitimate Generators of Knowledge: Developing Teacher Identity through Participation in Underground-Undergraduate Research***

<https://us02web.zoom.us/j/89903964226?pwd=L3NheFZrS201T1ppOV15NkU0UWpDdz09>

Hamilton (2005) reminds us that traditional views of teaching have long held that “teachers are not researchers”. So, three faculty members joined with two undergraduate teacher education candidates to participate in a phenomenological collaborative self-study (Pinnegar & Hamilton, 2009) to examine how our experiences within undergraduate research informed our identities as educators. Data sources included; researcher journals, surveys, meeting notes, and focus group interviews. Data was analyzed using cyclical coding across all data sources (Saldaña, 2016).

Dismuke, Sherry — Boise State University  
Zenkert, AJ — Boise State University  
Beymer, Lisa — Boise State University  
Oberg, Claire — Boise State University  
Mori, Julianne — Boise State University

---

**Time:** 8:30 - 9:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Educational Psychology

***The Case for a Universal Positive Education Framework***

<https://us02web.zoom.us/j/83823070442?pwd=dG1wWU5tQWFIZlM0ZUxSbFhxV1dqUT09>

In this presentation, I will highlight the World Health Organization’s mental health statistics and the success of previous positive education programs with the intent of pushing for a uniform framework that can expand the research field of positive education and increase accessibility to mental well-being education for low income countries.

Maldonado, Ashleigh — Baylor University

---

**Time:** 9:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education - Round Table

***Racism, Diversity, and Inclusion Training: A Halted State of Progression Within Universities***

<https://us02web.zoom.us/j/85202891781?pwd=Z21xOjZjV21ROEl3bGJVcitqYyt6dz09>

This presentation will describe the benefits, historical context, and influence of Racism, Diversity, and Inclusion Training (RDIT) for faculty within universities; it will address the lack of such training within universities and argues the need for a greater commitment by administrators to diversity and inclusion within the collegiate environment.

Crenshaw, Andre — Pepperdine University  
Vigil, George — Pepperdine University  
Li, Jiangfeng — Pepperdine University

---

**Time:** 9:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Distance Education

***Attending an Inaugural Virtual Horticulture Conference: Experiences and Lessons Learned***

<https://us02web.zoom.us/j/88140983350?pwd=SDNvd2g4Zk9KZCtVZEElWklZdzR4Zz09>

The pandemic and concomitant need for social distancing has caused dramatic changes in the way we conduct events that are normally held face to face. Here, we share our experiences of attending a national horticulture conference virtually, from several viewpoints, and lessons learned. In short, if the virtual format of this annual horticulture conference is to be the new norm of how this conference is conducted, we will now be poised for future virtual conferences.

Kobayashi, Kent — University of Hawai’i at Mānoa  
Perez, Kauahi — University of Hawai’i at Mānoa

---

**Time:** 9:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Developing Career Decision Making Self Efficacy (CDMSE) Among First Year Seminar Students: An Unconventional Pathway to Retaining New Incoming Community College Students***

<https://us02web.zoom.us/j/83030986952?pwd=WEVqbDd6cFYwV1FuWS9vMExMRmO5Zz09>

This presentation will summarize a pilot research study conducted among new incoming community college students participating in a first year seminar course, Summer Bridge Program, at a large semi-urban community college in the Mid-Atlantic region of the U.S. The goal of the session is to share student insights for how their engagement helped them develop career decision making efficacy, and inform best practices for how to implement similar practices in other first year seminar contexts.

Garrison, Zenobia — Drexel University

---

**Time:** 9:00 - 9:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***Facilitating Hybrid Spaces: A Professional Development School Model***

<https://us02web.zoom.us/j/86256548249?pwd=U2NPK0w2bkd6WkF0bTZDQWVOMHR6dz09>

This paper investigates the role of two teacher educators in facilitating theory-practice hybrid spaces that impact the practices, theories, and relationships of teacher candidates. The study demonstrates how two university teacher educators are strategically attempting to connect academic and school-based practices to support teacher candidates' ability to develop effective practice.

O'Connor, Kevin — Mount Royal University  
Sternberg, Gladys — Mount Royal University

---

**Time:** 9:30 - 10:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education - Round Table

***An Exploration of the Historical Use of and Motivations Behind Trigger Warnings***

<https://us02web.zoom.us/j/81660038442?pwd=Tm9RTy9XeJNYcFptbmZXWHp3eElzdz09>

This discussion will center around the perceived necessity of trigger warnings and their potential implications for academic freedom within higher education. Participants will be challenged to consider the origins of the phrase, the harmfulness or benefits of these warnings, and the motivations for their use or disuse by teachers and students.

Maldonado, Ashleigh — Baylor University

---

**Time:** 9:30 - 10:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Distance Education

***Teaching Higher Education Faculty About the TEACH Act: Using Federal Copyright Law to Design Online Courses***

<https://us02web.zoom.us/j/82667740747?pwd=dFlvNXBWL0VTMEF0TWJzVlYxOVl5dz09>

The TEACH Act of 2002 was passed into American Federal law to give educators guidance for the use of copyrighted material in online courses. It gives broad leeway to a variety of uses and protects educators. This session will examine how this topic was taught to faculty at Western Illinois University and also cover some of the material that was highlighted in the workshop curriculum.

Lorenzen, Michael — Western Illinois University

---

**Time:** 9:30 - 10:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Associations Between Faculty and Student Self-Efficacy and Attitudes Toward Evidence-Informed Practice***

<https://us02web.zoom.us/j/86513645118?pwd=WUVEK1gwcFNmM1dGYkNEMjhjcXE4QT09>

This study aimed to examine the effects of faculty self-efficacy and attitude toward teaching evidence-informed practice (EIP) on student self-efficacy and attitude toward applying EIP at an integrative health sciences institution. The results demonstrated that faculty-student interactions were less important to student self-efficacy and attitude than EIP curricular elements and opportunities to practice EIP application.

Foster, Veronica — St. Olaf College  
Bernstein, Joshua — A.T. Still Univeristy

---

**Time:** 9:30 - 10:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***An AsianCrit Analysis of Fourth Japanese American Women: Education, Discrimination, and Perception***

<https://us02web.zoom.us/j/83207999173?pwd=RjhxMGNrSTBFdEt0NERDQW02cXlsZz09>

This presentation will highlight the responses from twenty fourth and fifth generation Japanese American women on topics that address society, family history, and current events. Results indicate that underrepresentation, perception of forever foreigner, model minority myth continue to persist. Recommendations for educators and implications are provided.

Saito, Lorine Erika — Pacific Academy/Pepperdine University

---

**Time:** 9:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Early Childhood Education - Workshop

***Calming the Triggered Brain: Using Brain State Awareness to Infuse Self-Regulation***

<https://us02web.zoom.us/j/81564422194?pwd=OFMvTllqMmk2bUJtcE4vYllUYVc2QT09>

Building on the concepts of The Triggered Brain session (though not a requirement for attendance), this interactive and informative session will provide hands on experiences to scaffold upon trauma informed insights specific to brain states and will highlight the important role of self-regulation for both the student and educator.

Brock, Tessa — Tessa Brock Consulting

---

**Time:** 9:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Counselor Education - Panel

***Code Switching 101: Cost and Benefits to Personal and Professional Identity Development***

<https://us02web.zoom.us/j/85962549100?pwd=RWQveU5va28xVEVqSFFHVE1NUsrUT09>

Code switching can lead to group acceptance or threaten one's authenticity and ability to fully integrate themselves into the environments in which they learn and work. This session will consist of a panel presentation in which women of color counselor educators openly discuss their personal experiences with code switching and the impact this phenomenon has had on their personal and professional identity development, career advancement, teaching, and research initiatives.

Crumb, Loni — East Carolina University  
Harris, Janeé R. Avent — East Carolina University  
Hammonds, Dominique — Appalachian State University  
Cartwright, Angie — University of North Texas  
Haskins, Natoya — The College of William and Mary  
Mingo, Taryne — University of North Carolina at Charlotte

---

**Time:** 10:00 - 10:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education - Round Table

***Collaborative Course Redesign: The Art & Science of Online Programming in Higher Education***

<https://us02web.zoom.us/j/83200948679?pwd=OXRKUG9UcXhPRMxaM2o4Y1U4RlBHUT09>

The rapidly changing higher education environment calls leaders to abandon historical practices of working in isolation. This presentation highlights a collaborative course redesign process utilizing course design teams (instructional designer, program director, content developer, media technologist, reference librarian) in order to ensure a student-centered, market-relevant, coherent curriculum. Attendees will be actively engaged in discussion, and a plethora of resources will be disseminated.

Reimer, Tracy — Bethel University  
Daniels, Jessica — Bethel University

---

**Time:** 10:00 - 10:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Distance Education

***Impact of Optional Synchronous Discussions on Learning and Engagement in Asynchronous Courses***

<https://us02web.zoom.us/j/89202037654?pwd=U11cWc5clRJVfZzMhGQ1pDS3hOUT09>

In this session, we will explore a research study where optional synchronous sessions were included in college courses in exchange for asynchronous discussion forum credit. The research literature, methodology, findings, and future implications and connections to NACE Competencies will be discussed.

Zaur, Jennifer — University of Arizona Global Campus  
Rief, Allison — University of Arizona Global Campus  
Johnson, Amy — University of Arizona Global Campus

---

**Time:** 10:00 - 10:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***The Intersection of Community Engagement and Contact Zones in Antiracist Pedagogy***

<https://us02web.zoom.us/j/86221653024?pwd=bFp1VnhWLzJqSVFNaVh2V3NaV0NuZz09>

Considering the intersection of reading, writing, and speaking in language varieties other than standard English as a construct in education my paper attests to the assumed illiteracy that follows students when their employment of African American Language (AAL) or African American Vernacular English (AAVE) in the university classroom is used and how non-standard communication becomes a stigmatization that reflects biased methods adopted in education curriculum leading to the subjugation of marginalized ethnicities.

Hixson, Karyn — University of Texas-San Antonio

---

**Time:** 10:00 - 10:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***Confronting Beliefs Through Experience and Reflection: Elementary Teacher Candidates Perceptions of Homeless Children and Their Families***

<https://us02web.zoom.us/j/89832521545?pwd=cTdjVUJYXQ2SVZVTWZXdTkwaZlE2Zz09>

This presentation will showcase how the perceptions about homelessness held by elementary education preservice teachers transformed after participating in an after-school, and summer literacy tutoring program at a city's homeless shelter for families. Data were collected for six semesters to measure the changes in preservice teachers' perceptions, attitudes, and beliefs about working with children and families experiencing homelessness.

Zelenka, Valerie — Fort Hays State University

---

**Time:** 10:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Indigenous Education - Round Table

***Hawai'i: The Illegitimate 50th State of the US***

<https://us02web.zoom.us/j/89533178868?pwd=TzYxYzF5bk9EN2gwmpwRDNBblJ0dz09>

Native Hawaiians have never been more aware of their history than ever. Recently discovered historical documents have conclusively provided evidence that its relationship with the US was not legal as everyone has thought to believe. With respect to Indigenous and 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

---

**Time:** 10:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Early Childhood Education

***Argument-Based Inquiry in Early Childhood Classrooms (4-8 years): A 3-Year Study of Teacher Transformation and Children's Science Learning***

<https://us02web.zoom.us/j/82857767207?pwd=YkJOUFhWWTBIMklyMIR6TC82bTEzZz09>

This presentation examines the effects of using an Argument-Based Inquiry (ABI) approach with young children (PreK-3rd grade). In addition to examining child level outcomes, key indicators of teachers' implementation of the approach were studied including the classroom environment conditions related to the use of language. By using the framework of learning about language, through using language as you live the language of science the research illuminated crucial language features that promote understanding of the science.

Norton-Meier, Lori — University of Northern Iowa

---

**Time:** 10:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Declining Responsible Fiscal Behavior in the American College Curriculum***

<https://us02web.zoom.us/j/85970043952?pwd=Ym9BYjl6L3RwWlJuOE4wbGxPZE9Fdz09>

The purpose of this presentation is to identify fiscally irresponsible behavior engaged in by current students and propose the critical question: Should fiscal responsibility and accountability be included in the current basic American education curricula?

Holt, Brett — University of Vermont

---

**Time:** 10:30 - 11:00 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***Universal Design for Learning (UDL) and Attention-Deficit Hyperactivity Disorder (ADHD): Unlocking the Capacity for Success***

<https://us02web.zoom.us/j/85016606279?pwd=NVB4dlo1ZWduN2xrRTllci9hREUrOT09>

This presentation will address effective classroom intervention strategies for students experiencing symptoms of ADHD, regardless of the severity and whether the student has a diagnosis of ADHD. These suggestions incorporate the Universal Design for Learning (UDL) framework. This framework does not limit interventions to specific learners or learning disabilities but provides a set of principles for curriculum development that gives all individuals equal opportunities to learn.

Zelenka, Valerie — Fort Hays State University

---

**Time:** 11:00 - 11:30 AM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Kinesiology & Leisure Science - Round Table

***Teaching Resistance Training and Fitness While Under COVID Restrictions***

<https://us02web.zoom.us/j/81244565186?pwd=eWFUcno3eU1YWW9KTmhvOk9Eb2U1Zz09>

The strictures of COVID-19 caused many exercisers to have to alter or even suspend their program of resistance training, especially if they were under the tutelage of a fitness instructor. The roundtable discussion will present a number of techniques by which a program of resistance training and fitness could be continued even under social distancing restrictions. Techniques by which fitness instructors could continue to provide instruction will be presented and discussed with participants.

Badger, Adam — Georgia Institute of Technology

Holt, Jerry — Florida A&M University

---

**Time:** 11:00 - 11:30 AM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Education Policy and Leadership

***Education Policy: Implications from the Limited Role of Mathematics in Our Curricula***

<https://us02web.zoom.us/j/82533944519?pwd=RFJoa1hDdTdwUVNyTEOrS2JDYTVZVd09>

The pertinent roles of the teachers of both mathematics and Modern Science in the general curricula of both secondary and tertiary education are presented: particularly to explain the insufficiency of this emphasis currently. Our understanding of the previously rather unwitting inclusion of Science and mathematics in these curricula is now shown to be justified, but with a biological foundation. Consequently, within curricula, educational as well as administrative correctives are provided.

Mihram, G. Arthur — Author/Consultant

Mihram, Danielle — University of Southern California

---

**Time:** 11:00 - 11:30 AM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Higher Education

***The Importance of Healthy Social Support for College Students***

<https://us02web.zoom.us/j/85324598953?pwd=SIU0VTVJT0NTcWdWS2JpNldMY0hEdz09>

In this session, we will examine research comparing goals and achievements of adult women before and after healthy support systems. Ideas for identifying the support systems of students, recognizing under-supported students, and bridging the gaps will be discussed.

Johnson, Amy — University of Arizona Global Campus

Zaur, Jennifer — University of Arizona Global Campus

Rief, Allison — University of Arizona Global Campus

---

**Time:** 11:00 - 11:30 AM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Teacher Education

***Connecting Academic and School-Based Practices Through a “Realistic” Approach to Teacher Education***

<https://us02web.zoom.us/j/82775123573?pwd=K01pMWFTWStlc0pnemx5bVA4aDJ0UT09>

This paper investigates the effects of our teacher education program designed to help our teacher candidates integrate theory and practice within a “realistic” approach to teacher education (Korthagen, 2001). Specifically, we were interested in the experiences of novice teachers who are graduates of a four-year teacher preparation program designed to link theory and practice.

O’Connor, Kevin — Mount Royal University

Stenberg, Gladys — Mount Royal University

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Educational Technology - Workshop

***Using Technology to Enhance Educational Fieldtrips***

<https://us02web.zoom.us/j/87673275102?pwd=ZlNnTW04Snc2OVhHcmhJZlITWnBzZz09>

To provide an innovative educational program which directly attract the interests of students of a new generation. Using key elements of technology such as drones, videos, and iPads to provide education through a different form of application of a scavenger hunt, to learn about BMPs (Best Management Practices), habitats, and pollution.

Binaff, Tanya — UF IFAS Extension St. Lucie County

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Indigenous Education - Panel

***Ojibway Language Retention for the New Generation***

<https://us02web.zoom.us/j/82037262385?pwd=N25XLOMrN05zQjM4eWlUkrRhM3RiZz09>

This presentation will discuss the creation of an Ojibway language retention program in a remote Northern Ontario (Canada) First Nations community. The program is designed to revitalize and reclaim the community's native language, while providing today's generation with a deeper understanding of their community, and connection to its history. We will discuss the reasoning behind the development of the curriculum, the development process, and the implementation plan for launching and expanding the program in an elementary school setting.

Sheffer, Toreigh — Learn Different

Hill, Mary — Eenchokay Birchstick School

Peters, Dean — Pikangikum Education Authority

Keeper, Samson — Eenchokay Birchstick School

---

**Time:** 11:30:00 AM / **Tuesday** - 1/5/2021

**Session Topic:** Secondary Education - Round Table

***Critical Literacy Discussions in the High School English Classroom***

<https://us02web.zoom.us/j/86933196153?pwd=MURBRXBfM2dETlhCNXZCNIZRSHdaOT09>

Text-centered student discussions help secondary students create meaning and analyze texts in a student-centered environment. This approach can be elevated by using critical literacy theory to facilitate discussions with texts that are often void of diverse voices and multicultural experiences. Asking students to analyze a text in order to examine underlying messages, identify missing voices, and construct their own understanding of the text are crucial skills for implementing culturally responsive teaching in the secondary classroom.

Bachmann, Abbey — University of Houston

Dokes, Rosa Mack — University of Houston

---

**Time:** 11:30:00 AM / **Tuesday** - 1/5/2021

**Session Topic:** Education Policy and Leadership

***Collective Bargaining: A Step in the Right Direction for the Teachers of North Carolina***

<https://us02web.zoom.us/j/81203688729?pwd=K0JLekM1d21QMUNGNjKTHpiRUxBdz09>

In 1959, North Carolina General Statute § 95-98 was created, which prohibited public sector employees from entering into collective bargaining agreements with their employers. This law presented a deficit to teachers since unions were created to promote fairness; democracy; economic opportunity; high-quality public education; healthcare and public services for students, families, and communities. Therefore, policy change is necessary to begin the process of providing appropriate compensation, among other benefits, to teachers in North Carolina.

Wright, Andrea — University of North Carolina at Charlotte

Smith, RaQuaam — University of North Carolina at Charlotte

---

**Time:** 11:30:00 AM / **Tuesday** - 1/5/2021

**Session Topic:** Higher Education

***Tomorrow is Yesterday—Transmuting a Tropical Crop Production Course Due to COVID-19***

<https://us02web.zoom.us/j/84239116528?pwd=dHFoVkpMRHdyQ3RleHF4WURRcDZxdz09>

TPSS 300 Tropical Production Systems, an undergraduate horticulture course, was modified from an in-person course to an online course due to COVID-19 during the Spring 2020 semester at the University of Hawaii at Manoa. The course became synchronous with one student in California and the rest of the students on the island of Oahu. Flipped classroom approach became the predominant method of teaching in this bring your own device (BYOD) course.

Kobayashi, Kent — University of Hawai'i at Mānoa

---

**Time:** 11:30:00 AM / **Tuesday** - 1/5/2021

**Session Topic:** Adult Education - Round Table

***Defining Older Adults in the International Journal of Lifelong Education***

<https://us02web.zoom.us/j/86946554493?pwd=RzJjVDIGSUNhSHZqV2IHyl4QUxEdz09>

We conducted a systematic literature review of empirical articles in the International Journal of Lifelong Learning (IJLE) to uncover the definition(s) of "older adult." We also looked at terms used to describe older adults. Older adults' ages ranged from 45-75. Researchers used four terms during the years of 2007-2019 to define older adults: 1) third age; 2) chronological age; 3) birth years, and 4) seniors. Based on our findings, we explore areas for further discussion and research.

Peña, Cindy — Texas State University—San Marcos

de Faria Santos, Humberto — Texas State University—San Marcos

Baumgartner, Lisa — Texas State University—San Marcos

---

**Time:** 12:00 - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Student Affairs - Round Table

***Supporting First-Gen Students Online: Exchanging Insight and Strategies for Student Success***

<https://us02web.zoom.us/j/85297407950?pwd=MFkzdnpIY3pqT0hkU3lXVHNva0FFdz09>

The COVID-19 pandemic has impacted college students across the globe. Many first-generation college students, particularly those with an intersectional low-income identity, face countless challenges such as food insecurity, transportation issues, lack of technology and internet connection, and loss of employment. This round table discussion aims to exchange insight and strategies to support first-generation college student success during these unprecedented times.

Harjati, Leilani — University of Hawai'i at Mānoa

---

**Time:** 12:00 - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Educational Administration

***Resilience and the African American Superintendent***

<https://us02web.zoom.us/j/84579315834?pwd=dzNDcnJmNkVjZG9lYDBRQ1RwYlFGUT09>

This study captures experiences of Black Superintendents during this period in history (political) and comes up with a brief set of recommendations to further coping and resilience among this remarkable group of Black School District Leadership.

Johnson, Bernadeia — Minnesota State University, Mankato

Witter, Lakisha — Minnesota State University, Mankato

Kaufman, Jason — Minnesota State University, Mankato

---

**Time:** 12:00 - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Higher Education

***Learning Outcomes of the Reformed Language, Literature and Culture Curricula at the Faculty of Philology in Belgrade***

<https://us02web.zoom.us/j/83941627059?pwd=a1d0Vkk5dG1BNW0zOVRlND15bTNnUT09>

At the Faculty of Philology in Belgrade, the curricula underwent a thorough reform in the 2009/2010 academic year. We surveyed and studied the first ten years of the functioning of the reformed curricula, and came to certain conclusions testifying to the good results achieved so far. We shall continue to monitor the results of our reforms and to devise the new forms that answer the needs of increasing employability of our graduates.

Marković, Ljiljana — University of Belgrade

Francuski, Biljana Đorić — University of Belgrade

---

**Time:** 12:00 - 12:30 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Human Resource Development - Round Table

***How High-Tech Industry Professionals Perceive and React to the Impact of Their Activity in People's Privacy and Autonomy***

<https://us02web.zoom.us/j/85100216577?pwd=RXU2cHpEMWMxenUrUTRydk5pd0dOZz09>

Our presentation will explain a proposed qualitative research study about how high-technology professionals' activities impact peoples' privacy and autonomy and how that perception impacts those professionals' well-being. We propose that the discovery of their perceptions could facilitate future human resource and development professionals' practices.

de Faria Santos, Humberto — Texas State University—San Marcos

Peña, Cindy — Texas State University—San Marcos

---

**Time:** 12:30 - 1:00 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Teacher Education - Round Table

***Bridging the Theory Practice Gap: Using GoReact in Video Circles to Develop Reflective Instructional Practices***

<https://us02web.zoom.us/j/87415185132?pwd=dnA2YU5Pd1F4eExlSDhaYTAyUDVRdz09>

The purpose of this study is to evaluate the effectiveness of using GoReact in video circles to help preservice teachers build a foundation for reflective instructional practices.

Bray, Rachel Cooper — Georgia College & State University

---

**Time:** 12:30 - 1:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Educational Administration

***A Poverty Responsive Leadership Framework to Address the Opportunity Gap***

<https://us02web.zoom.us/j/84225847471?pwd=Q0Y3dDAyNWxkDV1F2cXdUMEcralVxQT09>

This session will highlight research exploring how principals successfully identify class based inequities and address the opportunity gap in their schools. Structural ideology and culturally responsive school leadership were synthesized and reimagined to construct a Poverty Responsive School Leadership Framework that recognizes and combats the inequities that undermine educational engagement for our most marginalized students. To guide principals in effectively serving students and families experiencing poverty, specific leadership actions and strategies are identified.

Reimer, Tracy — Bethal University

---

**Time:** 12:30 - 1:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***The COVID-19 Pandemic - Moving Your Course Online: Instructional Challenges and Opportunities Resolved.***

<https://us02web.zoom.us/j/83352742176?pwd=UmQvd0dHVXdwSk1CTndvWTZtaldrZz09>

The COVID-19 pandemic and the nation-wide transition to online teaching has caused multiple challenges: redesigning courses, redefining pedagogical practices, and the quest for useful tools to mitigate the circumstances while retaining the integrity of the courses. This is particularly pertinent in courses in the Humanities where critical thinking, group discussions, as well as assessment methods heavily rely on students' physical presence in the classroom. Redesigned instructional techniques, effective in asynchronous online Humanities courses, are discussed.

Mihram, Danielle — University of Southern California

---

**Time:** 12:30 - 1:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** STEM Education

***Research into Practice: Students' Level of Geometric Reasoning***

<https://us02web.zoom.us/j/83453601861?pwd=ZU11aWV6bHNhM3MxSFFrSmxkZUhlLdz09>

An examination of how research can be used to characterize students' geometric thinking and how this information can be used to make better instructional decisions in the mathematics classroom.

Fox, Thomas — University of Houston-Clear Lake

---

**Time:** 12:30 - 1:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Adult Education

***Developing Minorities into Purposeful Leaders Through Quadraception***

<https://us02web.zoom.us/j/83584125386?pwd=V2pMOXVmckNReklWQTZFaU9qSDlWZz09>

This presentation will provide an engaged discussion on the benefits of developing minority frontline managers through Quadraception into purposeful leaders. Quadraception, a grounded theory developed by George A. Vigil, is an apex of intellectual and social expertise that is formulated through knowledge attainment, self-awareness, and transformational advancement that cultivates individuals within an educational continuum of cognitive loop learning thresholds. Adapted from Argyris & Schön (1974:1978), Luft, & Ingham (1955), and Senge (1990).

Vigil, George — Pepperdine University

---

**Time:** 12:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Elementary Education - Workshop

***Your Smile Makes Flowers Bloom: How the Core Competencies Can Help Children Thrive In Our World Today***

<https://us02web.zoom.us/j/82829319675?pwd=cjZEc2piZmVNO11MQjI3bmRWc2tDZz09>

The purpose of the workshop is to further explore Core Competencies; a component of the new curriculum in British Columbia, Canada. These ideas would be explored using cognitive tools associated with Imaginative Education.

Mayer, Jordan — Simon Fraser University



---

**Time:** 12:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Kinesiology & Leisure Science - Panel

***Managing Life Balance and Stress Management for Students and Faculty During the Pandemic***

<https://us02web.zoom.us/j/87613247140?pwd=WENhL0gyZHFqeklZNVJFM0JyUTI4UT09>

We are in an unarguably unusual and stressful academic, social, and economic environment; as a result, students and faculty have encountered new challenges as we prioritize work, personal, and academic priorities to stay healthy, productive, and positive. This panel discussion will include the importance of conscious life balancing and stress management in the academic environment. Session take-aways will include information on physical, mental, and emotional tools that educators and students alike can leverage to support mental and physical health during and after the current pandemic.

Van Pelt, Summer — University of Phoenix  
Palaroan, Michelle — University of Phoenix  
Phelps, Yvonne — University of Phoenix

---

**Time:** 1:00 - 1:30 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education - Round Table

***Investigating the Efficacy of Fishbowl Simulations in Supporting Diverse Learners***

<https://us02web.zoom.us/j/85055190126?pwd=K3N5d01KQStLK01qUHA0YTZraUJCOT09>

This action research study explored the utilization of fishbowl simulations with teacher candidates in a teacher preparation program as a means of helping candidates support diverse learners including English language learners in K-12 classrooms. Results of the study suggest effective implementation of second language acquisition (SLA) strategies in fishbowl simulations and interactive coaching can improve teacher candidates' content pedagogical understanding.

McFarland, Jon — CSU Stanislaus  
Liu, Kimy — CSU Stanislaus

---

**Time:** 1:00 - 1:30 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Educational Administration

***Racial Microaggressions and Racial Battle Fatigue: Work-Life Experiences of Black School Principals***

<https://us02web.zoom.us/j/85056113356?pwd=eWJ6a0FJZEI2SnIDNzNsekIwVTI0OT09>

This paper session will present the findings of a phenomenological study of 30 Black school principals and their responses to key questions centering on racial microaggressions (Pierce 1970; Sue 2010) and racial battle fatigue (Smith, 2004). Findings show Black school principals report experiencing persistent racial microaggressions resulting in racial battle fatigue while striving to lead schools. Effects on leadership, coping mechanisms, and recommendations for change are discussed.

Krull, Melissa — Minnesota State University, Mankato  
Robicheau, Jerry — Minnesota State University, Mankato

---

**Time:** 1:00 - 1:30 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Abbreviation of Anxiety in Singing in Natural Voice Through Verbalization of Meta-cognition of Body***

<https://us02web.zoom.us/j/81225552231?pwd=bzhLRnBqaWxGNVB2VkJS2RBUMNOdz09>

The purpose of this study is to alleviate the anxiety of students about singing in a natural voice. In order to do so, the students were trained to verbalize their meta-cognition of body.

Nakanishi, Chiharu — Kunitachi College of Music  
Motojima, Asako — Kunitachi College of Music

---

**Time:** 1:00 - 1:30 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Language Education

***The Relationship Between English Grammar Knowledge and Spanish Proficiency Among Spanish College Students***

<https://us02web.zoom.us/j/84231362908?pwd=RG10YjhWRjZWSHUzNnd5UWRzRkY0UT09>

The study is based on a Spanish program, preparing students to become English-Spanish interpreters. Research questions: How do traditional college level students score on an English grammar test? Is there a correlation between English grammar knowledge and Spanish proficiency among Spanish majors and minors? Do domestic college students outperform international students in a basic English grammar test? Data included: student surveys, an English grammar test, oral and written tests in Spanish.

Rondon-Pari, Graziela — SUNY Buffalo State College

---

**Time:** 1:00 - 1:30 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** STEM Education

***Challenges of Academic Exchange During the Covid-19 Pandemic: A Case Study of Pivoting to Digital Content Creation and delivery of a Collaborative International Education Program for Graduate Students in Life Sciences***

<https://us02web.zoom.us/j/87325244771?pwd=YzVEEdExCTXZNUWJRR05jaGUxVjhpOT09>

This session presents a case study of utilizing Information Communication Technologies to advertise and facilitate the delivery of a collaborative international education program for graduate students in Life Sciences, originally intended for in person delivery but now facilitated primarily online. The authors will discuss how low cost and preexisting university technologies are used to manage and implement an international collaboration between institutions in Japan and the United States, particularly in the context of a pandemic.

Komura, Kiriko — Tokyo University of Pharmacy and Life Sciences

Thomas, Michael — Claremont Graduate University

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education - Round Table

***Transitioning from Classroom to Computer: Using Teacher Generated Case Studies to Explore Distance Learning Engagement Strategies***

<https://us02web.zoom.us/j/84708760364?pwd=Tk9VdjNGdStlV2VyUGNKWDlvdjFYdz09>

Teacher-generated case studies have been a core resource in teacher education. I have re-storied my own recent teaching experiences during the move to distance learning during the COVID-19 pandemic to help teacher candidates develop in the areas of curriculum, instruction, assessment and classroom management. Teacher-generated case studies have helped me guide teacher candidates to question their own immediate classroom experiences, draw connections between experiences, link theory and practice and review effective strategies for engaging students during distance learning.

Merk, Hillary — University of Portland

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Educational Foundations

***The Free Hill School and Community: Promoting Students of Character***

<https://us02web.zoom.us/j/84944868548?pwd=ZTBERy91dzdkRjVOWWo2OVlkSk9ZZz09>

This qualitative study examines how the Free Hill School and community in rural Tennessee worked together to promote character development among students from 1930 to 1965. Financially supported by the Julius Rosenwald Foundation, the Free Hill School and community focused upon ethical and character development through themes such as caring, consistency, resiliency, role modeling, and accountability. A consideration for current educators is that community partnerships can be helpful in promoting schools and students of character.

Smith, Matthew — Tennessee Tech University

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Higher Education

***Planting the Seeds: Recruiting Strategies for Agricultural Students of the 21st Century***

<https://us02web.zoom.us/j/89191323049?pwd=b2RrRGR0NjVTZFp2RDF5TlhzbnRidz09>

It has become more challenging for agricultural colleges to recruit for students at both undergraduate and graduate levels. Thus, colleges are presented with the challenge of finding different ways to get the attention of students. Here, we share our experiences of strategies that we employed to recruit graduate and undergraduate students into our Tropical Plant and Soil Sciences major at the University of Hawaii at Manoa at multiple recruitment events.

Perez, Kauahi — University of Hawai'i at Mānoa

Kobayashi, Kent — University of Hawai'i at Mānoa

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021  
**Session Topic:** Teacher Education

***Towards More Humanizing Pedagogies in Teacher Preparation: Responding to the Dual Pandemics of COVID-19 and Systemic Racism***

<https://us02web.zoom.us/j/83852244115?pwd=ajl0dm5TZXNlcVV6RjN3SWIEZWNGZz09>

The dual pandemics of COVID-19 and the increased public awareness of systemic racism have had a monumental impact on the experiences of students and faculty within teacher education programs. This paper examines the ways in which two teacher educators worked to enact humanizing pedagogies in their approaches towards developing critical consciousness among their teacher candidates and themselves.

Blum, Grace Inae — Central Washington University

Flores, Susana — Central Washington University

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** STEM Education

***Practices and Assessment of Programming Education at a High School: Focusing on Programming Inexperienced Students***

<https://us02web.zoom.us/j/86118500719?pwd=b2ZlNFFzc2wxVFRvQ0VaWDdVeGF2QT09>

First, we surveyed whether had programming experience or not to 267 high school students. Secondly, we designed programming lessons to increase successful experiences of programming. Specifically, we performed the lessons such as creating programs that deal with sensors or net images with micro:bit. As the results, programming inexperienced students have increased to recognition about "Do you think programming is fun?", "I want to learn programming" and "I want to improve your programming knowledge and skills."

Imase, Kosuke — Tokyo Gakugei University

Kitazawa, Takeshi — Tokyo Gakugei University

Komatsu, Kazutomo — Shakujii High School

---

**Time:** 1:30 - 2:00 PM (HST) / **Tuesday** - 1/5/2021

**Session Topic:** Educational Psychology

***Development of the Social and Emotional Competence Scale for Japanese University Students***

<https://us02web.zoom.us/j/86520643642?pwd=NDAvWVJqb2RnUHAzMXBUa29kSkdYZz09>

The purpose of this study was to develop and validate an instrument to measure the Social and Emotional Competence (SEC) for Japanese University Students. Factor analysis of the SEC scale produced five factors, totaling 20 items. A factor structure different from the assumed model of CASEL was obtained. SEC of university students was thought to contribute to the promotion of positive factors rather than the reduction of negative factors.

Kitami, Yuina — Shonan Institute of Technology

Hatta, Naoki — National Institute of Technology

---

**Time:** 8:00 - 8:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** STEM Education

***Elementary Teachers' Professional Learning Needs Related to STEM***

<https://us02web.zoom.us/j/88387195808?pwd=MDlucS82N2F4T1QvcWxZdm9SK1pOZz09>

During this presentation, the authors will share the findings of a study conducted with teachers in four of the six elementary schools on Hawaii Island. The Elementary Teacher Efficacy and Attitudes Towards STEM Survey was administered to teachers via Google Forms. Several findings from the study will be discussed. Recommendations will also be provided.

Pinner, Pascale Creek — Hilo Intermediate School

Ray, Jan — University of Hawaii at Hilo

---

**Time:** 8:00 - 8:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Measurement and Evaluation

***Pre and Post Assessment Evaluations in a Graduate Finance Class***

<https://us02web.zoom.us/j/81038670388?pwd=SStmcDRxRjZSTWlmT3ZGeXIYZ2VwOT09>

Measurements in academic programs consist often of rubrics, grades, and student perception of the class design or of the faculty performance, but rarely do we see measurements regarding how a student perceives their learning in a class. In this study, we examined a pre and post assessment to measure student's perceptions of learning based on the learning objectives of a graduate finance class to determine if age or gender was a predictor of significant learning.

Bonner, Julie — Central Washington University

Graham-Mundy, Mary — Hampton University

Gauron, Gloria — Central Washington University

---

**Time:** 8:00 - 8:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Higher Education

***Developing a Virtual Professional Learning Community for Online Faculty***

<https://us02web.zoom.us/j/87109257016?pwd=VXd4WFJueW5xWWVZRMZpYld0VjR4OT09>

There are many challenges for adjunct faculty who teach in an online, asynchronous environment. The most challenging barrier to these faculty is the lack of community that may result from remote teaching. This Paper Session will share the ideas one university is using to create Virtual Professional Learning Communities to mitigate perceived outsider status, create senses of belonging and contribution, and increase productivity and student engagement by remote adjunct faculty.

Robinson, Jennifer — University of Arizona Global Campus

Olson-Stewart, Kelly — University of Arizona Global Campus

Belcher, Alan — University of Arizona Global Campus

Rief, Allison — University of Arizona Global Campus

---

**Time:** 8:00 - 8:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Adult Education

***The Portrayal of Older Adults: A Review of Empirical Studies in "Adult Education Quarterly" from 1980-2019***

<https://us02web.zoom.us/j/81744623543?pwd=OFIsLzkxc0xRZzBlMXNqWFg5U0Z3Zz09>

"Adult Education Quarterly" is the premier journal in adult education. We wanted to know how older adults were portrayed. We analyzed the 14 empirical articles concerning older adults in AEQ from 1980-2019 using a critical framework. Themes uncovered include: (1) Older adults are capable, motivated, and active learners; (2) Life context drives learning; (3) Learners' demographic characteristics are not critically analyzed, (4) Learners are social, emotional, and generative individuals. We suggest areas for future research.

Baumgartner, Lisa — Texas State University—San Marcos

Jin, Bora — Texas A&M University

Kim, Junghwan — Texas A&M University

---

**Time:** 8:00 - 8:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Elementary Education

***The Causes of the Lack of Integration of Arts into Mathematics Education***

<https://us02web.zoom.us/j/83769073567?pwd=M1d4cUJSZk5QVEZwbWhMZGppZ2FTZz09>

Especially in recent years, schools are eliminating arts from primary school education because of short-term global economy causes. But if a teacher wants to offer a full learning experience, arts enables additional ways to reach stronger knowledge. We will talk about three big reasons why such an education is not executive: curriculum does not sustain enough arts activities; lack of diversified teaching methods; and incorrectly used results of knowledge testing.

Brezovnik, Anja — University of Ljubljana

---

**Time:** 8:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** ESL/TESL - Workshop

***Multiplatform, Multimedia Projects, Games and Course Management that Make Distance Learning Feel Closer; Zoom + Teams = Net Gain***

<https://us02web.zoom.us/j/86051281944?pwd=ZURaek4wQ3A0M213WkFSWnVCczBXZz09>

Remote learning demands teachers be more hands-on, resourceful, and creative than ever. This workshop introduces techniques to create student-centered Zoom/Teams classes incorporating free online games, original critical thinking exercises, multimedia presentations, alternative testing concepts, and multiplatform classroom management to keep university students and hospital faculty conversing. Attendees will experience/evaluate games, projects, and class video clips. They will then brainstorm ideas to increase the “net gain,” making over-the-internet classes increase in both intimacy and efficacy.  
Berman, Shari Joy — Hirosaki University

---

**Time:** 8:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Special Education - Workshop

***Powerful Strategies for Reaching Gifted Children***

<https://us02web.zoom.us/j/84769887595?pwd=bkR4NEZEb3dGWVkcTHkzNzBvTORYZz09>

This presentation, by noted author (Stores with Holes and Gifted Children and How Trauma Impacts Them) and consultant Nathan Levy, explores numerous, proven ways to reach gifted learners in exciting and 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. A variety of successful teaching and parenting techniques will be shared that can be used immediately. Bring your thinking caps and your funny bones to this dynamic, stimulating workshop.  
Levy, Nathan — Nathan Levy Books LLC

---

**Time:** 8:30 - 9:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Academic Advising and Counseling

***Academic Advising Collaborations: Creating Cross-Campus Partnerships to Support Student Success***

<https://us02web.zoom.us/j/81558786619?pwd=bW0vQkVoUVI5WkcwNnEzLlI5Ni9Ldz09>

Academic advising is essential to successful institutional efforts to support and retain students (Tinto, 1987). Advising is the only structured campus activity where students have one-to-one interaction with a concerned representative of the university; thus, advising should be viewed as the “hub of the wheel” rather than one isolated service for students (Habley, 1994). This session will share opportunities for cross-campus advising collaborations including examples with Admissions, Learning Centers, and Career Centers.  
Harjati, Leilani — University of Hawai‘i at Mānoa

---

**Time:** 8:30 - 9:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Psychology

***Senior High School Students’ Stress Level and Social Connectedness: Involvement in Virtual Creative Groups During Pandemic Isolation***

<https://us02web.zoom.us/j/84236829525?pwd=QSt4WjJONlFuMit5N1dKa3A1dG9Hdz09>

This research study investigates the implications of the COVID-19 pandemic on students’ psychosocial disposition in the context of stress level and virtual creative group involvement. Along with examining social and creative constructs as the basis of students in establishing coping mechanisms, the study taps the potential of virtual creative groups to alleviate the negative psychological impact caused by pandemic isolation.

Almendras, Denyll Francine — Catholic Filipino Academy Homeschool  
Camacho, Alfredo Michael, Jr. — Catholic Filipino Academy Homeschool  
Canque, Allyzzaun — Catholic Filipino Academy Homeschool  
Cruz, Pamela — Catholic Filipino Academy Homeschool  
Dator, Princess Lovely — Catholic Filipino Academy Homeschool  
Tabunda, Mary Anne — Catholic Filipino Academy Homeschool

---

**Time:** 8:30 - 9:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Higher Education

***Best Practices in Online Doctoral Programs***

<https://us02web.zoom.us/j/89781538805?pwd=Qmhyzc2ZBcVM4aG1ZWVdpSlowcE5NZz09>

Lead Faculty in the College of Doctoral Studies researched best practices in online doctoral course instruction. A review of the literature found that there are five common components that were described about these best practices. Doctoral courses in Educational Leadership have been revised to reflect the findings of this research and now include all five research-based practices. Participants in this session will learn the five best practices and will be presented with hands on ways to implement the best practices to reflect the synthesis of findings.  
Schumacher, Jane — University of Phoenix

---

**Time:** 8:30 - 9:00 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Early Childhood Education

***Incorporating QR Codes Into Early Childhood Classrooms***

<https://us02web.zoom.us/j/87209583819?pwd=c05KTXByLzBicnBidHV1UnA1aTMwQT09>

Quick Response (QR) codes are a type of barcode that when scanned, can be used to transfer data to mobile devices such as smartphones and tablets. This presentation will describe how educators who work in Pre-K settings can incorporate QR codes into their respective classroom settings. Examples of QR codes will be made available to attendees.

Oh-Young, Conrad — California State University, Dominguez Hills

Nelson, Leslie — University of Nevada, Las Vegas

Buchter, Jennifer — Eastern Illinois University

---

**Time:** 9:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Adult Education

***Social Emotional Learning as an Enhancement to General Education***

<https://us02web.zoom.us/j/81364442425?pwd=aUJrUEVJNjF1STdhVDBBcXZxLlpHZz09>

In this paper, the author seeks to probe into the meaning and uses of social emotional learning in enhancing general education students' capability to be successful in their quest to obtain a college degree.

Beckwith, E. George — National University

---

**Time:** 9:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Educational Psychology

***'Types of Interventions and its Perceived Effects on the Level of Productivity and Creativity Among SHS Students During the COVID-19 Pandemic***

<https://us02web.zoom.us/j/84816835077?pwd=ZDIrciRSUVp4cGJ2SkIqSjFeVNjQT09>

This study discusses the productivity and creativity of the senior high school students before and during the pandemic and if the changes are significant. To help students improve their level of productivity and creativity during the pandemic, we had introduced interventions. Based on the results, the intervention with the highest increase being, uploading PPT slides to SlideShare, YouTube videos to supplement online learning, and engaging in other activities aside from school work.

Bas, Elisja Tristan — Catholic Filipino Academy Homeschool

Jastia, Daniel Luis — Catholic Filipino Academy Homeschool

Maralit, Anton Joaquin — Catholic Filipino Academy

Millena, Ricky Mathew — Catholic Filipino Academy

Pacunayen, Jorgette — Catholic Filipino Academy Homeschool

Sy, Franz Luiz — Catholic Filipino Academy Homeschool

---

**Time:** 9:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Higher Education

***PACH: Playing Architectural Creativity Heuristics***

<https://us02web.zoom.us/j/85111136156?pwd=UWxpQWM1S1dOd2ZTNlFmeG1VSXErZz09>

Higher education should be more inclusive of originality, experimentation, and diversity of ideas to improve transparency in evaluating creative work. Because students must understand creativity as the balance of originality and effectiveness, Active-Learning environments are needed to prepare students for real-world innovative practices. Pedagogies specifically targeted for 21st century higher education in the arts with heuristics, rubrics, scaffolding, and appreciative inquiry are needed to improve the quality of design instruction in higher education. PACH addresses a scholarship gap in heuristics for enhancing self-efficacy in architectural education.

Sledge, D. C. — Drexel University

---

**Time:** 9:00 - 9:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** ESL/TESL

***English Teaching Practice in Japan: A Sample of Reflective Practice Records***

<https://us02web.zoom.us/j/89794721967?pwd=SUUvcW5GT01Vc0l4UjNHYNlXtkd1dz09>

This paper presentation has three main parts: introducing concept of practice records from Japan, a sample of a practice records as a result of teaching in Japan, and looking at reflective practice. How can one practitioner document and reflect on his own practice in teaching English? This research is a model of a practice-based research of a teacher.

Soe, Naing Win — Yangon University of Education

---

**Time:** 9:30 - 10:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Art Education

***Entrance to Curiosity***

<https://us02web.zoom.us/j/88308556336?pwd=NDhrTUgxa1JDaVpqaDl6czFjOEtodz09>

Design educators in higher education can create an atmosphere that encourages students to venture outside of the comfort of the familiar. This presentation will demonstrate the methods from Kenya Hara's book *Ex-Formation* within the context of Capitol Reef National Park in Utah. The unique approaches and solutions produced by the students exhibit a transcendence from the banal.

Evjen, Ben — University of Nebraska

---

**Time:** 9:30 - 10:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Psychology

***Cyberbullying: Perceived Effects on Personality Type and Level of Well-Being Among SHS Students at the Time of Pandemic***

<https://us02web.zoom.us/j/89055839795?pwd=S2hoTFA0ZHBHeUtCVXFxeVNTTW1Ldz09>

Cyberbullying affects many senior high school students in the Philippines especially during the COVID-19 pandemic where there is limited face-to-face interaction and social media is the only option. Many students are interacting more on social media and some fall victim to cyberbullying. This study shows that introverts are the common victims of cyberbullying.

Cubacub, Amber Clarisse — Catholic Filipino Academy Homeschool  
de la Peña, Sophia Adelle — Catholic Filipino Academy Homeschool  
Allanigue, Trisha Erica — Catholic Filipino Academy Homeschool  
Moscoso, Cleo Patrice — Catholic Filipino Academy Homeschool  
Beberino, Abigail — Catholic Filipino Academy Homeschool  
Samson, Jayce Johan — Catholic Filipino Academy Homeschool

---

**Time:** 9:30 - 10:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Human Resource Development

***Did That Just Happen? Factors that Propagate and Mitigate Gender-Based Microaggressions in Higher Education***

<https://us02web.zoom.us/j/82994066505?pwd=ZIV6SE1lWTc3V0JheDk5cHFWYUxJUT09>

This presentation considers leadership challenges and other issues women face in the workplace, specifically in higher education settings. We conduct qualitative research considering microaggressions and their sub-types. In the identification of tangible solutions that can be employed by organizations and universities, we aim to assist in the implementation of effective practices for a productive environment.

Bailey, Lilicia — Pepperdine University  
Curry-Roberts, April — Pepperdine University

---

**Time:** 9:30 - 10:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Higher Education

***We moved online, now what? A continued case study of one small university's decision to create online graduate programs and the challenges and opportunities discovered through the first years and the lessons learned and technologies acquired utilized to rapidly move 423 on ground classes online.***

<https://us02web.zoom.us/j/83558567727?pwd=QjB4N2c5cExRMlJBdHUxc2o2SWlMUT09>

This presentation continues previous discussion of a graduate-only university's history of attempts with distance, hybrid and online education, but from the perspective of lessons learned over the first years of implementation and execution. This paper presents the contributions of prior experiences and technologies with online degrees in moving over 423 courses, initially, over 1,000 to date, online during a pandemic, itemizing the strengths and struggles associated with the rapid change in teaching, learning, and support.

Thomas, Michael — Claremont Graduate University

---

**Time:** 9:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** ESL/TESL - Workshop

***The Impact of Pandemic-Related School Disruption on Second Language Acquisition and Acculturation among Newcomer English Language Learners***

<https://us02web.zoom.us/j/81233114526?pwd=VGc0aFhoN3l1TStxV09nR280UUczZz09>

Actively considering the possible cognitive, academic, affective, and linguistic impact of the Covid 19 pandemic on newcomer ELLs may serve to prevent school failure by supporting second language acquisition and acculturation for a vulnerable segment of the student population with appropriate strategies and protocol for teaching English as a second language when schooling is disrupted.

Cowart, Melinda — Texas Woman's University

---

**Time:** 9:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Special Education - Workshop

***Powerful Strategies for Reaching Hard to Reach Children***

<https://us02web.zoom.us/j/86759216510?pwd=TXFoQTRaY2lyTRHZjdPSWVZVGJyUT09>

This presentation, by noted author (Teachers' Guide to Trauma and Beyond School Work) and consultant Nathan Levy, will address the challenges of working with students who appear unmotivated, frustrated and resigned to experiencing failure. It will help educators to 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. Leave with new strategies and activities that have proven successful in numerous educational settings.  
Levy, Nathan — Nathan Levy Books LLC

---

**Time:** 10:00 - 10:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Art Education

***Designing for Fun – Teach Playful User Experiences in UX/UI Courses***

<https://us02web.zoom.us/j/87085629917?pwd=T2VwcFNzS2N3c0E0bE5IdGtIN0c0UT09>

Current UX/UI courses do not address in details how to make design more enjoyable for audience to use and allows them to be actively engaged in. The presentation is directed toward a twofold aim: to introduce the concept of playful user experience and strategies of teaching it in today's classroom. The ultimate goal of this study is to open a dialogue on how to prepare design students in this rapidly changing world.  
Li, Qiuwen — Santa Clara University

---

**Time:** 10:00 - 10:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Psychology

***Sandwich With a Side of Emotion: An Examination of the Effects of Instructor Feedback Sequencing on Emotion***

<https://us02web.zoom.us/j/86783448144?pwd=VzBGOWcwaStreXITThObEo4MEtadz09>

The effects of instructor feedback sequencing on emotional responses has yet to be examined empirically. In this presentation, we will report findings from a between-groups experimental study examining the effects of feedback sequencing on emotion and possible moderators that may impact the feedback sequence-emotional response relationship. Results from this study will be discussed largely with regard to their theoretical and applied implications.

Dolan, Emily — Slippery Rock University  
Covert, Jessica — Singapore Institute of Management  
Keppel, David — Slippery Rock University  
Fleming, Brittany — Slippery Rock University

---

**Time:** 10:00 - 10:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Kinesiology & Leisure Science

***Land Tie and Land Ethic Behaviors of Senior Long-Distance Backpackers: An Ethnographic Immersion in the Appalachian Trail Community***

<https://us02web.zoom.us/j/83579695922?pwd=d2hMcUt3a2dDOTNmOHFJNlVCQUVldz09>

This ethnographic study investigated land tie and land ethic behaviors among senior hikers (over 55 years of age) in a long-distance backpacking community on the Appalachian Trail, a 2181-mile hiking trail in the U.S. that extends from Georgia to Maine. Data collection involved the researcher's immersion into the culture of the trail community in the role of emic participant-observer and involved field notes, observations, photography, videography, informal conversations, and journaling.

Carlson, Julie — Minnesota State University, Mankato

---

**Time:** 10:00 - 10:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Higher Education

***Now you built it, just in time... An updated example of previous work of one university's attempts to encourage faculty pedagogy changes and innovations, and program delivery and recruitment improvement through large investments in classroom technology, and the ramifications experienced in time of rapid teaching and technology changes through a pandemic.***

<https://us02web.zoom.us/j/86447318453?pwd=NmpJOXFuWmRVSzF5L01UNktReUO4Zz09>

This presentation will build upon previous discussions of a university's history of classroom and course design and investments in technology and facilities encouraging innovation in teaching and student satisfaction, and discuss rapid changes in delivery due to a pandemic, including unexpected increases in demand for classroom space, for online teaching. This paper will itemize the strengths and struggles associated with the rapid change in teaching technology utilization and demand for campus-based facilities, technologies and support.

Thomas, Michael — Claremont Graduate University



---

**Time:** 10:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Business Education

***“Click to Clique”: Students’ Media Preferences for Course Communications: A Comparison Study of Undergraduate and Graduate Students in the U.S. and China***

<https://us02web.zoom.us/j/84834460219?pwd=VWhCMllmSERUcHRkeDIHYXdTa0l1dz09>

This study utilizes a 50-item questionnaire of undergraduate and graduate student enrolled at a U.S. Midwestern university as well as Chinese undergraduate and graduate students enrolled in a similar business program at a university in China. Findings are related to which students prefer to use their smartphones, tablets, laptops and for what activities. There are results for smart phones, team communication preferences, social media, AI/smart speakers, and more.

Barley, Lisa — Eastern Michigan University

Barker, Kimberley — Eastern Michigan University

Sun, Chao — Eastern Michigan University

Wagner-Marsh, Fraya — Eastern Michigan University

---

**Time:** 10:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Psychology

***Teaching Life Skills, a Tolerance for Ambiguity***

<https://us02web.zoom.us/j/82515610363?pwd=ZTRZaFpacHNXUmdFY3c0K0tOOS9VUT09>

Tolerance for ambiguity is the degree to which an individual is comfortable with uncertainty, unpredictability, conflicting directions, and multiple demands. This is an important life skill that should be taught and experienced to prepare students for the increasingly complex and ambiguous world.

Skaggs, Paul — Brigham Young University

---

**Time:** 10:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Language Education

***Japanese Learners’ Substitutions for the English Dental Fricatives***

<https://us02web.zoom.us/j/88604583205?pwd=Z284KzUvNHdkWU9mNkI6TUZScKJrQT09>

Focusing on the LFC, this research was conducted to investigate how Japanese learners replace dental fricatives when they do not pronounce them accurately, and how the difference of phonetic environment is related to the replacements. The sound data were elicited from 32 university students and there was a variation in the sounds to replace the dental fricatives. Through the course, I found some students do not realize even the difference in sounds, and it was effective to explain the features of dental fricatives when practicing pronunciations.

Fujiwara, Ai — Meisei University

---

**Time:** 10:30 - 11:00 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Kinesiology & Leisure Science

***Traditional vs. Non-Traditional Sport: Leverage for High Schools***

<https://us02web.zoom.us/j/83476459065?pwd=clgwZU00MlVzMmsyK2o1T3cvTzhiQT09>

Physical activity is a broad term that is most commonly associated with sport participation. In many cases those who participate in sport are considered athletes. Over the past few decades, athlete identification has become a topic of interest because sport has broadened. This study examines the how motivation and athlete identification among traditional and non-traditional sports.

Orr, Thomas — University of Nebraska at Kearney

Ball, James — Northeastern Illinois University

Gage, Rick — Marshall University

Bice, Matthew — University of Nebraska at Kearney

Unvert, Katie — University of Nebraska at Kearney

---

**Time:** 11:00 - 11:30 AM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Business Education

***New-Normal Entrepreneurship: A Comparative Study of the Perceived Impact of Facebook Use on NCR and Cebu Online Retailers’ Business Capabilities***

<https://us02web.zoom.us/j/83412172282?pwd=WUd4dStpNnpCYzdGMXZLWVl2MnovZz09>

Due to the economic burdens of the Philippines, this study aimed to assess the National Capital Region (NCR) and Metro Cebu online retailers' perceived impact of Facebook use on their business capabilities during the COVID-19 pandemic. Also, it examined the significant difference between business capabilities and location. The comparative paper utilized a descriptive approach in analyzing the data. The study concludes that using Facebook's functionalities influence business capabilities. Additionally, business location significantly affects business capabilities.

Camay, Amanda Hailey — Catholic Filipino Academy Homeschool

Marquez, Fiona Agatha — Catholic Filipino Academy Homeschool

Oliva, Manuel Gabriel — Catholic Filipino Academy Homeschool

Saquian, Xyren — Catholic Filipino Academy Homeschool

---

**Time:** 11:00 - 11:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Educational Technology

***Going Remote: Space Science Learning Across Distance and Time***

<https://us02web.zoom.us/j/82428700957?pwd=UmE1cHJsb3hpU2FXSVUwMm5JWC9Cdz09>

Due to COVID-19, face-to-face activities were no longer possible to engage students in space science activities. The University of North Texas team developed an online challenge that incorporates augmented reality, virtual reality and coding related to drones and robots to allow students to participate from anywhere they have access to a smartphone or tablet.

Christensen, Rhonda — University of North Texas

Knezek, Gerald — University of North Texas

Kelley, Jenna — University of North Texas

Hobbs, Fred — University of North Texas

den Lepcha, Samson — University of North Texas

---

**Time:** 11:00 - 11:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Language Education

***The Literature of the Florida Keys and Key West as a Teaching Unit***

<https://us02web.zoom.us/j/88445885160?pwd=VjF2QmpyMmxjVUVpU2o3bnVoa1hIQOT09>

The literature of the Florida Keys and Key West can serve as the basis of a unit in American regional literature. The presentation considers works by canonical authors such as Ernest Hemingway and Wallace Stevens, as well as more modern authors such as Thomas McGuane and Hialeah Jackson. Keys literature represents a small region with a certain mystique, and can therefore provide the basis for a meaningful and interesting course or unit in regional literature.

Holt, Jerry — Florida A&M University

---

**Time:** 11:00 - 11:30 AM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Health Education - Round Table

***Examining Unspoken Challenges among Immigrant Female Seniors: The Recommendation to Incorporate Cultural Competency in Public Health Education***

<https://us02web.zoom.us/j/85013760397?pwd=K2JmY3gzZ2tZYU9Oc0s1bk80RTl2QT09>

This contribution illustrates current trends on public health literacy amongst elderly immigrant residents of Metro Vancouver, British Columbia, one of the most multilingual cities in Canada. Responding to the high frequency of breast cancer among this population, a health education program that targets health literacy enhancement amongst these plurilinguals is necessary. This study informs the needs of a plurilingual framework for literacy education where English is also a dominant language of the community.

Yu, Xing — Simon Fraser University

Haseyama, Koichi — Simon Fraser University

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Early Childhood Education - Workshop

***The Triggered Brain: Enhancing Self-Awareness and Prevention Strategies for Trauma Informed Approaches***

<https://us02web.zoom.us/j/87241764495?pwd=UHhuYmEwN2JKc2FUM1dUZndJTnNCZz09>

Working with students who are easily triggered can be challenging. Trauma comes in many shapes and sizes and often manifests itself as “difficult behaviors” in students. In this lighthearted and informative workshop, participants will have hands-on opportunities to gain skills and insights into students they work with (and themselves), while identifying strategies to understand the triggered brain, to minimize triggered moments, and incorporate strategies to encourage adult self-awareness.

Brock, Tessa — Tessa Brock Consulting

---

**Time:** 11:00 AM - 12:30 PM (HST) / **Wednesday** - 1/6/2021

**Session Topic:** Elementary Education - Workshop

***Identifying Cultural Assets in LatinX Children's Literature: An Interactive Workshop***

<https://us02web.zoom.us/j/85680771741?pwd=STVWQ1gzblEi0WjRIZGova2VpOXo4UT09>

In this workshop, participants will identify LatinX cultural assets in children's literature, using Yosso's cultural wealth model (2004) and Bishop's (1990) mirrors, windows, and sliding glass doors metaphor. Participants will gain the tools to analyze aspirational, linguistic, familial, social, navigational and resistance assets in children's literature. Participants will be presented with a novel protocol to guide their analysis and evaluation of selected LatinX children's picture books and young adult novels.

Flores, Susana — Central Washington University

Blum, Grace Inae — Central Washington University

---

**Time:** 11:30:00 AM / **Wednesday** - 1/6/2021  
**Session Topic:** Business Education

***How to Measure the ROI of your Marketing Strategies***

<https://us02web.zoom.us/j/85959101213?pwd=UkUwMkZKVWhqU2d2NDdWM2pacEldDz09>

There are a myriad of different ways to market your business and all of them require time and money. In this session, we will review data from dozens of companies to determine where exactly you should be aligning your resources.

Ross, Peter — 829 Studios

---

**Time:** 11:30:00 AM / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Technology

***The Surge of Instructional Designers that are Needed during COVID-19. A Roadmap to Jumping into this Area of eLearning***

<https://us02web.zoom.us/j/81619725550?pwd=NIBMK1dGNTliMIBSRVpyN2oxK2FJQT09>

For many years, people have thought that they could not get into Instructional Design unless they has a Bachelor's or Masters Degree in a related area. The COVID-19 pandemic has caused the market for instructional design to rise and various institutions need these workers in order to help with the transition of face-to-face courses to online education. The goal of this research is to show participants that their experience with eLearning applications can help them to transition into a career in Instructional Design.

Davis, Antoinette — Colorado State University-Global Campus

---

**Time:** 11:30:00 AM / **Wednesday** - 1/6/2021  
**Session Topic:** Language Education

***Comparison of French and Japanese Loanwords from English Created During Covid-19***

<https://us02web.zoom.us/j/84840618187?pwd=VTNUYVlJNjldVZoYTBvdGV2ZVBvZz09>

In this study, we focus on the loanwords from English in Japan and France created during COVID-19. The reason to choose these countries is that they present different attitudes toward foreign words. We administrated a survey to find the number of newly borrowed words from English in Japanese and French that appeared in the newspapers. COVID-19 has been affecting both languages. They borrowed new words from English, but there is a large difference in numbers.

Ito, Yukiko — Tokyo Women's Medical University

Adachi, Aya — Tokyo Women's Medical University

---

**Time:** 11:30:00 AM / **Wednesday** - 1/6/2021  
**Session Topic:** ESL/TESL

***Now We're Talking! Facilitating Online Interaction and Engagement Within an Intensive English Language Conversation Program.***

<https://us02web.zoom.us/j/86185590127?pwd=bmoxWHV3ZGV2cEs0Zy9HR1kyd25nOT09>

Intensive English language conversation programs provide ESL students with social interaction which positively affects their language learning. With more courses moving online, institutions with ESL conversation partner programs must also be able to effectively encourage online engagement for their students' academic success.

Agullana, Patrick — University of Hawai'i at Mānoa

---

**Time:** 12:00 - 12:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Teacher Education

***Reconstructing a Mathematical Classroom through Collaborative Inquiry/ An Analysis of a Practice Record of Japanese Middle School Teacher on Linear Equations and Functions***

<https://us02web.zoom.us/j/86433785022?pwd=dkJyRWdPajhzeDOyYmlsV3kxZ1NYZz09>

This presentation focuses on the case of a Japanese Mathematics teacher utilizing a collaborative inquiry approach for the first time with her Grade 8 class. It narrates in detail how the teacher had placed meaning to students' conversations and responses which opened up potential inquiry and learning opportunities both for students and the teacher. As a result, aspects of deep active learning, collaboration and teacher records will be discussed.

Mangulabnan, Pauline Anne Therese — University of Fukui

---

**Time:** 12:00 - 12:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Technology

***Determining the Learning Needs of Homeschoolers: A Case of Catholic Filipino Academy***

<https://us02web.zoom.us/j/89924087721?pwd=TkFWa2ZOM2dZMmFXNlRaM2lUdzZWZz09>

With the evolution of education in the Philippines where students stay at home for online learning, this study on the learning needs of Catholic Filipino Academy homeschoolers is relevant. Results show that different types of learners consider powerpoint presentations of lessons as well as supplementary online videos are important to address their learning needs.

Mendoza, Niña Svetlana — Catholic Filipino Academy/ Barcelona Academy

Cequena, Maria — Catholic Filipino Academy/ Barcelona Academy

---

**Time:** 12:00 - 12:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Language Education

***Gender Differences in Psychological Factors as Predictors of Self-Regulation in a Japanese Learning Context***

<https://us02web.zoom.us/j/81986869685?pwd=bVN6V3ZWMGI5RGxlaUh0ZTFpZi9SZz09>

A questionnaire survey was conducted among one-hundred seventy-one undergraduate participants to measure psychological factors associated with language learning. In addition, measures of response inhibition (i.e., self-regulation) were obtained using a computerized go-no-go task from seventy-four participants. Gender differences in intrinsic motivation, identified regulation, ideal L2 self and cognitive strategy use were observed as predictors of self-regulation (i.e., response inhibition) in a Japanese learning context.

McEown, Kristopher — Waseda University

Sugita-McEown, Maya — Waseda University

Ellinger, James — University of Tokyo

---

**Time:** 12:00 - 12:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Distance Education

***Remote Learning's Effect on Motivation for Kindergarten through Third Grade Students in Iowa***

<https://us02web.zoom.us/j/88085259775?pwd=aWlqVjhhKzliaW9jZE96L3UvcXFYdz09>

Presenters will describe the basis of research, summarize current literature, and researched conclusions. The presentation includes an analysis of data results from teacher and parent interviews and surveys. Discussion with attendees will be held in regards to additional questions on the research presented within the poster. By reviewing this research, attendees will be able to grasp the downfalls and benefits of implementing remote learning and its effects on student motivation.

Hanson, Emma — Wartburg College

Huisman, Emma — Wartburg College

McCoy, Brooke — Wartburg College

Steen, Jennifer — Wartburg College

Zierke, Chloe — Wartburg College

TeKippe, Stephanie — Wartburg College

Faga, Kelly Krogh — Wartburg College

---

**Time:** 12:30 - 1:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Counselor Education

***Integrating a Career Planning Unit with Grade 8 Health Curriculum***

<https://us02web.zoom.us/j/81202892506?pwd=OUJxalhqMGNqVGltTEtXdXZ6NlAzUT09>

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 8 students in Canada participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for the Health curriculum were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

***Introducing Career Development Skills and Achieving Learning Outcomes Across Multiple Subject Areas Through Art at the Grade 1 Level: Patchwork Quilt Career Mini-Unit for Grade 1***

<https://us02web.zoom.us/j/81202892506?pwd=OUJxalhqMGNqVGltTEtXdXZ6NlAzUT09>

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 1 students in Canada participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for the Art and Social Studies curriculum were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

---

**Time:** 12:30 - 1:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Technology

***The Intergenerational Online Communication Program between College Students and Elderly People via the Web Conferencing System Zoom***

<https://us02web.zoom.us/j/81182013236?pwd=OGk0WlY2aDFiaXpjb2o1VFVmODVMZz09>

For the purpose of facing a super-ageing society and declining birthrate in Japan, the “Intergenerational Online Communication Program (IOCP)” has been being developed: 1) set a 20-minute zoom meeting between elderly people and students and let them talk for three times, 2) After having the three meetings, students put together their impressions of elderly people, or problems they may face. They think about solutions to the problems with the specialists and municipal staff.

Mita, Kaoru — Jissen Women’s Junior College

Shirao, Mika — Jissen Women’s University

---

**Time:** 12:30 - 1:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Libraries and Learning Commons

***Using Current Massive Open Online Courses (MOOCs) to Educate Librarians and Library Staff About Copyright and Other Intellectual Property Issues***

<https://us02web.zoom.us/j/86919999729?pwd=VkJ5OHFHS1ZZRmRlQ2lTOXZlQ0FrZz09>

Over the last several decades, copyright and intellectual property laws have become more complicated. Legislation such as the TEACH Act of 2002, the Digital Millennium Copyright Act (DMCA), extensions to the time period of the public domain, fair use, and other related issues can be confusing for librarians and library staff. This paper will explore options for using currently existing MOOC courses from the following providers: FutureLearn, Coursera, and edX.

Lorenzen, Michael — Western Illinois University

---

**Time:** 12:30 - 1:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Distance Education

***Emotional Support Animals and the Reduction of Anxiety in College Students During Remote Instruction***

<https://us02web.zoom.us/j/83747737318?pwd=eVdRNHozeWVUYSfTVmVhdW8ybEkxUT09>

Anxiety has increased in college students during remote instruction. Our research looks at how emotional support animals can assist students in decreasing their anxiety. During this research we looked at traditional emotional support animals, virtual emotional support animals, and no emotional support animal and the anxiety of students during a 30-minute block of schoolwork completion.

Loose, Taylor — Wartburg College

Woods, Samantha — Wartburg College

Dreismeier, Caitlin — Wartburg College

Martin, Elizabeth — Wartburg College

TeKippe, Stephanie — Wartburg College

Faga, Kelly Krogh — Wartburg College

---

**Time:** 12:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Indigenous Education - Workshop

***Ho`oponopono (Conflict Resolution): A Hawaiian Cultural Protocol for Use in Schools***

<https://us02web.zoom.us/j/84572752083?pwd=L2JSV0JUUEZsRElXWENJNjlmTThwZz09>

Ho`oponopono is an Indigenous Hawaiian cultural practice used to set relationships right. This process has distinct phases: opening and statement of the problem; conversation phase in which participants share their thoughts; resolution phase including statements of personal responsibility and forgiveness; closing phase summarizing what has taken place. School communities (staff, leaders, families, community members, students) can use the principles of ho`oponopono to resolve conflicts and strengthen relationships toward one goal: honoring and doing what is right for all.

Schumacher, Jane — University of Phoenix

---

**Time:** 12:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Elementary Education - Workshop

***The Great Outdoors: A Habitat Hunt in Your Schoolyard***

<https://us02web.zoom.us/j/84576403441?pwd=NIJDay9aQnZ6TWFGNTRuVDY2d3FUZz09>

This session provides elementary teachers with ideas for using hands-on minds-on activities to foster inquiry and discussion, while engaging their students in learning about ecosystems in the great outdoors.

Phillips, Marianne — Texas A&M University-San Antonio

Julie Vowell, Julie Vowell — Texas Wesleyan University

Phillips, Teresa — Kipp Unity School, Houston

---

**Time:** 1:00 - 1:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Cross-disciplinary areas of Education

***Controlled from the West: Remembering the Central Committee of the Black Panther Party***

<https://us02web.zoom.us/j/81664868713?pwd=ek5VbmUreGNGQlgreWVOQlQxYld4OT09>

This paper examines the Central Committee of the Black Panther Party during the lifespan of the organization from 1966 to 1982. It argues that the Central Committee was controlled and dominated from the West by an Oakland-based social network in the organization which excluded members from other parts of the country, including Fred Hampton and Zayd Malik Shakur.

Cromartie, J. Vern — Contra Costa College

---

**Time:** 1:00 - 1:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Educational Technology

***Impact of AI and Virtual Learning on Learning under the Covid-19***

<https://us02web.zoom.us/j/87356915934?pwd=SVdQMjFtdmVHeERRTWZQRnOxZ3lGZz09>

This presentation focuses on the use of emerging technologies such as smart speakers and smartphone applications in the improvement of English language skills. This paper discusses how students feel about virtual reality (VR) and artificial intelligence (AI), and how VR and AI might be utilized by Japanese higher education to improve English in the future.

Obari, Hiroyuki — Aoyama Gakuin University

Lambacher, Steve — Aoyama Gakuin University

Kikuchi, Hisayo — Aoyama Gakuin University

---

**Time:** 1:00 - 1:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Other Areas of Education

***Fostering Resilience in a Trauma-Informed Classroom***

<https://us02web.zoom.us/j/82372278709?pwd=TXdJO0x6VHRacFBmWEJOOGhOVUd3UT09>

It is vital that educators understand the pervasiveness of trauma in student populations and create new strategies and considerations for educating these students. Increased awareness of how trauma affects performance and behavior allows educators to develop a trauma-informed approach, in order to create a safe and accessible learning environment where students can succeed.

Perez, Kathy — Saint Mary's College of California

---

**Time:** 1:00 - 1:30 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Higher Education

***"I look for work every six months": Foreign Adjunct Faculty Voices in Japan***

<https://us02web.zoom.us/j/84031402739?pwd=UUZIam8ySndMVUVvbGhnZzlyOS80QT09>

This presentation discusses data from a research project that investigated the personal, educational, and professional identities of foreign adjunct faculty at universities in Japan. Participants conceptualization of their roles as adjunct faculty, their future career aspirations, work-life balance, and their views of the advantages and challenges of part-time employment will be presented. The overall project provides a window on to the choices and challenges associated with contingent employment in higher education in Japan.

Grimes-MacLellan, Dawn — Meiji Gakuin University

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Curriculum, Research and Development

***Kicked to the Curb: Poetry in the Classroom***

<https://us02web.zoom.us/j/84861095254?pwd=c3AxYnhoS3BBUGVHZU5zWk45UGo0UT09>

This presentation takes a fresh look at how the teaching of poetry in our Language Arts classrooms has diminished to the point where it is virtually absent from the K-12 curriculum. After examining the causes of poetry's demise and its current state of near-universal unpopularity, I ask the question, "What, if anything, is the value of poetry?"

Campbell, Lincoln — Spring-Ford Area School District

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Elementary Education

***Social and Emotional Development of K-5 Educators and Students During a Crisis***

<https://us02web.zoom.us/j/83665352373?pwd=aDBSRnRjamkrWkdRNUV3Yi93endidz09>

This presentation will discuss the social and emotional development of K-5 educators and students during a crisis. The purpose of this presentation is to discuss SEL strategies, available resources, and the future of plans for a crisis. The presentation will include a poster, questions, and small group topics for discussion.

Barr, Mattie — Wartburg College  
Briggs, Sarah — Wartburg College  
Klaas, Olivia — Wartburg College  
Morrison, Paige — Wartburg College  
Place, Annie — Wartburg College  
Faga, Kelly Krogh — Wartburg College  
TeKippe, Stephanie — Wartburg College

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Other Areas of Education

***Who Do You Call To Change the System: Culturally Responsive Action Team***

<https://us02web.zoom.us/j/89729200592?pwd=QkZkVklETjFrWlFtS0I4ODBrNnhHUT09>

The process of developing a team of culturally responsive teacher leaders who will operate on their respective campuses as part of a culturally responsive action team that will be able to help encourage and support the growth of a culturally responsive school community. Teacher leaders can better identify sources of inequity with marginalization youth and activate the Culturally Responsive Action Team to help address the issues within the classroom or in the larger school community.

Stewart, Michael — Maricopa County Regional School District

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** ESL/TESL

***Developing transferable college-level writing skills through comic making***

<https://us02web.zoom.us/j/82441848406?pwd=MzVHVHJNE5BSUJKSU1JUDFNWTFzUT09>

This study introduces positive effects of the use of comics in college-level EFL writing, and examines if the writing skills acquired through making comics, using visual clues, are retainable and transferable to paragraph writing. The results showed that comic making can foster some transferable skills for paragraph writing and reinforces learner motivation.

Yasuta, Takako — Fukushima Medical University

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** Teacher Education

***What Skills Do Pre-Service English Teachers Think They Need?***

<https://us02web.zoom.us/j/89591347474?pwd=V2ZPc2dIS0hDV3NldkJKNWt6M1Y4Zz09>

This paper outlines the first stage of a research project which aims to ascertain the needs of pre-service English teachers in Japan. The data was collected through an online questionnaire and Zoom interviews. The presenter will provide an overview of the challenges which pre-service English teachers in Japan face and give a detailed qualitative analysis of the questionnaire responses and interviews.

Cripps, Tony — Nanzan University

---

**Time:** 1:30 - 2:00 PM (HST) / **Wednesday** - 1/6/2021  
**Session Topic:** ESL/TESL - Round Table

***The Effectiveness of Paired-Shadowing on Learner Self-efficacy: A Case of False Beginners in English Grammar Learning***

<https://us02web.zoom.us/j/83193175753?pwd=bG1scW13cTBRRGF1ejhDcklxMVltZz09>

This study investigates whether the two kinds of shadowing: solo shadowing and paired shadowing improve the self-efficacy of false beginners in a grammar course comprising 15 classes. Six parts of this study will be explained in details displaying actual data obtained: (1) Literature Review (grammar instruction in Japan, the effectiveness of shadowing) (2) Method (participants, learning materials, procedure of the training using shadowing, data) (3) Findings (4) Discussion (5) References (6) Appendix.

Shiota, Kazuko — Ikuei Junior College