

# Welcome to the Thirteenth Annual Hawaii International Conference on Education



## Aloha!

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

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

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

This year we have more than 1325 participants representing more than 34 countries. Thank you for joining the 2015 Hawaii International Conference on Education!

The 2016 Hawaii International Conference on Education is tentatively scheduled for January 6 – 9, 2016 at the Waikiki Beach Marriott Resort & Spa and the Hilton Waikiki Beach Hotel in Honolulu, Hawaii. Please check our website in early February for more details!

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

## Registration Hours:

January 4, 2015 (Sunday)	2:00pm - 8:00pm
January 5, 2015 (Monday)	7:00am - 6:15pm
January 6, 2015 (Tuesday)	7:00am - 6:15pm
January 7, 2015 (Wednesday)	7:00am - 4:30pm
January 8, 2015 (Thursday)	7:00am - 3:00pm

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

## Concurrent Session Times:

8:00 – 9:30 AM; 9:45 – 11:15 AM; 11:30 AM – 1:00 PM; 1:15 – 2:45 PM; 3:00 – 4:30 PM; 4:45 – 6:15 PM

## Session Chairs

 are asked to:

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

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

## Poster Sessions:

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

## Internet Access:

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

**If you have your own laptop with wireless Internet capabilities**, you will be able to pick up our wireless signal in and around the registration room. The wireless Internet SSID is **“HIC”**. Password: **HAWAII2015**

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

## Breakfasts

 - Four breakfasts are included with your registration:

(Conference Badge is required for Breakfasts)

1/5/2015	Monday	7:00 AM – 9:00 AM	Coral III Ballroom
1/6/2015	Tuesday	7:00 AM – 9:00 AM	Coral III Ballroom
1/7/2015	Wednesday	7:00 AM – 9:00 AM	Coral III Ballroom
1/8/2015	Thursday	7:00 AM – 9:00 AM	Coral III Ballroom

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

## Coffee Breaks:

 Monday – Thursday, 10:30 AM – 11:30 AM and 2:30 PM – 3:30 PM

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

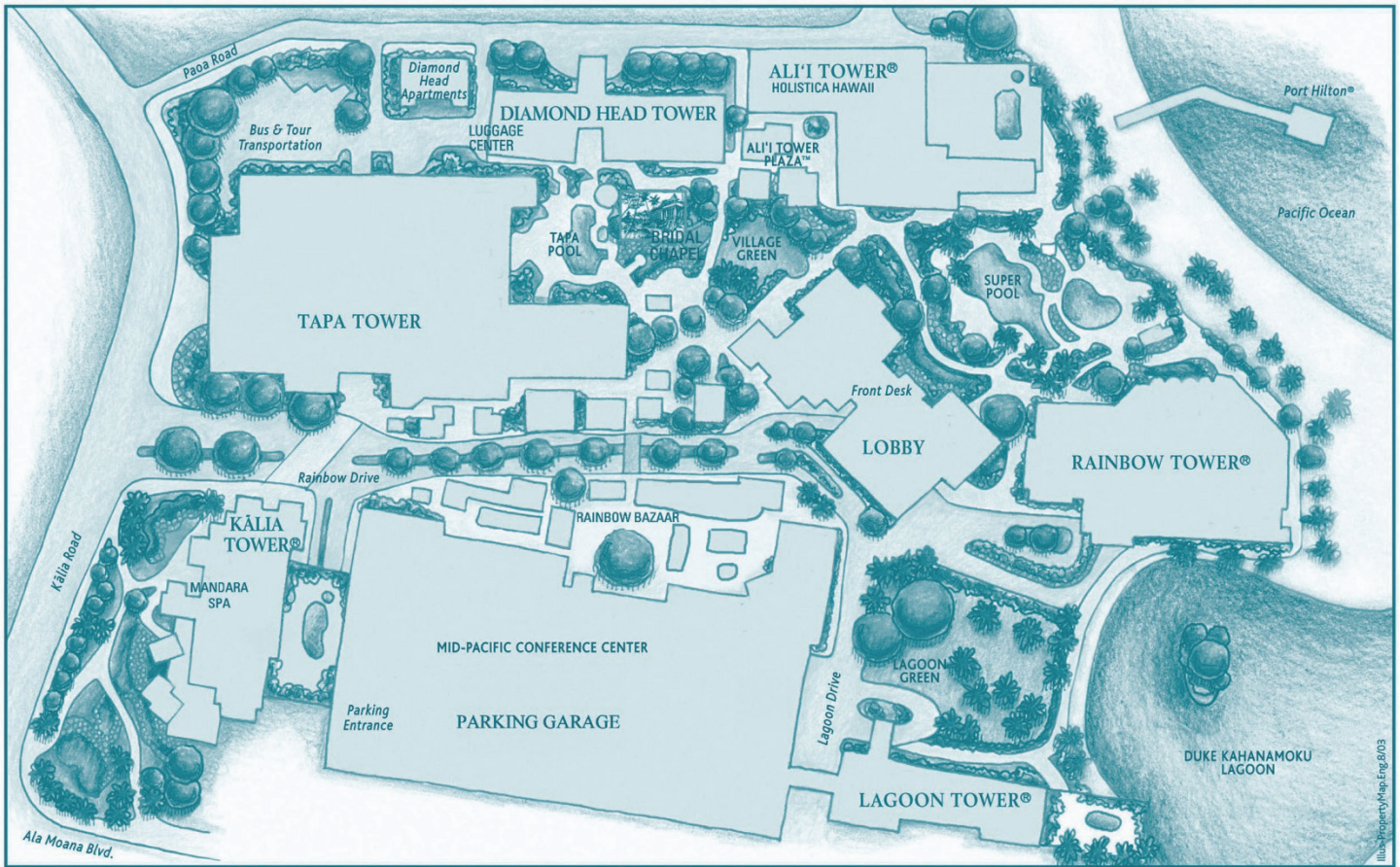
## Audio/Visual Equipment:

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

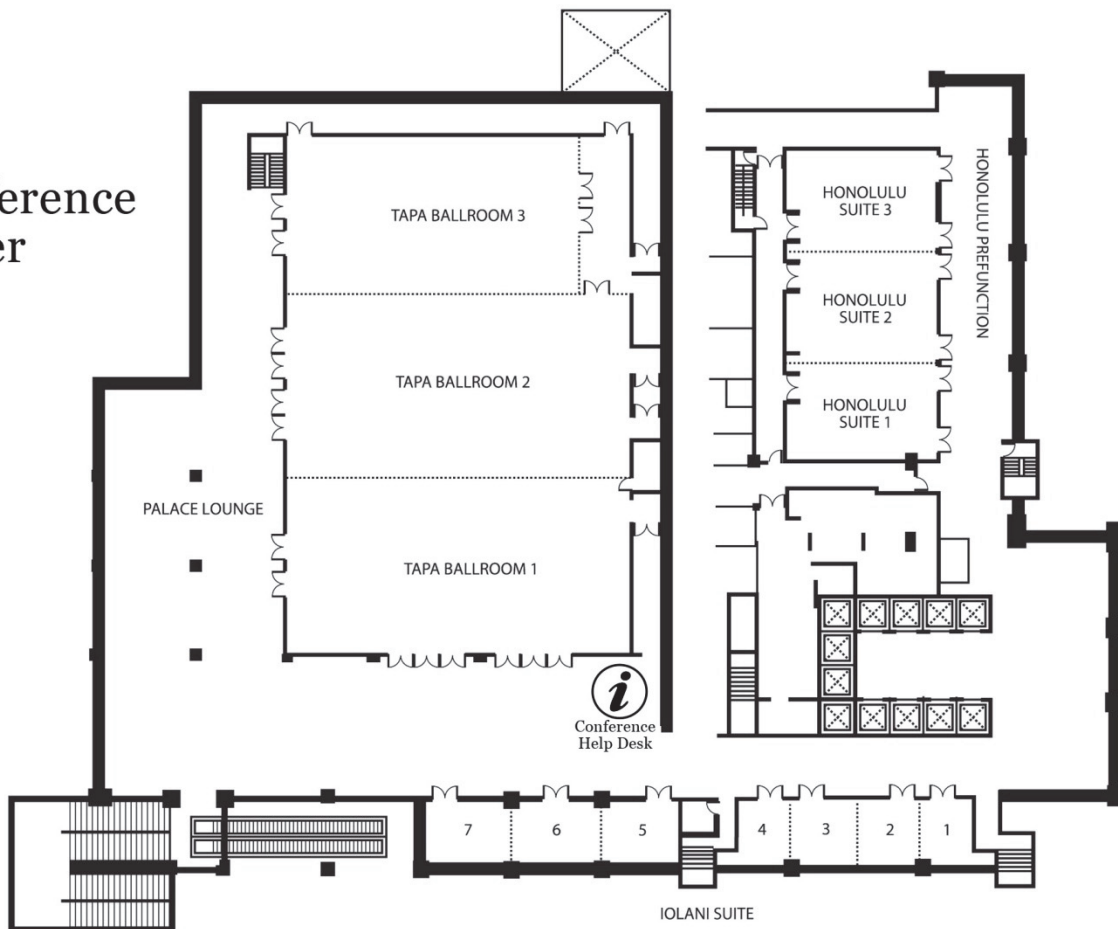
- ✓ Laptop Computer (Please see notes below regarding the laptops)\*\*\*
- ✓ LCD Data Projector (with screen)
- ✓ DVD Player (also plays audio CD's)

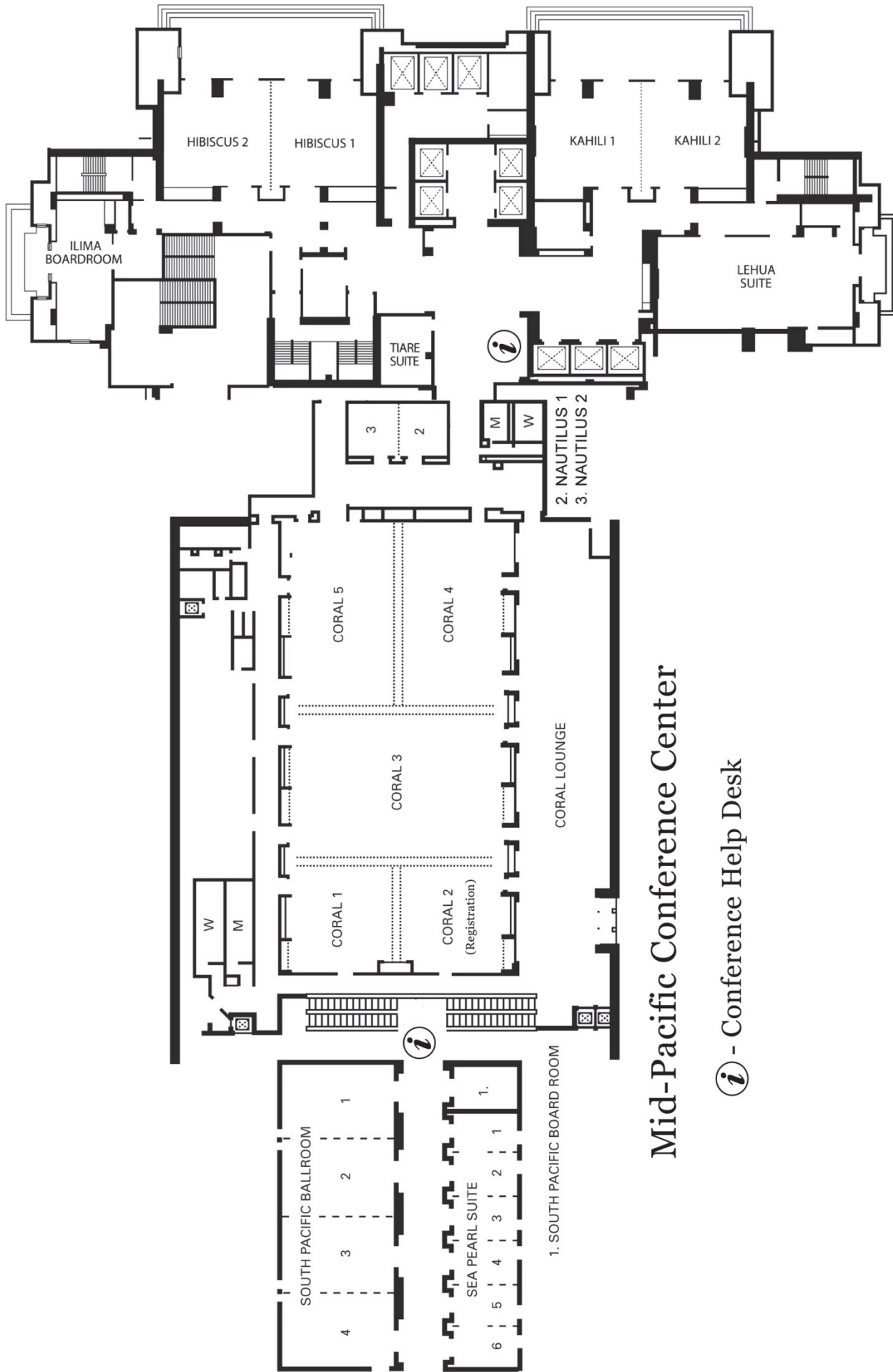
\*\*\* The laptops will accept CD-ROMs, DVD's, and USB “Flash” drives. Microsoft PowerPoint, Word, and Excel are installed on each laptop for your convenience. We will not be able to install any special software that your presentation may require. However, if you brought your own laptop, you may use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

# HILTON HAWAIIAN VILLAGE® BEACH RESORT & SPA



## Tapa Conference Center





## Mid-Pacific Conference Center

 - Conference Help Desk

## Kalia Tower



# Keynote Address

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**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/6/2015 / **Room:** Coral 3 Ballroom

## *Think NUI*

Kaala Souza

NUI is a Hawaiian word that means great, big and abundant. It's a word that includes the idea of larger and more expansive. It's the way you need to think if you want to move from just getting by and surviving to abundance and thriving. Fear, comfort and complacency are indicators of small thinking and the enemies of thinking and living NUI. To break through the challenge of thinking too small we will discuss how as educators we can breakthrough and influence the next generation to Think NUI drawing upon our island heritage and timeless values.

The Polynesian Voyaging Society said, "Our values steer our actions." The first settlers to our Hawaiian islands had values that allowed them to not just think NUI but also live it. These and other values steered the first voyagers into places they had never seen doing what had never been done and can help us do the same.

- Think Different: The problems of today won't be fixed by the solutions of yesterday. We have to recognize and accept that here in Hawaii we already think differently than the rest of the world and this difference is good.
- Think Back: Stay connected to our deep values and history. With this connection we have an unshakeable foundation that gives us a strong platform to move into the unknown future.
- Think Ahead: Clarify and communicate our vision. A compelling vision challenges and in-spires us to reach deeper within to achieve the dream.
- Think NUI



Kaala Souza is a public speaker and author of the book, *Pono: A Hawaiian-Style Approach to Balance and Well-Being*. He lives in Hawaii with his wife, two boys, and three dogs. Kaala is a public speaker, trainer and corporate consultant. He is also the creator of the 3-Minute Message, a website offering daily shots of inspiration and motivation to over 100,000 people around the world.

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education **Session Chair:** Hutto, Debra Jean

***PEP \*for Persistence (\*Passion, Encouragement, Practice)***

Get pumped up for the next semester by joining the PEP squad (and channel your inner cheerleader) and help students move from passive to persistent. Using motivational systems theory and specific instructional strategies, create a classroom environment that addresses the whole student and builds motivation. Motivation and explicit teaching strategies help your highest and lowest learners engage and understand, and can help them obtain goals others thought were unreachable. Make every day a PEP rally.

Hutto, Debra Jean — Northwest Florida State College/University of West Florida

***Development of an Instrument to Measure Teaching Style in Japan: The Teaching Style Assessment Scale (TSAS)***

The Principles of Adult Learning Scale (PALS) has been used extensively in the West for measuring teaching style in adult education, but no version has been available for use in Japan. This research used PALS as the foundation for creating a new instrument with which to measure teaching style in Japanese adult education. The new 30-item instrument was named the Teaching Style Assessment Scale and is available in both Japanese and English.

Yoshida, Fumiko — Saku University, Nagano, Japan

Conti, Gary — Oklahoma State University, Stillwater, OK

Yamauchi, Toyooki — Nagoya University, Aichi, Japan

Iwasaki, Takaaki — Tokyo Gakugei University, Tokyo, Japan

***The Experience And Understanding Of Clinical Judgment Of Internationally Educated Nurses' Transitioning To Nursing Practice In Ontario***

In this paper session I will be presenting the research project titled, Exploring The Experience And Understanding Of Clinical Judgment Of Internationally Educated Nurses' Transitioning To Nursing Practice In Ontario. The presentation includes an overview of the paper, methods and results.

Peisachovich, Eva — York University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education - Workshop **Session Chair:** Vona, Lynn

***Teasing and Bullying Prevention for the Young Child***

The purpose of this workshop is to help educators gain an understanding of why some kids tease and bully and how an adult might intervene. Participants will learn specific strategies how to teach children to create social groups that aren't defined by excluding others. We will look at and discuss the social lives of children and help teachers and parents who are trying to understand how to prevent exclusion and how to support children.

Vona, Lynn — Union Institute and University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Wragge, Brenna

***Hands On, Minds On! An Active Learning Approach to K-12 STEM***

This workshop will demonstrate how an active-learning approach can be used to teach and foster interest in the subjects of Science, Technology, Engineering and Math (STEM). This session will be predominantly hands on and will feature STEM activities that can be adapted for any grade at the K-12 level.

Wragge, Brenna — University of Nebraska Omaha

Wanek, Katelyn — University of Nebraska Omaha

Hodge, Angie — University of Nebraska Omaha

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Domingo, Jose

***Core Values Identification in School-based Cooperatives in Cavite, Philippine***

This paper will highlight the core values in areas of cooperative services and behavior common to participants from ten schools. It will present an application of means-end theory to the problem of identifying the core values of school-based cooperatives in Cavite, Philippines. Through the laddering technique, the researcher was able to identify the underlying values based on the attributes and consequences of cooperative services, behavior of members and stakeholders.  
Domingo, Jose — De La Salle University- Dasmariñas

***Radical Acceleration: Starting College after Seventh Grade***

This presentation discusses challenges facing ‘gifted’ students, as well as the pros and cons of academic acceleration by comparing published research on this topic to my own personal experience of having just completed a full year of college at the age of thirteen.  
Olson, Sabrina — Northwest Missouri State University

***Professional Learning Communities at an Urban School***

This paper presentation will discuss the Professional Learning Communities at an Urban School in the Northeast that included middle and high school teachers and university researchers from Drexel University. The objective of the study was to engage teachers in the professional learning communities of practice model in order to increase student achievement. The rationale behind this professional development plan is that developing professional learning communities is one of the best ways to implement change in teaching methods in the classroom.  
Severino, Lori — Drexel University  
Hammrich, Penny — Drexel University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Porter, Duane

***Native American-based Mathematics Materials for Undergraduate Courses: Year Three Report***

This project develops and researches undergraduate mathematics materials based in the culture and mathematics of Native American Peoples for integration into undergraduate courses. Mathematics topics include probability, number theory, transformational geometry, and pre-service elementary and secondary education-related content. These materials—both paper and electronic—are classroom ready, and are developed and piloted in consultation with Tribes in the Rocky Mountains, Plains, Pacific Northwest, and Southwest. This is an NSF DUE TUES Type 2 funded project.  
Porter, Duane — University of Wyoming  
Funkhouser, Charles — California State University, Fullerton

***Development of teaching strategies within Music Business curricula; creating a collaborative learning environment based on Gagné’s Conditions of Learning Theory***

The research and development of curriculums for audio engineering are evolving. Applying Gagné’s theories specifically to the task of teaching students how to increase their use of emerging technologies such as state of the art consoles will be examined. After completion of this presentation, the attendee will be knowledgeable in the nine events of instruction, understand the application of Gagné’s theories to their own instructional curriculum design.  
Baird, Frank — Middle Tennessee State University

***Can Flipped Classrooms Affect College Students’ English Self-Efficacy and Learning Anxiety?: A Work in Progress***

This work-in-progress study adopts a quasi-experimental design to examine whether students’ English self-efficacy can be enhanced, and English learning anxiety can be decreased through a flipped classroom curriculum with team-based learning activities. This study hopes to provide suggestions for effective teaching methods to promote college students’ EFL learning.  
Chen, Yu-Jung — Cheng-Shiu University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Dilenschneider, Robert

***Adapting Reading Passages for ESL Learners***

Studies involving the use of a computer thesaurus and on-line dictionary to replace and look-up unknown words in reading passages.  
Dilenschneider, Robert — Jichi Medical University, Japan

***Action Research: Are Extracurricular Activities Working for Korean College Students?***

Action research contributes to the innovative teaching and educational change. This is a short action research about students' positive change after professors put their effort conducting extracurricular activities. This study was conducted about one semester. Three Korean faculty members taught English class for a group of students. Around 10 students attended Basic English class. In this study, the researcher would like to show how students' attitude on English has been changed after they attended extracurricular classes.  
Seo, Eun-mi — Howon University, Korea

***Development of Phonemic Awareness of Japanese Elementary School Children as a Basis for English Literacy***

This paper reports phonemic awareness development of school children with Japanese literacy skills. The unprecedented large-scale implementation of elementary school English instruction involved pupils in an urban area who enjoyed songs and stories with homeroom teachers three times a week each for 15 minutes. Despite the clear L1 transfer (syllable level sound segmentation), this six-months instruction has significantly improved their phonemic awareness as measured by initial phoneme oddity judgment tasks.  
Kawasaki, Mariko — Kwansei Gakuin University  
Saito, Tomoko — Kwansei Gakuin University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Reading Education **Session Chair:** Kucer, Stephen

***Miscues and the Comprehension of Complex Literary and Scientific Texts***

Description Not Available  
Kucer, Stephen — Washington State University Vancouver

***The Effect of Peer Assisted Learning Strategies (PALS) on Grade 1 Reading Achievement***

This session presents findings from a year-long study at the Grade 1 level (n = 436 students) in which Peer Assisted Learning Strategies (PALS) was used to supplement classroom reading instruction in 15 elementary schools. Data from this study report on achievement gains of boys compared to girls, aboriginal students compared to non-aboriginal students, and students at-risk of reading failure to typically-achieving Grade 1 students.  
Mattatall, Chris — Memorial University of Newfoundland  
Power, Keith — Memorial University of Newfoundland

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** Uzoff, Phuong Pham

***Virtual School Teachers' Science Efficacy Beliefs: The Effects of Community of Practice on Science Teaching Efficacy Beliefs***

This study seeks to provide understanding of factors that can enhance the science teaching efficacy beliefs of virtual teachers within their science teaching community of practice. The overall purpose of this study is to examine the factors within a community of practice that affect science-teaching efficacy beliefs of virtual K-12 teachers.  
Uzoff, Phuong Pham — Pepperdine University

***Predictors of Improvement in Critical Thinking Skills Among Nursing Students in an Online Graduate Nursing Research Course***

The objective of this study was to examine predictors of improvement in critical thinking skills among nursing students in an online graduate nursing research course.  
Riccio, Patricia — Drexel University

***Power of a Community of Practice: Sharing Our Story as an Online Instructional Team***

Through the intentional design of a community of practice, an open and trusting collaborative environment created conditions for a team of instructors of an online graduate program to share their experiences, seek advice from their colleagues, and learn with and from each other. The community has fostered an open-mindedness to new ideas and new ways of doing things. This team of instructors engaged in professional conversations and meaningful collaboration to empower themselves as online educators and to promote critical reflection 'in' and 'on' action. In this session, the instructors share their experiences, insights, and lessons learned from working as a collaborative team through embracing a community of practice approach.  
Lock, Jennifer — University of Calgary  
Hickey, Evelyn — Calgary Board of Education  
Caissie, Belina — University of Calgary  
Soroski, Trisa — Calgary Catholic School District



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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Lemon, Deborah

***Digital Citizenship: The Rules of Netiquette***

This workshop aims to address the rise of digital citizenship and how it will affect both teaching and learning. In this workshop, a university professor and secondary school teacher will introduce and prepare participants to the issues surrounding digital citizenship such as the idea of privacy, cyber bullying, the impact of social media has on graduates, and the negatives and positives of social and the impact it will have on the education professional arena.

Lemon, Deborah — Ohlone University

Jafralie, Sabrina — McGill University

Williams, York — West Chester University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Thompson, Marilyn

***Excellence, Innovation and Wellness: A Case Study in Workplace Transformation***

This interactive workshop demonstrates how one university established standards, procedures and governance built on traditions of quality and innovation. This focus on excellence, innovation and wellness throughout all functions positions the university as a destination of choice for people best in their fields; fosters continual improvement and cross-campus collaboration; enables top performance from all staff and supports them to achieve their full potential; and models employee engagement that is founded on a strong value system.

Thompson, Marilyn — University of Waterloo

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Huang, Feifei

***Comparing Curriculum and Instruction between Chinese Graduate School and American Graduate School***

This article provides information for future Chinese students who want to study in American graduate school or Chinese students who have already in American graduate school but have encountered problems in their study life. The author shares her study experiences in graduate school in American and compares them with the study life in Chinese graduate school. The article mainly discusses the curriculum and instruction of Chinese graduate school and American graduate school.

Huang, Feifei — University of Mary Hardin-Baylor

***A Case Study on the Common Problems and Solutions of College Students in Taiwan***

This study talks about the common problems and solutions college students in Taiwan are facing. The researchers and five other students participated in the collection of data. Focus group sessions were used to collect the qualitative data to form the survey questionnaire, which was later administered to various student groups. Results show that the common issues are health problems, career issues, lesson and examination, learning difficulties, self-efficacy issues, interpersonal difficulties, time management, and stress issues.

Lin, Mei-Chin — Fu Jen Catholic University, Taiwan, ROC

Ching, Gregory — Fu Jen Catholic University, Taiwan, ROC

***Engaging academia and industry: How partnerships enhance student success and career preparation***

Recognizing that too few U.S. students are interested in and prepared for pursuing training, degrees, and careers in science, technology, engineering, and mathematics (STEM), leaders in business and education increasingly underscore the need that all students have equitable access to high-impact educational practices that help prepare them for work, citizenship, global interdependence, and a fulfilling life. To address these concerns, a three-phase research project from a public university system explores how academic and industry engagement affects undergraduate academic experiences in STEM and business disciplines.

Knepler, Erin — University System of Maryland

Williams, Tiffani — University System of Maryland

Bell, Rebecca — University System of Maryland

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education **Session Chair:** Jacob, Elisabeth

***Integrated Indigenous Paradigm's principles into Collaborative Research on Roles Indigenous Preschool Teachers to Support Emergent Literacy for Children in the Context of Symbolic Play***

Symbolic play is an important tool for cognitive and language development in support to emergent literacy in native language for indigenous children. Indigenous preschool teachers could create opportunities for children to read and write in the context of symbolic play. Collaborative research, respecting indigenous paradigm's principles, contributes to a better understanding of the roles of indigenous preschool teachers to support emergent literacy and symbolic play as well as their professional development.

Jacob, Elisabeth — Université du Québec à Montréal

Charron, Annie — Université du Québec à Montréal

da Silveira, Yvonne — Université du Québec en Abitibi-Témiscamingue

***Early Experience in the Development of Expertise in Sport as a Process of Learning: Lessons for Formal Education***

This paper presents initial findings on a study that looks into the development of expertise in elite level Indigenous male athletes in Australian football and rugby league as a process of learning. It focuses on the social and cultural factors facilitating this learning process from their first exposure as young children to them reaching the highest levels of their respective sports with to consider how this might inform strategies for formal learning.

Light, Richard — University of Canterbury, New Zealand.

Evans, John — Faculty of Education and Social Work, University of Sydney, Australia

***"Our Stories about Teaching and Learning": What Aboriginal and Torres Strait Islander Students in northern Australia Say About Teaching and Their Learning***

This study presents the outcomes of the first of a three phase research initiative which focuses on identifying through the voices of Aboriginal students and community members the teaching practices that influence Aboriginal student engagement and learning. The study occurs with the Diocese of Townsville Catholic Education schools in northern Queensland, Australia. Through phenomenological aligned interviews, Indigenous students and community members express their views of the characteristics of effective teachers and effective teaching. Considering that the national discourse in Australia is monopolised by discussion on teaching quality, we problematize this discourse based upon what the Aboriginal community asserts as characteristics of such practice. Further phases in this research initiative are also presented.

Lewthwaite, Brian — James Cook University

Osborne, Barry — James Cook University

Boon, Helen — James Cook University

Day, Cathy — Catholic Education Diocese of Townsville

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Language Education **Session Chair:** Allen, Nancy

***Teaching Oral Comprehension Skills in French as a First Language***

This presentation will describe the effect of teaching oral comprehension skills in French as a first language to elementary students in Québec. The main focus will be to show the impact of teaching those, as they are one of the predictor of academic success and literacy achievement of students. Furthermore, oral comprehension skills have rarely been studied with students after their early learning in first language.

Allen, Nancy — Université du Québec en Outaouais

***Social Equity, Language Policies and Ethnic Minorities in China***

Language policies, if implemented effectively, can enable marginalized groups to fully engage in the social and political life of mainstream society and enjoy educational and economic benefits. Poorly conceived and ineffectively implemented policies, however, could exacerbate their marginalization and deprivation. This presentation identifies four models of trilingual education (including the minority language, Chinese and English) that have been implemented in different ethnic minority regions of China and the implications they have for social equity.

Adamson, Bob — Hong Kong Institute of Education

***The Challenges of Choosing Multicultural Literature in Historically Monocultural Rural Communities***

This case study focuses on teachers who struggled with choosing literature that would be accepted by their religiously conservative communities while enabling rich classroom discussions on social justice issues. Participants in this inquiry group considered the following question: What literary texts can be used that support a social justice focus without offending community members? Negotiating the middle ground, exposing students to new ideas and discussing these concepts without creating defensiveness was a central concern.

Balzer, Geraldine — University of Saskatchewan

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Keyworth, Randy

***Culture Mapping: An Analysis of the Education Culture Landscape***

The influence of competing education cultures continues to be one of the most challenging obstacles to effective school reform. This paper will examine the role culture has played, and continues to play, in how decisions are made (adoption) and how they are carried out (implementation) and offer insight into directions for building a more effective model of education that more effectively services all education stakeholders.

Keyworth, Randy — The Wing Institute

***Why Evidence-based Practice Has Not Had A Greater Impact On Education***

Despite 40 years of rigorous research into practices that improve student performance, many of these practices are not embraced by the mainstream of education. This presentation examines this phenomenon and possible options for overcoming many of the obstacles that are impeding education progress.

States, John — The Wing Institute

***When Grown-ups Bully: Recognizing and Addressing Signs and Symptoms***

This is a report on issues related to teaching. Bullying has increasingly become part of school culture, and the destructive behaviors associated with various forms of bullying seem to be increasing. Emphasis has been placed on student bullying, but less attention has been given to adult bullying within the field of education: superintendent to principal, principal to teacher, teacher to student. The session will provide information regarding bullying to help educators address it effectively.

True, Charlene — Middle Tennessee State University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Elementary Education **Session Chair:** Schultheis, Klaudia

***Joy to Learn***

Description Not Available

Schultheis, Klaudia — Catholic University of Eichstaett-Ingolstadt

Pierson, Melinda — California State University, Fullerton

***LIFT UP! Literacy Innovations For Teachers – Urban Partnership: Transforming School Cultures through Teacher Leadership in Literacy***

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

Perez, Katherine — Saint Mary's College of California

***Connecting with Families and Communities through Home Visits***

Many years ago, teachers lived in the communities where they worked. Today, teachers and students often live in different communities and teachers rarely know the families of the students they teach. Home visits bring greater awareness, understanding, and respect for the student and his or her family. This presentation will present (a) case studies related to four teachers' home visit experiences and (b) information and strategies for implementing and sustaining home visits within elementary schools.

Cox-Peterson, Amy — California State University, Fullerton

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Jimenez-Silva, Margarita

***OELA/NPD Grantees' Issues of Requirements, Recruitment, Retention, Results, and Reality When Implementing Professional Development Grants***

This panel session featuring four groups of presenters will convene scholars, researchers and educators to present a review of innovative teacher professional development funded through U.S. Department of Education. These projects, in their third year of implementation, prepare teachers for the instruction of English Learners (ELs) through university-school partnership programs. Teachers develop critical competencies that value language and cultural diversity as an integral aspect for instructing ELs. Common issues among the programs will be discussed.

Jimenez-Silva, Margarita — Arizona State University

Reyes, Nora — Mesa Community College

Garvey, Megan — Mesa Community College

Trifiro, Anthony — Arizona State University

Lambson, Dawn — Arizona State University

Coulter, Cathy — University of Alaska Anchorage

Ortega, Irasema — University of Alaska Anchorage

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Health Education - Workshop **Session Chair:** Ickes, Melinda

***Improving Health on our Campuses: Implementing Tobacco-free Policies***

Tobacco-free campus policies provide an opportunity to improve the living, working and learning environment for students and employees. As more campuses adopt these policies, there is a need to emphasize evidence-based implementation and compliance strategies to ensure effective and sustainable policies. This breakout session will introduce attendees to the 3Ts Framework: Tell, Treat, Train, in an effort to develop successful tobacco-free campus policies, both prior to and following implementation.

Ickes, Melinda — University of Kentucky

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** South Pacific III  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Cash, Richard

***A Plan for Success: Merging Literacy and Self-Regulation to Increase Achievement***

The ability to read, write and speak with proficiency is an essential for all students. Students who struggle in school may not possess accurate literacy tools or self-regulation strategies for college and career readiness. This workshop will share a school-wide literacy and self-regulation plan that has been implemented in diverse high poverty districts with promising results. Research suggests that academic improvement can occur when a self-regulatory model is paired with strategic reading instruction that fosters self-efficacy and independence (Beers, 2003). The presenters, including the plan developers and a participating district, will demonstrate and provide examples of how achievement can increase when a self-regulatory model is paired with strategic reading instruction. Specific case studies from high poverty contexts that include rural and urban school settings will be featured in this presentation.

Cash, Richard — nRich Educational Consulting, Inc.

McKnight, Katherine — National Louis University

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**Time:** 8:00 - 9:30 AM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Educational Psychology **Session Chair:** Toom, Anna

***Issues of Online Distance Education: Learning Motivation of Current and Prospective School Teachers***

The criteria for recognizing three basic categories of online students – unmotivated, motivated, and overmotivated – will be discussed. The study participants' individual and collective data will be represented on the 100-score scale designed. Analysis of the investigated population of students, who were current and prospective school teachers, from the point of view of their learning motivation will be performed and illustrated by graphs and pictures.

Toom, Anna — Touro College, New York

***Preservice Teachers' Academic Memories of School: A Tool for Learning***

Preservice teacher memories were collected and analyzed to determine whether their recollections of their own schools years were positive or negative for subjects that they Plan to Teach and Subjects that They Plan Not to Teach. Implications for incorporating these memories into learning foundation course content is explored.

Haught, Patricia — West Virginia University

Nardi, Anne — West Virginia University

Walls, Richard — West Virginia University

***Test Anxiety and Self-Concept of University Students Enrolled in B Ed Honors Degree Program of USAID***

The study was conducted to identify the relationship between self-concept and test anxiety among students of B Ed Honors program. Results showed that there was a significant relationship between two construct. Results also showed that the student with extreme level of test anxiety have very poor self concept and vice versa. Results also indicated that students with average level of test anxiety tend to have average self concept about them.

Hussain, Abid — University of the Punjab, Lahore, Pakistan

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Kysh, Judy

***Revitalizing Algebra in Remedial Courses While Preparing Instructors***

The REvitalizing ALgebra Project (REAL) has created a remedial algebra course that includes problems that enable students to reveal and build on their prior knowledge and that engage small groups in the mathematical discourse necessary to understanding mathematical concepts. The instructors are required to take a course in mathematics pedagogy in conjunction with the first time they teach the course. The workshop will include activities from both courses and evaluation data.

Kysh, Judy — San Francisco State University

Resek, Diane — San Francisco State University

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Millar, Dorothy

***Extending Transition to Address Guardianship Alternatives: An Issue Concerning Students When Capacity is Questioned***

IDEA, the U.S. special education legislation, mandates that students become responsible for their educational programming once they reach age of majority. Guardianship is often raised when student competence to make decisions is questioned. Considering the ramifications of guardianship this presentation describes a model that extends transition planning and addresses the use of guardianship alternatives across the lifespan and emphasizes five elements that aim to promote/sustain autonomy: self-determination; assessment/planning; education/instruction; coordination/collaboration; policy/process evaluation. The elements are applicable to students who may be at risk of losing civil/legal rights when their capacity to make decisions and ability to live autonomously are questioned.

Millar, Dorothy — Saginaw Valley State University

***Autonomy: Applying and Appraising Guardianship Alternatives by Using the GAAT***

The Guardianship Alternative Assessment Template is introduced as it relates to preventing unnecessary adult guardianship of students who have intellectual disability. The student's vision, daily-living, cognitive functioning, risks of harm, and guardianship alternatives are addressed. Stakeholders can use GAAT results to ensure that guardianship alternatives are used to enhance capacity.

Millar, Dorothy — Saginaw Valley State University

***The Legality and Impact of Voucher Programs for Students with Disabilities***

Over the last several years, an increasing number of state legislatures have proposed or have passed laws that give children with disabilities public money to attend private schools. This presentation will explore the parameters of current voucher programs, assess their legality under state and federal law, and examine the latest evidence of their impact on students with disabilities. Special attention will be paid to recent opinions issued by the U.S. Department of Justice on this issue.

Hensel, Wendy — Georgia State University College of Law

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Chavers, Kevin

***An Approach to Enhance Student Performance in Biostatistics***

Student-centered review sessions (orals) have been implemented to increase student performance in Biostatistics at George Mason University. Preliminary results indicate that students who attend orals outperform students who do not attend. Students benefit from these sessions because they engage in rich discussion and peer teaching that is facilitated by an Undergraduate Learning Assistant. Expansion of this strategy to other courses may increase students' knowledge in the content area and increase the retention of STEM majors.

Chavers, Kevin — George Mason University

Davis, Claudette — George Mason University

Waqar, Mariam — George Mason University

***Academic challenges faced by undergraduate students studying chemistry, engineering and mathematics through English second language***

In South Africa, high attrition and low throughput and success rates are common among undergraduate students. This study investigated the academic challenges encountered by undergraduate students studying chemistry, engineering and mathematics through English as a second language in a University of Technology. Data were collected from students and lecturers in these departments. Results revealed that despite their challenges, students used human agency as a resilient strategy that helped them cope with their challenges.

Sosibo, Lungi — Cape Peninsula University of Technology

***Impact on STEM Education: An Overview of Sisters in Science™***

This paper presentation will discuss the in Sisters in Science™ program. This program addresses the need for urban girls and boys in elementary, middle and high school to gain equitable access to science education. Specifically, this need is based on the rising research-based public concern over the equity gap in science, mathematics, and technology. Sisters in Science™ offers six innovative science programs designed to foster equity, access, and inclusion in science, technology, engineering, and mathematics (STEM) education [see figure 1]. In the presentation, results from data from over 15 years will be discussed and recommendations will be made to improve science education.

Hammrich, Penny — Drexel University

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Imre, Robert

***Schooling in Post-Neo-Liberal Times: Pro-Sumption and Sous-veillance***

I claim that democracies around the world are experiencing a move away from neo-liberal governance and entering a right-wing reactionary governance consolidated, at least partially, by available social networking technologies. Pro-sumption and sous-veillance, as social patterns of technology usage, have changed interactions with education systems universally: both throughout the life-span of individuals interacting with education systems, as well as the influence of a post-neo-liberal capitalist structure dominating the educational and technological landscape.

Imre, Robert — The University of Newcastle, Australia

***The Impact of Education on Identity and Conflict in Cuban-American Relations***

This paper seeks to determine the role Social Studies education, at the elementary school level, has played in shaping adversarial cultural perceptions between the citizens of the United States and Cuba over the last 50 years. Developmental theorists underscore the role education plays in forming group identity. In this context, this research examines the specific ways that key events between the two countries have been presented in elementary school textbooks, trade books and children's literature.

Harper, Laurie — Salve Regina University

Giannakos, Symeon — Salve Regina University

***Bullying Among Male High School Students has it Changed?***

Bullying among students has risen to national concern and generated ongoing debate. This is especially true in the area of Cyberbullying. This presentation looks at male high school students and their experiences, attitudes, and involvement with bullying. The survey was first administered at a high school in Sacramento County, California in 2008. In a comparative follow up the survey was re-administered in May 2012. Questions looked at include has the practice increased or decreased and have the methods changed.

Karell, David — National University

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Social Studies Education **Session Chair:** Štrajn, Darko

***Intercultural Competence through Foreign Language Teaching***

The study LACE, which was carried out in 2008 for the European Commission's Directorate for multilingualism, started from the perception that education can fulfil at least a part of the expectations, if it focuses concretely on the development of abilities, skills and, above all, intercultural competences of pupils. It does not need to be argued extensively that teaching a foreign language is one of the most important levers for the creation of these skills.

Štrajn, Darko — Educational Research Institute

***Learning to Swim in Turbulent Waters: The Dumagats in the Midst of Globalization***

The quest of an indigenous group known as Dumagats in the Municipalities of Norzagaray, San Jose del Monte, and Dona Remedios Trinidad, in the Province of Bulacan, Philippines in facing the fast paced world of globalization. Also it will show how they are going to do some necessary adjustments in order to adapt to these changes.

De Jesus, Bryan — Bulacan State University

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education - Workshop **Session Chair:** Beyer, Kalani

***A Framework for Enhancing Student-Student, Student-Teacher, and Student-Content Engagement in Distance Education***

Diverse learning styles of 21st century online students require a deeper level of interactivity to enhance learning, increase student satisfaction, and retention. Increasing the level of interaction must occur on three levels: student-student, student-instructor, and student-content. The workshop will provide research-based practical strategies that can enhance student engagement and participation. Participants in this interactive workshop will explore and use findings from research in effective online teaching and learning to develop a three-tiered Framework for Interaction

Beyer, Kalani — Ashford University

Brownson, Steven — Ashford University



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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Brown, Loren

***Best Practices in Educational Technology Leadership***

This research paper presents a best practices approach to leadership in educational technology. Best practices include research findings regarding utilization of the constructivist methodology, use of professional learning networks and communities including web 2.0 tools associated with PLN and PLC, and research findings with reference to online professional development as an alternative to traditional professional development contexts. A recurring theme in the research paper focuses on the benefits of collaboration within each best practice.

Brown, Loren — Liberty University

***Online educational culture: An ethnographic look into online learning through the eyes of three online educators***

Overview of online tools available in higher education, description of study, description of methods, discussion on findings.

Sterling, Ken — University of California at Santa Barbara

De Piero, Zack — University of California at Santa Barbara

Meyr, Justine — University of California at Santa Barbara

***Collaboration and Use of LMS in Lesson Design – an Intervention Study***

This is a paper with findings from an intervention study about lesson design with integrated ICT conducted in an upper secondary school Sweden. A jointly LMS was created for sharing and designing material. The aim with this paper is to analyze how the LMS have been used by the teachers in the group and how the teachers have perceived the cooperation.

Haglund, Therese — University of Gothenburg, Sweden

***Cognitive Theories and the Design of Education to Work Environments***

The current and future health of the 21st Century economy depends on how broadly and deeply work and education are interconnected. Education-to-work connection should enable the cognitive development of individuals and teams so that the outcome of education can be directly translated to work environments. Cognitive developmental theories attempt to explain cognitive activities that contribute to students' intellectual development, their lifelong learning, and problem solving. These are the attributes that one needs to acquire before entering a work environment. The author will first briefly present Piaget's cognitive theory and derive a problem solving pedagogy model from it that will support learning that will translate into an education-to-work connection. Second, an example developed by the author and his graduate students will be presented that uses the Web as an appropriate instructional delivery medium to apply Piaget's cognitive theory to create environments that promote the education to work connection.

Gillani, Bijan — California State University

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Schumacher, Jane

***Case Based Learning: Preparing Adult Learners to Become Thoughtful Leaders***

Participants in this case based learning workshop will simulate the application of research based leadership theories to real-life decision making through activities structured for individual thought, peer discussions, and knowledge construction. Case based learning is supported by theorists in adult learning, constructivism, leadership, and storytelling / narrative. This instructional methodology encourages adult learners to read, analyze, discuss, confer, and arrive at decisions and chosen courses of action in response to the cases presented.

Schumacher, Jane — University of Phoenix

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Foxx, Krystal

***Understanding the Impact of Community Cultural Wealth on Students of Color in STEM***

Community Cultural Wealth, a framework developed by Yosso (2005), aims to empower and place value on all cultures. Although higher education institutions continue to promote and engage in diversity of both faculty and students and instructional/learning approaches, STEM programs struggle with graduating students from certain Communities of color. This session presents Community Cultural Wealth, discusses the ways it can be applied to STEM higher education, and addresses its significance in an international context.

Foxx, Krystal — University of North Carolina - Charlotte

***Ensuring Integrity for Review of the Performance of Faculty***

The review process and procedures that govern the evaluation of full-time Faculty at National University for reappointment and/or promotion is designed to assure consistent, objective, and equitable review of performance. The evaluation for reappointment/promotion includes a review of the full effort of the individual since the published deadline for the last completed evaluation and/or the faculty member's last assignment of rank at National University, considering the accomplishments in the context of the rank sought.

Bustillos, Terry — National University

Tyler, Clifford — National University

***Traditional in Rigor and Contemporary in Design: Creating an Online Doctoral Program for Education***

This session will describe the process The University of Findlay, Ohio, College of Education went through to have an online doctoral program approved by the Ohio Board of Regents and the Higher Learning Commission. This unique doctoral program incorporated each chapter of the dissertation into coursework and provides other support structures throughout the program. Starting an online doctoral program with three cohorts will also be shared along with lessons learned along the way.

McIntosh, Julie — The University of Findlay

Rife, Gwynne — The University of Findlay

Scoles, Michael — The University of Findlay

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Foundations **Session Chair:** Regnier, Robert

***Teaching for Nuclear Weapons Disarmament and Non-Proliferation: A Process Relational Approach***

In spite of the threats of climate change, nuclear weapons proliferation may present the most immediate threat to global well-being. This presentation identifies the current nuclear weapons proliferation problematic and how this problematic threatens world civilization, reviews challenges to educating world communities in regard to decreasing this threat, and recommends a process-relational approach to teaching about it.

Regnier, Robert — University of Saskatchewan

***The Adventure of Teaching for a Just-Peace: Toward Whiteheadian Foundations***

Teaching for peace that simply ends conflict and teaching for peace built upon justice are two different matters. While some notions of peace allow for the prevention of the immediacy of escalating violence, it takes more than prevention of violence to bring about lasting peaceful relations. Through analysis of the difficulties of attaining just peace and through discussion of A. N. Whitehead's notions of peace, civilization and education, this presentation recommends education toward lasting peace.

Regnier, Robert — University of Saskatchewan

***The Issue of Dualism in Critical Education***

According to postmodernists, dualism is considered as a fundamental epistemological fault of modernism. Questions this paper addresses are: What are the central points in the postmodernism's critiques on dualism? Are the concept of non-dualism and the idea of promotion of social justice of critical education intrinsically contradictory? And how does one go beyond dualism? The paper presents three ways to understand non-dualism, and explores some implications we can draw for critical education

Cho, Seehwa — University of St. Thomas

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Gooden, Mark

***Developing a Community of Trust and Inclusiveness by Increasing Leaders' Awareness of Race and Privilege***

This is an interactive workshop that engages participants in provocative and interesting exercises that examine their target and agent identities and how they can take action to improve their personal leadership capacity. Resources explaining relevant research and tools used in workshop that enhance experiential learning will be available.

Gooden, Mark — The University of Texas at Austin

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Lehrer, Joanne

***From Childcare to Kindergarten with Additional Support Needs: Parent and Educator Narratives***

This narrative multi-case study presents the transition narratives of mothers and early childhood educators of two children diagnosed with developmental delays, within the context of a childcare to school transition program aimed at sharing information about the children with the children's future kindergarten teachers. Mothers and educators were interviewed before and after they met to discuss an observation checklist completed by the educator, which the parents were requested to share with the school.

Lehrer, Joanne — Université du Québec à Montréal

Bigras, Nathalie — Université du Québec à Montréal

Laurin, Isabelle — Agence de la santé et des services sociaux de Montréal

***Information Literacy in the Kindergarten Classroom: An I-LEARN Case Study***

Description Not Available

DeCarlo, Mary Jean — Drexel University

***Reflections on Vygotsky's learning theory in the light of actor-structure debate as a theoretical framework for understanding pre-schoolers' participation in language acquisition***

The presentation will provide insights on Vygotsky's theory on cognitive and learning development in the light of actor-structure debate. This work will provide theoretical knowledge for understanding the position of pre-school children as agents who actively participate in the process of language learning in the home-environment. From the empirical perspective, this work investigates the scale of environmental impact on language acquisition in children at the age of four years. The preliminary analyses will be provided.

Stankiewicz, Kamila — UiT- The Arctic University of Norway

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** McKnight, Katherine

***Improv and Creative Dramatics to Develop Language Competency***

Improv and creative dramatics is an enjoyable and effective way to build communicative language, critical reasoning, creative thinking and problem solving skills. Join the presenters, academic and theater trained teachers, as they take the participants through interactive practices of improv and creative dramatics. Participants will experience how second language learners become more self-confident, expressive and articulate through improv and creative dramatics. The participants will be given a menu of activities that develop oral language skills.

McKnight, Katherine — National Louis University

Cash, Richard — nRich Educational Consulting, Inc.

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Clark, Sarah

***Examining Elementary Preservice Teacher Reading Instructional Knowledge Needed to Teach the Common Core State Standards***

Ever increasing attention has been placed on the importance of having knowledgeable teachers who can influence reading achievement in meaningful ways. Are preservice teachers being prepared with the knowledge needed to teach the newly adopted Common Core State Standards? In this study, we examined the reading instructional knowledge of elementary education preservice teachers (N = 87) from two programs at the conclusion of their reading methods courses to determine gaps and limitations of this knowledge.

Clark, Sarah — Utah State University

Helfrich, Sara — Ohio University

***Examining Elementary Preservice Teacher Reading Instructional Knowledge Needed to Teach the Common Core State Standards***

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Clark, Sarah — Utah State University

Helfrich, Sara — Ohio University

***Videorecorded Microteaching Sessions in Teacher Training and the Opinions of Teacher Trainees***

Description Not Available

Deneme, Selma — Trakya University

***Stress and Job Satisfaction in Teachers of Special Education and Teachers of Mainstream Schools.***

This study examined stress and job satisfaction in teachers of special education and teachers of mainstream schools. Non probability purposive sampling was used. Teacher Stress Inventory and Job Descriptive Index were used. The significant results showed that stress and job satisfaction were negatively correlated, furthermore there is more stress and less job satisfaction in teachers of special education as compare to teachers of mainstream schools. Moreover in special education set up, the young teachers were found to be less satisfied as compared to old teachers, and stress is found less in more experienced teachers as compared to less experienced teachers.

Farooq, Faryal — Quaid-I-Azam University, Islamabad, Pakistan

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Grant, Kimberley

***Teacher Self-assessment as Formative Assessment***

Teacher self-assessment in many jurisdictions has become a formalized, annual process related to increased demands for accountability. As such, teacher self-assessment practices are often markedly different from those advised in the literature on student self-assessment. Using the recommendations on formative assessment from Black and William (1998) and Boud's (2000) description of sustainable assessment, this presentation will examine current teacher self-assessment practices used in North American contexts and discuss ways these practices may be enhanced.

Grant, Kimberley — University of Calgary

***Avoiding Disgusting Discussion Board Questions***

Want to create discussion board questions that engage students in your online courses? Discover ways to enhance course content and objectives through multiple and different approaches to creating and responding to online discussion board questions. This session demonstrates different examples from actual online courses in the fields of mathematics, computer science, and business for both a university and community college settings.

Huse, Vanessa — TAMUC

McAnally, Maribeth — Trinity Valley Community College

Bauer, Susan — Ursuline Academy

***The Silver Hour: An Innovative Model to Teach Healthcare Workers about End of Life Care***

Although most Americans will die in the hospital, there is no unifying model that sets a standard for quality end of life care across the healthcare continuum. As a result, educators are challenged to develop teaching methods and resources that address a large number of potential circumstances that may or may not be part of their students' clinical practice

Smith-Stoner, Marilyn — Independent

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**Time:** 9:45 - 11:15 AM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Panel **Session Chair:** Stevenson, Zollie

***A School District-University Partnership: Strengthening Leadership Preparation While Re-Energizing the Connection between Theory and Practice***

This presentation focuses on the partnership between an urban HBCU and an urban/suburban school district in the metropolitan Washington, DC area and their collaboration in preparing school building and central office managers for leadership roles. Using a cohort model that merges theory and practice, this collaboration has strengthened leadership in the district while simultaneously modernizing the university's delivery of the school leadership program. A social justice theme is interwoven across the leadership courses.

Stevenson, Zollie — Howard University

Shetley, Pamela — Prince George's County (Maryland) Public Schools

Miller, Tracie — Prince George's County (Maryland) Public Schools

Pabon, Olga — Prince George's County (Maryland) Public Schools

Hughes, Cheryl — Prince George's County (Maryland) Public Schools

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Barclay, Allen

***Teaching Methods in Calculus: A Literature Review of Calculus Failure Rates***

On a national level, data indicate that about 40 percent of students in Calculus classes finish with a grade of D or F, drop the course, or withdraw (Reinholz, 2009). This paper discusses the history of the high failure rate in calculus and what has been done to help lower this rate. I will also discuss some suggestions for future research on using alternate teaching methods to help lower the failure rate in calculus.

Barclay, Allen — Northern State University

***Using Design and Development Research to Develop a Flipped Classroom Teaching Model for College Algebra***

Design and development research provides a systematic way to study the design, implementation and evaluation of any teaching approach. As part of a larger design and development research study, this focus of this presentation is the use of design and development research to systematically study the development of a flipped classroom teaching model for teaching college algebra.

Ogden, Lori — West Virginia University

***Understanding Teachers' Mathematical Knowledge and Potential Patterns to Pedagogical Content Knowledge as Evident in Lesson Plans***

This paper investigates teachers' performance on the Mathematical Knowledge of Teaching assessment in comparison to considerations teachers made for their students in their lesson plans. Initial findings showed teachers had higher Common Content Knowledge as opposed to Specialized Content Knowledge, and there were patterns across teachers' performance on the assessment to the types of learning opportunities afforded to students in teachers' lesson plans.

Van Schooneveld, Jacqueline — West Chester University of PA

***Introducing Productive Pedagogies to Nigerian Mathematics Classroom Using a Community of Practice Approach***

Description Not Available

Bature, Iliya Joseph — Australian Catholic University, Sydney

Jackson, James — ATB University, Bauchi, Nigeria

Aramide, Kemi — ATB University, Bauchi, Nigeria

Danladi, Remkyes — ATB University, Bauchi, Nigeria

Sabo, Nengak — ATB University, Bauchi, Nigeria

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education - Workshop **Session Chair:** Flakes, Savanna

***Effective Inclusive Practices: Improving Student Outcomes through Co-teaching***

Maximizing both educators in a co-taught setting strongly correlates to achievement for all students in the inclusive classroom. Using evidence-based practices, this interactive session will provide participants with a repertoire of instructional strategies for co-planning, co-teaching, and co-assessing to enhance student learning.

Flakes, Savanna — Alexandria City Public Schools, VA / Inclusion For a Better Future, LLC.

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Iolani V  
**Session Topic:** Science Education - Panel **Session Chair:** Hammrich, Penny

***Using the Urban Environment as a Landscape for Learning***

This panel presentation will discuss how teacher educators are using the Urban Environment as a laboratory/classroom for teaching and learning across the various curriculum disciplines. The presenters will describe examples of both formal and informal learning opportunities that include: using Museums to teach science, Zoos to facilitate learning and development in young children, sports to teach STEM, and using the urban landscape to facilitate literacy beyond the walls of the classroom.

Hammrich, Penny — Drexel University

Gullo, Dominic — Drexel University

Grdina, Marylo — Drexel University

Lytte, Connie — Drexel University

Yursa, Hope — Drexel University

Severino, Lori — Drexel University

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Dyck, Mary

***A+ Activity: Physical Literacy for Children with Autism Spectrum Disorder***

This workshop will provide ideas and tools for designing and implementing engaging, enjoyable and educational physical literacy programs for children and young adults with Autism Spectrum Disorder (ASD). Bridging programs that provide children with opportunities to learn physical literacy to enable subsequent inclusion in physical education and community sport programs will be highlighted. Attendees of this workshop will be encouraged to participate in activities and share their best practices for teaching children.

Dyck, Mary — University of Lethbridge

Bennett, Erin — Adapted Physical Activity Consultants

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Charney, W. Mick

***There Is No ‘D’ in Stonehenge: Using Word Clouds to Break through Cognitive Barriers***

Every time we communicate new concepts, they compete with preconceptions so staunchly underpinned by a semblance of reasonableness that students are unaware their privately-held ideas are just that—private. After demonstrating how cognitive barriers arise, this paper highlights the utility of collaboratively-generated word clouds in breaking through and eliminating those barriers. Precisely because they are both visual and oral, word clouds perfectly embody what neuroscience has recognized as the effectiveness of multisensory learning techniques.

Charney, W. Mick — Kansas State University

***A Service Learning Approach to Cybersecurity Education***

This paper proposes a community-based service learning approach to the emerging field of cybersecurity education. The paper also reports and discusses the findings and benefits of the service learning approach based on a three-year longitudinal study of the service learning projects for a college level course in the principles of computer information security.

Wang, Ping An — Community College of Allegheny County South Campus

***Product-Based Professional Development as Catalyst for Change in PK-6 Settings***

This presentation will describe the outcome of collaboration between two PK-6 school systems and teacher education faculty that designed and implemented effective two-year long product-based professional development for PK-6 teachers. Project evaluation data indicate improved self-efficacy, knowledge, and skill in teaching literacy among participants; improved students' performance on state End-of-Grade tests in Reading and Mathematics after the intervention; and improvement in teachers' ability to use and integrate technology into literacy instruction.

Ireh, Maduakolam — Winston Salem State University

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Soffa, Sara

***Completing the Dissertation: Exploring the Impact of an Intentional Research Sequence and System of Support on the Research Self-Efficacy of Doctoral Students***

This presentation highlights the extent to which students entering a doctoral program increase their research self-efficacy from entry into the program, throughout content coursework, and through the dissertation writing phase. This research examines the features of the classroom experience and structured and inclusive advising process that contribute to the research self-efficacy of doctoral students who are enrolled in a cohort based, educational leadership doctoral program at a liberal arts, Catholic college in the Midwest.

Soffa, Sara — Edgewood College, Madison, WI

Otte-Allen, Suzanne — Edgewood College, Madison, WI

***The Place of ICT and Globalisation in English Education***

Guiding the construction of ELA curriculum documents is an economic discourse grounded in a particular vision of globalisation and accompanying ICT skill sets. This work interrogates globalisation and ICT as guiding paradigms for English language arts decision makers.

Barrell, Barrie — Memorial University St. John's, NL, Canada

***Integrated Communications Study – A Work in Progress***

This presentation is a work-in-progress report on a collaborative approach with program instructors to integrate curriculum objectives from the required communications course with their core technical courses. The purpose of this integrated approach is to develop the required skills in a more discipline-specific manner to improve engagement and proficiency in communication skills. The assumption is this approach will produce better communication skills than when the skills are taught in isolation.

Kirchner, Janice — Medicine Hat College



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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Tsuda, Nobuo

***Effectively Teaching iBT TOEFL Preparation Intersession classes for Lower-Intermediate-Level Japanese College Students***

The purpose of this presentation is to demonstrate how we can teach iBT TOEFL preparation intersession classes more effectively for lower-level intermediate Japanese college students. The intersession consists of three 90-minute classes every day for eight days, with the TOEFL Practice Online Test administered on the ninth day to determine students' TOEFL score. The author presents various techniques for reading, listening, speaking, and writing to help students develop their four skills and TOEFL strategies.

Tsuda, Nobuo — Konan University Institute for Language and Culture

***Scaffolding Freshmen's English Vocabulary Learning Strategies in EFL Context: A Case Study***

This study aimed to scaffold EFL freshmen's English vocabulary learning strategies(VLS) through a peer learning group. This study indicated the following findings. Firstly, all participants agreed the effectiveness of VLS and most connected VLS to their English learning. Second, the growth in VLS should be continued with the assistance of experienced EFL teachers. Last, current English teaching should comprise VLS to build learners' English vocabulary and to expand their self-directed vocabulary learning.

Kuo, Tonny — National Tsing Hua University

Chien, Chin-Wen — National Hsinchu University of Education

***Exchanging Cultures through Class Conversations at Portland Community College***

This paper reports on continuing community college classroom research on International Students learning English who are paired with Introductory Sociology students for weekly structured discussions which explore their cultural heritage, ancestors, immigration, family rituals, holidays and leisure activities. Expanding on previous projects research, this study includes both the ESOL and Sociology students' responses through classroom evaluation surveys, as well as weekly papers describing conversation content. It is anticipated the weekly papers will reveal how student friendships and community develop through the academic term.

McMurry, Melody — Portland Community College, Rock Creek Campus

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education **Session Chair:** Angelo, Louis

***A Program Evaluation: Assessing the Implementation Fidelity of a High School Student Leadership Academy's Curriculum and Evaluating Demonstrated Learner Outcomes for***

***Alignment with the NASET Youth Development and Leadership Standards***

The purpose of the mixed methods study was to conduct a program evaluation of a high school student leadership academy to compare participants' learning outcomes to the

NASET youth development and leadership standards. Results evident from the data collection, analysis, and triangulation indicated participants experienced personal growth and development as well as leadership growth and development and achieved the NASET youth development and leadership standards. The presentation will explain the methodology and results.

Angelo, Louis — Drexel University

Pittman, Joyce — Drexel University

***The Relationship of Some Selected Demographic Variables and Television Viewing Habits to Academic Performance of the Secondary Students of Bulacan State University***

The research focused on the relationship of some selected demographic variables and television viewing habits to academic performance of the secondary students of Bulacan State University.

Lintao - Acuna, Elenita — Bulacan State University

***High school teachers' relationship to knowledge***

Teachers' relationships to knowledge are a major issue in education since they are associated with types of education, the nature of knowledge among students, and their academic success. History, science, and ethics and religious culture/philosophy teachers took part in this study. A mixed methodological design examined their conception of their relationship to knowledge, specifically with regards to the nature of knowledge in their subject area and in other subject areas.

Allen, Nancy — Université du Québec en Outaouais

Jacob, Elisabeth — Université du Québec à Montréal

Gagnon, Mathieu — Université de Sherbrooke

***Ten Years of Early College High Schools: Examining Six Highly Successful Utah Models***

We will share the characteristics of Early College High Schools in general and examine Utah's six ECHS models, their successes and challenges. We will discuss how these models and results could be replicated by districts or as charter schools elsewhere. With nearly a 100% high school graduation rate and an 80% college associate degree success rate, these schools are Utah's top academic schools. Each of the six schools is following a different educational model to accommodate their unique demographics and their university partner's needs.

Baron, Clark — Utah County Academy of Sciences (UCAS)

Trevino, Anna — Utah County Academy of Sciences (UCAS)

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Nautilus I  
**Session Topic:** Business Education **Session Chair:** Rakhmayil, Sergiy

***Interactive Teaching Methodology in a Large Finance Class***

This paper reports results of introducing interactive lecture methodology in teaching Finance classes. Empirical evidence shows significant improvements in academic performance, compared with performance from smaller classes taught using conventional lecture format.

Rakhmayil, Sergiy — Ryerson University

***Six Steps to Effective Virtual Leadership in the Global Entrepreneurial Environment***

The rise of global entrepreneurialism has provided opportunities for educational and business ventures. When led effectively, virtual organizations can increase productivity by as much as 40% (Yu, 2008). However, with inept or weak management, project results can plummet by 50%, and innovation can decrease by 93% (Wiley, 2010 as cited by Dennis et al). The purpose of this paper is to consider the path to virtual leadership competence in the context of the SPELIT Model (Schmieder-Ramirez, J. & Mallette, L.A., 2007) with respect to social, political, economic, legal, intercultural, and technology facets.

Gladys, Ann — Sommét Enterprises, LLC

McCluskey, Thomas — Pepperdine University

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Richardson, Jayson

***How Technology is Shifting the Role of the School Leader***

Advances in digital technologies have transformed our personal lives, reshaped the larger information landscape in which we operate, and helped create a hyper-connected, hyper-competitive global information economy. This session will allow participants to explore some of the nuances of how technology has changed the role of the school leader. The session will explore what schools and leaders are doing to create dynamic, technology supported learning experiences.

Richardson, Jayson — University of Kentucky

***Using an Augmented Reality Game to Enhance the First Year Course Experience for Pre-service Education Students***

This presentation will cover aspects of augmented reality games pedagogy as well as the experience for students at The University of Queensland and how the ARG will affect their course experience. Background information on augmented reality games will also be covered

Campbell, Chris — The University of Queensland, Australia

O'Shea, Patrick — Appalachian State University

***One to one technology: Boon or Bust?***

The one-to-one classroom model has been around for more than a decade and it remains a rapidly growing movement. While supporters claim increased student focus and skills in technological applications, research studies indicate mixed results and critics cite excessive costs, internet/broadband limitations, and lack of careful teacher/staff training and follow up.

Bruneau, Odette — Luther College, Iowa

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Matsuya, Akemi

***Pragmatic Competence and Acquisition of Rhetorical Questions***

Description Not Available

Matsuya, Akemi — Takachiho University

***Rhetorical Questions in Books for Primary Schoolchildren***

Description Not Available

Watanabe, Keiko — Mathematics and Information Science Program, Graduate School of Tsuda College

***The Function of "Acaso" in Spanish Rhetorical Questions***

Description Not Available

Miglio, Viola — University of California, Santa Barbara

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Grimes-MacLellan, Dawn

***Cultural consultants in the classroom: Harnessing student mobility for intercultural learning***

Study abroad programs are frequently seen as an ideal opportunity for students to improve their foreign language skills and gain cultural knowledge through immersion in another society. However, while abroad, students often find it surprisingly challenging to engage with local people and culture. This presentation discusses a pedagogical approach designed to harness student mobility for authentic learning that brings study abroad students and local students together for mutually beneficial intercultural learning

Grimes-MacLellan, Dawn — Meiji Gakuin University

***Prerequisites and Success in Social Science Courses***

The purpose of this study was to determine the effects of prerequisites on the outcomes of sophomore social sciences courses. Data were collected from a central Texas community college that instituted prerequisites for one semester and then removed them the next semester. The longitudinal study shows the impact of prerequisites on students' success rates in these courses. The longitudinal study covers long semesters from Fall 2008 through Fall 2013.

Creech, Sandra — Temple College

Sinegal, Shannon — Temple College

***How Do I Know You Value Me?***

We ask students whether they are satisfied or not with their education. Rarely do we ask the question "What makes you feel valued?" This is entirely different. Taking an appreciate enquiry approach students are asked to identify what factors in their education experience make them feel valued. Responses not only provide insight into this important construct but also open up positive possibilities for improvements.

Claxton, Julia — to Leeds Beckett University

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Higher Education **Session Chair:** Capilitan, Diamer

***Mobile Phone Technology: Is it an Advantage or Disadvantage to the Academic Performance and Lifestyle of College Students?***

This paper will present how mobile technology affects the students' life in higher education. It will show how students in the Philippines utilized smart phones for their academic advantage and how it changes their lifestyle.

Capilitan, Diamer — Mindanao State University-Iligan Institute of Technology, Philippines

Pangcatan, Rahima — Mindanao State University-Iligan Institute of Technology, Philippines

***Possible Factors Related to College Students' Performance, Retention, and Graduation***

This study examines the possible factors related to college students' performance, retention and graduation for White, Hispanic, African American, and Asian students. Drawing on 1578 freshman 2007 data from a state college, this study identified the achievement gap among students from different ethnicities, which echoed with the prior literature (e.g., Ladson-Billings, 2006). It also found that among other factors, incoming HS GPA and unit progress significantly related to their performance, retention, and graduation.

Beck, Erika — Nevada State College

Thanki, Sandip — Nevada State College

Shi, Qingmin — Nevada State College

***Native American Women in STEM and their Career Pathways***

Current research demonstrates that although the number of women of color who earn their doctorate in science, technology, engineering and math (STEM) disciplines is less than five percent of the total population, Native American women account for less than one percent. Using quantitative analysis, this presentation will discuss insights and factors that influenced career decision of Native American, Alaska Native and Native Hawaiian (NA/AN/NH) women who have earned STEM PhDs and work in academia.

Zurn-Birkhimer, Suzanne — Saint Joseph's College, Rensselaer, IN

Ahasteen-Bryant, Felicia — Purdue University, West Lafayette, IN

Sahley, Chris — Purdue University, West Lafayette, IN

Geier, Susan — Purdue University, West Lafayette, IN

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration **Session Chair:** Ash, Ruth

***Five Critical Practices: Principals Who Improve Student Learning***

The review of literature demonstrates that the school principal makes a substantial difference in student achievement. The Five Critical Practices of principals who improve student learning are identified. The authors conducted an in-depth study of the work of three principals and associated their practices with the Five Critical Practices. Join the session to hear the results from the case studies and learn how to implement the Five Critical Practices to improve student learning.

Ash, Ruth — Education Solutions, Birmingham

Hodge, Pat — Education Solutions, Gulf Shores

Connell, Peggy — Samford University

***Leadership in the 21st Century***

This report will tackle leadership in the 21st century, the author believes that leadership is a crucial skill that enhances improvement. Since change is taking place rapidly, we do need a theoretical as well practical understanding of this unprecedented era which is full of unique challenges and opportunities. Many researchers have shared their theories and practices of human as well as the organizational dimensions of leadership. This report will give an overview of the multidimensional and the integrative view of leadership in the 21st century.

Harati, Lina — Saint Louis University

***Project Planning and Management: Essential Design Characteristics to Ensure Project Success***

A characteristic of successful projects is that they are properly planned and managed. This paper will focus on key strategies and design elements to project planning and management.

Dearman, Catherine — University of South Alabama

Styron, Ronald — University of South Alabama

Styron, Jennifer — University of South Alabama

Whitworth, Sheila — University of South Alabama

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Doetzel, Nancy-Angel

***Synergizing Heart/Mind in Leadership: Applying Appreciative Inquiry***

I will present findings from my dissertation research, which demonstrate the benefits of applying “Appreciative Inquiry” to research methodology and educational practices. Appreciative Inquiry is a constructive approach to research that creates space for new voices and expands circles of dialogue which include discourses about spirituality. The presentation will draw from ten educational leaders, making up the sample. My presentation could alter attitudes of collecting and interpreting data that move beyond reductionist frameworks and positivist hegemonies.

Doetzel, Nancy-Angel — University of Calgary

***The Role of Government Policy and Practice on Higher Education Tuition and Fee Charges and Financial Aid Programs***

This study was intended to examine the role of government policy and practice on higher education tuition and fee charges. This study illustrated what government could do and should do to ensure affordable higher education and effective financial aid programs.

Au, Helen — University of Hawai‘i at Mānoa

***Let the Symbols Speak***

This study purposed to explore how superintendents instill democracy and democratic values in American public schools. This qualitative case study employed autoethnography as a research methodology to better understand in what ways the efficacy and praxis of the superintendents of independent public schools as founding members of the Public Education Visioning Institute of Texas had been influenced by their participation. Study findings resulted in an iconic unity of values, vision, and passion for change.

Hindman, Janet — West Texas A & M University, Canyon, Texas

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Cash, Richard

***Defensible Instructional Practices for Secondary Gifted Students: Deep, Complex & Critical!***

Teachers working with young gifted students may receive some training on the instructional practices deemed necessary in gifted education. This is not usually the case at the secondary level. In an effort to promote defensible instructional practices for secondary gifted students we must support middle and high school teachers with a better understanding of the characteristics of advanced adolescents, qualities of substantive conversations, and sophisticated questioning techniques. This session will demonstrate specific strategies to deepen content, extend complex questioning, and build critical conversations. Participants will receive invaluable resources to meet the needs of gifted secondary students in any subject area.

Cash, Richard — nRich Educational Consulting, Inc.

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Haggis, Diane

***BHB - Bonding, High Expectations and Belief in Success***

Understanding what teachers in educational settings do to create positive learning environments for at risk youth in their classrooms is critical for indentifying factors that influence positive outcome for students in such programs. Presentation will include an overview the BHB theory (Haggis, 2011) which guided the case study of: Teacher Perceptions of What They Do In Their Institutionalized Settings to Provide a Positive Learning Environment for Troubled Youth in Their Classrooms.

Haggis, Diane — BHB Education Consulting

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Health Education - Workshop **Session Chair:** Baird, Tamara

***Making virtual reality tangible in nursing education; when the Star Trek holodeck comes to life through vSim for Nursing® co-created by Laerdal and Lippincott Williams & Wilkins***

The traditional teaching strategies of nursing education are being radically transformed through technology. This presentation will demonstrate the online virtual medical hospital using vSim for Nursing® scenarios along with the provided curriculum. The attendee will have a better understanding of how the didactic and clinical methods of nursing education are evolving, participate in a virtual simulation, and see the potential of how virtual worlds and novice technologies are changing the face of education.

Baird, Tamara — Lipscomb University

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Martone, Andrea

***The pre-student teaching experience: Residency versus tradition field experience placements and the impact on an elementary math methods course***

This study explored the perceptions of students in a Math methods course based on their field experience setting. One participant had a traditional experience with 12 hours in a classroom while another participant was in the classroom 4-6 hours per week. The participants completed all the same requirements for the Math methods course. The analysis found many differences in the way the participants reflected on their preparation and work in the classroom.

Martone, Andrea — The College of Saint Rose

Lodico, Marguerite — The College of Saint Rose

Voegtler, Kathy — The College of Saint Rose

Baldwin, Patricia — The College of Saint Rose

***Retrospective Reflection in a PLC to Develop Preservice Teachers' Beliefs about Teaching Reading***

Do preservice teachers' beliefs about teaching reading change through retrospective reflection? A qualitative study examined the beliefs preservice teachers held on teaching reading following a reading methods course where they tutored and compiled a case study on a struggling reader. Findings revealed that retrospective reflection has the power to change, confirm or deepen beliefs held by preservice teachers. Additionally, preservice teachers gained confidence as teachers and learned the importance of reflection and differentiated instruction.

Blake, Kit — Missouri Western State University

***New Challenge: Transfer from Environmental Design to Art Department: Discussion on How to Balance Design and Art***

After a long tenure in teaching product design for the Faculty of Environmental design I was presented with the challenge of moving my position from Design to an Art Faculty. Teaching Design to Art students represents challenges in a context in which design was never part of its curriculum. These challenges range from revised syllabus to political issues with both students and Faculty members. In this paper I will talk about strategy, case studies and thesis supervision adjustment that result in a successful transition between design and art.

Gadbois, Denis — University of Calgary

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**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Garrett, Marta

***Community Life Center: Case study of the evolution of the counselor training facility at a small private university setting***

The national accrediting body for counselor education programs (CACREP) requires accredited counseling programs have access to a clinical training facility to adequately supervise and monitor the skill development of their counseling students in practicum and internship courses. The Community Life Center (CLC) was opened with a nominal budget on a private, religiously-affiliated university. This case study describes the evolutionary process of the CLC from conception to fully-operational status and now moving into the paperless future.

Garrett, Marta — University of Mary Hardin-Baylor, Belton, TX

Leonard, H. Ty — University of Mary Hardin-Baylor, Belton, TX

Martin, Jason — University of Mary Hardin-Baylor, Belton, TX

Eary, Connie — University of Mary Hardin-Baylor, Belton, TX

Benner, William — University of Mary Hardin-Baylor, Belton, TX

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Miller, Mike

***Who's Your Favorite Mathematician?***

If I were to ask you who your favorite author or artist was, you would most likely have an answer. But if I asked you to name your favorite mathematician, you probably couldn't name any, let alone your favorite. In my 20 years of teaching, I've found that students learn best when they are taught from a historical perspective: hearing the "who" along with the "how".

Miller, Mike — Corban University, Salem Oregon

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Student Affairs **Session Chair:** McKenzie, Wendy

***International student access to Health Care: Are we missing the key?***

International female students from India, China, and Saudi Arabia attending Canadian universities are experiencing limited access to the health system potentially affecting their post-secondary educational experience. The purpose of this mixed-methodology exploratory pilot study will focus on challenges and barriers to accessing Canadian Health care. Expected outcomes include assisting student affairs to better understand how to support the international female community with healthcare access in Canada and advocate recruitment and retention.

McKenzie, Wendy — Thompson Rivers University

Munich, Kim — Thompson Rivers University

Fehr, Florriann — Thompson Rivers University

***Institutional Support for International Students: A Case Study***

In 2012, the UC Davis Student Academic Success Center developed an International Student Resources Program, offering a series of three two-unit courses to incoming international undergraduate students in an attempt to boost academic success and persistence. Initial funding was for a two-year pilot program. This paper will describe the international student population and the International Student Resources Program at UC Davis and discuss the descriptive findings at the conclusion of the program's two-year pilot.

Hill, Michael — University of California, Davis

Alexander, Sally — University of California, Davis

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Iolani V  
**Session Topic:** Kinesiology & Leisure Science **Session Chair:** Balderson, Daniel

***Sports academies in Western Canadian schools: A growing phenomenon.***

School sport academies are a growing trend in Canadian Schools. In Western Canada, over 300 specialty programs are in operation and usually revolve around one sport that provides students an opportunity to train and compete at a high level during school hours. This presentation will highlight research looking at this growing phenomenon and discuss such areas as why they start and the impact on schools, students and the local communities.

Balderson, Daniel — University of Lethbridge

***Overcoming My Fear of Water: A Personal Journey***

This autoethnographic presentation documents my lived experience as an individual who was once afraid in the water. This journey highlights significant events that have shaped my skills and abilities as a swimmer, teacher, and researcher in order to overcome my own fear. Knowledge gained from these events has influenced my lifelong work to assist others in navigating their voyage through these rough waters.

Stillwell, Belinda — California State University, Northridge

***Preferred Learning Styles and Effective Teaching Techniques for Exercise Science Related Programs***

The current paper reviews the preferred learning styles among college students in exercise science related courses preparing for different health professional jobs. In addition, a review of effective teaching tools and techniques that relate to the preferred learning style of these students is included.

Reece, Joel — Brigham Young University-Hawaii



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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Galvan, Hugh

***New Zealand high performance cricket coaches' perceptions of an educationally informed coach education programme***

This presentation discusses the findings of a research project that investigated the newly conceptualized and implemented New Zealand Cricket, level 3, high performance Coach Education Programme. Findings presented may be of relevance to individuals charged with reconceptualising relevant Coach Education Programmes.

Galvan, Hugh — University of Canterbury

Fyall, G — University of Canterbury

Culpan, I — University of Canterbury

***Giving parents voice: Parent perceptions of the quality of schooling in a South African primary School***

Parent involvement in South Africa gained a lot of ground since 1994 post-apartheid legislation was promulgated. The definition of 'parent' has been broadened and the focus is placed on the importance of parents in the governance of a school. This paper looks at reform in the area of parent involvement and more particular at home-school communication in which parents were invited to give their perceptions of the quality of schooling of their children by means of a parent-satisfaction-questionnaire.

Meier, Corinne — University of South Africa

***Healthy Relationship Education: Educating Couples Statewide***

This paper reports on a state-wide preventive social science education initiative. The study examines both the structure and outcomes of a healthy relationship initiative. Couple relationship education was found to significantly increase relationship knowledge in participants regardless of gender and age. Knowledge acquisition was moderated by ethnicity, relationship status, and participant satisfaction with the CRE.

Bradford, Kay — Utah State University

Skogrand, Linda — Utah State University

Higginbotham, Brian — Utah State University

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Briscoe, William

***Encouraging Undergraduate Research in Physics Education***

The importance of the collaborative research experience early in the student's career and the resulting benefits to their learning process and choice of career path will be discussed. The authors will discuss their experiences in mentoring several dozen students at national and international research facilities. The successes and pitfalls of integrating students in collaborative international research will be explored in some detail. Best practices in mentoring students in the international research experience will be discussed.

Briscoe, William — The George Washington University, Washington

O'Rielly, Grant — University of Massachusetts, Dartmouth

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Kahili II  
**Session Topic:** Music Education **Session Chair:** Johnson, Carol

***Building Life-long Skills: Trans-disciplinary Processes in Online Music Learning***

A doctoral study using a multiple case studies approach on the phenomenon of learning music online at the postsecondary level identified various connections to effective teaching and learning approaches. One of the resulting approaches identifies the inclusion of trans---disciplinary thinking skills. Using data analyzed from surveys, interviews and focus groups, this presentation will highlight the influences of trans---disciplinary skills to both the online music context as well as other higher education disciplines.

Johnson, Carol — University of Calgary

***Teaching with Long-lost Gems: American Folktunes in Nineteenth-Century Piano Music***

This lecture/recital explores piano music written by pianists who came to the United States during the nineteenth century – immigrants who set up shop as private teachers or sought out academic appointments in America's universities. These individuals began published new teaching methods and composed new music for their American clientele, material that frequently incorporated American folksongs. This charming repertoire offers a wide range of delightful music for young, intermediate-level students; but sadly, most of it is forgotten today.

Olson, Anthony — Northwest Missouri State University

***Teaching Improvisation, The Holy Grail of Jazz Music: An investigation of pedagogical approaches using Q methodology***

Learning to improvise jazz music is an exceptional feat of human cognition, a skill some say is impossible to teach, yet it is being taught. There is a dearth of research that investigates which teaching methods are successful for learning to improvise jazz music. I will be presenting my research that explores what jazz musicians have found to be most effective for teaching and learning to improvise, and the pedagogical prototype that I developed from this information.

Rutherford, Sherrill — Simon Fraser University

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Cash, Richard

***Encouraging & Supporting Diverse Youth in Secondary Advanced Programs***

Students of diverse backgrounds identified as “gifted and/or talented” in elementary school may not pursue advanced programming in secondary school. This may be due to a myriad of challenges faced by the student or his/her family. To increase participation and success in advanced programs schools must offer encouragement, supplemental services and networking options for the student and families within and outside of the school. This session will offer ideas for ways to inspire students to continue in secondary advanced programs, and assist families in understanding how to navigate such programs. Additionally, participants will also be given examples of supports necessary for diverse youth’s success in secondary advanced programs, including increasing confidence, self-regulation and post-secondary readiness.

Cash, Richard — nRich Educational Consulting, Inc.

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Kellinger, Janna

***Game-Based Teaching***

There has been quite a bit of buzz recently about gamifying teaching but very little concrete steps on how to do so. The aim of this session is to inspire curricular gamification by modeling gamification from my own courses and having participants follow steps to gamify their own.

Kellinger, Janna — University of Massachusetts Boston

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** McNeil, Arissa

***Social Media, Millennials, and Higher Education***

We will engage in the audience in a thoughtful conversation regarding millennials, social media, and learning in higher education. We will present the latest research and information which describe millennials, their use of social media in the education setting, and methods to engage them in learning and creating an engaging learning environment.

McNeil, Arissa — Argosy University

Lara, Dunia — Argosy University

Sandoval, Sara — Argosy University-Inland Empire

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Dearman, Catherine

***Scaffolding as a Strategy in Active Learning***

Faculty frequently struggle to move students from low levels of understanding to higher levels of thinking and application. Scaffolding provides a temporary supportive infrastructure that assists faculty and students in developing a cohesive mechanism for effective learning. This presentation will address the development, use and removal of scaffolds in active learning environments.

Dearman, Catherine — University of South Alabama

Styron, Ronald — University of South Alabama

Whitworth, Sheila — University of South Alabama

Styron, Jennifer — University of South Alabama

***Practice of Good Governance in Higher Education: A Study on the Governing System of National University of Bangladesh***

Description Not Available

Islam, Zohurul — BRAC University, Bangladesh

Ali, Isahaque — BRAC University, Bangladesh

***A New Model for Expanding Our Definition and Practice of Diversity in Higher Education***

Drawing on emerging research in psychology and the results of a new large-scale empirical study, the paper discusses why and how sociopolitical diversity is as important as demographic diversity to the diversity project and how sociopolitical diversity can be promoted in higher education

Redding, Richard — Chapman University

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Education Policy and Leadership **Session Chair:** Crippen, Carolyn

***School Followership: What Difference Does it Make?***

Kelly (1992) and Kellerman (2012) explain and analyze the world of followers and their relationship to leaders. Literature related to school leadership is abundant; however, followership and its implications in schools remains untapped (Crippen, 2012a, b). Kelly's framework provides a focus for this paper and the important leader-follower relationship that drives the life of a school. Research includes: follower types; why people follow; repercussions of follower types in schools; and nurturing leadership-followership relationship in schools.

Crippen, Carolyn — University of Victoria

***Test validity conceptions in scientific literature: A systematic review***

This systematic review shows that the conception of test validity by test developers doesn't correspond to the modern view of validity. Also, there seems to be confusion in the terms and methods used to establish test validity in the scientific literature. Since the high impact of decisions based on test score, it seems important to raise question on the comprehension of test validity.

Rousseau, Michel — Université du Québec à Trois-Rivières (UQTR)

Milot, Tristan — Université du Québec à Trois-Rivières (UQTR)

***How to measure the schools' efforts to close the students' educational gap and the characteristics of successful schools***

This study used the three-year longitudinal data from general high school students in Korea. Statistical models to identify the successful schools in closing the educational gaps were compared and then the characteristics of those successful schools were explored.

Park, Hyun-Jeong — Seoul National University

Lee, Jinsil — Seoul National University

Park, Jiwoo — Seoul National University

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Health Education **Session Chair:** Vandall-Walker, Virginia

***Embedding the Value of Family in Nursing Education: Do we? Should we? How?***

In response to an identified gap in the knowledge about family-centred care in adult critical care, we developed a qualitatively-derived taxonomy of supports and barriers from the perspective of critical care RNs. One barrier was that most participants did not remember learning about families as 'partners in critical care'. Is this rooted in the emphasis placed on family during nursing education? Is this where we can most effectively bolster support for family-centred adult critical care?

Vandall-Walker, Virginia — Athabasca University

Rasiah, Jananee — Athabasca University

Thirsk, Lorraine — University of Alberta

***Creating and Maintaining High Quality, Sustainable Healthy Learning Environments for Students, Teachers and Staff in Public Schools***

The aim of this pilot research, which is a work in progress is to develop a demonstration project to test a methodology to evaluate the extent to which differences between schools in teacher effectiveness and student achievement might be attributed to environmental and health conditions within two schools. This research will be completed through a literature review, retrospective analysis of existing data and primary data from representative two samples from urban and a rural school.

Pittman, Joyce — Drexel University

Hilton, Warren — Drexel University

***Padagogy: eBooks to Improve Medical Education***

Post Graduate Medical Education at the uOttawa developed a Framework <http://rjh.goingeast.ca/wp-content/PGME/> with three-tiers (defining, measuring and improving) quality with regard to assessing the CanMEDS roles. Interviews with 68 program directors identified preceptors need faculty development, mechanisms and instruments at the point of care to meet the Royal Collages expectations. In response, workshops and interactive eBooks accessible on iPads with practical ideas on how to teach and evaluate these roles were designed, delivered and evaluated. <https://itunes.apple.com/us/book/developing-canmeds-professional/id866634884?ls=1&mt=11>.

Puddester, Derek — University of Ottawa

MacDonald, Colla — University of Ottawa

***Time to Change: Improving College Students' Physical Activity and Wellbeing***

More than one third of college students are either overweight or obese, making college campuses an ideal setting to target at risk behaviors while tailoring programs to the evolving lifestyle of college students. The effectiveness of a 15-week university-based program targeting obese college students on changing students' physical activity intentions, behaviors, self-efficacy toward physical activity, and overall perceived health will be discussed.

Ickes, Melinda — University of Kentucky

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Rockwood, Pamela

***Education for All: The Key to Effectively Unlocking the Bully Cycle***

This study of anti-bullying state laws and policies sought to determine if any required the research-based best practice of bullying prevention education to all school staff and students and parents. It determined that while laws and policies are raising an awareness of bullying, it is unclear if they are having an effect as less than half of the states include any bullying prevention education or funding for such. Conclusions and recommendations are provided.

Rockwood, Pamela — Indian Creek CUSD

***Preparing for High Risk Low Frequency Incidents on College Campuses***

Active Shooter Incidents (ASI) is a reoccurring and all-too-familiar trend in the United States. The role of Institutions of Higher Learning (IHL) administrators is vital to the overarching preparation of policies and procedures for an effective response to ASI. IHL administrator's support of Educational Law Enforcement as a part of the political power structures that develop policies and procedures must be better coordinated to prepare for High Risk Low Frequency Incidents on campuses today.

Hect, Daniel — Argosy University

***A Survey Experiment on Public Opinions of School Choice***

This survey experiment examined three topics on school choice: comparative support for different forms of choice, salience of reasons for choice, and the comparative perceived efficacy of different forms of educational reform, choice included. Results indicate respondents most favored tax credits and least favored low-income vouchers. School choice through vouchers was not seen as the most efficacious reform, but it was not seen as the least. Of reasons for choice, freedom was significantly more salient.

Carpenter II, Dick — University of Colorado Colorado Springs

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education - Panel **Session Chair:** Miller, Darcy

***Teaching with Interactive Technology in Early Childhood Special Education***

Description Not Available

Miller, Darcy — Washington State University

Beecher, Connie — University of Kansas

Itani, Megan — Pullman Public Schools

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** McKnight, Katherine

***Using Outer Speak to Develop Inner Voice***

Vygotsky (1987) identified the important relationship between thinking out loud (outer speak) to the development of mental concepts and cognitive awareness. In the process of language acquisition, there is a critical need for teachers to encourage students' outer speak to build inner voice. Inner voice is essential for deep comprehension, efficient social interactions and fluid language use. This interactive session will share signature strategies that are proven to increase outer speak for inner voice development.

McKnight, Katherine — National Louis University

Cash, Richard — nRich Educational Consulting, Inc

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education - Panel **Session Chair:** Klees, Steve

***Increasing the Number of Women Teachers in Secondary Schools in Africa: Three Case Studies***

The panel presents a three-year study on barriers for women to become secondary school teachers in three African countries: Uganda, Tanzania and Togo. The key questions addressed are: What cultural, economic, social and institutional barriers do women face in becoming secondary school teachers and staying in the profession? The panel also discusses recommendation and policies that could be put in place to overcome those barriers.

Klees, Steve — University of Maryland, College Park, MD

Lin, Jing — University of Maryland, College Park, MD

Stromquist, Nelly — University of Maryland, College Park, MD

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Gazaille, Mariane

***Second language teacher training and the development of non-native student teachers' target culture: A transversal study***

Our presentation aims at describing the development of the professional representation of the second culture of non native ESL student teachers enrolled in a teacher training program offered at a university located in a unilingual francophone, homogenous milieu. More specifically, we will be looking at student teachers' personal and pedagogical definitions of culture, their self-reported knowledge of the target culture, and number of English culture and literature courses followed in the program.

Gazaille, Mariane — Université du Québec à Trois-Rivières

LaPerriere, Maureen-Claude — Université du Québec à Trois-Rivières

***How Much Math Do Secondary Math Teachers Need? A Survey of Mathematics Education Requirements in Colleges and Universities***

In recent decades, many universities have moved from specific majors in subject-area education to majors in the specific disciplines themselves. This presentation reports the findings of a study of American colleges and universities with regard the requirements in mathematics for those who wish to become mathematics teachers in secondary schools. It compares the mathematics requirements from region to region as well as with regard to the size of the colleges/universities of the sample.

Holt, Jerry — Florida A&M University

***Laying Foundational Skills through "Presentation Poetry"***

Learn the research that supports this innovative tool used in an ESL classroom in the Middle East. The outcome has students writing, practicing and presenting their poetry in a public performance. This tool can be used in all ESL situations where the teacher wants to create additional English speaking opportunities inside or outside the classroom.

Waite, Lisa — American University of Kuwait

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**Time:** 1:15 - 2:45 PM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Workshop **Session Chair:** Reyes, Kyle

***Strategic inclusion and diversity action planning: Key principles and processes for meaningful progress***

This workshop focuses on the development and implementation of two campus-wide, strategic inclusion and diversity action plans. Facilitators will address various phases of the planning process including: guiding principles and questions, frameworks and structure, leadership and committees, target goals and timelines, action steps and deliverables, budget and resources, and accountability and assessment. The workshop facilitators will lead participants through an initial planning process that can be facilitated from various levels on a campus.

Reyes, Kyle — Utah Valley University

Faustino, James — Brigham Young University Hawaii

## **Poster Session**

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Coral III

***Self Directed Learning and the Inquiring Mind***

Adult students have multiple learning motivations. In 1960, Dr. Cyril Houle wrote *The Inquiring Mind*, and found three learning motivations: goal orientated, activity orientated, and learning orientated. To find out whether the three learning motivation groups exist today, comparison research of Dr. Houle and current students was conducted using self-directed learning and lifelong learning.

Bulluck, Kristi — University of South Florida

***International Service-Learning and Study Abroad in Post-Disaster Christchurch, Aotearoa***

This study examined how 42 local and study abroad undergraduate students, aged between 18 and 49, were affected by their participation in a service-learning course developed to aid in the recovery and rebuilding of post-earthquake Christchurch, New Zealand. Framed by Kiely's (2005) transformative learning model, we identified characteristics of our participants' sense of global citizenship, cultural awareness, community engagement, and transformational learning, and how these outcomes compared across Kiwi and non-Kiwi participants.

Coryell, Joellen — Texas State University

Stewart, Trae — Texas State University

Allen, Kay — University of Central Florida

***The Effect of the Art program Based on Esthetic Elements Found in Nature' on Young Children***

The purpose of this study was to investigate the effect of the "Art Program Based on Esthetic Elements Found in Nature". The twenty four art activities using objects from nature were developed and applied to the experimental group, while general art activities were provided to the control group. Study results show that the program has positive effects on the development of five-year-old children's appreciation and presentation of art as well as nature-friendly attitude.

Kim, Sun-Wol — Seha Kindergarten

Kim, Keumhee — Korea Nazarene University

### ***Fostering Professional Development for Informal Science Educators***

Research related to the professional development of informal science educators in southern California is examined using the PDISE model (Professional Development for Informal Science Educators). PDISE builds on the collaborative relationships with the goal of improving science education as well as strengthening connections between and among the informal science educators (ISEs) and university faculty.

Brye, Michelle — California State University, Fullerton

Gautreau, Cynthia — California State University, Fullerton

Petersen, Amy — California State University, Fullerton

Grant, Maria — California State University, Fullerton

### ***Teaching How to Document and preserve the Local Heritage***

Preserving the history is the vibrant objective for all nation, furthermore the importance of any historical buildings is an ultimate goal for any community, the building was fully surveyed, detailed and documented to see it is significant and important not only to its community but for the federal and the nation treasure of the United States of America. The researcher of this project used the tools of historic preservation to survey, research, and create a rehabilitation plan for the building, which located in a rural community in Northeast Kansas.

Bindajam, Ahmed — University of Kansas

### ***Preparing Special Education Teachers Online: A Study on a Higher Education Program's Transition***

The traditional higher education classroom has experienced a substantial alteration with the introduction of technology prototypes to support online education. This session will document the development of an innovative model of online learning to support a traditional teacher preparation programs move to fully online. This study analyzed evaluations of participants in online courses.

Scott, LaRon — VCU School of Education

Temple, Peter — VCU School of Education

Bartholomew, Christina — VCU School of Education

Marshall, David — VCU School of Education

### ***Faculty's Experiences of Transforming Courses from Face-to-Face to Online Instruction in Teacher Education***

This presentation will report faculty's experiences with transforming face-to-face courses to online delivery. Their experiences will be situated in the 11 phases of the transformative learning theory.

Terras, Katherine — University of North Dakota

Chiasson, Kari — University of North Dakota

Houghton, Terri — University of North Dakota

### ***Early Childhood Preservice Teachers' Science Teaching Efficacy and Science Outcome Expectancy: Effects of Constructivist Beliefs vs. Traditional Beliefs***

This study examined early childhood preservice teachers' perceived science teaching efficacy beliefs and its association with their teaching beliefs (constructivist and traditional beliefs). Participants included a total of 181 preservice teachers enrolled in an early childhood teacher education program at a Midwestern university in the United States. The results revealed that traditional teaching beliefs were significant predictor to explain the variability in both personal science teaching efficacy and of their science teaching outcomes expectancy.

Kim, Hyunjin — University of Rhode Island

Lungarini, Alyssa — University of Rhode Island

### ***Voices of Saudi kindergarten children: Views on learning activities and perceptions on gender and learner identity***

I intend to present the findings of a case study that examined kindergarten children's views of the activities in their classroom. I will also present the ways in which participants shared their views of the self in relation to "being a learner," "being a boy," or "being a girl," using verbal and nonverbal media. The poster will display some of the photographs and drawings that the participants provided through the course of data collection.

Khoja, Nazeeha — McGill University

### ***Transition to School Life***

This presentation will highlight an array of techniques which have been implemented with kindergarten students to assist in their transition from a range of settings (childcare centres, family day care, home) to the more formalised institution of school. This will include the sharing of programs such as sensory motor development, social skilling and parent education which have been employed within our school to support the children and their families.

Deighton, Paula — Canterbury College, Waterford

### ***Early Childhood Inservice Teachers' Years of Teaching Experience, Teaching Beliefs, and Motivation in Relation to Sense of Teacher Efficacy***

This study examined the ways in which early childhood inservice teachers' sense of efficacy related to years of professional teaching experience in the field, their teaching beliefs (constructivist teaching beliefs vs. traditional teaching beliefs), and motivation to teach (intrinsic, identified, introjected, and external motivation). Questionnaire survey data were collected for a total of 121 teachers in early childhood settings in Seoul, Korea. Findings are discussed in relation to efficacious teachers that accompanied implementation of constructivist teaching practices and autonomous teacher motivation.

Lee, Soo Jung — Sookmyung Women's University, South Korea

Kim, Hyunjin — University of Rhode Island

### ***A Study of the Need of Modernization for the Make-up Specialist Training***

The present study is the beauty expert, special make-up artist, art professional education study program. It is a compromise between 2D, 3D fusion of art for the human body makeup. Makeup of various design elements, colors, textures, shapes, lines, points, faces, etc. is expressed through. We use developed by Electronics and Telecommunications Research Institute 3D makeup simulation program study. We study the need for modernization work on the utilizing media and design using 3D makeup simulation tools.

Barn, Keejung — Daejeon University, South Korea



### ***Positive effect of early childhood male teachers on child' social adaptation***

This study compares educational practices of male and female teachers (n=47) and analyses the link with children' social adaptation (n=216). Observational data was obtained in dyadic laboratory tasks and during group situations with the CLASS (Pianta et al., 2008). Social adaptation was assessed with the SCBE (LaFreniere et Dumas, 1995). Results suggest that children who have male and female teachers show less behavior difficulties and better social adaptation comparing to children with only female teachers.

Besnard, Thérèse — Université de Sherbrooke

### ***Conceptual Quilting: A Medium for Reflection in Online Courses***

Encouraging reflection in students studying online is challenging. Yet, cultivating reflective practice remains a priority learning outcome when teaching online. In a distance educational milieu, creative teaching strategies can help bridge the physical gap between instructors and students creating a learning environment conducive to reflection. One teaching strategy developed to encourage reflection in online courses is called conceptual quilting (Perry & Edwards, 2010). This poster describes the conceptual quilting learning activity and describes the effects of this activity on students in a class of health care professional graduate students.

Perry, Beth — Athabasca University

Janzen, Katherine — Mount Royal University

Edwards, Margaret — Athabasca University

### ***Teacher Perspectives on Health and Wellness Issues in Early Childhood Classrooms***

This poster presents findings from surveys and focus groups conducted with early childhood professionals about their beliefs and perceptions about the health status and challenges to well-being experienced by the children in their classrooms. Initial findings and anecdotal responses will be used to highlight teachers' perceptions of the connections between young children's general well-being and their functioning in the classroom, and the relation between teachers' wellness-related beliefs and classroom practices in early childhood settings.

Johnson, Helen — City University of New York

McCallen, Leigh — Graduate Center of the City University of New York

### ***Development, Implementation, and Evaluation of a Statewide School Counselor College and Career Readiness Curriculum***

The lead author on this presentation served as the Utah State Coordinator for the development and implementation of a statewide program of school counselor professional development and pre-service education designed to promote college going behavior and readiness among high school students. This presentation will describe both pre-service and in-service training models and preliminary evaluation of our outcomes.

Gore, Paul — University of Utah

Metz, A.J. — University of Utah

### ***Human Ecology graduates in the retail sector: an assessment of the gap between their college education and the industry needs***

The presentation is about educational needs of college students preparing careers in the retail industry. Human Ecology graduates working in various retail sectors were interviewed to assess the gap between their college education and the industry needs. The study was conducted as a part of the project to develop a new curriculum for Human Ecology students aiming at retailing as a destination career.

Choi, Injoo — Seoul National University

Yoon, Jihyun — Seoul National University

Choo, Ho Jung — Seoul National University

Rha, Jong-Youn — Seoul National University

Lee, Yuri — Seoul National University

### ***Teachers in Rural Education Enhancing Science (TREES)***

This project documents a model between a land-grant university and a rural elementary school in southeast Washington. University faculty developed a workshop focused on learning gardens for elementary teachers. This poster provides an overview of the pilot workshop, and discusses the impact of the workshop on teachers' ideas about science teaching, place-based learning and differentiated instruction. Initial results show a vast need to increase science education through cross-curricular instruction as well as d

Baldwin, Kathryn — Eastern Washington University

Barrio, Brenda — Washington State University

Watson, Francene — Washington State University

### ***Integrating Library Instruction into an Online Graduate Education Program***

Through a combination of synchronous online workshops, online tutorials and embedded librarianship, faculty and librarians at the University of San Francisco collaborated to integrate library instruction into the online TESOL Master's program. This case study will examine not only the creation of instructional content, but also the process of identifying points of need within the course sequence.

Gilgan, Amy — University of San Francisco

### ***Implementing 'Gamification': Building student engagement and achievement in the classroom across disciplines***

This presentation will explore the role of Gamification within the college classroom in building student engagement and participation leading to increased comprehension. Gamification, the process of applying elements of games (scoring, participation, and completion) has a rich history in marketing and the business world, but has recently grown in its use in the field of Education. Research in K-12 and college settings has found it increases student participation, engagement and grade achievement across disciplines.

Basquiat, Cameron — College of Southern Nevada

### ***Critical Ethnography as Intercultural Competence: Teaching Students to Apply Theory to Practice***

This proposed poster presentation will discuss the tremendous benefits to students when they engage in ethnographic research. Further, it will highlight this assignment's methodology, present several films as excellent illustrations of nontraditional ethnography (The King of Kong, The Other Dream Team, and Trekkies), and showcase student examples of completed work. Handouts that accompany the assignment will be provided.

Basquiat, Jennifer — College of Southern Nevada

### ***Use of Padlet to Explore Non-traditional Ways of Teaching and Learning in an Online Masters in Instructional Design and Technology (MS-IDT) Program***

In the Adult Learning Theory course, students struggled with understanding the relevance of non-Western ways of teaching and learning to their Online Instructional Design professions. The lead presenter assigned a Padlet activity to help them explore these perspectives. We will present a poster with non-traditional ways of learning and relevance to online instructional design, a laptop demonstration of Padlet, and pictures and explanations posted by the students (with permission) illustrating their perspectives and understandings.

Glaeser, Barbara — California State University, Fullerton

Gautreau, Cynthia — California State University, Fullerton

Carter-Wells, JoAnn — California State University, Fullerton

Sargent, Beth — GE Capital Retail Finance

### ***Learners' Perception of Visual Feedback in Web-based Discussion Study***

The purpose of this study is to develop a visual feedback tool in order to facilitate the discussion of online learning taking into account the requirement of learners.

Lili, Luo — Seoul National University

Jingren, Si — Seoul National University

Cho, Young Hoan — Seoul National University

### ***Education for consumer's information processing***

Consumers are exposed to plentiful information including both risks and benefits, but they tended to trust risk information excessively and use it for the decision. This study aims to examine how consumers' point of view influences information processing of risks and benefits for buying foods. The findings are discussed in relation to consumer education developing independent consumers who can evaluate product information satisfactorily.

Hanao, Yukari — Tokyo Fuji University

Ota, Satsuki — Tokyo Fuji University

### ***Comparative Analysis of Music Software Retail Stores in Japan***

The purpose of this study is to carry out a comparative analysis of music software retail stores in Japan. This study compares retail stores dealing with music software and identifies the features of those retail stores.

Toyama, Masao — Chiba Institute of Technology

### ***Students as Cultural Diplomats: Encouraging Meaningful Student Travel***

Cultural diplomacy allows for an exchange of ideas between people from diverse cultures. Student travelers who practice cultural diplomacy serve as informal ambassadors of their cultures, countries, and values, are best prepared to engage in regional and international exchanges, and able to be influential models of their communities. This poster presentation will provide models and methods of encouraging students to travel by decreasing barriers to travel and increasing interest in cultural exchange.

O'Bannon, Teresa — Hostelling International USA

Palmer, Carly — San Diego State University

Rojas, Robert — San Diego State University

### ***Coming Full Circle: Comparing Teaching & Learning Strategies For the Elderly with Those Used in Elementary Ed.***

UC San Diego's Climate Change in Four Dimensions MOOC was offered for credit for a fee and without credit at no charge. 1,272 global students sustained a consistent participation throughout 10-week course, 449 met the criteria for course completion. The performance on course activities between credit and no-credit students was of similar high quality. Research report data includes evidence-based performance and instructional design, technology infrastructure, the effect on professors' professional growth and administrative support.

Stockton, Jamie — DePauw University

### ***Climate Change in Four Dimensions Massive Open Online Course: What We Learned from Our Students***

UC San Diego's Climate Change in Four Dimensions MOOC was offered for credit for a fee and without credit at no charge. 1,272 global students sustained a consistent participation

throughout 10-week course, 449 met the criteria for course completion. The performance on course activities between credit and no-credit students was of similar high quality. Research report data includes evidence-based performance and instructional design, technology infrastructure, the effect on professors' professional growth and administrative support.

Meyer, Elizabeth — University of California, San Diego Extension

Mathison, Carla — San Diego State University

### ***Critiquing Criticality: Policy Intentions, Teachers and Students' Perceptions and the Actual Practice in the Upper-Secondary History Classroom in Sweden, Russia and Australia***

This poster illustrates how policy intentions regarding criticality and teachers and students' perceptions of criticality are reflected in the classroom discourse in upper--- secondary history sessions. It provides a comparative perspective on criticality in three national contexts: Sweden, Russia and Australia, as evidenced by the data that were collected in three sample schools.

Ivanov, Sergej — Umeå University

### ***Important Yet Difficult to Research Populations***

There are many important populations whose education might be impacted by additional research, such as undocumented students, foster children, and bicultural students to mention a few, yet many issues may make it difficult to conduct research relevant to such populations. This poster session will outline some barriers and possible suggestions for those wishing to increase the knowledge base for these groups.

Lee, Wanda — San Francisco State University

Orozco, Graciela — Francisco State University

Capizzi, Lorri — Francisco State University

### ***Exploring the Students' Employability Skills: Case of Vocational Education and Training Center of Mongolia***

I will present results of my study on employability skills in vocational education. The presentation consists of four chapters, 1) current issues on vocational education in Mongolia and world tendency and employability skills, 2) qualitative and quantitative analysis of study and results and 3) discussion. I really want to share my study and discuss about it with professionals from all over the world.

Lkhagvasuren, Chuluuntsetseg — Osaka University

### ***(Re)Discovering Community-Based Literacies: Parents as Cultural and Linguistic Brokers***

This interactive roundtable discussion will highlight a language and literacy mapping project carried out by parents and teachers in an attempt to (re)discover the depth and diversity of community and home-based language and literacy resources. The presentation will provide an overview of the process by which teachers/parents carried out the projects in the context of their school communities. Participants will discuss implications for practice as it relates to parent involvement, literacy instruction, and home-school connections.

Ordoñez-Jasis, Rosario — California State University, Fullerton

Jasis, Pablo — California State University, Fullerton

### ***"First-Year Principals' To-Do List"***

This presentation will cover the most critical action items first-year principals need to take-on as they begin their new positions. This will include the professional relationships that need to be developed and nurtured in order to build a more successful school community, as well as the knowledge and skills needed to move the school forward.

Rapaido, Cynthia — University of San Francisco

### ***Using Bronfenbrenner's Ecological Theory as a Program Evaluation Model for Counselor Education Programs***

This poster session will present a newly developed model for conducting counselor training environment and program evaluation activities in Counselor Education programs. Grounded in Bronfenbrenner's (1979, 1992) ecological theory, this evaluation model highlights a systemic approach to evaluation that both counselor educators and counseling trainees can implement in their training programs to better identify, understand, and improve the overall training environment and goals of the program. Implications and recommendations for future research will be discussed.

Lau, Jared — University of Nevada, Las Vegas

### ***Voices Ring True: Engaging Student Voice in Freirean Culture Circles***

We are motivated to find ways that enable future teachers to embody Freire's (1998) concept of "conscientização" (p. 35) or critical consciousness in the act of educating. Our approach is to explore the possibilities of transformation in education through engagement with student voice. Asserting that we cannot change education for the students without their explicit participation, we engage in an inquiry alongside students to develop a new framework for education.

Evensen, Charlotte — Chapman University

SooHoo, Suzanne — Chapman University

Stockbridge, Kevin — Chapman University

### ***"La Sweet Vida" - Service Learning Project for Diabetes Intervention***

A team of faculty and students at the University of Texas at Arlington developed a strategic technology-based campaign to address the growing hyperglycemic (type 2 diabetes) latin families in the low-income areas of the city. Through the creative prism of graphic design, a fresh and lively approach (facilitating touch screens, videos, app design, interior design, and health information) was executed as a new clinical space to educationally intervene the families' diabetic-prone behavior.

Ikeda, Seiji — University of Texas-Arlington

Inthirath, Kimberlin — University of Texas-Arlington

Nguyen, Karen — University of Texas-Arlington

### ***Gamification in the Adult Academic Learning Environment***

Poster visitors will be able review gamification research and sample formats currently used at UW. This will be an opportunity to also ask specific questions relevant to study, research, and application.

Donalson, Ujima — University of Washington

Callecod, Linda — University of Washington

### ***The significance of emotional engagement: Assessing emotional engagement as the strongest contributor to the feed forward internal dynamic of student engagement***

The proposed abstract stems from a larger dissertation study that is currently in the data collection phase. Emotional engagement and its relationship to positive school outcomes are examined. Preliminary findings and implications will be discussed.

Edwards, Linell — Howard University

***College Readiness for the California State University System: Readiness for One, Readiness for All***

This poster session focuses on the concept of college readiness, which has become an important topic nation-wide. To combat high remediation rates in the state of California, the California State University System (CSU) has implemented numerous initiatives to address this growing need to help students avoid remedial coursework and enter the CSU ready for study in college-level math and English.

Street, Chris — California State University, Fullerton

Chapa, Larry — California State University, Fullerton

***Case Study on Regional Economic Vitalization Achieved by the Effective Use of Music***

The methods of regional economic vitalization can characterize the respective efforts from the following perspectives: (1) Whether one could expect their influence on the regional economic vitalization to be a short-term one or a long-term one. (2) Whether or not they are dependent on the resources of the region.

Toyama, Masao — Chiba Institute of Technology

***A Study of Latino Student Persistence in Emerging Adulthood: A Grounded Theory Study***

This poster session will discuss research around a new psychosocial phase of lifespan development between adolescence and adulthood called emerging adulthood. The implications of this new phase on a college student's identity can help advisors and counselors work with their students in education planning and major identification. Focus will be given on Latino students in the United States who continue to persist at a community college and intend to transfer and obtain a baccalaureate degree.

Villanueva, Voltaire — Drexel University, Sacramento

***Enhancing Intercultural Competence through Overseas Study Programs***

This presentation explicates how a Japanese university is attempting to enhance and expand its overseas study programs. The presentation intends to help teachers and administrators enhance their programs whilst avoiding the pitfalls of weak program design.

Cripps, Tony — Nanzan University

O'Connell, Sean — Nanzan University

***Investigating the Lexical Frequency Levels of the Reading and Listening Sections of the TOEFL Internet-Based Test***

The present study investigated the lexical frequency levels of the Reading and Listening sections of the TOEFL iBT. Using Nation's (2012) BNC/COCA word-family lists, it was found that the most frequent 5,000 words plus proper nouns accounted for 95.39% of the tokens in the reading passages, and that additional 6,000 words were necessary to reach 98% coverage. Concerning the listening passages, the first 3,000 words yielded 96.23% coverage and additional 2,000 words enabled 98% coverage.

Kaneko, Masaya — Tokyo Denki University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education - Workshop **Session Chair:** Donalson, Ujima

***Gamification in the Adult Academic Learning Environment***

Presenters will focus on case studies from Professional Organizational Development at the University of Washington, where game-based mechanics have been integrated into a traditional classroom instructional format, with the intent of increasing engagement and creative risk-taking, improving retention of theoretical concepts, and heightening the learner's strategic reasoning. Workshop participants will have a hands-on opportunity to game-play, utilizing formats in the study, and evaluate their learning experience.

Donalson, Ujima — University of Washington

Callecod, Linda — University of Washington

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Kellerer, Paula

***Utilizing Khan Academy to Transform Mathematics Instruction and Increase Blended Learning Opportunities in K-12 Schools: Implementation and Results from a Statewide Pilot***

In 2014, schools across Idaho participated in a one of a kind pilot to transform mathematics education utilizing blended learning and Khan Academy. This workshop will report about structuring a statewide, pilot project, the results from the research study that accompanied the project, best practices for implementation of blended learning and Khan Academy, and the impact on student achievement.

Kellerer, Paula — Northwest Nazarene University

Curtis, Heidi — Northwest Nazarene University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** MacKenzie, Ann Haley

***Using multi-genre projects to enhance inquiry in the science classroom***

This paper focuses on the use of multi-genre writing projects how they can be infused in the science classroom to support the Common Core. Each multi-genre project consists of multiple genres (science laboratory report, data collection, naturalistic drawings, poetry, essays, interviews, etc.) to showcase a scientific concept and to provide evidence of the student's understanding of the concept. Evidence of inquiry permeates these projects in multiple forms: curiosity, creativity, problem solving, questioning and skepticism.

MacKenzie, Ann Haley — Miami University

***Teachers' Representational Competencies and their Impact on Students' Representational and Conceptual Understanding of Molecular Genetics***

This presentation reports on the findings of an intervention on teachers' representational competencies and the impact on high school students' understanding of molecular genetics. This study highlights how pedagogy that specifically focuses on students' engagement with representational form and function results in enhanced critical thinking and understanding about the biological complexity and conceptual understanding of molecular genetics.

Nichols, Kim — The University of Queensland, Australia

Campbell, Chris — The University of Queensland, Australia

***Relating trends in large-scale science studies to how teaching and learning are constituted in different school environments in Sweden***

Previous large scale studies point to a downward trend in Swedish students' performances in science over the last decade. Analyses indicate that a reinforced knowledge segregation of Swedish schools and declining results among low- and mid-ranged performers explain the trend. In this paper we analyze how this trend could be related to different activities in a science classroom perspective. This means to analyze the different use of language and science classroom discourse.

Jakobsson, Anders — Malmö University, Sweden

Davidsson, Eva — Malmö University, Sweden

Enochson, Pernilla — Linnaeus University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Fujioka, Mayumi

***Program Design for Writing Center Tutors' Professional Development***

Based on activity theory (Engeström, 1999), this study addresses writing center tutors' professional development. Qualitative data from interviews with and observations of tutoring practices of eight tutors of English writing at two Japanese universities were analyzed against activity system components, activity system networks, and systemic tensions. Findings reveal the usefulness of activity theory as a theoretical and an educational framework. Finally, suggestions are offered for program design to contribute to tutors' professional development.

Fujioka, Mayumi — Osaka Prefecture University

***Reporting on the challenges of the profession - A case study that pierces barriers***

This paper has aimed at understanding the challenges of a high school teacher towards their students. This case study is part of a larger in-development research that tries to provide a correlation between behavior and academic excellence. In this case, the teacher's discourse was studied through Critical Discourse Analysis and it proves itself to be enlightening.

Oppelt, Camila — Fulbright

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Freiberg, Jerome

***The Science of Consistency Management & Cooperative Discipline***

Description Not Available

Freiberg, Jerome — University of Houston

***Exploration of Civic Educational Thought of Shu Xincheng***

As a famous modern educator of China, Shu Xincheng had unique thinking and understanding of civic education of the Republic of China. The Civic Educational Thought of Shu Xincheng remains an important enlightenment and influence for today's ideological and political education.

Yu, Lingling — Peking University

***Appraise Problems Faced by Female Teachers at University Level in Pakistan***

Description Not Available

ul Kashif, Najam — Bahauddin Zakariya University, Multan, Pakistan

Ishaque Fani, Muhammad — Bahauddin Zakariya University, Multan, Pakistan

Arshad, Muhammad — The Islamia University of Bahawalpur, Pakistan

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Wilkinson, John

***Educators and Parents Simultaneously Teaching Social-Emotional Skills to Children and Youth***

Social-emotional learning fosters positive learning environments and prepares students for life's challenges. While academic success is critical, today's students must also master essential social-emotional competencies. Students' character, conduct, and citizenship are equally important as academic competence. The solution to many of the challenges facing communities today lies in homes and schools. When educators and parents work together and align their teaching to student needs, youth develop the social competence needed for success.

Wilkinson, John — Brigham Young University

Young, K. Richard — Brigham Young University

Christensen, Lynnette — Brigham Young University

Caldarella, Paul — Brigham Young University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Rural Education - Panel **Session Chair:** Orr, Tracy

***Keeping Students Engaged through Outreach Education: Going the Distance***

Students who display chronic absenteeism often lose a semester or an entire school year. Typically, these students are given teacher-made materials or distance education modules in an attempt to keep them on track to graduate. However, once these students leave the physical building, they would often become further disengaged and withdraw from school. The Going the Distance program combines the expertise of a social worker, a teacher and the community to re-engage lost students.

Orr, Tracy — Wild Rose School Division

Jeffery, Pat — Wild Rose School Division

Murch, Kathy — Wild Rose School Division

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** Hardy, Bruce

***Distance Education: No Longer the Future of Post Secondary Education***

This presentation will look at the current state of distance education in North America using a combination of research reports and personal experience. The author will look at how distance education has evolved and where it currently sits. And finally. We will speculate about the future.

Hardy, Bruce — Douglas College in Vancouver British Columbia

***Distance Education Teaching and Learning***

Institutions of higher education are adding online programs in which students and faculty are virtually present, and different forms of technology are the conduit used to transfer and acquire knowledge. This learning dimension is cause for thought as to how higher education institutions are going to maximize the online teaching and learning potential to satisfy faculty and students. More research needs to be undertaken to determine online teaching and learning “best practices.

Hall, Carol — University of Phoenix

***Student Perceptions of 5-Week vs. 7-Week Online Courses***

As institutions develop online courses and programs, questions arise as to appropriate class length and how much weight students place on class length when choosing whether or not to enroll. The purpose of this study is to examine student perceptions in terms of content, interaction levels and preferences between a 5-week or a 7-week online class.

Hux, Annette — Arkansas State University

Sivakumaran, Thillainatarajan — Arkansas State University

Hall, Holly — Arkansas State University

***Types of Interactions Occurring in Large Scale Distance Learning Courses***

Making online instructional interactions effective is a key to a successful online class. The purpose of this study is to examine the methods of interaction and specific interactive tools used in large scale distance learning courses.

Sivakumaran, Thillainatarajan — Arkansas State University

Hux, Annette — Arkansas State University

Hall, Holly — Arkansas State University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Iwasaki, Rintarou

***Lesson Assistance System with Target Setting and Supplementary Lesson Functions for Motivating Absentee Student***

In an experiment in this research, supplementary lessons were given to an absentee student who was not able to attend a lesson for an unavoidable reason, and a function aimed at raising the absentee's learning motivation was included. The absentee student performed supplementary lessons outside of school hours with a PC. Because the course content at the time of the absence was reflected in test results, the learning motivation for the lesson improved.

Iwasaki, Rintarou — Tokyo Denki University

Duwat, Abdusalam — Xinjiang University

Nakayama, Hiroshi — Tokyo Denki University

***Leading Tech Rich Learning Districts: Words of Wisdom from Tech Savvy Superintendents***

It is vital that school district leaders infuse digital technologies effectively, and efficiently into teaching and learning. By understanding the needs to district superintendents who have figured out how to be tech savvy, principal preparation programs and other professional development delivery entities can better design leadership development opportunities that address the real needs of these change agents. We will present data from 11 award-winning tech savvy superintendents.

Richardson, Jayson — University of Kentucky

McLeod, Scott — Director of Innovation

Sauers, Nick — Georgia State University

***Curation: Marriage of Content, Standards, Objectives and Literacies***

Curation is far more than the act of collecting resources. In order to be a true curator of information, data must be located from a variety of genres, evaluated with regard to standards and objectives, and weighed for applicability with the specific audience in mind. Likewise, students should be taught how to curate information, how to archive the data, and how to access previously curated resources. Free tools for accomplishing solid curation will be presented.

Snipes, Phyllis — University of West Georgia

***An exploration of the relationships between student's perceptions of human interaction and student satisfaction with university online course***

Overview of issue on student satisfaction with online classes overview of literature, overview of study and methods.

Sterling, Ken — University of California at Santa Barbara

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Pecoraro, David

***Discovering “What Professors Wish Parents Knew About College”***

Often, professors become aware, via their student that a parent is not aware of what the college experience is like today. Dr. de Roulet and I are researching this topic in preparation with the goal of providing valuable information for the parents with the goal of helping our students. We will share our research and conduct a workshop on the question: What do you wish parents knew about college?

Pecoraro, David — Vanguard University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Ibrahim, Mohamed

***An Investigation of the Effectiveness of Using Test Advance Organizer on Students’ Test Scores and Self-efficacy***

The purpose of this study was to investigate the effect of the use of advance organizer on preservice teachers’ test scores and self-efficacy. Grounded in the theory of expository teaching and the concept of advance organizer (Ausubel, 1960), which describes the process of linking the “unfamiliar” to what is already known by the learner

Ibrahim, Mohamed — Arkansas Tech University

Costley, Kevin — Arkansas Tech University

***Case Study Plug-ins: New Designs for a New Generation***

Mobile technology supporting digitized databases trumps teachers and textbooks as primary sources of knowledge. One pop-cultural source, Wikipedia, offers a 24-hour immediacy in sixty languages for facts to any inquiring mind. But facts alone do not define today’s higher education goals.. Learners need teacher guidance, interpreting and applying facts for solving problems and decision making as engaged students who contextualize facts through content relevancy and reflective exchanges. Thus, the need for the new Case Study Plug-ins.

Brock, Patricia — Pace University, New York City

***Designing Instruction to Meet the Needs of a Diversity of Learners***

Student diversity has led to the need for varying the design of college classes. The intent is not to eliminate the lecture, but to break it up to ensure student involvement. This paper will highlight interactive techniques that maintain attention through activities that rouse discussion, evoke reasoning and stimulate higher order thinking. The presentation will include a description of a study of the perceptions of pre-service teachers and faculty members regarding these techniques

Bradley, Karen — Texas A&M University-Kingsville

Bradley, Jack — Texas A&M University-Kingsville

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Measurement and Evaluation - Workshop **Session Chair:** Coulter, Wendy

***Creating Text-Dependent Multiple Choice Items***

The Common Core State Standards support a shift to close reading of complex texts and the ability to cite evidence from them. Changes in formal assessments are following this shift. In this interactive workshop, teachers will learn best practices for writing text-dependent, multiple-choice items to rigorous texts. This workshop will support teachers in creating high-quality, text-dependent multiple-choice classroom assessments.

Coulter, Wendy — Northwest Evaluation Association

Hodges, Susan — Northwest Evaluation Association

Ann, Gordon — Northwest Evaluation Association

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Health Education - Workshop **Session Chair:** Campbell, Laura

***Interactive Lesson on Listening Skills***

Participants will engage in a fun interactive listening activity that can be used to help teach elementary or secondary students how to invest in a conversation and avoid different types of listening misbehaviors. Participants will learn about the responsibilities of both the listener and the speaker in creating the best possible communication outcomes.

Campbell, Laura — Ithaca College

Ouellette, Judith — State University of New York at Cortland

Appelman, Brooke — Ithaca College

Eichhorn, Kristen — State University of New York at Oswego



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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Crippen, Carolyn

***Servant-Leadership-Followership: A Case Study for Educators***

This interactive and powerful workshop introduces the value and transference of a servant-leadership- followership philosophy to schools and administration through a case study approach of Daniel and Henrik Sedin (Vancouver Canucks, NHL). The Sedins demonstrate exemplars of effective learning communities: caring, compassionate collaboration, moral responsibility, growth and development for all, and civility toward a common good. Perhaps this approach may provide a beacon of hope in violent times for youth and adults in schools today.

Crippen, Carolyn — University of Victoria

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Bub, Kristen

***Early sleep problems and later school readiness: Self-regulation as a mechanism of development***

In this longitudinal study, we explore predictors and mechanisms of children's early school readiness. Specifically, we focus on children's self-regulatory capacities in preschool as a mechanism by which early sleep problems (measured during toddlerhood) may influence their learning-related behaviors and achievement in kindergarten. By testing a series of direct and indirect pathways from sleep to school readiness outcomes, our study offers insight into how early school success may be fostered. Implications for practice are discussed.

Bub, Kristen — University of Illinois, Urbana-Champaign

Birmingham, Rachel — Northeastern Illinois University

***Measuring the Transfer of Learning in Professional Learning Programs for Family Daycare Providers (FDP): A Literature Review***

The goal of this presentation is to present a literature review about training transfer process for Family Daycare provider in Quebec (Canada). Results present factors that emerge for this review and the construct procedure of the new scale.

Bigras, Nathalie — Université du Québec à Montréal

Dion, Julie — Université du Québec à Montréal

***"Rosie the Riveter's" Children: Child Care in World War II***

Utilizing data from primary, archival, and secondary sources, some effects of war on young children are demonstrated through a case study of the World War II Kaiser Shipyard Child Service Centers. The creation of a child care program based on the need for mothers to staff factories producing implements of war for use in battle is examined. Details of the child care center buildings, materials, supplies, staffing, curriculum program, and ancillary services are included.

Hinitz, Blythe — The College of New Jersey

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Adkins, Amee

***It Takes a Campus: Financial, Legal, Political, and Curricular Considerations When Implementing the edTPA***

Description Not Available

Adkins, Amee — Illinois State University

Palmer, Elisa — Illinois State University

Schoon, Perry — Illinois State University

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Puisner, Peggy

***Broadening Student Perspective Through Literacy Strategies***

During this session, 4-12 grade content area teachers and colleagues in teacher preparation will learn three literacy strategies to help students read, write, discuss, and research information that represents multiple perspectives. The use of graphics with each of the strategies encourages readers and writers to visualize various perspectives and their roles in affirming the voices and views of others, thereby positively confronting content area issues and often combating bullying.  
Puisner, Peggy — Wartburg College

***Primary School Teachers' Mathematics Anxiety, Mathematics Teacher Efficacy, and Mathematics Avoidance: The Case of Trinidad and Tobago***

The volume of research about mathematics anxiety, mathematics teacher efficacy and mathematics avoidance among teachers in Trinidad and Tobago, and the wider Caribbean, is limited, compared to other parts of the world. This study attempted to contribute to the Caribbean literature on these constructs. The study explored how these three constructs varied by age, gender, mathematic attainment, and years of teaching among a sample of primary teachers in Trinidad and Tobago.  
Jaggernauth, Sharon — The University of the West Indies, St. Augustine, Trinidad and Tobago, West Indies

***Investigating Teacher Efficacy in Trinidad and Tobago: The Case of In-Service Secondary Teachers***

Teacher efficacy is largely unexplored in Trinidad and Tobago, though teachers' beliefs influence outcomes for both teachers and students. This study examined the overall teacher efficacy, teacher efficacy for classroom management, teacher efficacy for instructional strategies, and teacher efficacy for student engagement, of secondary school teachers newly enrolled in a 10-month in-service teacher-training programme at a university in Trinidad and Tobago. Analyses examined differences in efficacy by teacher gender, age, teaching experience at the secondary level, curriculum concentration, and school type.  
Jaggernauth, Sharon — The University of the West Indies, St. Augustine, Trinidad and Tobago, West Indies

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**Time:** 3:00 - 4:30 PM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education **Session Chair:** Viera, Carlos A.

***School Counselors and Advisors Using Data-Driven Decision-Making: Identification and Analysis of Barriers and Enablers***

Findings will be shared from qualitative study that explored the use of Binder's (1998, 2009, 2011) Six Boxes Model to identify barriers and enablers to data-driven decision-making by counselors and advisors. Two open-ended questionnaires were developed to gather opinions and perceptions from high school counselors and advisors, as well as from district leaders. Focus group reviewed the findings generated information regarding the identification and recommended design of interventions and lessons learned for improved performance by Student Services personnel in data-driven decision-making.  
Viera, Carlos A. — Capella University

***Career Planning Integration with Language Arts, Social Studies, Art, and Health and Life Skills at the Grade 1 & 2 Level in New Zealand***

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 1 and 2 students in New Zealand participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for Language Arts along with Social Studies, Art and Health and Life Skills were integrated into the various activities.  
Bernes, Kerry — University of Lethbridge

***Follow Your Dream: Integrating Career Education into English Language Arts 20-2***

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 11 students participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for English Language Arts were integrated into the various activities.  
Bernes, Kerry — University of Lethbridge

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Tepeš, Božidar

***A Note on Modeling of Mathematical Competences***

Authors present causal model of mathematical competences. Mathematical competences are grouped in three areas: language/data, geometry and arithmetic. Statistical set consists of 77 children from kindergarten in Zagreb, Croatia. We have 8 measuring variables for language/data competences, 5 measuring variables for geometry competences and 6 measuring variables for arithmetic competences. Three different models, for language/data, geometry and arithmetic competences, are combined into a unified causal model of mathematical competences in kindergarten.

Tepeš, Božidar — University of Zagreb, Croatia

Šimović, Vladimir — University North, Koprivnica, Croatia

Tepeš, Krunoslav — City Office for Transport, Zagreb, Croatia

***A Glimpse at the Propositional Logic Reasoning of Prospective Teachers***

This session describes work-in-progress research involving the reasoning of prospective teachers when faced with a question involving propositional logic. This session will present a question the prospective teachers were asked to solve and provide quantitative data regarding their solutions and qualitative data relative to the reasoning behind their solutions.

Olson, Travis — University of Nevada, Las Vegas

Olson, Melfried — University of Hawai'i at Mānoa

***The Role of Emotions on Cognition in Mathematics Teaching and Learning***

This paper presents background about the role of emotions and cognition in learning and teaching of mathematics.

Toor, Amanjot — Brock University

***Non-Remedial Support for Algebra Students: Using Technology with a Modeling Approach***

Technology and a modeling approach to learning mathematics provide mathematically rich experiences for students needing support to learn algebra concepts. This session describes how students are given opportunities to think deeply about and to make sense of the mathematics they are learning through the use of a modeling cycle, the embedded use of technology, well-designed tasks, and discussions to communicate and negotiate their mathematical ideas. Examples of tasks along with student work will be shared.

Venenciano, Linda — University of Hawai'i at Mānoa

Olson, Melfried — University of Hawai'i at Mānoa

Zenigami, Fay — University of Hawai'i at Mānoa

Olson, Judith — University of Hawai'i at Mānoa

Slovin, Hannah — University of Hawai'i at Mānoa

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Aoki, Kyota

***Profiles in Objective Assessments of Japanese Reading Difficulty with the Operation Records on Japanese Text Presentation System***

Description Not Available

Aoki, Kyota — Utsunomiya University

Murayama, Shinjiro — Utsunomiya University

Harada, Koji — Utsunomiya University

Otabe, Natsuko — International University of Health and Welfare

***Giving The College Experience to Everyone: The Impact Students with Moderate/Severe Intellectual and/or Other Developmental Disabilities on Campus***

The LIVES (Learning Independence, Vocation, and Education Skills) Program is a 4-year post-secondary college experience program for students with moderate/severe intellectual and/or other developmental disabilities. This session will focus on how the LIVES Program has impacted the college campus and its students.

Hall, Elizabeth — SUNY-Geneseo

***Issues Related to Educating Children with Cochlear Implants in Regular Education Classrooms; Implications for Teaching***

The recent and widespread adoption of Newborn Hearing Screening programs and advances in cochlear implant technology have resulted in greatly increased enrollment of deaf children in regular classrooms around the world. This presentation will describe cochlear implant technology, discuss educational and financial factors leading to increased mainstreaming, and propose instructional adaptations to promote success in regular education settings.

Ertmer, David — Purdue University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Davidsson, Eva

***Approaching classroom dialogues – Using spy glasses for data collection***

In this paper we discuss the possibilities of using spy glasses in order to capture both students' talk and their actions in the science classroom. The rich data material highlights the possibility of approaching all students' actions in the classroom but also points to the necessity of having an analytic focus when studying the comprehensive material. The results show that spy glasses can be an important analytic tool for studying learning situations in the classroom.

Davidsson, Eva — Malmö University

Enochson, Pernilla — Linnaeus University

Jakobsson, Anders — Malmö University

***The Use Of Emotions To Enhance Students' Interest Towards Science: The 4-Step Model of Discourse Analysis***

How to enhance students' interest in science topics is the main question authors want to explore in this paper. Using examples from TV science programs, instructional videos and k-12 regular science classes, authors present the 4-step model of discourse analysis that can be used both to analyze the discourse emotional pathemic content of discourse and to conceive a more interesting discourse in science classes.

Bossler, Ana Paula — Universidade Federal do Triângulo Mineiro

Caldeira, Pedro — Universidade Federal do Triângulo Mineiro

***Teachers Use of Analogies in Science Classrooms in High and Low performing Swedish Schools***

The study investigates science teachers' use of analogies in lesson introductions for 9th grade students and focuses on the level of abstraction and the extent of using analogies. Furthermore we compare the teachers' lesson introductions and use of analogies from the perspective of high and low performing schools. Our preliminary results point to richer use of analogies in high performing schools. There seem also to be differences in what kind of analogies that are used.

Enochson, Pernilla — Linnaeus University

Davidsson, Eva — Malmö University

Jakobsson, Anders — Malmö University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Biancaniello, Stefan

***Preparing for the Shifts of Core Standards: Raising the Rigor of Instruction and Assessment***

The implications of the Common Core Standards on both teaching & learning are exciting and daunting. This interactive session will focus on:

- 1) The specific new learning requirements and expectations of these standards
- 2) The implications of these new requirements for curriculum, instruction and assessment
- 3) A protocol to guide teaching & learning in meeting new expectations
- 4) The production of evidence for student learning growth
- 5) A cognitive model for meeting these rigor requirements

Biancaniello, Stefan — Duquesne University, Pittsburgh, Pennsylvania

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Tyler, Barry

***The Alternative Learning Center: A Social/Emotional Approach to Academic Excellence Without Sacrificing Rigor***

The purpose of this session is to share strategies and ideas for providing educational services in a specialized setting with an independent program of study designed to meet each student's unique learning style and personal needs. Participants will understand:

- ☐ student populations who would benefit from alternative educational settings
- ☐ the academic and social/emotional components of a successful independent study program
- ☐ organizational structures/supports

Tyler, Barry — Oceanside Unified School District

Perez, Barbara — Oceanside Unified School District

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Yu, Shu Fan

***Play in Teaching Taiwanese Romanization Spelling --A Case of 2 Grade 5 classes from 2 schools in Ba Dou Area, Keelung***

The purpose of this study aimed to explore the real condition and effects of gameteaching on Taiwanese Romanization for Grade 5 students, and to investigate the difficulties in the process and solving methods. Games are a motivational tool to encourage and stimulate learning and attention. Based on a case of study, the subjects were a total of 53 students in grade 5 from 2 different schools, taught by a researcher.

Yu, Shu Fan — National Hsinchu University of Education

Chen, Feng-Ru — National Hsinchu University of Education

***Intonation Contours in Teaching Pragmatics: A Comparative Analysis of Instructional Techniques***

The paper summarizes the results of the research aimed at finding out what intonation contour visuals are most effective in teaching intonation in general and pragmatics in particular. Ten different graphic representations of intonation contours were used in teaching undergraduate and graduate students in order to determine which contour is the most effective. The conclusions are based on both formal tests and on surveys taken by the students.

Pavlov, Vladimir — University of Wisconsin-River Falls

Stetsenko, Elena — University of Minnesota

***Ready for Mobile EFL Learning? University Faculties' and Students' User Experiences, Attitudes and Perceptions***

Today university faculties and students are frequent users of mobile technology, but are they ready to use it for EFL teaching and learning in class? This presentation will report the results of a study on Taiwanese university faculties' and students' user experiences, attitudes and perceptions of mobile devices for EFL learning. Evidences, implications and demonstrations of how mobile learning is used to create EFL projects among university students will also be presented.

Chen, Kate — Chaoyang University of Technology

Lin, Ming-Tzer — National Chung Hsing University

Yeh, Ying-Ting — Chaoyang University of Technology

***Report on Teaching ESL/ELLs Text as Narrative, Script, and Performance: Cinematic and Literary Script***

This paper presentation offers teacher as researcher reflection on teaching English Language Learner international students from Akita International and Pristina Universities reading and writing text from great United States literature and film. The focus is on three perspectives of slavery—one cinematic, one novel, and one autobiographical narrative with an objective of discerning vernacular versus standard English, interpreting literature that is not written in standard English, and then producing text as narrative, script, and drama.

Agnello, Mary Frances — Akita International University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Stockbridge, Kevin

***Bettering Our World: Justice Education through Student Agency***

Based on service learning and critical theory, this workshop seeks to give practical tools for justice education. Focusing primarily on the educational practice of one inner-city high school, the presenters explain their use of small student-led "family groups" as a means of engaging learners in critical reflection and praxis in social change. The workshop will include dialogue among participants and discussion of ways that this same practice may be useful in other schools.

Stockbridge, Kevin — Chapman University

Chambers, Karen — Verbum Dei High School

Vieyra, Eddie — Verbum Dei High School

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Shah, Mamta

***Methodological Expertise for Incorporating Technological Innovations: What Teachers need for Adopting Game-Based Learning***

This paper introduces Game Network Analysis (GaNA), a framework for cultivating the skills teachers need to effectively incorporate game-based learning in school contexts. These include the ability to analyze games, to integrate them systematically and to consider the ecological conditions impacting the game use in classrooms. We illustrate the use of GaNA involving pre-service and in-service teachers at different level of expertise. GaNA aids in developing and assessing novice-expert teachers' competence in adopting game-based learning.

Shah, Mamta — Drexel University

Foster, Aroutis — Drexel University

***Assessing university students' perceptions of their science instructors' TPACK development: An case study***

This study intends to investigate the university students' perceptions of TPACK development of two physics instructors over the course of the semester in two contexts (Taiwan and China). Multiple data were collected and analyzed, including the pre-test and post-test TPACK survey data, two instructors' interviews and in-class observations, and students' feedback and opinions.

Jang, Syh-Jong — Chung-Yuan Christian University, Taiwan

Chang, Yahui — Shaanxi Normal University, China

***Bridging the Gap: Connecting Onsite and Distance Learners into a Community of Learning***

This presentation is going to share how the instructor solved an instructional problem challenged by a class with two groups of students on two campuses of a university. Instructional strategies, technology tools, class activities, and student feedback will be presented in this session. You will take away with some ideas and tools that you can use in your teaching.

Wang, Hong — Kansas State University

***Nursing Students Perceptions of Effective Teaching Using High Fidelity Simulation***

The use of high fidelity human patient simulation is increasing in nursing education programs. The nurse educator's actions are particularly relevant in a clinical simulation where the student is attempting to apply theory to practice, and the presence of the instructor may help facilitate the student's learning through cueing, nodding or other verbal or non-verbal behaviours. This paper presents the findings of an ethnography exploring effective teaching using high fidelity simulation.

Rich, Mariann — University of Alberta

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Morse, Robert

***iTeachAZ Dashboard and App: Innovation in Teacher Preparation***

Arizona State University's (ASU) iTeachAZ Data Dashboard is a tool created to support teacher candidate achievement. It provides an online environment where teacher candidate performance data is securely reported and visualized to all stakeholders. The dashboard displays data collected by student teaching supervisors from walkthroughs, performance assessments, notebook checks, progress reports, and attendance. The dashboard is changing the way the Teachers College uses data to support and measure student success.

Morse, Robert — Arizona State University

Griffin, Veronica — Arizona State University

Linder, Angelia — Arizona State University

Beal, Sarah — Arizona State University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Kirby, Dale

***Scaling the Ivory Tower: Doctoral Research Productivity and Access to the Academic Profession***

Doctoral students often struggle at the final phases of their studies in meeting high expectations for research productivity. The current study explores doctoral student experiences and interactions in producing scholarly work. This analysis is situated in the context of the current literature on the research productivity of faculty and early career academics. It identifies factors that graduate students perceive as helping or hindering their development as academic researchers.

Kirby, Dale — Memorial University of Newfoundland

Greene, Melanie — Memorial University of Newfoundland

***Investigating Difficulties of Learning Computer Programming in Saudi Arabia***

The poor performance of students in computer programming courses is always a hot topic during educational gathering held on Saudi Arabia. It is always mentioned that students performances differ from a university to another and between different regions of the country. The main objective of this research is to investigate the reasons behind the major discrepancies in the performance students in computer programming course in three main regions of Saudi Arabia: East, West and North.

Alakeel, Ali — University of Tabuk

***The Use of an Online Social Bookmarking Tool for Stimulating Critical Analysis and Facilitating Assessment as Part of a University Course on Climate Change***

An important learning objective for the University course "Living with Climate Change" is to engender critical analysis skills in students around the issues of how the media represents the science of climate change. To facilitate this, students are required to curate a Livebinder eportfolio and importantly add short descriptions and analysis of their content. This activity encourages them to curate and evaluate the flood of information that is available online.

Bamford, Amanda — University of Manchester

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Hulko, Wendy

***Decolonizing and contemporizing education in collaboration with Elders***

This presentation is about the development and evaluation of an educational program for nurses and teaching materials for First Nation community schools on aging, memory loss, and Elder care. The process of developing educational resources (teaching stories for nurses, storybook for children, documentary film for youth) with Secwepemc Nation Elders will be described and the results of our evaluation will be presented and analyzed from a decolonizing perspective.

Hulko, Wendy — Thompson Rivers University

Wilson, Danielle — Aboriginal Health, Interior Health Authority

William, Jean — St'xelcenc First Nation & Three Corners Health Society

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Tate, Dana

***Promising Practices of Anti-Bullying: Safe and Supportive Environments for All Students***

In order to provide students with a safe environment in which to learn, they have to feel physically and emotionally safe within their school. This workshop will share with school administration the beneficial steps to create an anti-bullying school culture, how to foster buy-in from stakeholders, and proven strategies to encourage acceptance of marginalized groups (ex: Special education students) within the school dynamics.

Tate, Dana — California State University, Long Beach

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** Sea Pearl V  
**Session Topic:** Language Education **Session Chair:** Mady, Callie

***Examining Online Interactions between L2 Researchers and Practitioners to Understand Obstacles to Knowledge Transfer***

This study sought to understand and subsequently narrow the often cited gap between researchers and practitioners. In particular, this mixed-method study explored second language teachers/teacher candidates' uptake of research by means of pre and post experience questionnaires, interviews and website analytics. The results showed participants to place greater value on research to inform practice post-experience, while at the same time highlighting language register as a barrier to understanding research.

Mady, Callie — Nipissing University

***Enhancing self-efficacy and interest in learning English of undergraduate students with low proficiency of English through participation in a collaborative learning programme***

This exploratory study was designed to discover the enhancement of undergraduate students' self-efficacy and interest of learning English through participating of collaborative learning programme. Both qualitative and quantitative data supports the increased in self-efficacy and interest in learning English through collaborative learning among students with low proficiency in English.

Law, Queenie — Hong Kong Institute of Education

Chung, Joanne — Hong Kong Institute of Education

***Language Ideology and Peace Corps: English education in Korea***

Peace Corps program in South Korea, from 1966 to 1981, put a high emphasis on English education. What is little known are the objectives of English education, language policies of English education, and its practices by Peace Corps Volunteers. This presentation, in this respect, explores language ideologies of the language policies and of the practices in English education by Peace Corps Volunteers, and how they influenced current English discourse in South Korea.

Lee, Chee Hye — University of Arizona

***From Draft to Final Paper: Student Response to Tutor Feedback***

The study aims to examine to what extent do students make appropriate revisions based on the teacher's feedback. The feedback is divided into three broad areas – language and style, rhetorical structure, and formatting.

Leong, Alvin — Nanyang Technological University

Song, Geraldine — Nanyang Technological University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Bargagliotti, Anna

***Using Learning Trajectories to Structure Professional Development***

Due to the widespread adoption of the Common Core State Standards, there has been an increased demand for professional development in mathematics. However, exactly how professional development opportunities should be structured remains an open question. The purpose of this paper is to report on a study of the NSF-funded Project-SET ([www.project-set.com](http://www.project-set.com)) professional development program. The project used learning trajectories to structure the professional development that allowed participating teachers to develop Statistics Knowledge for Teaching (Groth, 2013).

Bargagliotti, Anna — Loyola Marymount University

Anderson, Celia — University of Memphis

Groth, Randall — Salisbury University

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** South Pacific II  
**Session Topic:** Higher Education - Workshop **Session Chair:** Slesaransky-Poe, Graciela

***Creating Safe and Welcoming School Communities for Students who are Gender and Sexually Diverse***

The purpose of this workshop is to create a space to discuss how to foster a community of “engaged generosity” to include, welcome, and affirm gender and sexual diverse students, families, and educators. This workshop will provide the necessary tools to become an ally and to end gender and heteronormative practices that limit and constrain the experiences of LGBTQ students in our schools and universities.

Slesaransky-Poe, Graciela — Arcadia University, Glenside, PA, USA



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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Benegas, Michelle

***Making Sense of Culturally Relevant Pedagogy for Immigrant Learners within the Sociopolitical Context of Schools***

This dissertation case study examines four student teachers as they participate in a community of practice focused on culturally relevant pedagogy for immigrant students in an urban elementary school. Despite a recently adopted scripted literacy curriculum, participant educators found ways to tailor their instruction to their unique student populations by developing a system in which they attended to the “non-negotiables” of the standardized curriculum while incorporating themes that reflected their diverse students’ lived experiences.

Benegas, Michelle — University of Minnesota

***Creating Meaningful and Effective Assignments through Scaffolding***

Creating Meaningful and Effective Assignments through Scaffolding

Learn the research that supports this valuable tool used in an ESL classroom and found to be highly effective in classrooms of the Middle East. The outcome has students tackling large, complicated assignments with ease and allows the instructor to avoid receiving projects or assignments done completely wrong as well as doing away with the “pay someone to do it” practice. This tool can be used in all ESL situations

Waite, Lisa — American University of Kuwait

***An “Urgent Humanitarian Situation”: A Call to Educators to Understand the Laws that Support the Educational Rights of Unaccompanied Immigrant Children***

According to a recent RAND (2014) report approximately 90,000 immigrant children traveling often alone, are expected to cross into the U.S by the end of 2014. This paper looks at the current U.S. laws and Supreme Court rulings that provide health and welfare services that include education to immigrant children awaiting adjudication. It also focuses on the need to better prepare teachers to understand the laws governing the education of immigrant populations.

Salas, Rachel — University of Nevada Reno

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**Time:** 4:45 - 6:15 PM / **Monday** - 1/5/2015 / **Room:** South Pacific IV  
**Session Topic:** Educational Psychology **Session Chair:** Slavkin, Michael

***“Moving Generation NeXt: Pushing Higher Order Thinking Skills with Today’s Students”?***

In this presentation the discussion will center on the experiences of two faculty entering a small liberal arts institution, one from a decade teaching high school and another from a decade teaching at a large public university. Details of strategies to improve innovation, higher order thinking skills, problem solving, and creative thinking will be shared.

Slavkin, Michael — Manchester University Department of Education

***Developmental and Time-Related Trends of Aggression from Childhood to Early Adolescence: Implications for School Practice***

The study focuses on the developmental perspective of aggression and aims at better understanding of time and age related trends in aggression (especially regarding different types of aggression) and how this knowledge can be used in aggression prevention programs in schools. A large cross-sectional and two-wave cohort study of aggression conducted in two age groups (10 year olds and 14 year olds) and in two time points (2007 and 2011) is presented.

Kozina, Ana — Educational Research Institute

Ljubljana, Slovenia, EU

***A Correlational Study of Test Anxiety and Self-Esteem of Secondary School Students in Pakistan***

The study was conducted to identify the relationship between test anxiety and self concept of secondary school students. The study was causal comparative in nature. Results showed that there was a significant relationship between test anxiety and self esteem of students. Results also showed that as the level of test anxiety get higher, level of self esteem get lower and vice versa. Results also indicated that other construct tended towards average if one went towards average.

Malik, Misbah — University of the Punjab, Lahore, Pakistan

Fatima, Ghulam — University of the Punjab, Lahore, Pakistan

Hussain, Abid — University of the Punjab, Lahore, Pakistan

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education **Session Chair:** Duerden, Jan

***A Phenomenological Study of Adult Female Learners' Return to Post-Secondary: The Impact of Motion, Emotion, and Connection***

This study examined the lived experience of seven adult female learners as they (re)engaged with post-secondary education at a mid-sized Canadian university. Using phenomenological hermeneutics, particularly as interpreted by Max van Manen, the researcher aimed to elicit from participants the essential themes of their learning experience. The goal was to better understand and appreciate how adult female learners construct the transformative and connective qualities of this journey.

Duerden, Jan — Thompson Rivers University

***Third Space Pedagogy? Using Foreign Born Racial Identity Perspectives to Inform Professional Practice in Adult and Higher Education***

In this collaborative autoethnography, four foreign-born doctoral students will examine the processes through which they have come to define their racio-ethnic identities in a racially normalized U.S. context, and the ways in which these self-definitions have potentially shaped their pedagogical approach as emerging scholars in adult and higher education fields.

Murray, Kayon — Texas State University

Sehin, Oleksandra — Texas State University

Valverde, Tereza — Texas State University

Anumudu, Chinedu — Texas State University

***Examining Culturally Responsive Pedagogy in Adult Education: An Integrative Literature Review***

This integrative literature review explores how culturally responsive pedagogy (CRP) as an approach has worked over time in facilitating adult learners of color. Findings indicate that though CRP has had positive influences such as increasing some learners' tolerance for and awareness of diversity, challenges remain that suggest multiple potential opportunities for [re]defining CRP in research, applying it to classroom practice and including it as a central policy initiative in adult education settings.

Murray, Kayon — Texas State University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Mattatall, Chris

***The Effect of Data-Informed Teacher Collaboration on Children's Reading Scores***

This session presents the findings from two mixed-methods studies that examined the effect of data-informed collaboration on the: (a) reading achievement scores of Grade 1 students, and (b) the confidence, knowledge, and willingness of classroom teachers to allow student-level progress-monitoring data and frequent collaboration sessions to hone their instructional planning for students at-risk of reading failure.

Mattatall, Chris — Memorial University of Newfoundland

Power, Keith — Memorial University of Newfoundland

***The Ins and Outs of Strategic Note-taking for Students with Learning Disabilities***

This session will discuss how strategic note-taking (SN) has improved the note-taking skills and achievement of students with learning disabilities (LD).

Highlights include: note-taking problems encountered by students with LD; how teachers can assist students with note-taking; and a research study on SN and findings from a three-year IES grant on SN.

Boyle, Joseph — Temple University

***Research and Development of the Innovative Technology-based Writing Intervention for Students with High-Incidence Disabilities***

A call to action for improving writing instruction has gained momentum. This presentation will share the results from a series of research studies (e.g., survey and mixed methods needs assessments; two single-subject intervention studies) to guide the iterative development of a computer-based graphic organizer with embedded strategy instruction and self-regulated learning strategies to improve persuasive writing of middle school students with high-incidence disabilities. Ways to support effective and efficient technology integration will be discussed.

Evmenova, Anya — George Mason University

Regan, Kelley — George Mason University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Dasas, Louie

***Use of Web-Tools to Improve Student Conceptions in Life Energy and Processes***

This study explores how technology can be utilized in an introductory Biology course for freshman college students. In addition, the study investigates on the effectiveness of the use of readily available, free web-based tools to make students better understand the commonly perceived difficult topic on Life Energy and Processes. The results of the study are deemed significant in understanding better the role of technology in the academe.

Dasas, Louie — University of Santo Tomas Manila Philippines

***Project NEO: A Science Video Game for Elementary Preservice Teachers***

While middle school appears to be the place to address the STEM gap, we suggest that problems begin with elementary school science education due, in part, to a lack of preparedness in elementary preservice teachers (PSTs). We built and tested a game to teach science to elementary PSTs and found that the game is effective. This paper presents the results of our testing with PSTs and discusses the design of the current and future game.

Van Eck, Richard — University of North Dakota

Winger, Austin —

***Ocean Literacy Principles as a framework for STEM career recruitment in adolescent learners***

The need for recruiting high school students to pursue careers in Science, Technology, Engineering, and Mathematics is national. Offering thematic courses of topics of high interest can facilitate delivering innovative and integrated science curricula that highlights how students could apply their knowledge toward a future career. One such theme is the ocean, and the Ocean Literacy Principles are an ideal framework to both deliver integrated science content and entice students to pursue STEM related majors. Ongoing research in this area will be shared in this session.

Rife, Gwynne — The University of Findlay

***The effect of contextualization in problem solving: a neuroscientific perspective***

This paper aims to present results of an exploratory research conducted to study engagement of learners while their task was to resolve classical physics problems on a computer. The research had the objective to compare learner engagement in contextualized or not-contextualized problems.

Charland, Patrick — Université du Québec à Montréal

Leger, Pierre-Majorique — HEC Montréal

Skelling-Desmeules, Yannick — Université du Québec à Montréal

Cyr, Stephane — Université du Québec à Montréal

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Molina, Esther

***Integrating Language and Content across Disciplines***

21st century educators are globally engaged in curriculum redesign conversations to facilitate the development of engaged thinkers and ethical citizens who possess an entrepreneurial spirit. In order to make learning more relevant and authentic, inquiry based and inter-disciplinary learning is vital. This workshop will provide examples of how to create and implement cross-curricular activities at multiple grade levels (5-9) in a bilingual setting. Participants will also develop their own inter-disciplinary units to enrich their curriculum.

Molina, Esther — Calgary Board of Education

Austin, Nzingha — Calgary Board of Education

Ortin Fernandez, Xavier — Calgary Board of Education

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Nugali, Salwa

***Ironical or Not?***

The definition of irony has been taken since the beginning of the 20th C as I.A. Richards defined it: "The expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect".

Nugali, Salwa — King Saud University

***Studen-Teacher Interaction and the Development of Social, Communication and Critical Thinking Skills: Perspectives from Filipino Pre-service Education Students***

Description Not Available

Acido, Maricris — University of the Philippines Diliman

Oyzon, Maria — University of the Philippines Diliman

Muega, Michael — University of the Philippines Diliman

***Development of a Working Plan for the Socialization of Students at Secondary Level***

Lack of socialization by the young generation is a growing threat not only in the local societies of Pakistan but also in the worldwide. This growing threat is prevailing. The current study is an ultimate indication and its solution of the problem.

Kosar, Hina — Bahauddin Zakariya University, Multan, Pakistan

ul Kashif, Najam — Bahauddin Zakariya University, Multan, Pakistan

Haider Tirmazi, Shamim — Bahauddin Zakariya University, Multan, Pakistan

***Internationalizing Education: Critical Qualitative Case Studies***

The paper investigates internationalizing of education through critical case studies, narrative, and self study and suggests that we need to contextualize the issues and investigation of global connections better. It also suggests there are threats to the public sphere and to emancipatory local to global connections thus requiring critical approaches in such investigations / research. The methods employed offer a variety of perspectives allowing for critical analysis and ultimately transformative ideas.

White, Cameron — University of Houston

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Kahili I  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Goodwin, K.Shane

***Let's Make a Deal!, Shaquille O'Neal Free Throw Futility, and 'PowerBall®Lottery: A Trilogy of Classroom-Tested Probability Simulations using Spreadsheets and Hands-on Class Participation***

Three probability simulations using Excel® and audience participation with ready-to-use spreadsheets and handouts. We investigate the Let's Make a Deal! problem, exploring the sometimes counter-intuitive nature of probability. We then move to the Law of Large Numbers by exploring the NBA record for free throw futility using dice, and conclude by simulating PowerBall® with its psychology and mathematical reality checks. Although geared toward mathematics education, others will still enjoy these simulations and are very welcome.

Goodwin, K.Shane — Brigham Young University – Idaho

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Kahili II  
**Session Topic:** Reading Education **Session Chair:** Squires, David

***Exploration of Environment and Classroom Procedures Impact on Literacy Education in Osaka Prefecture Public Elementary Schools***

This paper is a description of classroom environment and procedures employed during literacy lessons in selected Osaka Prefecture's public elementary schools. The study may be of interest to American educators, because recently Japanese students have out-performed American students in reading on international assessments. Using a sample of convenience, observation data was collected from classroom reading lessons in first, third, and fifth grades. The impact of classroom environment and procedures on reading instruction is analyzed.

Squires, David — Idaho State University

Sumida, Masaru — Osaka Kyoiku University

Fujioka, Mayumi — Osaka Prefecture University

***Following Einstein through the Brain's Backdoor for Easy- Access to the Hardest Reading & Writing Skills***

Hack-Into the brain's hardwired system with cutting-edge teaching applications of the latest brain research, specifically targeting brain plasticity. Explore untapped neural routes for abstract phonemic skill mastery that increase learner-momentum in both reading and writing beyond simple decoding, and transform daily literacy instruction into a virtual playground for critical analysis and diagnostic thinking!

Garner, Katie — Juilliard C.L.I.M.B.

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Lehua  
**Session Topic:** Social Studies Education **Session Chair:** Hearn, Beverly

***Uncommonly Good to the Core: Ideas for Teaching Writing in Secondary Social Studies***

In an Increasing Teacher Quality grant workshop called ACCESS (Achieving Common Core Standards in English and Social Studies) secondary English and Social Studies teachers cooperated to advance in-depth social studies knowledge and to improve students' thinking and writing skills. The lesson plans that they developed center on the interpretation and analysis of primary documents and culminate with a writing task allowing students to demonstrate comprehension, exercise analytical abilities, and strengthen critical thinking skills.

Hearn, Beverly — University of Tennessee at Martin

***Show Me the Money: Powerful Economics Curriculum for Social Studies Education***

The curriculum of Economics Education is changing from a focus on concepts in Economics to concentrating on preparing youth to be active citizens with sound financial knowledge. In a rigorous review of available economics curriculum and correlating those curricula to national and state standards, we present an analysis in which educators are able to see positive ways to incorporate lessons that will empower their students for personal financial literacy.

LeCompte, Karon — Baylor University

Gist, Hannah — Midway High School

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Hopper, Keith

***Adventures of ADDIE—The Unsinkable Model of How We Get Things Done***

The ubiquitous ADDIE model of instructional development infuses what professionals do across a wide venue. We may be startled that fields from instructional design to project management to nursing found their way to a core model of "getting things done." This presentation and paper look at ADDIE across several disciplines. The comparison reinforces the sensible way humans have learned to accomplish worthy work, and reveals affordances in some fields that may transfer to others.

Hopper, Keith — Southern Polytechnic State University

***Student Experiences in Two Public University Courses that Require Substantial Use of Online Tools***

Overview of online tools available in higher education, description of study, description of methods, discussion on findings.

Sterling, Ken — University of California at Santa Barbara

***iPads in Canadian Schools: Uses, Benefits, and Challenges – A Survey of 6,057 Students and 302 Teachers***

We carried out one of the largest studies to date on the use of iPads in education. The results show that the benefits outweigh the challenges. Our results highlight that incorporating his technological device into education has breathtaking cognitive potential.

Karsenti, Thierry — University of Montreal (CANADA)

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl I  
**Session Topic:** Art Education **Session Chair:** Heap of Birds, Edgar

***Native American Circularity; a Time Continuum and Philosophy of Renewal via Art Education Projects***

The philosophy of renewal is primary to Native American and indigenous communities. This understanding provides social responsibility, respect for environment, natural elements and animal spirits, while cherishing tribal youth and elders. Such awareness will be examined via 4 art education projects. These drawing art projects include 3-D tipi making, beadwork astronomy designs from Cheyenne moccasins, the creation story Turtle Island-Six Nations of New York, and time spirals. The projects are wonderful for classroom.

Heap of Birds, Edgar — University of Oklahoma

***Museums for Change: Social Justice Art Education in Academic Art Museums***

This presentation will examine the historical underpinnings for the increased interest in social and cultural relevancy within museums and why academic art museums are well positioned to implement social justice art education programs. A social justice art education workshop designed for an academic art museum will be analyzed. The author will present suggestions for educators interested in working with social justice art education in academic art museums.

Reid, Natasha — University of Arizona

***Acting as a Tool for Personal Development***

This research is to examine how acting as a form of art education can be used as a successful tool to cultivate the 'true' and 'real' personal development. By using the first hand experiences from the author who uses acting to help several individuals and corporate staffs for their personal growth e.g. lawyers, company administration staffs, and business owners.

Polachan, Wankwan — Mahidol University International College, Thailand

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Jeffs, Cheryl

***Enhancing the Advancement of Scholarship of Teaching and Learning***

This paper explores and discusses how educational development centres can advance the scholarship of teaching and learning (SoTL) in universities, through dedicated funding and support.  
Jeffs, Cheryl — University of Calgary

***Scholarship of Teaching and Learning: Impact on Faculty at a Canadian University***

This study investigates the impact of a Teaching Scholars program at Mount Royal University in Calgary, Canada. This program, modeled after the Carnegie Scholars Program, uses a cohort model to help faculty members develop and conduct Scholarship of Teaching and Learning inquiries in their own classes. This presentation will include preliminary results of the study indicating that impact may be demonstrated at individual, departmental, institutional, and disciplinary levels.

Miller-Young, Janice — Mount Royal University, Calgary, Canada  
Yeo, Michelle — Mount Royal University, Calgary, Canada  
Manarin, Karen — Mount Royal University, Calgary, Canada  
Carey, Miriam — Mount Royal University, Calgary, Canada

***The relevance and utility of psychoanalytic theory to the teaching and training of clinical psychology students in the 21st century***

For many contemporary teachers of psychology and trainers in clinical psychology graduate programs, psychoanalytic theory and methods have fallen into disfavor and infrequent use. This unpopularity is likely due to the belief of many teachers and practitioners of evidence-based treatment approaches that psychoanalytic theory and practice is unscientific. However, cognitive psychology research has supported many key concepts in psychoanalytic theory. Furthermore, there is solid evidence of the efficacy of psychodynamic therapy. Thus, it is beneficial for clinical psychology students to be taught the accurate applications of psychodynamic concepts to psychological assessment and treatment.

Ley, Robert — Simon Fraser University

***Experiential Learning at the First Law School in the Interior of British Columbia and in Large Territories of Indigenous Peoples***

The first law school established in the Interior of British Columbia and therefore in large territories of Indigenous Peoples provides opportunities for experiential learning. This presentation will cover some of the experiential learning experiences provided for law students in constitutional law, indigenous law, environmental law and other land and resource focused courses. It will also include information about the recent Supreme Court of Canada decision in Tsilhqot'in recognizing indigenous land rights and its implementation.

Schabus, Nicole — Thompson Rivers University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Foundations **Session Chair:** Evans, Stephanie

***African American Dialects and Schooling: A Positive Approach Towards Schooling***

An overview of the strategies in working with Black dialect speakers in the public school systems today.  
Evans, Stephanie — California State University, Los Angeles

***Indoctrination through Educational Philosophy: Assessing Teacher Influence over Student Specialization***

Educational philosophies favor different methodologies in teaching and emphasize specific areas of study. This research looks into the philosophical preference of teachers as perceived by the pre-service teacher participants of the study and their chosen specializations. Using statistical test, it has been found that there is indeed an association between teachers' philosophical preference and students' specialization, leading to the conclusion that teachers, to a certain degree, influence their students' future career decisions.

Flores, Andrell — University of the Philippines  
Muega, Michael — University of the Philippines

***Applying Dewey Across Contexts***

This paper presentation examines the ways in which students apply the philosophy of John Dewey in their educational and professional contexts within a curriculum theory course offered to two sections of a doctoral STEM cohort. The application of the doctoral students' processes and products can guide STEM professionals in doctoral student professional settings including large school districts, national education agencies, regional education centers, and PK-12 classrooms to engage educators at large.

Agnello, Mary Frances — Akita International University  
Justyna, Erin — Texas Tech University  
Thomas, Jesse — Texas Tech University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Ryder, Marilou

***Rules of the Game: How to Win a Job in Educational Leadership***

Participants will learn to maximize their potential as they move up the career ladder in educational leadership in four areas:

PLANNING: Developing the Game Plan

PACKAGING: The Art of Self-Promotion

PREPARING: Practice Makes Perfect

PERSEVERING: Crossing the Finish Line

Participants will learn how to:

- Strategically plan for their next career move.
- Design resumes that stand out in the crowd.
- Position themselves in the marketplace.
- Prepare for the high-stakes interview.
- Persevere when the going gets tough.

Ryder, Marilou — Brandman University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl V  
**Session Topic:** Language Education **Session Chair:** Hoskyn, Maureen

***Early Writing Development from Kindergarten to Grade Two: Does access to an executive system support development of handwriting, morphological complexity and/or propositional density?***

Children's early writing development from Kindergarten to Grade two is explored using tasks that require attention to the sequence of a series of events, or to the complexity of a single scene. The role of executive functions on moderating handwriting development, morphological complexity and propositional density is explored using structural equation models. Findings show that executive resources are required depends upon how the writing task is organized.

Hoskyn, Maureen — Simon Fraser University

Abdelhadi, Soaad — Simon Fraser University

Ciugureanu, Ecaterina — Simon Fraser University

***Difficulty in Teaching Nineteenth-Century British Literature to Japanese Undergraduate Students***

There is difficulty in teaching Austen, Dickens, Hardy to Japanese undergraduate students because of language, cultural and historical gaps, and the lack of students' interest. In my presentation, I would like to argue why it is difficult to teach nineteenth-century British literature to non-native English speaking students, and how to make them students have an interest and enjoy reading.

Takei, Akiko — Chukyo University, Nagoya, Japan

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Educational Administration **Session Chair:** Wisniewski, Robin

***School district implementation of a standards-led Multitiered System of Support (MTSS)***

Description Not Available

Wisniewski, Robin — McREL International

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Johnson, Patricia

***Effective Professional Development and Recruiting Strategies that Support STEM Practitioner Teachers in Rural High Needs Schools in North Louisiana***

The Alternative Teacher Certification Project at Grambling State University is designed to increase the pool of highly qualified teachers of STEM disciplines in rural high needs school districts. The Project utilizes diverse recruitment and professional development strategies to support novice teachers.

Johnson, Patricia — Grambling State University

Greer, DeWanna — Grambling State University

Jackson, Milton — Grambling State University

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Warring, Douglas

***Teacher Evaluations: Value Added Analysis, Measures, and their Impact***

Teacher evaluations based on student growth as measured by standardized tests are being used to determine the future of P-12 teachers without utilizing appropriate value added measures in the analysis. In a single environment, learners and teachers themselves vary in beliefs, attitudes, perceptions, self-efficacy, motivation, learning styles, cultural influences, and demographics or social identities which are typically not considered in the final calculations.  
Warring, Douglas — University of St. Thomas

***Transforming the Field of Special Education Through the Redesign of the Pre-service Teacher Early Clinical Experience***

How can we recruit and train special education teachers who will stay committed to the field and who are resilient in their quest to provide high quality instruction to students with disabilities? A solution to issues of attrition and burnout in special education is proposed in the redesign of pre-service special education teacher's early clinical field experiences. Role of university faculty who are responsible for supervision in the field is also discussed  
Johnson, Susan — Mercyhurst University

***An investigation into the experiences of Social Sciences teachers on an initial in-service teacher education programme at The UWI, St. Augustine, Trinidad and Tobago***

This phenomenological research investigates the experiences of a group of Social Sciences teachers in their professional development on an initial in-service teacher education programme (the Diploma in Education programme) at The UWI, St. Augustine campus, 2013-2014, in order to gain a deeper understanding of how they experienced aspects comprising the entire programme with the aim of enhancing the experiences of future cohorts.

Ali, Shahiba — The University of the West Indies

Bitu, Benigus — The University of the West Indies

Barras, Dyann — The University of the West Indies

Geofroy, Stephen — The University of the West Indies

McLeod, Lennox — The University of the West Indies

Lochan, Samuel — The University of the West Indies

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific III  
**Session Topic:** Higher Education - Workshop **Session Chair:** Reyes, Kyle

***More than words: The development, operationalization, and assessment of institutional core themes***

What happens when our institutional words have lost their meaning? This workshop explores the pervasive gap between the espoused core themes of an institution and the actions it's leaders take to operationalize such themes. Facilitators will present the planning processes of two institutions that have made specific commitments to closing this gap. Special attention will also be given to leadership transitions and how new institutional leaders develop a strategic vision that can permeate the organization.

Reyes, Kyle — Utah Valley University

Faustino, James — Brigham Young University Hawaii

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**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education **Session Chair:** Hoskins, Marie

***Leaning In: Teaching Relational Practices ... Relationally***

Description Not Available

Hoskins, Marie — University of Victoria, Canada

Newbury, Janet — University of Victoria, Canada

***Collaborative Supervision and counselor***

The Collaborative Supervision Model suggests the needed knowledge base, a strategy for skill development, and the promotion of a collaborative disposition towards the work and goals of supervision. This model incorporates the application of an inquiry learning cycle and the concept of the critical friend as strategic approaches to the multiple tasks of supervision, including building the working alliance, constructing meaning, and evaluating the work of the supervisee.

Casile, William — Duquesne University

Paulson, Lauren — Allegheny College

Kumpf, Kevin — California University of Pennsylvania

***Innovative Approaches to Increasing Social Skills and Empathy of At-Risk Students: The Social CirKISH Program***

This presentation will be broken into three (3) portions: (a) Social CirKISH program overview, (b) preliminary program evaluation results of the Social CirKISH program, and (c) directions for future research including current research being conducted in regards to the Social CirKISH program. The presenters will use a Socratic dialogue approach that will encourage participation in the discussions and in asking questions.

Lau, Jared — University of Nevada, Las Vegas

Smith, Shannon — University of Nevada, Las Vegas



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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Samson, Ilan

***QAMA calculator – The Calculator That Thinks Only If You Think Too***

Presentation of the new calculator that shows the result only after user also entered a reasonable mental estimate of the result. The problems which this tool solves will be described, followed by demonstrating its workings (using a projectable PC version). Example with audience participation will be run, and current usage results will be described.

Samson, Ilan — University of California, San Diego

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Jamanis, Shanna

***Interdisciplinary Specialty Program in Autism at Nazareth College (I-SPAN): Examining Autism from Multiple Perspectives in Professional Preparation***

Description Not Available

Jamanis, Shanna — Nazareth College

Vogler-Elias, Dawn — Nazareth College

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Fitzgerald, Terence

***The Consequences of Speaking to Power: Perspectives on the Social, Psychological, and Professional Ramifications of Challenging Racial Injustice in Public and Higher Education***

The presentation will discuss the ramifications and limitations of pursuing social justice within both public and higher education settings. Specifically, the presentation will detail the psychological and professional affects regarding twenty Black and Latino faculty who seek or sought education justice for marginalized students of color. Finally, the presentation will reveal how the continued effects of white supremacy in public and higher education threaten those who seek social justice for marginalized students of color.

Fitzgerald, Terence — University of Southern California

***Generational Status and Academic Performance among Asian American High School Students: Testing the Segmented Assimilation Theory***

The author evaluates the application of the segmented assimilation theory to Asian American high school students. The author hypothesizes that there will be a non-linear pattern of academic achievement across generations, and the generational pattern might change by school poverty. Using the Education Longitudinal Study of 2002, the author performs two-level HLM analyses and finds that the math results generally approximates the segmented assimilation trend but the reading test scores approximates the classical

Li, Dongmei — The University of Texas at Austin

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Gonzales, Katherine

***Philippine K-12 Values Education Curriculum Guide: What is in Store for the Filipino Youth?***

To further support the findings of a previous critical analysis, this quantitative study was undertaken to investigate the degree to which the Philippine K-12 Values Education curriculum guide demonstrated the key elements of six educational philosophies. Results revealed that only Progressivist and Social Reconstructionist ideals were greatly promoted.. Therefore, it is recommended that a new curriculum guide be constructed, one which will include other worldviews and authentically mold students into sound decision makers.

Gonzales, Katherine — University of the Philippines Diliman

Caballero, Izzah — University of the Philippines Diliman

Muega, Michael — University of the Philippines Diliman

***Student Perceptions of Online and Traditional English Courses at University of Guam***

Description Not Available

Brown, Merissa — University of Guam/University of Hawaii Maui College

***Analysis of the Curriculum Supervision in the Philippine Military Academy***

The study examines the current practices of curriculum supervision in the Philippine Military Academy and what are the areas it is comparable to other military institutions. This study is based on the review of available manuals and written documents detailing the curriculum supervision in the premier military school in the Philippines and evaluates this using basic curriculum supervision models.

Sibal, Maria — University of the Philippines College of Education

Totanes, Maria — University of the Philippines College of Education

Antiporda, Evelyn — University of the Philippines College of Education

Bae, Miya — University of the Philippines College of Education

E. Liquido, Ma. Gloria — The Caraga State University Butuan City Philippines

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Schulze, Joshua

***Teaching Academic Persuasive Writing Using Systemic Functional Linguistic Pedagogy***

The presentation reports the findings of teacher action research study in which the teacher researcher employed a systemic functional linguistic informed pedagogy to support the academic writing development of adolescent English language learners. The presentation demonstrates how the researcher drew on SFL to inform instruction and students' writing development. Findings suggest that the approach supported ELLs in demonstrating greater control of the register and linguistic features expected of persuasive texts composed in academic contexts.

Schulze, Joshua — Nevada State College

***Difficulties of Teaching English as a Foreign Language in Libya and Their Effects on Libyan Students' Progress in Using English in Reality***

This paper is highlighting the challenges that Libyan teachers of English encounter while teaching English in Libya. This study is conducted through a qualitative research method, where I searched in literature review and interviewed 20 Libyan teachers of English. Findings are presented, and recommendations are offered.

Omar, Youssif — University of Missouri, Columbia

***Beyond shadowing; toward active listening and communication***

The research question for the current study is which type of shadowing is more effective for its contents' retention. It compared the effectiveness of three types of shadowing, normal shadowing, selective shadowing, and interactive shadowing. The results show that interactive shadowing outperformed the other groups in terms of information retention.

Hamada, Yo — Akita University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Lehua  
**Session Topic:** Reading Education **Session Chair:** Finney, Mary Jo

***The Making of a University-based Reading Center***

This presentation features the creation and evolution of a university-based reading center servicing children, families and graduate students preparing to become reading specialists. As a specialized training venue, the reading center provides an opportunity for application of newly-learned assessment skills in a protected environment under the direct supervision of university faculty. In addition to outlining its structure and value in preparing reading specialists, unanticipated community needs that influenced its continued advancement will be discussed.

Finney, Mary Jo — University of Michigan – Flint

***The Effect of Reading off-line Daily Newspapers in the Class of University***

This study aims to investigate the effect of reading off-line daily newspapers in a university class. The author plans to encourage over 100 attendees in his class to read off-line daily newspapers in the beginning of his every class for the fall semester in 2014. The author, then, intends to measure the effect of reading off-line newspapers regularly for a semester by comparing the media consuming patterns of his attendees at the beginning of the semester and at the ending of the semester.

Shim, Hoon — Hallym University

***Why do some children benefit from instruction and others do not? An investigation of the role of executive resources and lexical access on reading development from Kindergarten to Grade Two***

Findings from a longitudinal investigation of readers from Kindergarten to Grade Two are presented to determine whether children who respond to instruction (i.e., groups of typical or compensated readers) are those children who have increased access to executive and/or lexical resources relative to non-responders. Findings show that both executive resources and lexical access are predictive of reading for all readers, but that this relationship varies across years among reader groups.

Hoskyn, Maureen — Simon Fraser University

Abdelhadi, Soaad — Simon Fraser University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** Brown, Loren

***Constructivist Learning Environments and Defining the Online Learning Community***

This paper explores how constructivist learning environments create collaborative, caring, nurturing online learning communities. Membership in online learning communities is overwhelmingly interconnected to successful distance learning experiences, and the constructivist approach to teaching in online venues creates the foundation for supportive learning communities that are associated with improved teacher efficacy and enhanced student learning outcomes. This paper defines constructivism, defines the characteristics of successful online learning communities and shows how they are linked for success.

Brown, Loren — Liberty University

***Encouraging Student Autonomy through Higher Order Thinking Skills in the Online Classroom***

Encouraging Student Autonomy through Higher Order Thinking Skills in the Online Classroom discusses how to empower students to work, think, and act independently in the online higher education setting. This presentation defines and focuses on the importance of teaching Intrinsic Motivation through higher order thinking and CATs (Classroom Assessment Techniques).

Wakefield, Jan — Grand Canyon University

Smith, Victoria — Grand Canyon University

***Social Media and Student Interaction in Online Graduate Courses***

This session will present research and applications of social media to increase interaction and active learning in fully online instructional technology graduate courses. Educational uses of social media, including use of blogs, wikis, Facebook, Twitter, web 2.0 tools, discussion boards, and synchronous webinars will be considered for developing a learning community to facilitate student-to-student and student-to-instructor interactions.

McPherson, Sarah — New York Institute of Technology

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Combs, H. Jurgen

***The World of Google – Instruction and management***

Presenter and participants will share common and innovative uses of Google Docs (and other cloud-based programs) for instruction and management. Participants will create sample forms, spreadsheets, and presentation tools. Uses of other Google products will also be shared and discussed.

Combs, H. Jurgen — Shenandoah University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Shahoian, Shant

***You Didn't Come Here for Answers: The Use of Rhetorical Questions in Tutoring***

Description Not Available

Shahoian, Shant — Gendale College

***Developing Style: Rhetorical Questions in ESL Student Writing***

Description Not Available

Hiroymous, Patricia — Glendale College

***Student Research Questions: Moving from the Rhetorical to the Actual***

Description Not Available

Chin, Susie — Glendale College

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Ertmer, Peggy

***Asynchronous Online Case Discussions: Comparing Differences in Problem-Space Coverage***

In this presentation, we use “problem space coverage” as a learning measure to compare outcomes between two facilitated and two non-facilitated (NF) online case discussions. In general, results demonstrated a fairly equal quantity of postings among discussions but greater quality of problem space coverage during facilitated discussions. Variation among NF discussions illustrates the influence of specific student contributions.

Ertmer, Peggy — Purdue University

Koehler, Adrie — Purdue University

***The Use of Case Study Competitions to Prepare Students for the World of Work***

As we continue in the new millennium, it is imperative that educational institutions prepare graduates who have the knowledge and skills that are increasingly needed and valued by business and industry. In this paper, the authors argue that the case study approach, and specifically case study competitions, constitute an ideal pedagogical strategy for achieving this objective in an effective and efficient manner; one that benefits both the student and the employer.

Burke, Monica — Western Kentucky University

Carter, Joelle — Western Kentucky University

Hughey, Aaron — Western Kentucky University

***Building a Public Face for Higher Education in Tennessee***

This paper describes a multifaceted faculty-driven initiative sponsored by the Tennessee Board of Regents System Office of Academic Affairs, a system comprised of 6 universities, 13 community colleges and 27 colleges of technology. The goal of this multimedia initiative is to invigorate faculty scholarship, teaching and research connectivity while informing the public of the economic benefit provided, informing the taxpayer of “What we do”, “How we do it” and “Why it matters”.

Sedrick, Gregory — Middle Tennessee State University

Knox, Pamela — Tennessee Board of Regents

***Higher Education – and the Social Sciences In Between The Humanities and the Natural Sciences***

This research project deals with specific subject cultures of 'Bildung' [general education] at German universities. The paper presents empirical results from the years 2013/14 on students' understanding of 'Bildung'.

Muller, Jennifer — Justus-Liebig-Universität (JLU) Gießen

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Foundations **Session Chair:** Weaver-Hightower, Marcus

***Postcolonial Views of South African Education: Contested Spaces of Human Rights and Social Justice - “The Contested Spaces of South African Educational “Rights”: Teachers, Textbooks, and Food”***

“The Contested Spaces of South African Educational “Rights”: Teachers, Textbooks, and Food,” by Marcus Weaver-Hightower, performs a discourse analysis of newspaper stories about South African education for their discussion of teacher absenteeism, textbooks not being delivered in rural provinces, and problems in the National School Nutrition Programme and how these controversies have been manipulated by political parties and received by the electorate.

Weaver-Hightower, Marcus — University of North Dakota

***Postcolonial Views of South African Education: Contested Spaces of Human Rights and Social Justice - Education as Failed Transformative Site in Disgrace and You Can’t Get Lost in Cape Town***

“Education as Failed Transformative Site in Disgrace and You Can’t Get Lost in Cape Town” by Rebecca Weaver-Hightower, reads how two contemporary, controversial, and highly discussed South African literary texts depict the South African university system as a place where social justice is being stifled instead of enacted.

Weaver-Hightower, Rebecca — University of North Dakota

***Postcolonial Views of South African Education: Contested Spaces of Human Rights and Social Justice - Education Markets and Contestation in post-colonial South Africa and post Brown in the USA: A Comparative Analysis***

“Education Markets and Contestation in post-colonial South Africa and post Brown in the USA: A Comparative Analysis” reads how a comparative analysis of how school choice has been received, discussed, and enacted in South Africa and the U.S., in the process arguing that although choice was initially used as a mechanism by segregationists to avoid integration, it has since been embraced by progressives and certain prominent members from historically marginalized communities because of its equity potential.

Lubienski, Christopher — University of Illinois at Urbana-Champaign

***Complementary Health Care: Adopting a holistic model***

This paper would outline how my research team is aiming to help improve medical education from the vantage point of holistic healing that involves a spiritual component. Our guiding research question is “how is spiritual healing understood and experienced by the interviewee.” To date, most Canadian medical schools have tended to ignore the notion of holistic healing. Our research is supported by a number of researchers, such as Dossey (1999), Graham (1996), and (Aldridge, 1991).

Doetzel, Nancy-Angel — Mount Royal University

Sawa, Russ — University of Calgary

Winchester, Ian — University of Calgary

Zemba, Debbie — Mount Royal University

Maynell, Hugo — University of Calgary

***Problem-based Learning: 20 Years of Lessons Learned***

The University of Missouri School of Medicine implemented a problem-based learning curriculum in 1993. Curricular change was based on the principle that teaching is what is done to the person and learning is what the person does for him/herself. National licensing examinations show the remarkable success of this curriculum. The essence of this curriculum has been shared with medical schools, health professions programs and science teacher education programs.

Hosokawa, Michael — University of Missouri School of Medicine

***Crafting Cultural Competency Training in Physician Assistant Education through Short-term Service-Learning Projects***

This presentation will focus on the impact of using service-learning projects to prepare physician assistant (PA) students for working in underserved environments. Student projects focused on unique needs specific to vulnerable populations; exposing students to social burdens of the underserved that are not observed in acute care settings.

Abercrombie, Diane — University of South Alabama

Nicholls, Cheryl — University of South Alabama

Risling-de Jong, Robin — University of South Alabama

***The Banishment of Worry: Teachings of Aurobindo and the Mother, A Course in Miracles and David Hawkins***

Aurobindo was a rare scholar, a remarkable yogi, and one of India's great spiritual adepts. Mirra Alfassa was the Mother Associated with him. Their philosophy, involving the fullest embrace of their highest conception of Self, and a complete surrender to that Divine conception, created a security, a protection, and a comfort against all forms of anxiety, agitation, and especially worry. For them, delight was the very purpose of life, and when life was lived to the fullest it was ever a blessing and never a worry.

Jones, David — University of Calgary

***Does Common Core Teaching Lead to Improved Student Learning?***

Policy-makers in the U.S. have asked teachers both to implement Common Core Standards and improve student achievement. While many assume that these goals work in concert, research suggests that links between teaching quality and student outcomes may be more tenuous. We explore whether implementation of new Common Core-aligned achievement tests might strengthen these relationships, focusing on a test considered a model for these assessments and an observational instrument aligned with the Common Core.

Barmore, Johan.na — Harvard Graduate School of Education

Blazar, David — Harvard Graduate School of Education

Charalambos, Charalambos — University of Cyprus

Corey, Doug — Brigham Young University

Hill, Heather — Harvard Graduate School of Education

Humez, Andrea — Boston College

Litke, Erica — Harvard Graduate School of Education

***Does Test Preparation Mean Low-Quality Instruction?***

Increased accountability over the past decade has led to the growth and prominence of standardized testing in U.S. schools and, subsequently, to increased test preparation activities in classrooms. Critics argue that test preparation activities detract from students' classroom experiences by crowding out more high-quality forms of instruction. However, to date, there is little empirical evidence linking test preparation activities to instructional quality. We provide both quantitative and qualitative evidence describing variability in test preparation lessons.

Blazar, David — Harvard Graduate School of Education

Pollard, Cynthia — Harvard Graduate School of Education

***Leadership in creative spaces and creating space for leadership***

Research in a primary school in a community noted for diversity included focus groups with children and interviews with teachers, parents and the principal. We noted the leadership vision that created learning spaces as 'Stimulating Learning Platforms'. The research revealed how these spaces worked and the inspirational nature of leadership required for their success.

Bone, Jane — Monash University

Quinones, Gloria — Monash University

Ridgway, Avis — Monash University

Babaeff, Robyn — Monash University

***Assessment of Public Health Policy Impact on Childhood Obesity among Mississippi Public School Students***

The prevalence of overweight and obesity among Mississippi public school students in grades K-12 in 2013 and changes in the prevalence between 2005 and 2013 will be presented. Statistically significant decreases in overweight and obesity were found among white students and elementary school students. These findings will be discussed in light of recent state-wide educational and policy initiatives and on health disparities.

Kolbo, Jerome — The University of Southern Mississippi

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Doyle, Thomas

***Gender Equity, Identity and Conformity Picture Books: Teacher Selection and Use in the Early Childhood Classroom***

Through reading of appropriate children's literature, the ECE teacher can help form the gender attitudes and identity of children. Although it is well-documented that the use of picture books can positively change children's attitudes toward gender specific role and cultural expectations, the question is whether ECE teachers are adequately trained to consciously select picture books that both challenge traditional stereotypes and demonstrate gender non-conformity. Study data, book selections and selection criteria will be shared.

Doyle, Thomas — National University  
Evans, Suzanne — National University  
Gilbert, Susan — National University

***Gender Equity, Identity and Conformity Picture Books: Teacher Selection and Use in the Early Childhood Classroom***

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Doyle, Thomas — National University  
Evans, Suzanne — National University  
Gilbert, Susan — National University

***The Predicament Concerning the Identification of Chinese Rural Preschool Teachers with Their Professional Identity and the Remodeling of the Paths for the Identification***

Description Not Available

Li, Zeng — Northeast Normal University  
Qu, Tiehua — Northeast Normal University

***Critical Cross-Cultural Perceptions of Teachers on The Needs and Challenges of Parent Involvement in Children's Learning and its Implications***

The study was conducted in U.S and Nepal. The sample consisted of both primary and secondary school teachers. The presenter intends to share the critical and cross-cultural perceptions of teachers related to needs, challenges of involving families/parents in the education of young children. In addition, the presenter will engage participants to examine effective strategies of parent/family involvement as suggested by the teachers.

Chakraborty, Basanti — New Jersey City University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Spycher, Pamela

***The Common Core State Standards for English Language Arts for English Language Learners: K-5***

The Common Core State Standards for English Language Arts provide a rigorous set of language and literacy outcome goals for students but present specific challenges for English language learners (ELLs). The presenter describes research-based practices for supporting ELLs in grades K-5 for a variety of educational contexts and grade levels.

Spycher, Pamela — WestEd

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Jones, Anne

***Detecting multicultural awareness: Outside the box, inside the classroom***

Students' classroom research projects are analyzed to find evidence of teaching practices that focus on multicultural and social justice concepts. Results suggest that students do choose classroom research projects that focus on multicultural and social justice concepts. Non-Alaska Native teachers focused on specifics of what happens in the classroom while Alaska Native teachers emphasized making relevant connections between student's home cultures and the culture of the school to create equitable educational experiences.

Jones, Anne — University of Alaska Southeast

***Thinking Maps in English Writing Project for Taiwanese Elementary Students***

English writing ability is not as well as listening and speaking, especially students feel difficult and lost their confidence. Learning English as a second language, Thinking Maps help Taiwanese elementary students build up their concepts and inspire motivation in writing.

Shu Fan, Yu — National Hsinchu University of Education

***Developing Awareness toward English Teaching at Elementary Schools: Peer Evaluation of Micro-teaching by Pre-service Teachers***

How do pre-service teachers change their awareness of teaching English methodology at elementary schools? This research examines how group affiliation of trial lessons affects the peer assessment process. Peer evaluation in micro-teaching is one possible approach to developing awareness of different possible methods for teaching English to young learners.

Kokubu, Yuho — Showa Women's University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Sterenberg, Gladys

***Teacher Candidates' Experiences of Overlapping Communities of Practice: Shifting Mindsets***

The purpose of this study was to investigate how overlapping communities of practice impacted teacher candidates' learning. In this initial phase of a longitudinal collaborative self-study (2013-14), we were investigating the professional learning of teacher candidates enrolled in an introductory education course that included a lecture and school placement. This paper examines teacher candidates' experiences of shifting mindsets and professional identity within these overlapping communities of practice.

Sterenberg, Gladys — Mount Royal University

O'Connor, Kevin — Mount Royal University

***Ahead of time: A global case study***

This paper reports on the continuing development of one particular case that involves higher education students from the United States and Australia who engage in a global collaboration that overcome the challenge of international time differences to promote an authentic teaching and learning experience. The collaboration integrates relevant 21st century skills for students as part of their courses and the findings demonstrate how the global connection remains a sustainable and justifiable assessment product.

Neal, Greg — Victoria University, Melbourne

***It takes a campus: Implementing Curriculum Change to incorporate State Mandates***

Presenters will discuss the benefits and challenges of integrating state mandated performance based assessment into program curricula. With the new licensure requirement of edTPA, program faculty and staff have reviewed their curricula and revised activities to better prepare teacher candidates for performance based assessment. During this Paper Session, presenters will provide examples of syllabi, lesson plans and assessments that have been revised to reflect these new requirements. They will make recommendations for large scale universities who wish to integrate an assessment system into their programs' curricula.

Donnel, Jill — Illinois State University

Meyer, Barbara — Illinois State University

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**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/6/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education - Panel **Session Chair:** Huber, Mary

***Counselor Experiences in Implementing a Community-based Intervention to Target Persons Addicted to Heroin***

This presentation highlights student counselor experiences of being involved in a community and university-based partnership between Wright State University Rehabilitation Counseling Chemical Dependency program, the Dayton Police, and staff from East End Community Services. The learned lessons from the "Conversations for Change" workshops targeting individuals who have specific opiate addictions including overdosing and opiate crime related offenses will be presented. In addition, University staff will share their learned lessons from the implementation of this project.

Huber, Mary — Wright State University

Taylor, Ryan — Wright State University

Lamm, Ellen — Wright State University



# Keynote Address

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**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/6/2015 / **Room:** Coral 3 Ballroom

## *Think NUI*

Kaala Souza

NUI is a Hawaiian word that means great, big and abundant. It's a word that includes the idea of larger and more expansive. It's the way you need to think if you want to move from just getting by and surviving to abundance and thriving. Fear, comfort and complacency are indicators of small thinking and the enemies of thinking and living NUI. To break through the challenge of thinking too small we will discuss how as educators we can breakthrough and influence the next generation to Think NUI drawing upon our island heritage and timeless values.

The Polynesian Voyaging Society said, "Our values steer our actions." The first settlers to our Hawaiian islands had values that allowed them to not just think NUI but also live it. These and other values steered the first voyagers into places they had never seen doing what had never been done and can help us do the same.

- Think Different: The problems of today won't be fixed by the solutions of yesterday. We have to recognize and accept that here in Hawaii we already think differently than the rest of the world and this difference is good.
- Think Back: Stay connected to our deep values and history. With this connection we have an unshakeable foundation that gives us a strong platform to move into the unknown future.
- Think Ahead: Clarify and communicate our vision. A compelling vision challenges and in-spires us to reach deeper within to achieve the dream.
- Think NUI



Kaala Souza is a public speaker and author of the book, *Pono: A Hawaiian-Style Approach to Balance and Well-Being*. He lives in Hawaii with his wife, two boys, and three dogs. Kaala is a public speaker, trainer and corporate consultant. He is also the creator of the 3-Minute Message, a website offering daily shots of inspiration and motivation to over 100,000 people around the world.

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** DeLong, David

***Measuring the World in Small Groups:!! Engaging Students Through Group Work in Trigonometry***

Student engagement in mathematics courses is often challenging to establish and maintain. Through the use of community-relevant, engaging activities, students develop investment in the material of a mathematics course, recognize the power of group work and dynamics, and learn valuable presentation skills. Through these activities, the power of gestalt mathematics becomes evident to students, and important collegial relationships are formed.

DeLong, David — Kaplan University

***The Efficacy of a Jumbo-Hybrid Model for Delivering College Mathematics***

In this session we will provide the results of a comparative study between students who receive instruction in finite mathematics through a jumbo-hybrid format and those who receive all instruction face-to-face.

Ford, Richard — California State University

***Colleges of Law and Education & Civil Rights icon partner to empower youth as change agents***

This presentation tells the story of an unusual partnership between a College of Law and Education and the Algebra Project led by Civil Rights icon Bob Moses. The collaborative, in the fourth largest university in the nation, supports young people to teach mathematics and civics. We will explain the academy; its unique use of math as a pedagogy for transformative personal and civic leadership; and the implications for reshaping schools and teacher preparation.

Mason, Michelle — Independent

Wynne, Joan — Florida International University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Bailey, Tessie

***Frequency Trends of Court Decisions under the IDEA: 1979-2013***

This paper session presents the results of frequency trends analysis of judicial decisions under the Individuals with Disabilities Education Act (IDEA) published from 1979-2013. The findings provide the most comprehensive data available overall and by state to assist in developing policy and improving dispute resolution procedures. Implications for future research and policy development will be discussed.

Bailey, Tessie — Montana State University

Zirkel, Perry — Lehigh University

***Improving the Capacity of Ohio Institutions of Higher Education to Prepare All Educators to Meet the Needs of All Learners***

This presentation will focus on a project to develop university teacher education candidates that are better qualified to teach students with disabilities and other learning difficulties. It will showcase a model that infuses all the Council for Exceptional Children (CEC) standards into middle childhood and department wide courses so that candidates can graduate in four years better able to meet the needs of all learners in their classroom.

Frank, Katie — University of Dayton

Bowman, Connie — University of Dayton

Baldwin, Joni — University of Dayton

***Web Accessibility for Individuals with Disabilities: A Taiwan example***

The purpose of this paper is to review literature related to web accessibility, and to introduce the web accessibility guidelines newly revised in Taiwan, and further to report the results of evaluating five government-owned or -sponsored special education websites by using the guidelines. Results and Suggestions for website design and future research are provided in this session.

Ko, Hui-Ching — National Taiwan Normal University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani V  
**Session Topic:** Kinesiology & Leisure Science - Panel **Session Chair:** Sherwood, Jennifer

***Impact of an Experiential Course in Kinesiology on Student Educational Outcomes***

This panel focuses on the impact of an 8-month, experiential course in Kinesiology on the 25-30 upper division Kinesiology students enrolled, and on the cardiovascular outcomes of the 60 CSUEB faculty and staff participating.

Sherwood, Jennifer — California State University, East Bay

Webb, Shannon — California State University, East Bay

Brizendine, Evan — California State University, East Bay

Nakamura, Bryson — California State University, East Bay

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Goldstone, Linda

***What are Teachers' Experiences with Accountability Assessments for K-12 U.S. Students with English as an Additional Language Concomitant with Disabilities (SEAL+D) across Multi-States?***

I will present preliminary findings from my PhD dissertation research on educators' experiences with accountability assessments for K-12 students, who are both learning English and have disabilities. An asynchronous online focus group methodology was used across the five states of Arizona, Maine, Michigan, Minnesota, and Washington.

Goldstone, Linda — University of Minnesota, Minneapolis

***Engage First Year and Senior College Students in STEM pathways with the Flexibility and Scalability of 3D printing***

Broward College engages student creativity with 3D printing technology's flexibility and scalability to correlate theory with data using critical thinking. A Case Study on convincing first year minority college academy students in physical chemistry and senior organic chemistry students that intelligence is malleable and can be developed by forming new collaborative connections. Final projects include computational and mathematical analysis with peer advocacy and civic engagement.

Cockroft, Ellafe — Broward College Central Campus

Joyce, Trish — Broward College Central Campus

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Hatt, Blaine

***Transactional Curriculum: 21st. Century Design for Teaching and Learning***

Aoki posited two curricula at work in the classroom, the curriculum-as-plan and the lived curriculum of each student, which resist integration. In this paper, I draw on this premise as foundational to rethinking curriculum in 21st century classrooms. I view curriculum as transactional, composed of five curricula, and examine the role of the pedagogue in the midst of this transaction and recognize the mediating and catalytic influence that s/he has on achieving the gnoseologica of education.

Hatt, Blaine — Nipissing University, North Bay, On

***Teaching Middle School Science With a Novel Curriculum Based Upon Recently Adopted National Standards and Underwater Exploration Using ROVs***

The goal of this study was to design a unique SeaPerch instructional plan using the recently adopted Common Core State Standards and Next Generation Science Standards as the blueprint. The instructional plan seeks to provide students an opportunity to explore science, technology, engineering, and mathematics (STEM) while building an underwater ROV as part of a rich middle school science curriculum. A planned pilot study will assess the effects on student achievement and motivation.

Davis, Bridgette — Louisiana State University

Moffett, Erick — The University of Southern Mississippi

***Flipping Theory and Clinical: A Unique Curriculum Project Providing Clinical Before Theory in a BSN Nursing Program***

Classroom theory has traditionally occurred in nursing education before or at the same time as clinical experiences. This presentation discusses the unique educational project of one BSN program providing clinical experience before theory in one course, Community Health Nursing. The rationales for the flip and the positive student outcomes will be discussed.

Martin, Sharon — Saint Joseph's College, Maine

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL - Workshop **Session Chair:** Thorpe, Todd

***Innovative Multicultural Collaborative Learning Experiences: Students' Perceptions!***

The Japan University English Model United Nations, JUEMUN, has grown into Japan's premier English MUN experience for university students around the world. In 2013, an additional learning opportunity called JUEMUN Journalism was incorporated into the JUEMUN conference, offering participants a unique multicultural journalism simulation. The presenting authors will describe these two innovative learning opportunities and also share the findings of a study on participants' perceptions of the benefits of their multicultural collaborative learning experiences.

Thorpe, Todd — Kinki University

Haruki, Shigehiro — Kinki University

Atkins, Andrew — Kinki University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Lehua  
**Session Topic:** Rural Education **Session Chair:** Hall, Elizabeth

***Applying Empirically Based Learning Strategies to Facilitate Understanding of Certain Global Cultures When Working with School Age Children***

Cultural value dimensions must be understood with the broader framework of cultural intelligence, or else we stereotype people. As Pre-service Teacher Education Candidates go abroad to student teach and student teach in very rural areas; they need to be aware of the various culture values/dimensions. This session will briefly discuss selected cultures as compared to rural areas in WNY and empirically based learning strategies that can be used with each population. Hall, Elizabeth — SUNY-Geneseo

***The Mind(ful) Mother: An Interpretivist Examination of Early Literacy Practices of Mothers of Preschoolers***

The focus of this study was to explore literacy practices mothers were implementing with their preschool-aged children. Three mothers from a rural Southern region were interviewed about the practices they implement to foster their child's early literacy development. The findings included: the mother believed herself to be her child's first teacher which was a rewarding, yet challenging task, children's learning is experiential and differential, and social supports are important to the mothers.

Spears, Amber — Tennessee Technological University

***Understanding and Supporting Rural Saskatchewan Beginning Teachers' Psychological Contracts: A Pathway to Flourishing in Schools***

The purpose of this study was to investigate the relationship among rural Saskatchewan beginning teachers' perceptions of their psychological contract with their organizations, the induction supports received, and beginning teacher flourishing in schools. Research was completed in spring of 2014 in 21 rural school divisions and provides implications for theory and practice regarding beginning teacher induction constructs, gender and type of school influences, and the relationship among induction, psychological contract, and flourishing.

Dollansky, Tracy — Sun West School Division, Rosetown, Saskatchewan, Canada

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus I  
**Session Topic:** Academic Advising and Counseling **Session Chair:** MacLellan, Philip

***From 'Lone Wolf' Scholars to 'Social' Scientists: A Case Study in Graduate Student Advising***

What is the best way to mentor novice scholars? In the humanities and social sciences, graduate students have traditionally been advised through individual consultations, but this is rapidly giving way to the collaborative laboratory framework typical of the physical sciences. This presentation shares a case study of a social sciences graduate student mentoring group, describing the evolution of its shared community practices and the surprising effects of one advisor's transition to enculturating 'social' science scholars.

MacLellan, Philip — Hitotsubashi University

***The Effects of a Mentoring Program on African American Collegiate Football Students at a Predominately White Institution***

This session will present the findings of a research study that analyzed the effect of a mentoring program on student success and graduation rates of African American collegiate football athletes at a predominately white institution. Research questions included: how the campus mentoring program assisted in the participants' overall personal growth, academic progress, and decision making. The results of the study will provide insight into the importance of incorporating a campus mentorship program.

Rosemond, LaNise — Tennessee Tech University

Camuti, Alice — Tennessee Tech University

***A Systematic Approach to Increase Education-Job Match***

This study presents a quantitative method to be used by education and career counselors to predict future job performance based on a set of personal characteristics of students. Data from job analysis databases such as O\*Net and personal traits standard tests will be used to predict job performance based on a set of predictors.

Bastani, Reyhaneh — University of Calgary

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Abrami, Philip

***Implementation Fidelity, Rigorous Research, International Scale-up and Sustainability of Educational Software***

Description Not Available

Abrami, Philip — Concordia University

***Educational Technology and Its Effective Use***

As technology becomes more prevalent in today's classrooms, it is essential for educators to effectively design instruction around its use. To do so, instructors must fully comprehend the purpose of educational technology and how to make its implementation meaningful to students. This research was completed in order to determine how effective educational technology is and how educators can better implement it in the classroom.

Puckett, Rhonda — Liberty University

***Hearing the Voices of Silenced Readers: Opening Classroom Dialogues Through Online Book Discussions***

This study extended current research on power relations in literature circles by investigating the nature and degree of difference in students' behaviors, participation, and power structures in classroom based online book discussions versus face-to-face discussions, to determine whether online discussion is a useful adjunct to face-to-face literature circles in involving all students as participants. The results of the study indicate that there is value in offering students online book discussions as well as face-to-face discussions.

Brendler, Beth — University of Missouri

Adams, Vanessa — University of Missouri

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Kirkey, Christopher

***Advancing Secondary and Higher Education the International Community: Case Studies from the Developed and Developing World***

This roundtable panel workshop, comprised of seasoned academics in the field of Canadian Studies, political science and higher education, will profile and examine contemporary American educational initiatives and practices in Canada, Libya, Afghanistan and Pakistan.

Kirkey, Christopher — SUNY College at Plattsburgh

Sotherden, Amy — SUNY College at Plattsburgh

Hawes, Michael — Queen's University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Swan, Bonnie

***Post-Secondary Experiences Promoting Recognition of the Interdependencies of STEM and Art***

This paper describes methods and findings from the evaluation of I<sup>2</sup>: The UCF Community Embraces the Knowledge-Based Economy (ICubed), a National Science Foundation funded project at the University of Central Florida. The project focuses on the intertwining of art and STEM subjects through the works of a "STEAM" Gallery, to enhance comprehension and interest in STEM and invigorate the abilities of engineers and scientists to develop innovative ideas and communicate effectively to non-science audiences.

Swan, Bonnie — University of Central Florida

Coulombe-Quach, Xuan-Lise — University of Central Florida

Huang, Angela — University of Central Florida

Gonzalez, Jennifer — University of Central Florida

***Student Success and Retention in Higher Education: Supporting Under Represented, First-Generation, and Transfer Students***

The success and retention of under represented, first-generation, and transfer students has been an ongoing challenge at universities for many years. The findings from surveys of both first year and transfer students attending a large, urban multicultural university will be shared. Optimal campus conditions to enhance student retention will be discussed in relation to the survey population. In addition, future directions to establish conditions on campus that promote student success will be considered.

Oliver, Lisa — San José State University

***The Use of the Capstone Course in the Assessment of An Online Gerontology Graduate Program***

This paper is a description of a Graduate Level Online Gerontology Program and the student assessment methods used in this program. The major method of student assessment in this program is provided through the capstone course of the program (the GERN 6000 course). Therefore, the focus of the work is on the components of this capstone course

Kannenberg, Gary — Webster University, St.Louis, MO

Goederis, Eric — Webster University, St.Louis, MO

***Determinants of Students' Views Regarding Entitlement on the College Campus***

A common perception exists that entitlement is increasing, particularly among younger generations (Berman, 2007; Twenge & Campbell, 2001) and some research suggest that contemporary college students are more selfish, superficial, and narcissistic (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004; Foster, Campbell, & Twenge, 2003). The present study examines associations between measures of college students' perceptions of entitlement— psychological, academic, and within the campus community— and student variables, specifically race/ethnicity, gender, institutional type, classification, and age.

Burke, Monica — Western Kentucky University

Cannonier, Colin — Belmont University

Hughey, Aaron — Western Kentucky University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education **Session Chair:** Tamanaha, Dicksie

***Native Rights for Indigenous Children***

Ua Mau Ke Ea O Ke Āina I Ka Pono, became the motto of the Kingdom of Hawai'i when King Kamehameha III spoke these words in 1843, one hundred years before the Universal Declaration of Human Rights (UDHR) was created. My project will harmonize articles of the UDHR with the Declaration of Rights, Both of the People and Chiefs, also written by the king in 1840, which extended inalienable rights to every life form.  
Tamanaha, Dicksie — University of San Francisco

***Looking Back at Indian Control of Indian Education***

Indian Control of Indian Education was a statement of philosophy, goals, principles, and directions submitted by the Assembly of First Nations in 1972 to ensure that individual First Nations determined the educational programming and process for their children. It was accepted by the Canadian government in 1973. This paper looks at the individuals involved, differing educational systems established by First Nations, and the commitment of First Nations to ensure that education meets the needs of their people through a variety of educational programs, linguistic and culture, and involves the community.  
Carr-Stewart, Sheila — University of Alberta  
Scribe, Chris — University of Saskatchewan

***1874 Treaty 4: The Treaty Right to Education in Canada today***

The British Crown and First Nations in present day southern Saskatchewan agreed to Treaty 4 in 1874. First Nations people shared their land with newcomers in exchange for rights including the provision of western education. By the 1920s Canada claimed it provided education for all treaty people. Today, education is funded by the federal government for Grade 1 to 12 through the Indian Act and limited post secondary education is a policy decision. This paper presents the legal and educational contexts related to education as a treaty right.

Oaks, Irene — University of Saskatchewan  
Carr-Stewart, Sheila — University of Alberta  
Ottmann, Jackie — University of Calgary

***Each One a Part, No One Apart: Two Schools, Two Continents, Two Indigenous Cultures***

This presentation compares and contrasts a Native American mission school in Arizona with a highly diverse school in Auckland, New Zealand that includes a large population of Maori students. Both schools integrate the culture and language of all students within the societal, cultural and historical context of the community in unique and creative ways through collaborative decision making between school administrators, teachers and staff with leaders and families from the indigenous community.

Allen, Kathleen — Saint Martin's University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Capellino, Tamerin

***Tips from the Trenches: How to Stay in the Game as an Educational Leader***

This dynamic session aims to help school leaders survive and thrive in the educational leadership arena. Research reports that current school leaders are retiring at unprecedented rates and that an entire new generation of school leaders is poised to replace them over the next few years. Tips from the Trenches will provide aspiring, new and experienced school leaders the important survival tools necessary to stay in the game as they lead our nation's schools.

Capellino, Tamerin — Brandman University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Dillard, Rhonda

***Effective Strategies for Leading Urban School Districts***

The educational plight of high school graduation is a matter of national imperative for African American males. Participants in this session will receive effective strategies that work with the African American male population, K-12, in an urban school district. One key focus will be mentoring that leads to academic successes as well as lifelong coping skills when facing obstacles. Participants will receive theoretical information as well as practical application strategies used by leaders.

Dillard, Rhonda — The University of Maryland, College Park  
Bell, Gregory — Montgomery County Public Schools

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Rivera, Hector

***The Interplay Between Teacher Professional Development and Community Development: Building Capacity in International Settings***

The workshop will explore preliminary research findings from the multi-year teacher professional development activities of the ExcELs program funded by a grant from the U.S. Department of Education's Office of English Language Acquisition. The program's Global Educator leadership component seeks to create cultural and linguistic connections in international settings. The workshop will focus on a data-driven approach to connecting U.S. teacher professional development and community development by engaging teachers in education-related community service projects abroad.

Rivera, Hector — Southern Methodist University  
Sanchez, Esmerelda — Southern Methodist University  
Tarango, Ninfá — Southern Methodist University  
Morales, Genesis — Southern Methodist University  
Magdalen, Raul — IDQ Group, Inc.

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific II  
**Session Topic:** Art Education - Workshop **Session Chair:** Santos, Lori

***Mythic Archaeologies and Native American Artists: Visualizing Our Identity Through Visual Mind Mapping***

This workshop explores how contemporary Native American artists use art making as a means to visual their identities, past, present, and future. Additionally, participants will learn techniques of visual mind mapping to explore their own relationship to their creative identities on individual and cross-cultural levels. Applications to the secondary art education classroom are explored.

Santos, Lori — Utah Valley University

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**Time:** 1:15 - 2:45 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Merideth, Eunice

***Scaffolding Support for International Student Teaching***

Teacher Education candidates who can participate and teach in schools abroad bring a level of cultural clarity and sensitivity to their own future classrooms and students. This paper will report on a three-part system that has proven successful in supporting both an international experience and confronting the challenges that attend student teaching placements in general. This report will also describe creating essential questions to inform the possibility of site/teacher education program compatibility.

Merideth, Eunice — Drake University School of Education

***Implementing e-Portfolio Assessment in a Hong Kong Teaching Practicum: Improving Learning and Validity***

This paper presents the findings of a large-scale pilot project that implemented a professional e-portfolio component to the assessment of the teaching practicum in B.Ed. programs at the Hong Kong Institute of Education. The design of the professional portfolio activities, the training of students, issues related to the e-portfolio platform, and the outcomes of the pilot, which led to the Institute-wide adoption of the e-portfolio assessment approach, will be detailed.

Taylor, Timothy — Hong Kong Institute of Education

***Elementary Engineers Academy: Problem Solving with Teacher Candidates in an Elementary Setting***

Elementary education teacher candidates learned the engineering design process and worked with mentors to teach engineering design to fourth graders. Through interviews and document analysis, researchers interpret what teacher candidates internalized about engineering design, problem solving, and teamwork. Included are suggestions for implementing similar programs and improving teacher education in elementary science.

Wendt, Stephanie — Tennessee Technological University  
McCormick, Deborah — Tennessee Technological University  
Isbell, Janet — Tennessee Technological University

***Implementing the edTPA: Leaning in to create a culture of evidence in teacher education***

The purpose of this paper is to consider the experience of full edTPA implementation in a large-school model for comprehensive teacher education and describe emerging outcomes that suggest we are achieving the pivot toward a culture of evidence to guide candidate support and program development. We also address the ways we have "leaned in" (Sandberg, 2013) nationally to influence policy development to support teacher education and hold the critics at bay.

Adkins, Amee — Illinois State University  
Meyer, Barbara — Illinois State University  
Palmer, Elisa — Illinois State University  
Donnel, Jill — Illinois State University

***Self-Efficacy Expectations of Primary School Children concerning Specific Aspects of their Pragmatic Competence***

Self-efficacy is an important field of school research since it has an influence on the motivation and the level of endurance when obstacles occur. As self-efficacy is related to academic performance it is indispensable to understand its mechanisms. This study deals with self-efficacy concerning the pragmatic competence of primary school children. As language is one factor for explaining unequal educational opportunities, the study aims to identify areas of communication children perceive as manageable or challenging.

Radhoff, Melanie — TU Dortmund University, Germany

***Exploring the Relationships Between Adolescent Cyberbully Victims, Bullies, and Witnesses in a Canadian Sample of Adolescents***

This study explored the relationships between adolescent cyberbully victims, bullies, and witnesses in a Canadian sample of adolescents. Participants completed an anonymous self-report questionnaire and results showed they actively used communication technologies and had experienced cyberbullying. 33% of the participants were cyber-victims, 20% were cyberbullies, 60% were cyber-witnesses, 14% were both a cyber-victim and a cyberbully, 18% were both a cyberbully and a witness, and 30% were both a cyber-victim and a witness.

Hellsten, Laurie-ann — University of Saskatchewan

Andrie, Sarah — University of Saskatchewan

McIntyre, Laureen — University of Saskatchewan

***Mastery or Performance Goals Endorsement: Students' Perceptions about Instructional Practices of Mathematics Teachers at secondary level***

The study was conducted to identify the secondary school students' perceptions about instructional practices of their mathematics' teachers in the context of TARGET model. TARGET model presents patterns of six instructional practices (i. e. Task, Authority, Recognition, grouping, Evaluation, and Time) in classroom to endorse mastery or performance goals orientation in student. Results showed that there was a significant relationship among goal orientations and perceptions of students about instructional practices of their mathematics teachers. Results also showed that mean score of students' performance-approach goal orientation is higher than that of mastery-approach goal orientation.

Malik, Misbah — University of Education, Lahore, Pakistan

Fatima, Ghulam — University of the Punjab, Lahore, Pakistan

Hussain, Abid — University of the Punjab, Lahore, Pakistan

Bashir, Samra — University of Education, Lahore, Pakistan



# Poster Session

Time: 3:00 - 4:30 PM / Tuesday - 1/6/2015 / Room: Coral III

## ***Children's Literature à la Roving Exhibits***

Children's literature exhibits were taken outside the library by way of Roving Exhibits, much like reference staff took research services out on campus as Roving Reference. Student organizations and events were contacted and asked for permission to set up a book exhibit that tied into their event's theme, like the Native American PowWow and GLBTQ Welcome. A handout was provided showing a LibGuide url so patrons could follow up on additional items in the library.

Salazar, Arlene — Texas State University

## ***Differentiating Instruction Using TI-Nspire Calculators and Algebra Tiles in the Common Core Classroom***

Description Not Available

Owens, DeAnna — University of Memphis

Cornelius, Annette — University of Memphis

## ***The Implementation of Twelve-Year Public Education in Taiwan- Increasing Classroom Interaction and Integrating Skills through Cooperative Learning in 7th Grade***

This research focus on a class of 23 students in a mini school in the suburban area. Most relevant literature and theoretical of cooperative learning take quantitative method as the measure which describes statistically the score difference before and after adopting CL method. Through the qualitative method in this study, the researcher could tell the reason or fact behind the scene in terms of how students think of CL and if there are other reasons cause the change of their learning attitude and academic performance. The result of this study could set as the reference to help future relevant studies.

Chen, Hung-Ru — National Chung Hsing University

Tsay, Wenrong — National Chung Hsing University

## ***Active Followerships: An Essential Component of the Teacher-Principal Relationship***

A qualitative research design was employed; data collection consisted of interviews, a questionnaire and survey, where a limited number of semi-structured open-ended questions were posited. Conclusively, the study identified an exemplary followership style as predominant among participants (followers), and several specific and general professional qualities and personal characteristics, expected and modeled by principals (leaders). Collectively, style, criteria, and rationale established that active followership is an essential component of the teacher--principal relationship.

Ammon, Robert — University of Victoria

## ***Foreign Language Learning Motivation: Extensive Reading and Graded Readers***

This paper describes a study examining Japanese engineering students' motivational orientations towards graded readers and extensive reading. Motivation was measured with a questionnaire following a semester-long EFL reading class which required learners to read extensively and take online quizzes via the Moodle Reader Module. Results indicated an overall positive endorsement of graded readers and the online evaluation system, and provide direction for educators seeking curriculum alternatives for engineering students learning EFL.

Johnson, Michael — Muroran Institute of Technology

## ***Improving Online Forums for Multicultural Collaboration and Communication!***

The presenting authors will how an online forum that was used to encourage communication and collaboration among students from around the world prior to their participation in the 2014 Japan University English Model United Nations. The presenters will also share the results of a questionnaire used to assess the effectiveness of the online forum!

Thorpe, Todd — Kinki University

Haruki, Shigehiro — Kinki University

Atkins, Andrew — Kinki University

## ***Is Teaching Language for Specific Purposes Essentially an Issue of Teaching Specialized Vocabulary***

Critical discussion for specialized vocabulary position in teaching language for specific purposes (LSP) context

Almahmoud, Mahmoud — Arabic Linguistics Institute- KSU

## ***Through the Google Glass: An exploration of tele-consulting special education services in Alaska***

This phenomenological case study investigates the use of Google Glass as a tele-consulting tool for special education services in rural-remote school sites in Alaska. The first phase of the study, data collected this fall, will be presented.

Jones, Anne — University of Alaska Southeast

Batchelder, Heather — University of Alaska Southeast

## ***Nursing Student Satisfaction Towards the Use of an Innovative Arm Model with Blood Reflux in Practicing the Intravenous Infusion Procedure***

In order to enhance nursing students to perform intravenous catheter insertion with confident, the quasi-experimental study was conducted to investigate the satisfaction of nursing students regarding, practicing with the blood reflux arm model compared with the conventional arm model. Results revealed that the satisfaction with the blood reflux arm model were significantly higher than another. Nursing students also expressed that by practicing with this model, they did concern about patient's life safety and comfortability.

Choeychom, Supalak — Ramathibodi Hospital, Mahidol University

### ***Combining Measures of Teaching Effectiveness with the Hierarchical Rater Model***

This research evaluates a variation of the hierarchical rater model for estimating teaching effectiveness based on multiple measures. The augmented parameterization may incorporate measures like classroom observation ratings and student outcomes. I apply the model to Measures of Effective Teaching data to compare estimated traits and estimates from standard approaches.

Casablanca, Jodi — The University of Texas at Austin

### ***The Principals' Role in the Facilitation of Teacher Leadership Development***

The purpose of this proposed research is to determine the role of the principal in (a) the selection of teachers for school leadership roles, (b) facilitating teachers' participation in leadership professional development, (c) providing school based opportunities for teachers to engage in leadership, (d) mentoring teacher leaders, and (f) to disseminate the findings to stakeholders and policy makers.

Moore, Sheila — Florida A&M University

### ***Students as Moviemakers: Applying Animated Video Based Curriculum in Higher Education***

This is a proposal for a future research aiming to investigate the importance of supporting the traditional literacy (text) using the new literacies. The study will design and apply a curriculum for an undergraduate course about using technology in teaching. Then, an action research is planned to compare the results before and after applying it. The researcher focuses on video projects as an efficient method to provide knowledge for digital natives.

Mujallid, Amjaad — University of Arizona (USA), King Abdul-Aziz University

### ***E-Leadership: The missing link to virtual team development in higher education***

The integration of technology is becoming commonplace for many organizations. The uses of e-mail and similar virtual communication methods have begun to prove vital in developing organizations. Methods for implementing an effective leadership theory for technologies concerned with growing virtual communication technology will be reviewed.

Lovelace, Kevin — University of San Francisco

### ***Differences in Student Achievement by Grade Span Configuration for Students Who Were Economically Disadvantaged***

In this investigation, the degree to which differences were present in the reading achievement of Grade 5 and 6 students who were economically disadvantaged in schools with multiple grade levels versus single grade levels for the 2011 academic year in Texas was examined. Students who were economically disadvantaged and who were enrolled in schools with a larger grade span outperformed students who were economically disadvantaged and who were enrolled in schools with single/dual grade levels.

Fiaschetti, Carolyn — Sam Houston State University

Slate, John — Sam Houston State University

### ***Differences in Disciplinary Consequences and Reasons for Texas Elementary Students by Gender***

Examined in this study were differences in discipline consequence assignments and reasons for these assignments between Grade 4 and 5 boys and girls in Texas public schools. For Grade 4 students, statistically significant differences were not present, however, Grade 5 boys received more out of school suspensions than did Grade 5 girls. Of importance was the presence of strong disparities between the number of boys and girls who were assigned a discipline consequence.

Curtiss, Kristin — Sam Houston State University

Slate, John — Sam Houston State University

### ***Differences in School Connectedness and School Engagement for Students with Limited English Proficiency***

Analyses of the High School Longitudinal Study of 2009 revealed that students enrolled in English language development programs at the time of the study were slightly more connected to and engaged in school as compared to students who did not participate in such programs. In contrast to prior research, students who were currently enrolled in language development programs had a slightly higher rate of school connectedness than students who did not participate in such programs.

Lariviere, Mary — Sam Houston State University

Slate, John — Sam Houston State University

### ***Pre-Service and In-Service Training in Data-Informed Instruction***

This poster summarizes the results of a career ladder, educator leadership grant project to enhance the data-informed instruction and decision making skills of pre- and in-service teachers and principals. In addition to pre- and post-session assessments of participating teachers, a number of interim assessments were also employed. Initial findings and anecdotal observations of pre- and in-service teachers will be provided and their implications for teacher training and professional development highlighted.

Johnson, Patrick — Dowling College, Oakdale, New York

Perry, Marshall — Dowling College, Oakdale, New York

Catelli, Linda — Dowling College, Oakdale, New York

Bausch, Linda — Dowling College, Oakdale, New York

Marino, Judi — North Babylon Unified School District

Van Ctt, Alan — North Babylon Unified School District

### ***Content Analysis on the Core Concepts of Global Education for Elementary School Textbooks in Taiwan***

This study aims to examine the extent to which core concepts for global education are reflected in Taiwan's Textbooks. Through Content analysis on 84 textbooks, we found that the textbooks emphasize on the ecological sustainability, lacking the categories on human rights and justice. There are more global education concepts in the Social Study Learning Area and Integrative Activities Learning Area, while lacking for the concepts in the Math Learning Area and English Learning Area.

Chou, Pei-I — National Sun Yat-sen University

Ting, Hsiu-Jung — National Sun Yat-sen University

### ***Mentorship Brings Change for Women in the 21st Century***

In the 21st century, women continue to face barriers and obstacles of inequality in the workforce despite changes throughout the past four decades in American society. Currently, women earn only seventy cents to every dollar men earn. One way to bring about change is through organization reform for women such as through mentoring.

Loboschefsky, Rebecca — University of San Francisco

### ***A study on the Role of Non-verbal Interaction between Learners in a 3D Virtual Role-play***

The present study explores the role of learner-to-learner non-verbal interaction in a 3D virtual role-play. Elementary school pre-service teachers (n=36) participated virtual role-play using verbal and non-verbal interaction in Second Life. Data includes pre-service teachers' chat logs and gestures in the school-bullying problem situation. Moreover, participants' situational interests, self-efficacy and presence were collected. Results have implications for the design of virtual role-playing to solve authentic problems and support needed by instructors to understand the role of learner-to-learner non-verbal interaction.

Kim, Yoon Kang — Seoul National University

Cho, Young Hoan — Seoul National University

### ***Helpfulness of Peer Comments on Argumentative Writing in Secondary School***

Description Not Available

This study investigated the types of peer comments on argumentative writing and the perceived helpfulness of peer comments in web-based peer reviewing for secondary school students. Strength and explanation comments were closely associated with stances and supporting arguments of writings, whereas students gave more weakness comments about opposing arguments and language use than the others. Peer comments about strength, suggestion, and explanation positively influenced students' perceived helpfulness, but weakness comments did not.

Cho, Young Hoan — Seoul National University

Ok, Mirye — Seoul National University

Kang, Hotaek — ROK Army Training & Doctrine command

Lee, Hyo Eun — NHN NEXT Foundation

Tay, Wan Ying — Nanyang Technological University

### ***An Investigation of the Classroom Learning Environment as It Is Perceived by Students In Different Colleges at King Faisal Universities, Saudi Arabia***

The project aimed to investigate what is going on in some college's classroom in order to evaluate the classroom learning environment as it is perceived by students themselves ( instructional and interpersonal aspects. A quantitative research method was used in the project, and the Classroom Learning Environment for University level instrument was also used.

Alnaeem, Abdulhamid — King Faisal University, Saudi Arabia

### ***Relationship among self-determined motivation, achievement goal orientation and learning behavior***

Combining achievement goal theory and the self-determination theory, this study proposed a learning behavior model. It was assumed that an individual's self-determined motivation could predict learning behavior and academic achievement via his achievement goal orientation. Based on the structural equation modeling (SEM) analysis of the data from 1,115 self-reported questionnaires, the learning behavior model was supported by empirical data. According to the results, suggestions were proposed for future follow-up studies and practice.

Cheng, Ming Chang —

### ***Fundamental Reasons to Restructure Catholic Elementary Principalship***

Catholic elementary principals face a growing list of roles and responsibilities and it is rare that a single person has the time and the expertise to deal with all of them very well. Will the leadership structure need to adapt to this increasingly complex role?

Peterson, Adrian — University of San Francisco

### ***Sharing ESD Methodology: The potential for the exchange of indigenous practices for US, Swedish and Japanese preschools***

This project looks at preschool activities used in Sweden, Japan, and the US that have a potential for use in an ESD curriculum. In this first stage, art-related activities from Japan were shown to Swedish educators. The results are recorded and analyzed in this report.

Morrone, Michelle — Nagoya University of Arts and Sciences, Nisshin, Japan

Matsuyama, Yumi — Shigakkan University

### ***Dual Language Education, Transitional Bilingual Education, and the Role Each Play in Preparing Students Academically and Linguistically for College***

This presentation will report the findings of a quantitative study that focused on the level of college readiness ELLs educated in Transitional Bilingual and Dual Language Education programs had in the areas of Reading and English. The results were yielded by reviewing students' performance on a nationally recognized college entrance exam in the United States, the American College Test (ACT).

Garza-Reyna, G.L. — Texas A&M University-Kingsville

Goswami, Jaya — Texas A&M University-Kingsville

Esquiedo, J.Joy — The University of Texas-Pan American

### ***Multicultural Competence for Helping Professionals: Understanding Undocumented Latino and Biracial Students***

With the increasing diversity of the US population, helping professionals must be knowledgeable of students' multidimensional backgrounds in order to build trusting relationships. Practical knowledge and a theoretical understanding of multicultural skills and competencies is a must. This poster session incorporates theory with practice to focus on counseling considerations with two fast-growing groups: Undocumented Latino and Bicultural/Biracial students. Case vignettes will illustrate issues related to class, cultural values, and discrimination. Cultural resources will be offered.

Orozco, Graciela — San Francisco State University

Lee, Wanda — San Francisco State University

***Sustaining Teacher Learning: Professional Learning Communities impact on the Level of Instructional Technology Innovation practices in the classroom.***

Technology and digital delivery are rapidly changing education. With these technological advancements, it is critical for schools to develop a structure for teachers to sustain their own learning. In this session, a Career and Technology Education administrator from a mid western state will discuss a future research study being considered to identify the influence of teachers who participate in professional learning communities in regards to their utilization of instructional technology practices.

Little, DeAnna — Oklahoma State University

***A Study of 'Emotional Labor' of Early Childhood Teachers in Educational Settings***

Early childhood teacher's emotional experience accepted a social construct dimension rather than being a personal psychological dimension in education activities. the purpose this study is to understand and analyze labor of early childhood teachers in kindergarten.

Jung, Jin Sung — Pusan National University

Lim, Boo Yeun — Pusan National University

***Nothing about us without us! Bilingual deaf children as co-design partners in the development of an interactive digital word learning game***

We present a design for an interactive digital game supporting word learning of deaf children in a bilingual (American Sign Language – English) context. In addition, we detail the methodologies and results from co-design sessions with bilingual deaf children (ages 7 – 13) and we discuss the reusability of the software infrastructure for other interested developers.

McQuarrie, Lynn — University of Alberta

Baron, Thomas — University of Alberta

Lam, Eric — University of Alberta

***Academic Leadership Development for Succession Planning***

Literature reports a global shortage of faculty. As well there is an increasing challenge to recruit and retain faculty in senior academic administrative roles. One University responded by created the Leadership Exchange Program (LeEP). The LeEP was created to enhance current and potential academic leader's knowledge of theories, principles, research and best practices of leadership and management in an academic environment. This poster will describe the journey and the deliverables over a four year period.

McKey, Colleen — McMaster University

Rogers, Kristine — McMaster University

Hanna, Eileen — McMaster University

Child, Ola Lunyk — McMaster University

Scott, Barbara — McMaster University

***The image of Development in university student and nursing student***

This paper aims to compare the drawing image of "Development" in teacher training course student and nursing student. In teacher training course student, there were many pictures that place emphasis on change of ability. In nursing student, there were many pictures that place emphasis on life event.

Asakawa, Atsushi — Kanazawa University, Japan

Yamada, Mayo — Kobe University, Japan

***Early Childhood Education Reform in Occupied Japan: An Analysis of CI&E Records, 1950-1951***

The purpose of this study is to clarify how CI&E (the section of GHQ/SCAP which mainly directed education reform) participated in early childhood education (ECE) reform in occupied Japan. To achieve this goal, this study analyzed Conference Reports and Weekly Reports of CI&E. The result indicated that (1) who worked on ECE reform in CI&E, (2) what were main points of argument concerning ECE, (3) how CI&E influenced on ECE Reform in post-war Japan.

Oda, Nozomi — Ochanomizu University

***Origami and Shape-configuration play for 2 to 3 year old children.: Origami as a teaching aid and medium to develop a child's spatial awareness and ability to configure shapes***

Research purpose: To utilize the ancient art of origami as a teaching aid/medium to develop a child's spatial awareness and ability to configure shapes. The children made different shape configurations through play. The results showed that 2/3 year olds were able to create point-symmetric shapes. They also experimented, using origami techniques, with folding the paper into line-symmetric shapes through a form of play, wherein the child formed and created new shapes using his/her own methods.

Senoo, Tomoko — Akita University

Bekki, Yoshiko — Ochanomizu University

Sawai, Yoshiko — Childlabo

***Transition practices : A communication link between child care center and kindergarten***

The study analyses the validity of "Outil Mon Portrait" (OMP), a communication tool developed by local interveners which aims to facilitate children's transition from early childhood centre to kindergarten by supplying kindergarten teachers with a precise profile of the children. OMP results were compared to the Early Development Instrument (Janus et Offord, 2007; n=123 children). Using a qualitative design, the study also describes the OMP's implementation and discusses its use.

Besnard, Thérèse — Université de Sherbrooke

Cotnoir, Marie-Josée — Université de Sherbrooke

Letarte, Marie-Josée — Université de Sherbrooke

Lemelin, Jean-Pascal — Université de Sherbrooke

### ***What should Japanese University Students be Taught to Improve Their English Oral Presentations?***

This study focused on English oral presentation skills that Japanese university students require. In the “English Presentation” course, students learned the following three skills: how to deliver (1) physical messages, (2) visual messages, and (3) story messages. Students felt their abilities in (2) & (3) were successfully improved, but for (1), certain abilities, especially voice inflection, eye contact and gesture, were difficult to master. Thus, the teachers should place more emphasis on teaching (1).

Miyake, Hiroko — Showa Women’s University (Japan)

### ***The Transition of the “Educational Activities Provided during Extracurricular Hours” in Kindergartens in Japan***

The purpose of this study is to describe the transition of the “Educational Activities Provided during Extracurricular Hours” in kindergartens by focusing on the social context. Today 81.4% kindergartens practice this extension of the child-care period (MEXT, 2013), so it suggests changes in parents’ needs for childcare service and relations between kindergartens and day care centers. Then the goal is to show the today’s issue of early childhood education and care in Japan.

Shimizu, Miki — Ochanomizu University

### ***Understanding Life Goals of Gifted Adolescents in Science and Invention***

Using a survey measuring life goals of gifted students, this study examined what scientifically gifted students valued most in life and how they practiced and made a commitment to their life goals during adolescence. Our results showed that compared to the regular students, the scientifically gifted students pursued different goals related to fulfilling both their own happiness and social needs.

Shin, Jongho — Seoul National University

Lee, Seon-Young — Seoul National University

Kim, Myung-Seop — Seoul National University

### ***Teaching with Passion, Perception and Purpose: Facilitating Elementary Educators to Investigate Authentic Classroom Issues, Thereby Becoming Action Researchers, and Self-Reflective Practitioners***

Pennsylvania state testing and strict standards driven curricula, foster "teaching to the test," precluding spontaneity and "teachable moments," causing students and teachers to become bored and unmotivated. Educators must develop a classroom climate conducive to risk taking, creative thinking, authentic problem solving, curiosity, and collaboration, thus preparing students for success in their future workplaces. To transform their teaching practice, educators become action researchers, collecting and interpreting data, designing interventions, and becoming more self-reflective practitioners.

Anderson-Patton, Vicky — West Chester University

### ***A Study on Young Children’s Image of Unborn the Baby: Focusing on their Representation***

The purpose of this study is to investigate young people’s perceived images of the unborn baby by focusing on their representations. The study provided the opportunity to consider those represented images in terms of themes or phenomena that are related to the unborn baby. This study could provide early childhood teachers with substantial information that help young children realize the importance of the fetal period and obtain a better view of the unborn baby.

Kim, Tae-Kyung — Pusan National University, South Korea

Jun, Yeon-Woo — Pusan National University, South Korea

Jo, Hea-Soog — Pusan National University, South Korea

### ***A Study of Kindergarten Children's Perception about Meaning of 'Life': Focus on Children's Experience of Nature-Friendly Outdoor Activities***

The purpose of this study is to investigate children's understanding about ‘life’ through nature-friendly outdoor activity experience. The result of the study can be summarized as follows. For children, 'Life Means to be alive', 'Life includes both a moving object and an immovable object', 'Life includes both a visible thing and an invisible thing', 'Both living alone and living together are considered as a way of life', 'All living things should be considered precious'.

Kim, Eun-Ju — Pusan National University

Yeon, Hee-Jong — Pusan National University

Lee, Yeo-Ok — Pusan National University

### ***A Study on the Image Type of the Korean Traditional Child Rearing: Focused on Korean Mothers***

The purpose of the study was to examine the image types of the traditional child rearing by Korean mothers through Q-methodology. The image types were classified into 4 group. There were ‘Type 1 : Parenting with an emphasis on the relationship and harmony’, ‘Type 2 : Parenting based on the Korean traditional values’, ‘Type 3 : Parenting to respect the value of life and nature’, and ‘Type 4 : Parenting having continuity with modern variants’. The study was an opportunity to derive practical implications for traditional child rearing by Korean mothers.

Kim, Eun-Ju — Pusan National University

Lee, Young-Kyoung — Pusan National University

Yeon, Hee-Jong — Pusan National University

### ***Preschool teachers' mental models as a framework of understanding young children***

The framework of understanding young children are an important component of the quality of the preschool teachers professional. We examining that Preschool teachers' mental models as a framework of understanding young children. Semi-structured interviews about understanding young children were conducted with 16 Preschool teachers and 17 Nursery school teachers. We analyzed with a modified grounded theory approach(M-GTA).

Ueyama, Rutsuko — Hiroshima University

Sugimura, Shinichiro — Hiroshima University

### ***Psycho-Educational Program for Elementary School Students: Development of a Program Combining Emotional Education and Social Skills Training***

This study developed a new psycho-educational program for elementary school students by combining emotional education and social skills training (SST). The program consisted of 11 monthly sessions, held throughout the year. The program targeted 49 fourth graders from two homerooms, and was held by homerooms as part of classroom teaching.

Okada, Yoshiko — Shibaura Institute of Technology

### ***Young Children's Risk Management in Tarzan Swing***

The aim of this study was to examine the children's own risk management in Tarzan Swing. 25 children aged 5-6 years were observed their risk management behavior and were asked to explain the thinking and feeling in Tarzan Swing. The results showed that their management abilities are higher than it were thought. Sugimura, Shinichiro — Hiroshima University  
Ueyama, Rutsuko — Hiroshima University

### ***The 9 Step Leadership Model for Successful Leadership Transition in the K-12 Setting***

Facilitating complex change can be a daunting experience for leaders. Managing the transition to new roles in the K-12 setting demands an intentional process. Managing this initiative can be difficult to initiate and sustain. This 9 step model stems from four strategic goals to lead to a successful transition: 1) Intentional transition preparation, 2) Authentic relationship building, 3) Shared leadership opportunities for all stakeholders, and 4) Building systems to support organizational capacity and sustainability. Wellner, Laurie — Ashford University  
Capellino, Tamerin — Brandman University

### ***The Effect of Academic Optimism on Academic Outcomes***

The purpose of this research was to examine the relationships of academic optimism and academic outcomes. Students demonstrated different academic outcomes, depending on principal (self, task, and learning environments) of academic optimism. As students have strong academic optimism on themselves and task, they were more likely to achieve better. On the contrary, as students possess strong optimism on learning environments, could not have any impact on academic achievement. Shin, Jongho — Seoul National University  
Cho, Eunbyul — Seoul National University  
Yeon, Eun Mo — Seoul National University  
Kim, Jung-ha — Seoul National University  
Choi, Jaehee — Seoul National University  
Kwon, Soojin — Seoul National University

### ***Building a cadre of Infant/Toddler professionals-The Florida Model***

The need for credentialed professionals for Infant Mental Health services and Prekindergarten Disabilities classrooms in Florida initiated this Infant/Toddler Developmental Specialist program. This session will address the content and delivery of the program combining competencies for ITDS and PreK Disabilities certification areas and report on the level of success in Florida. Jones, Kenneth — The University of West Florida

### ***Teacher Diversity in K-12 Education: A Conceptual Analysis of the Literature***

An empirical review of the literature was conducted to identify reoccurring themes related to the need for teacher ethnic/racial and gender backgrounds in U.S. public schools. Furthermore, the existing literature was reviewed based on its relevance to the reasons for more teacher diversity in U.S. public schools and the reasons for low numbers of teachers of diverse ethnic/racial backgrounds at all school levels. A discussion of each argument is presented in this investigation. Quintero, Myriam — Sam Houston State University  
Slate, John — Sam Houston State University

### ***Ethnic/Racial Differences in the Texas Teaching Workforce by School Level: A Multiyear Investigation***

Examined in this study was the extent to which differences were present in the percentages of teacher ethnic/racial composition as a function of school level (i.e., elementary, middle, and high) in Texas public schools for the 2002-2003 through the 2012-2013 school years. Statistically significant differences were revealed in the percentages of ethnic/racial teacher composition by school level for the 11 school years of data analyzed. The ethnic/racial teacher composition of Texas schools remains predominantly White. Quintero, Myriam — Sam Houston State University  
Slate, John — Sam Houston State University

### ***Flipping the classroom: An effective pedagogical strategy for a graduate-level educational psychology course?***

"Flipping the classroom" has become a buzz phrase in the last few years, and has received growing attention from instructors in higher education. Yet, there is little empirical evidence that supports the use of this pedagogical strategy, particularly within graduate-level courses. This poster presentation includes a description of the design and implementation of a 'flipped' graduate-level educational psychology course, as well as students' perceptions of their flipped classroom experience. Apedoe, Xornam — University of San Francisco

### ***The Dark Side of Indigenous Leadership: A Cautionary Tale For Emerging Transformative Leaders***

Native Hawaiian educators critically reflect on their experiences with Indigenous leadership in an effort to develop curriculum and programs to prepare emerging and transformative leaders at the University of Hawai'i at Mānoa, College of Education. The creation of the Native Hawaiian and Indigenous Leadership Institute will also be discussed. Ng, Larson — University of Hawai'i at Mānoa  
Alexander Cashman, Kimo — University of Hawai'i at Mānoa

### ***Lesson Planning for Student Engagement and Success***

Using the Four Domains as outlined by Charlotte Danielson in her Framework for Teaching, pre-service teachers use a lesson planning process that focuses on student engagement and success. This lesson plan allows for an in-depth planning of a lesson based on academic standards and student learning outcomes. Pierantozzi, Mary Jo — Gwynedd Mercy University

### ***Teacher Researchers Influence on Student Learning Through the Identification of Individual Student Needs***

Teacher Researchers influence student learning in their classroom through the identification of student needs. This journey into teaching and learning draws upon a systematic, intentional, responsive approach. This model addresses a specific instructional need of an English Language Learner.

Patterson, Shelley — Texas A & M Commerce

### ***Pechen: Utilization in Resolving Administrative Cases in the Department of Education***

The presentation explores the use of Pechen, an indigenous practice of settling disputes peacefully among indigenous tribes in the Cordillera Administrative Region of the Philippines, as a grievance mechanism in handling disciplinary cases of employees of the Department of Education.

Faculo, Soraya — Department of Education-Regional Office

La Trinidad, Benguet, Philippines

Aplaten, Maria — University of the Cordilleras

Cadsi, Rufina — Kings College of the Philippines

### ***NOAA SEA Earth Atmosphere Educator Workshops: A hybrid approach***

As a case study, we will explore the NOAA Sea Earth Atmosphere professional development workshops for grades 3-5 teachers throughout Hawaii. We will address several questions on our methodology, implementation and evaluation of our hybrid teacher training. In summary, we were able to develop a hybrid approach (face-to-face and online) to professional development utilizing Google Sites to create dynamic e-portfolios.

Geschwind, Leon — NOAA

Bennett, Stephanie — NOAA

Mitchell, John — NOAA

### ***What the Library of Tomorrow Can Do for You and Your Students Today***

The PK-12 school library of tomorrow is being prepared today. Following David Loertscher's models of the learning commons and the virtual learning commons, this workshop will lead educators through best practices for collaborating with the school library media specialist and utilizing the library's space to engage students in project-based learning, and other ways to support learning that prepares students who have creative confidence for the workforce of the 21st Century.

Perry, Karin — Sam Houston State University

Weimar, Holly — Sam Houston State University

### ***Accentedness and comprehensibility judgments of L2 speeches with different accents: A questionnaire study***

To examine how L2 learners perceive the degree of foreign accent contained in L2 speech from various L1 backgrounds, a questionnaire survey was conducted. Eighty low-level learners of L2 English listened to a series of L2 speech with accents of various L1s and judged the degree of perceived accentedness of the speeches. The results showed that their accentedness judgment was random and, more importantly, less affected by L1 languages.

Hirai, Ai — Kanto Gakuin University

Hashimoto, Ken-ichi — Osaka Kyoiku University

Ikuma, Yuko — Osaka Kyoiku University

Yamato, Kazuhito — Kobe University

### ***Exploring the Need for Creativity***

A small group (n=22) of Japanese junior high school and high school English teachers were asked to consider how creative they are in their classes. This paper explicates the teachers' struggle to be creative.

Cripps, Tony — Nanzan University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education - Workshop **Session Chair:** Hutto, Debra Jean

***Putting PEP into Practice***

Want to see studies applied? Put some PEP (Passion, Encouragement, and Practice) into your teaching with this workshop. Designed for teachers of middle school and above (especially high school equivalency classes), help students “get” the big ideas and use these strategies to turn abstract principles into concrete examples. Sample lessons (and handouts) for math concepts, social studies, science, essays, and more. Have a dynamite lesson of your own? Come share it! Let’s make learning fun!

Hutto, Debra Jean — Northwest Florida State College/University of West Florida

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Malian, Ida

***Student and Teacher Perceptions of Self Esteem as Related to Students with and without Disabilities: A Comparative Analysis***

School represents the most critical context outside the family for the development of self-concept. This presentation will provide an analysis of student/teacher perceptions of self-esteem as it relates to students with and without disabilities. Three distinct areas of self-esteem will be described—academic competence, peer popularity and personal security.

Malian, Ida — Arizona State University

***Collaborative Teaching for Advanced Literacy: Using Co-Teaching to Achieve Full Differentiation in Secondary English Classrooms***

In our presentation, we will describe and analyze our experiences co-teaching in two different inclusionary high school English classes. We will detail the unique opportunities that co-teaching creates for simultaneously reaching both students with exceptional learning needs and students with exceptional aptitude. Finally, we will present a model/methodology for secondary schools interested in using co-teaching as part of their English or Special Education programming.

Johnson, William — The Spence School

Katagiri, Amanda — The Dwight School

***Preparing Rural Inclusive Multicultural Exceptional-Educators Through Collaboration of General, Special, and ESL Educators***

The PRIME teacher education program prepares culturally responsive teachers who can build a successful collaborative partnership with general educators, special educators, and English as a Second Language specialists to meet the needs of culturally linguistically diverse students with disabilities. PRIME students gain real world experience through their work in paraprofessional positions while completing their bachelors degree program.

Peterson, Patricia — Northern Arizona University

***Is the Creation of Inclusive Schools the Next Wave in Inclusive Education?***

Inclusive school reform may be the next wave in inclusive education. This presentation highlights one K-8 school’s journey, from closing self-contained classrooms to integrating all students into inclusive classrooms. Stakeholders confronted attitudinal and structural barriers in restructuring their school. Benefits for teachers included increased collaboration, co-teaching, and differentiated instruction. Students with and without disabilities experienced authentic friendships and increased academic achievement. Stakeholders finally reached the conclusion that inclusive reform is “What’s best for kids.”

DeClouette, Nicole — Georgia College & State University



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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Barufaldi, James

***Literacy in STEM Education***

The major goal of science and mathematics education is the enhancement of literacy among students. The purpose of the presentation is to define literacy in science, technology, engineering and mathematics education (STEM). Examples of literacy will be presented. Scientific and mathematical literacy will be compared and ways to achieve literacy through professional development of teachers will be discussed.

Barufaldi, James — The University of Texas at Austin

***Teaching Children about Fats by Implementing the Three Levels of Representation in Science***

A hands-on activity incorporating the three levels of representation in science (macroscopic, submicroscopic, and symbolic) was developed to help middle school students obtain a deep understanding of the concept of fats. By working on the activity, students will develop skills that will help them make healthier decisions about their eating habits.

Medina, Zuleika — University of Puerto Rico at Cayey

Caraballo, Jose — University of Puerto Rico at Cayey

Hernandez-Blanco, Yllen — University of Puerto Rico at Cayey

Ortiz-Nieves, Edgardo — University of Puerto Rico at Cayey

Rivera-Padilla, Jessica — University of Puerto Rico at Cayey

***A Learning Progression for Middle-School Student Understanding of Electric Generators***

The generation of electricity through the transformation of wind or water energy is included in the Next Generation Science Standards in as early as the fourth grade (4-ESS3-1, MS-PS2-3, HS-PS3-3). Although renewable energy resources are discussed in the middle grades, there is a limited understanding how energy is transformed from mechanical energy to electrical energy. This presentation demonstrates a learning progression to allow middle-school students to explore the science behind the generation of electricity.

Park, John — Baylor University

***Inservice Teachers' Development of Pedagogical Reasoning on STEM Teaching through a Professional Development Workshop***

This session reports the results of a professional workshop that aimed to increase inservice K-12 teachers' pedagogical reasoning on STEM teaching. The workshop was offered four days to instruct how to teach STEM in K-12 and to learn how to improve their learning through a metacognitive practice.

Park, Do-Yong — Illinois State University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Priselac, Stephen

***A STEM Professional Development Workshop Assessment Approach: Build and Use Evidence-Based Models***

Have fun as you roll up your sleeves and pretend to be a scientist or engineer commissioned to design and create an innovative sports product. Participants will learn strategies to excite children about STEM. This workshop will provide a variety of hands-on, inquiry and design instructional methods utilizing effective assessment strategies.

Priselac, Stephen — nCASE National Center for the Advancement of STEM Education

Priselac, Nancy — nCASE National Center for the Advancement of STEM Education

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Pathak, Laxmi

***Character Formation in Cultural Intersections***

Character education is defined as a deliberate effort to nurture universal attributes that combine morals, values, and virtues (Ontario Character Development Initiative, 2008). The increasing number of first generation immigrant children in Canadian public schools crystallizes some of the tensions inherent in the idea of and approach to character education. My research will examine the sources of this tension, with an eye to fostering the ability of Ontario's schools to support character development among children from diverse backgrounds and home lives. My research question is: what are the challenges to shaping student's character in cross-cultural settings, and what strategies can address them?

Pathak, Laxmi — Lakehead University

***Calling: The Passion to Work in Education***

The purpose of this presentation is to discuss how educators attribute Calling as their motivation and purpose for their profession and how Calling excites passion and urgency to perform at the highest level of peak performance. The presentation will share research findings on why some educators perceive and consider their work to be a Calling.

Thompson, Sherwood — Eastern Kentucky University

***Learning to Teach and Teaching to Learn: A Latina testimonio in two voices***

This self-study (2008-2010) of a reading methods course illuminates challenges and possibilities of addressing educational inequality under No Child Left Behind. Guided social learning processes teach how to use quality multicultural literature to create informative and engaging preview scripts, and sequential mini lessons focused on mandated skills. Theories of social practice, role of emotion in learning and LatCrit theory explain positive changes in participants' teaching practices, knowledge and embodied knowing within sociopolitical constraints.

Mercado, Carmen — The City University of New York at Hunter

Torres, Marceline — New York City Public School

***Reducing the High School Dropout Rate: A Review of Credit Recovery Online Programs***

An overview of online learning that addresses core subject areas, necessary to graduate from a comprehensive high school setting. The online program design supports students that were unsuccessful in a traditional classroom format, utilizing state mandated curriculum. The presentation will highlight multiple credit recovery programs adopted by various districts throughout the nation, to address the issue of the high school dropout rate.

Davis, Victoria — National University

Pacis, Dina — National University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Barnes-Johnson, Joy

***CAP: [Common] Tools and Approaches for [Core] Writing***

Participants will be led in a professional-development style lesson of CAP Writing strategies as a model of teaching and learning about the writing process. Shown to be a consistently engaging set of techniques for working with urban learning communities, CAP writing supports Common Core and PARCC standards for language instruction.

Barnes-Johnson, Joy — University of Wyoming

Joyce, Pamela — EMC2 Consulting Group

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** McCormack, Brittany

***The development of oracy in students with English as an Additional Language through music***

A brief literature review and background will be presented in regards to the significance of this research, as well as the use of a single-subject methodology that involves the implementation of an intervention that draws upon principles of audiation to develop oracy in EAL students. The mixed methods approach to data collection and analysis will be outlined, as well as the discussion of preliminary results obtained from the analysis thus far.

McCormack, Brittany — Griffith University

Klopper, Christopher — Griffith University

***Effects of Perceived Teacher Personality on Student Class Evaluations: A Comparison between Japanese Instructors and Native English Speaking Instructors***

This presentation will report the results of research conducted in Japan with Japanese university students taking required English classes. The study investigated 1) how students' perceptions of their classes and instructor personality contributed to their overall rating of the class, and 2) whether the students rated Japanese instructors and native English speaking instructors differently.

Tanabe, Yoshitaka — Kinki University

Mori, Setsuko — Kinki University

***Glocalization: Customizing Hawaii Kine Educational Exchanges for Rural Japan***

Hawaii Island offers a plethora of learning opportunities for Japanese visitors. Designing successful exchange programs entails brushing the sand out of the eyes of those who see Hawaii as a series of beaches rather than a sea of promise. Japanese today seek "glocalization," i.e., making international experiences or products relevant to their local life. The presenter will elucidate study program/internship concepts that aim at making the Hawaii educational experience palatable to rural Japanese communities.

Berman, Shari Joy — Hirosaki University

***The Pitfalls in Misinterpretation of English Tense in Subjunctive Mood by Japanese EFL Learners***

This study investigates how Japanese intermediate-level learners of English fail to successfully interpret the English tense system in subjunctive mood. The subjects are given English-to-Japanese multiple-choice translation task. The data is expected to show that the participants regard the past tense markers in subjunctive mood as the perfect aspects, which do not convey counter-factuality.

Harada, Yoriko — Tokyo Denki University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Lehua  
**Session Topic:** Rural Education - Panel **Session Chair:** Ferris, Darlene

***Supporting Teacher Candidates in the Implementation of a High-Stakes Performance Based Assessment***

Students who struggle at school often come from families who are struggling in the home. Supporting students in isolation of their families although expedient is not always effective. Hiring Registered Social Workers instead of teacher counselors allow schools to support student wellness and achievement in a more holistic and family oriented approach.

Ferris, Darlene — Wild Rose School Division

Murch, Kathy — Wild Rose School Division

Orr, Tracy — Wild Rose School Division

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus I  
**Session Topic:** Business Education **Session Chair:** Horning, Denyse

***Pink the Rink Scores with Students***

This paper presents an innovative experiential learning project that united rival schools. Sport Marketing and Event Management students from competing universities joined forces to collaborate in the planning, promotion, execution and evaluation of charity-linked women's varsity hockey events. The success of these initiatives relied on a broad set of skills and competencies that ultimately benefitted multiple stakeholders. Students embraced this innovative approach to active learning and are able to broadly transfer this knowledge well beyond course boundaries.

Horning, Denyse — Nipissing University

***The Flip Side: A Comparison of Lecture Format and Flipped Classroom Techniques in Undergraduate Business Education***

The goal of this study is to determine the success and perceptions of students in a traditional lecture-format class versus a flipped classroom for undergraduate business courses, where the students view the lecture online on their own time and class time is used for guided application of material. We will present preliminary findings from student interviews and academic performance in classes that were taught partially in a traditional manner and partially as a flipped classroom

Niu, Run — Webster University

Porras, David — Webster University

Risik, Elizabeth — Webster University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Trujillo, Leonard

***Digital Whiteboarding - The Flip Side***

The majority of us have been introduced to "Flipping the classroom". The challenge moves from how to you retain interest in the classroom to how to you retain interest and the level of learning from DE style presentations. Using Digital Scripting/Whiteboarding techniques keeps the topic moving and interesting and better prepares the student for the classroom that you just flipped on them. Using the right software is key towards getting the job done easily and professionally.  
Trujillo, Leonard — East Carolina University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Olson, Myrna

***Assisting College Students with Mental Health Issues: Experiences of Faculty and Student Affairs Personnel***

This presentation will be based on the preliminary findings of a qualitative study regarding the experiences of faculty and student affairs personnel with college students who are dealing with mental health issues. Within this presentation, case studies of students with mental health issues will be linked to recent literature to provide suggestions for those working as higher education administrators, teachers, and service providers in such areas as policy development, mental health service provision, and classroom accommodations.  
Olson, Myrna — University of North Dakota  
Winger, Austin —

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Kanai, Therese

***Using Jing for the Final Oral Defense Presentation***

Description Not Available  
Kanai, Therese — School of Advanced Studies, University of Phoenix

***Decision Making among Asian Indian and Pakistani in College Major Choices***

The purpose of the study is to gain a better understanding of the factors that influence Asian Americans' college degree and major choices.  
Kamdar-Sharif, Amber — University of Houston

***Supporting University Teacher Educators in Samoa in Their Emerging Roles: A Collaborative Endeavor***

This self-study examined our efforts to support National University of Samoa teacher educators in their emerging roles, which have recently expanded to include research and publication, so that we might enhance our effectiveness in future such endeavors. Further, by engaging in self-study, we wished to learn more about this genre of research, one that offers promise for helping us improve our own practice and for supporting other teacher educators who wish to do the same.

Monroe, Eula — Brigham Young University  
Morrison, Timothy — Brigham Young University  
Ah Chong, Lake — National University of Samoa, Apia, Samoa

***What Happens . . . When Teachers Engage in Action Research?***

This study examines inservice elementary teachers' growth in understanding of reform-based mathematics education as they engaged in action research, a major component of a sustained professional development initiative. Data are analyzed through the lenses of student thinking/child development, mathematics content, and social interaction. Knowledge acquisition and theory generation from three perspectives—the psychological (student thinking/child development), the academic content (mathematics), and sociocultural (social interaction)—are reported.

Monroe, Eula — Brigham Young University  
Bahr, Damon — Brigham Young University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Measurement and Evaluation - Workshop **Session Chair:** Kelcey, Ben

***Designing School and District Randomized Studies of Professional Development using Optimal Design Plus***

The purpose of this workshop is to train researchers and evaluators how to plan adequately powered cluster randomized trials (CRTs) for assessing the effects of professional development programs. We will teach participants how to use the Optimal Design Plus (OD+) Software (a free program) and introduce them to recent compilations of empirical estimates of parameters needed to design multilevel studies. The target audience includes researchers interested in planning and conducting group randomized trials.

Kelcey, Ben — University of Cincinnati  
Spybrook, Jassaca — Western Michigan University

***Eye Clinic Nutrition: Nutrition Education and Lutein Supplements for Individuals Diagnosed with Age-Related Macular Degeneration***

Educational nutrition sessions and lutein supplements was given to four participants diagnosed with age-related macular degeneration (AMD), all treated within an eye clinic. An eye and nutrition evaluation was administered by a team of professionals, to participants before and 90 days after the nutrition education and supplement. Nutrition interventions including assessment, instruction, provision of foods and a lutein supplement were provided. A nutrition education intervention delivered in the eye clinic may impact disease and can improve lutein intake.

Stastny, Sherri — North Dakota State University

Brunt, Ardith — North Dakota State University

Garden-Robinson, Julie — North Dakota State University Extension

Johnson, Max — Retina Consultants, Ltd.

***Training graduate students to be the next generation of reproductive medicine researchers: Findings and lessons learned from a five-year evaluation***

This paper reports the findings of a comprehensive evaluation of the first five years of a training program in Reproduction, Early Development, and the Impact on Health (REDIH). Trainees (Masters, PhD and Postdoctorate candidates) participated in activities that supplemented and complimented their graduate programs such as (workshops in presentation skills, peer review and writing skills, knowledge translation, regulatory issues, careers in industry, ethics, visits to hospitals and infertility and research laboratories, to name a few).

MacDonald, Colla — University of Ottawa

Archibald, Douglas — University of Ottawa

Baltz, Jay — Ottawa Hospital Research Institute

Kidder, Gerald — University of Western

***Cultural Competency: The Effects of Culture Shock and Language Stress in Health Education***

Diversity among refugee and immigrant populations in American schools has made it necessary for health educators to understand the health needs and health-seeking behaviors, attitudes, cultural nuances, and perceptions about health of various groups. Two strategies to accomplish this are the Ulysses Syndrome and Cultural Competency Continuum. The Ulysses Syndrome focuses on the often-misunderstood psychosocial challenges and stress experienced by immigrants in their departure from the home country, and the adaptation to a different environment. The Ulysses Syndrome forms the gateway between mental health and mental disorder. The other means is through developing cultural competency. Understanding the 6 levels of the cultural competency continuum enables health educators to integrate cultural proficiency practices into individual health education practices. Understanding diversity and the Ulysses Syndrome and developing cultural competence is a long-term and on-going process. This process is complex, but essential in order to build a framework from which to address the health needs of a diverse society.

Buttaro, Lucia — Adelphi University

***An Indispensable Teaching--Gratitude***

Recent and extensive empirical research in the positive psychology and allied movements has confirmed the vast personal benefits of gratitude that poets, sages and spiritual adepts promised decades, even centuries ago. This paper details the teachings on gratitude and the benedictions of its practice, and it offers documented means of establishing and expanding its lived expression.

Jones, David — University of Calgary

Brandon, Jim — University of Calgary

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Frost, Mardi

***The Impact of Digital Technology Use in High School Critical Incidents: Why Schools Need to Update Their Current Policies***

An outline of current trends in U.S.A, U.K and Australia for critical incident policy guidelines. Based on evidence about the impact of student communication through digital technologies during a crisis, recommendations for future policies are made.

Frost, Mardi — St Andrews Lutheran College, Gold Coast, Australia

***International Large-scale Student Assessments and National Policy-making in Education***

The paper discusses possible ways of using international large-scale student assessments datasets for national policy-making in education. It explores methodological issues- possibilities and limitations; theoretical assumptions of ILSA conceptualizations- epistemological perspectives. It is work in progress of the report on the State of the Art in the area of “Theory and Practice of Using ILSA Datasets for National Evidence-based Policymaking”- international research network that was established in 2014 within World Education Research Association.

Klemenčič, Eva — Educational Research Institute, Slovenia

***Female School Superintendents: Advantages and Barriers to Their Career Paths***

The growth of the number of females in superintendent positions continues to lag behind the increase of females in executive level positions in other professions. What might stand in your way? Join the session to hear the results from two studies and learn the best ways to enhance your climb, where to look for employment opportunities, how to get involved in mentoring programs, and the best things you can do for career development.

Cobia, Jane — Samford University, Birmingham

Connell, Peggy — Samford University, Birmingham

***The Voices of Six Third Generation Mexican American Teachers and Their Experiences Teaching Mexican American Students in the South Texas Borderland Region***

The author documented the voices and narratives of six third generation Mexican American participants for this study. These six third generation Mexican American teachers, are emotionally and professionally involved in ensuring the social and academic success of first, second, and third generation Mexican American students in the borderlands region. They offered strategies and critical analysis that can be used by educators working with Mexican American students.

Viloria, Maria — Texas A & M International University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Chen, Ronghui

***A Case Study on the Status of Kindergarten Teachers' Caring in China***

Caring is an indispensable professional quality for the kindergarten teacher. From the study on the status of teachers' caring of an ordinary kindergarten in China, we found that teachers' caring behaviors are different and present three status. Firstly, “the positive caring” in which the core orientation is respecting children. Secondly, “the aberrant caring” shows that teachers' caring motivation or behavior was error. Thirdly, As another modality, “the lack of caring” reflects that teachers' caring consciousness or cognition was shortage .

Chen, Ronghui — Northeast Normal University, China

Zhang, Xiaochang — Northeast Normal University, China

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Palmer, Elisa

***Supporting Teacher Candidates in the Implementation of a High-Stakes Performance Based Assessment***

Since 2011, Illinois State University has piloted the educative Teacher Performance Assessment (edTPA) culminating in full implementation in Fall 2013. Presenters will discuss the support strategies utilized in the piloting of edTPA across 26 programs with over 900 candidates annually. Participants will receive materials related to seminars, writing supports, submission for scoring, and communicating with supervisors, cooperating teachers, and school district partners.

Palmer, Elisa — Illinois State University

Donnel, Jill — Illinois State University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Alcantara, Ferdinand

***Level of Performance in Professional Education Subjects and Field Study Courses and the Teaching Competence of Student Teachers***

This researched focused on the level of performance in professional subjects and field study courses that affect the teaching competence of students teachers of Bulacan State University.  
Alcantara, Ferdinand — Bulacan State University

***The Efficacy of Educator Preparation Programs from the Perspective of Teachers Serving High-Need Populations of Students***

Description Not Available  
Varela, Daniella — Texas A&M University-Kingsville

***Promoting Success in Science for English Language Learners and English Learners with Disabilities***

Science has a complex vocabulary that is difficult even for native English speakers to learn. The Culturally Responsive ESL Special-educator Training (CREST) program funded by the US Dept of Education prepares teachers to teach English Language Learners in STEM areas. This presentation will highlight best practices and steps to success in science strategies for English Language Learners and English Learners with disabilities.  
Showalter, Stephen — Northern Arizona University

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific III  
**Session Topic:** Art Education **Session Chair:** Nickson, Glenda

***Impact of Middle School Student Participation in the Whole Schools Initiative Arts Program***

This presentation will emphasize the need to acquire more evidence indicating that the arts serve as an important role in advancing academic achievement. In addition, the preponderance of research examining arts integration has concentrated either on elementary students or high school students, leaving a void in the literature on the effects of arts integration on the academic skills of middle school students. Additionally, the Whole Schools Initiative is found only in the state of Mississippi and only four studies have examined its impact on student achievement.  
Nickson, Glenda — Mississippi State University  
Prince, Debra — Mississippi State University

***Fashion as a instrument of education of self***

The aim of this research is to show fashion is a effective instrument of education of self. Fashion is the visual media, which is located in between the appearance of I want to be and the social recognition of I am suitable. In this respect, to know one's fashion is to think and experience about what style is best for him/her.  
Dho, Seung-youn — Kwang woon Univerity

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**Time:** 3:00 - 4:30 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Workshop **Session Chair:** Bonaguro, John

***Transformational Leadership in Higher Education: Using the Four Frames***

The purpose of this session is to describe the application of transformation leadership to the development and implementation of the College of Health and Human Services (CHHS) at Western Kentucky University. Bolman and Deal's work on reframing organizations is used in building and sustaining a culture for transformational leadership. Today, CHHS is the largest college at WKU with 5,200 students and is a leader in offering distance learning programs.  
Bonaguro, John — Western Kentucky University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Pyzdrowski, Laura

***A Longitudinal Study of Students in a Dual-Enrollment Mathematics Program: A Focus on Preparation for Calculus***

This is a continuation of a study implemented to determine if students enrolled in a dual-credit mathematics program are sufficiently prepared for success in first semester calculus. Results indicate that early-entry algebra and trigonometry students are as least as well prepared for Calculus I as those who take those courses on campus. However it has been found that prior experience in calculus is also an important factor to consider in student success.

Pyzdrowski, Laura — West Virginia University

Ogden, Lori — West Virginia University

Pyzdrowski, Anthony — California University of Pennsylvania

Walker, Vannessa — Niagara University

***How Parent's Belief Influence Children's Motivation in Learning Mathematics at Pre-school Level?***

This paper reports the case study finding from the interview of 11 Chinese parents in Yang Guang Shi Yan Kindergarten in Wuxi China. The study aims to investigate the influence of parental belief to the children learning mathematics in kindergarten.

Wang, Qianying — The Hong Kong Institute of Education

Wong, Gary — The Hong Kong Institute of Education

***Highlights from a Cross-National Investigation of Content Standards for School Mathematics***

Description Not Available

Chen, Jung-Chih — National Chiayi University, Taiwan

Lai, Yung-Ling — National Chiayi University, Taiwan

***Evaluating the Growth of Content Knowledge for Teaching Mathematics in Preservice Teacher Education***

Teachers' Content Knowledge for Teaching (CKT) has been shown to have a significant effect on student achievement. To date, however, most research has been conducted with inservice teachers. This paper reports the results from a research study measuring the growth of preservice teachers' content knowledge for teaching mathematics over the course of their preservice experience.

Gilbert, Michael — University of Massachusetts Boston

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education - Workshop **Session Chair:** Paul, Sheilah

***From Conceptualization to Reflection: Ensuring Robust Clinical Experiences While Meeting Professional Standards for Elementary Special Education Teachers***

This workshop will demonstrate a 7-step approach to clinical practice/student teaching experience for special education pre-service teachers aimed at ensuring that teacher preparation programs maintain high levels of content knowledge, pedagogical skills and professional dispositions while meeting the new requirements for teacher certification. This interactive discourse will engage clinical supervisors and teacher education faculty in developing and shaping robust models for supervising and assessing student teachers for Grades 1-6 Special Education classrooms

Paul, Sheilah — Medgar Evers College of CUNY

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** McClure, Jenny

***Bridging the gap between academic endeavor and the classroom***

This paper describes a project that makes academic research findings about linguistic research on varieties of English language accessible to school students. The paper discusses the challenges inherent in communicating academic research to school students. It also presents a learning strategy that equips school students with an understanding of scientific methods and how to interpret it.

McClure, Jenny — St. Mary's College

***The lack of Qualitative Research in Gulf Cooperation Council (GCC) Educational Journals***

In many Arabic educational journals, the use of qualitative method is still moving very slowly. It is difficult to publish qualitative or mixed method research in most Gulf Cooperation Council educational journals. This study will investigate the lack of Qualitative Research in GCC Educational Journals from 2000-2014. The study will focus on science education and studies. The study will then compare the results with the number of qualitative research published in some Western educational journals

Al-Sarrani, Nauaf — Taibah University Saudi Arabia

***A Comparative Case Study of Energy Curriculum in Secondary Schools of U.S. and Taiwan***

This session reports the analysis results of energy curricular that are currently used in secondary of United States and Taiwan. The framework used for analysis in this study was three big ideas including a) resources b) transformation and c) conservation. Discussion focuses on how to develop a curriculum that promotes students' deep understanding of energy as a core disciplinary idea.

Park, Do-Yong — Illinois State University



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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Hairston, Kimetta

***Reflective Practioners: Infusing Historical Curriculum into Instructional Practices***

This workshop provides opportunities for faculty to collaborate and develop expertise, knowledge, and research surrounding historical and current education access and social justice issues in America's public schools through the lens of African American History. The presenters will demonstrate lesson plans, products, and present reflective responses from the data collected; to spark discussion and interactions amongst the group.

Hairston, Kimetta — Bowie State University  
Crawford, Yvonne — Bowie State University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Kahili II  
**Session Topic:** Music Education - Workshop **Session Chair:** Rutherford, Sherrill

***Is Jazz Improvisation Best Learned Aurally or Through Music Theory and Notation?***

The ability to perform jazz music, including improvisation, was originally learned exclusively by ear. Fast forward 50 years and jazz improvisation is being taught through music theory and notation. In this workshop participants will try out these 2 diverse pedagogical approaches –learning by ear versus learning through theory - with the intent of donning the learner's perspective. Come and find out which method works best for you in this practical workshop where you will have an opportunity to try both methods and reflect on your experience.

Rutherford, Sherrill — Simon Fraser University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Lehua  
**Session Topic:** Reading Education - Panel **Session Chair:** McClung, Nicola

***Access to Books through "Read Malawi": A Human Rights Perspective on Literacy Development***

We are presenting a report on three-year development and research project in Malawi within the framework of access and human rights. This USAID supported initiative involved the design, development and distribution of over four million books to over one thousand school along with teacher training. We will report on findings related to student outcomes.

McClung, Nicola — University of San Francisco  
Sailors, Misty — University of Texas at San Antonio  
Shin, Jaran — University of California at Berkeley  
Pearson, P. David — University of California at Berkeley  
Hoffman, James — University of Texas at Austin  
Kaambankadzanja, Davie — University of the Witwatersrand  
Mwale, Liviness — Malawi Institute of Education, Lilongwe, Malawi  
Malawi Institute of Education, Lilongwe, Malawi  
Chilora, Henry — Malawi Institute of Education, Lilongwe, Malawi  
Malawi Institute of Education, Lilongwe, Malawi

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** Drake, Debra

***Innovative Student Assessment in Online Learning: Case Studies of Effective Practices from Nursing and Teacher Education***

During this session we will examine two graduate programs from different disciplines (nursing and teacher education) showcasing innovative assessment methodologies. Included are meaningful ways for graduate students to demonstrate professional knowledge, competencies and skills. We will focus on the use of electronic portfolios and online clinical practice assessment.

Drake, Debra — Indiana Wesleyan University  
Heubach, Kathleen — University of West Florida

***An Examination of the Relationships between Online Instruction, Parental Engagement, and Academic Achievement for At-Risk Students***

Despite trends reflecting the rapid emergence of K - 12 online learning, data show that low income and underserved students score significantly below peers on annual assessments. This quantitative study examines the relationships between parent engagement, online learning, socioeconomic status, and academic achievement of traditionally underperforming student populations. Findings show that K - 12 online learning may serve to widen the achievement gap for populations already at risk.

May, Judy — Bowling Green State University  
May, Jennifer — Bowling Green State University

***On-Line technology Helping To Educate Students***

The research question being asked is: How can on-line technology properly assist students in learning? This study will investigate using on-line technology for the teaching-learning process as well as assessment.

Brazley, Michael — Sothern Illinois University Carbondale  
Gonzalez, Rolando — Sothern Illinois University Carbondale

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Enciso Bernal, Ana Maria

***Attitudes of EFL Learners Towards the Use of Text, Audio and Learner Control in a Multimedia Instructional Program***

Effects of concurrent onscreen text, audio, and learner control on attitudes of 200 EFL learners. Participants were randomly assigned to treatments in a 2 (learner-controlled, not-learner-controlled) x 3 (audio+no-text, audio+full-text, audio+keyword-text) design and completed a questionnaire. The majority of subjects acknowledged concurrent audio and text as their preferred approach for text-sound association; full-text groups showed significantly more positive attitudes than keyword-text groups; no-text groups had significantly more positive attitudes towards learner control than keyword-text groups.

Enciso Bernal, Ana Maria — Autonomous University of Zacatecas

***“We Have Such a Beautiful Campus!” The Significance of Organizational Culture in Implementation of Educational Technology***

This study analyses factors influencing acceptance learning management systems among academic staff and students in blended learning environments. The study was performed as a comparative, explanatory case study at three universities providing master education of public health in Sweden, Norway and Lithuania by means of qualitative interviews with academic staff and a survey study among students. Organizational culture was found to be the most significant factor influencing the degree of acceptance of learning management systems.

Keller, Christina — Jönköping International Business School, Sweden

Cernerud, Lars — Västerås City, Sweden

***Using Emerging Instructional Technologies and Active Learning Strategies to Support Students’ Development of Higher Order Thinking Skills***

This presentation will discuss the importance of higher order thinking skills such as (a) critical thinking and problem solving, (b) collaboration across networks, (c) accessing and analyzing primary information and (d), curiosity and imagination. Additionally this presentation will examine how the emergence of instructional technologies can be used to develop students’ higher order thinking skills as they participate in active learning environments.

Forde, Timothy — Eastern Kentucky University

Thompson, Sherwood — Eastern Kentucky University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education **Session Chair:** Zapata, Alodia

***Evaluation of the National Service Training Program of Selected State Universities in Region III***

This research focused on the extent of implementation of the features if NSTP program in terms of program vision and mission services and activities offered, budget, allocation, supplies and materials used, personnel and faculty involved and seminar and training conducted for facilitators and implementers. Likewise this looked on the extent of attainment of the objectives of the program as perceived by the administrators and facilitators of the program and finally the level competencies of students enrolled in CWTS, LTS and ROTC.

Zapata, Alodia — Bulacan State University

***Evidence-Based School Decision Making—A Case Study of A Four-Year State College***

This panel shares the practices of a four-year state college in evidence-based decision making regarding enhancing students’ performance, retention, and graduation for all students. To ensure the quality of our existing programs, a variety of strategies have been developed to evaluate and revise degree offerings through a rigorous, data-driven assessment process.

Beck, Erika — Nevada State College

Thanki, Sandip — Nevada State College

Shi, Qingmin — Nevada State College

***The Management of Power and Ethics in Higher Education***

Description Not Available

Peniche, Rubi — Autonomous University of Yucatan

Cisneros-Cohemour, Edith — Autonomous University of Yucatan

***Recruiting for rehabilitation counselor education programs: Twenty years later***

In 1994, California State University, Los Angeles (CSULA) , was asked to increase the number of students enrolled in rehabilitation counselor education programs, in order to meet the demand for more rehabilitation counselors. In response to the request CSULA increased student enrollment by 35%. Twenty years later, the pressure for more rehabilitation counselors has increased. Adopting electronic recruiting techniques, and using earlier recruiting techniques, CSULA has increased student enrollment from 100 students to over 350 students.

Paul, Heidi — California State University, Los Angeles

Brodwin, Martin — California State University, Los Angeles

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Enright, Esther

***Tacit Beliefs about Intelligence amongst Future Mathematics Faculty: How Graduate Student Instructors Understand Their Own and Their Students' Potential for Learning***

This phenomenographic study examines a case of graduate student instructor (GSI) training in a mathematics department in a Research One university to probe how GSIs understand their own potential for learning and their students' potential. Specifically, this study investigates what tacit theories of intelligence these GSIs hold, how they use these theories to make sense of their own learning, and how they leverage those theories to diagnose their students' capacity to learn mathematics.

Enright, Esther — University of Michigan

***Exploring conditions that enable transformative learning in work-integrated education***

This paper describes a qualitative research study that explored the conditions that enabled transformative learning in students engaging in a form of work-integrated education (co-operative education). Four case studies were developed based on extensive interviews conducted in the summer of 2013, the results were interpreted using Engeström's (1987) Activity Theory. A theoretical model of transformative learning during WIE was conceptualized that included the identified enablers and the socio-cultural environment required to support this learning.

McRae, Norah — University of Victoria

***Enhancing STEM Education at an HBCU***

We will discuss the findings of several studies aimed at improving STEM Education at a small, Midwestern, Historically Black University. Our findings will address assessment, role modeling, gender roles, and the involvement of student organizations.

Aruguete, Mara — Lincoln University

Hardy, Precious — Lincoln University

Poe, Kellie — Lincoln University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Measurement and Evaluation - Workshop **Session Chair:** Baek, John

***NOAA Education Strategic Plan: Evaluating Progress***

The NOAA Education Strategic Plan includes an evaluation strategy that is designed to measure progress across the agency towards the strategic goals, objectives and strategies. The plan includes new strategic goals: Science Literacy, Stewardship and Conservation, and Safety and Preparedness. This session will explain how NOAA education programs and professional development initiatives in Hawaii contribute to and track progress toward meeting these goals.

Baek, John — NOAA

Rice, Bronwen — NOAA

Bennett, Stephanie — NOAA

Ibanez, Atziri — NOAA

Geschwind, Leon — NOAA

Mitchell, John — NOAA

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration **Session Chair:** Kelsey, Cheryl

***Academicians and Practitioners Develop Collaborative Cohort Model for University Principal Preparation Program***

In order to help bridge the gap between theory and practice, a partnership was created between the university faculty and school district leaders to design a principal preparation program better connected to the realities of what is happening in the local schools and known research on successful schools.  
Kelsey, Cheryl — Texas A&M University-San Antonio

***Separating Wheat from Chaff: How School Superintendents Reconcile External Mandates with Internal Ethics***

The current qualitative study examines how school superintendents balance the demands of federal and state mandates against an ethics-based ethos. Among the vexing aspects of the superintendent's role are demands for accountability and requirements for change. This study reports how the superintendent is guided by her or his moral compass while navigating decision challenges whose origins are, often, beyond the superintendent's ken and control.

Hunter, Joseph — Western Washington University, Bellingham, WA  
Robertson, Wayne — Western Washington University, Bellingham, WA  
Aller, Warren — Western Washington University, Bellingham, WA  
Larsen, Donald — Western Washington University, Bellingham, WA

***Communication in the Management Function of Public Elementary Secondary School Manager: Status Problems and Issues***

It is study that deals with the tasks of structuring, managing and giving direction to an intricate mix of human product that gives rise to unique problems of organization and management. It follows similar patterns of forming and attaining its desired hierarchy of goals. It is also considered as the sole agency in carrying out educational policies and functions of the state.

Din, Randy — Colegio de San Juan de Letran / De la Salle University

***Distributing Leadership in Urban Secondary Schools: Meeting Student Mathematical Needs through a Trans-Distributed-Mindset Framework***

This two year case study focuses on distributed leadership practices of urban secondary school leaders. The principals implemented a REFLECT framework and engaged closely with assistant principals and instructional coaches to improve teacher content and pedagogy. The working conditions survey results of twenty one administrators and instructional coaches from high need secondary campuses revealed their true instructional spaces as they worked to improve achievement and distributive leadership practices in mathematics through a Trans-Distributed-Mindset Framework.

Valle, Fernando — Texas Tech University  
Almager, Irma — Texas Tech University  
Matteson, Shirley — Texas Tech University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Adwere-Boamah, Joseph

***Education, Human Development and the Creation of Social Elite***

Education as an instrument for human development requires carefully crafted policy to provide equal access and fair distribution of national resources to avoid the pitfall of creating social elites.

Adwere-Boamah, Joseph — Alliant International University

***Child Labor: A Factor Affecting Pupils' School Performance***

This paper will present the result of the study on how minor children working on the streets performed at school. Also, the presentation of the study will show the different activities that these children are engage into that affects most their performance at school and the reasons why they are working and studying at the same time

Capilitan, Diamer — Mindanao State University-Iligan Institute of Technology, Philippines  
Vidal, Leah Grace — Mindanao State University-Iligan Institute of Technology, Philippines  
Supat, Donna — Mindanao State University-Iligan Institute of Technology, Philippines

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Gajdamaschko, Natalia

***Understanding play as project of a childhood***

In this theoretical research, we examine play activity through the prism of 'project' notion within CHAT (Cultural-historical activity theory). Play in its mature forms is typically a complex collective activity which gives rise not only to the development of the collective's members but also to understanding of the culture around them. Looking at play through the prism of the concept of a project also opens up some possibilities to overcome previous difficulties in analyzing play, especially in a pedagogical realm where it could help to provide a clearer answer to the question of the role of adults in a child's play. It can also assist in a deeper understanding of mechanism of play, and provide new insights for clarification of play vis-à-vis learning and development.

Gajdamaschko, Natalia — Simon Fraser University

***Using Ipad at the Museum to Develop Science and Early Literacy Development with 5-year old Multilingual Children. A Case Study at Science World in Vancouver, Canada***

Our study reports on a collaborative research project articulating the development of scientific and multilingual literacies in a museum environment, using iPads as a scaffold and learning tool for young multilingual children in downtown Vancouver (Canada). Multimodal data sources include child-initiated digital photographs, field notes and photographic and video recordings of children's interactions while in the process of documenting their learning during workshops and exhibit visits, and when engaged in co-creating ebooks on their iPads.

Moore, Daniele — Simon Fraser University

Hoskyn, Maureen — Simon Fraser University

Mayo, Jacki — Telus World of Science

***How Will Digital Natives Reach In The Classroom? A Study On The Emotional Intelligence of Digital Native PreService Teachers***

"I can't figure out what emotion I am feeling." This presentation will discuss outcomes from a study that analyzed technology use and emotional intelligence of students in teacher education courses at two university sites.

Vera, Debbie — Texas A&M University - San Antonio

Sanders, Jana — Texas A&M University - Corpus Christi

***The Effects of Pre-service Early Childhood Teacher's Gratitude disposition on Happiness: A Mediating Effect of Hope and Optimism***

The purpose of this study was to examine the effect of Gratitude disposition on Happiness and the role of Hope and Optimism in the relationship between Gratitude disposition and Happiness. The findings of the study were as follows: using structural equations modeling supported the hypothesized model with Hope and Optimism mediating the positive association between Gratitude disposition on Happiness. According to the mediating effects analysis, the Happiness had direct and indirect effects on structural equations modeling. Especially the indirect effect between Gratitude disposition and Happiness was mediated by Hope and Optimism. Hope mediating effect was more powerful than Optimism mediating.

Hwang, Hae-Ik — Pusan National University

Tak, Jeong-Hwa — Pusan National University

Kang, Hyun-Mi — Pusan National University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Thomas, Christine

***Teacher Identity Development: Who am I in the Secondary Mathematics Classroom in an Urban High-Need School?***

In this session we will share a work-in-progress focused on the investigation of teacher identity development as exemplary secondary mathematics teachers in urban-high need schools. We will discuss the literature, theoretical frames and methodology that frame our study and discuss our approach to an investigation that holds the potential to contribute new knowledge to the literature on teacher identity

Thomas, Christine — Georgia State University

Clarke, Pier — Georgia State University

Vidakovic, Draga — Georgia State University

Fournillier, Janice — Georgia State University

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific II  
**Session Topic:** Health Education - Workshop **Session Chair:** Thomas, Chippewa

***PHN Embedded Study Abroad Academic Engagement Model in Malawi, Africa***

The PHN Clinical Emersion Study Abroad program (AUSON and KCN) in Malawi, Africa, offers students in the School of Nursing at Auburn University academic engagement (experiential through service learning) and professional development while experiencing cultural emersion. The ten-day study abroad program involves Auburn University School of Nursing students and faculty engaging with University of Malawi Kamuzu College of Nursing students and faculty in clinic, home-based and other community settings; learning and applying skills while providing services in a uniquely professional and culturally responsive way. This presentation will share an embedded study abroad academic engagement model, course components, and student outcomes from the 2014 experience; as well as considerations and implications for the future.

Thomas, Chippewa — Auburn University

Hendricks, Constance — Auburn University

Johnson, Tanya — Auburn University

Joseph, Adrienne — Baton Rouge General Medical Center

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Robles-Goodwin, Patsy

***The Impact of a Study Abroad Experience on Participants' Cultural Beliefs and Attitudes***

This study explores how study abroad can influence educators' beliefs and attitudes about other cultures. It also addresses how travel abroad experiences can impact decision-making and teaching in the classroom at both the elementary and secondary educational levels of schooling.

Robles-Goodwin, Patsy — Texas Wesleyan University

Anderson, Elsa — Texas Wesleyan University

Miranda, Twyla — Texas Wesleyan University

***A Case Study of Social Justice Education in a General Methods Course***

This paper investigates how social justice can be integrated in a general methods course. The study used a qualitative approach to analyze the data such as classroom observation and interviews with the instructor and observation. The findings indicate that the approaches such as conferencing and article readings have potential to develop secondary teacher candidates' attitudes toward social justice but some issues in teaching interfere with teacher candidates' understanding of social justice.

Zhang, Shaoan — University of Nevada, Las Vegas

Santoyo, Christina — University of Nevada, Las Vegas

Murphy, Danny — University of Nevada, Las Vegas

***Teaching Performance Assessment in California***

This study describes one of those multiple measures of pre-service teachers, the Teacher Performance Assessment (TPA), and the various models of Teacher Performance Assessments currently implemented. It examined the perceived value of teacher performance assessments from the perspective of 1000 teachers across California now employed and teaching in their own classrooms as beginning teachers.

Campbell, Conni — Point Loma Nazarene University

McKenna, Corey — Whitworth University

Railsback, Gary — Northwest Christian University

Ayala, Carlos — Sonoma State University

Freking, Fred — University of Southern California

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**Time:** 4:45 - 6:15 PM / **Tuesday** - 1/6/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Kerford, Dana

***The Language of Friendship for Tweens***

Designed for professionals working with students from grades 1 to 6, the fundamental principles of GirlPower & GoodGuys are explored along with the behind-the-scenes rationale for our approach. Through a dynamic, upbeat presentation, educators will learn a new "language" to share with students so they can co-identify Friendship Fires™ and learn to better communicate solutions. We will also highlight the fascinating similarities and differences between boys & girls and their experiences in friendship.

Kerford, Dana — GirlPower & GoodGuys Inc.

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Pratt, Sarah

***Choosing Appropriate Measures of Mathematical Knowledge for Teaching for Research Studies***

Several researchers from the US and Thailand have collaborated about how best to assess teachers' mathematical knowledge for teaching. Three different quantitative measures were analyzed: DTAMS, KAT, and LMT. All of these assessments will be presented briefly, followed by summaries as to why particular measures were selected.

Pratt, Sarah — University of North Texas

Matney, Gabriel — Bowling Green State University

Changsri, Narumon — at Khon Kaen University

Saengpun, Jensamut — Chiang Mai University

Sudejamnong, Anake — Surattani Rajabhat University

Kadroon, Thanya — Surattani Rajabhat University

***Considerations for Implementing Lesson Study-Cross Country Challenges***

When conducting research using Lesson Study involving international collaborators, one must consider the challenges related to implementation differences, context impact, and research outcomes. This paper describes a brief background of the collaboration between U.S. and Thai faculty and the collaborative process as they design research around mathematics education implementing Lesson Study in each country. Questions related to interpretation of the process, examination of context, and outcome interpretation in view of the differences will be discussed.

Wilkerson, Trena — Baylor University

Inprasitha, Maitree — Khon Kaen University

Inprasitha, Narumol — Khon Kaen University

Srichompoo, Somkuan — Khon Kaen University

Premprayoon, Kasem — Thaksin University

***The Role of Scaffolding in Enhancing Students Teachers Teaching Effectiveness through a Community of Practice***

Description Not Available

Bature, Iliya Joseph — Australian Catholic University, Sydney

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus II  
**Session Topic:** Mathematics Education - Panel **Session Chair:** Langbort, Carol

***Renew Yourself by Teaching Math in Another Country***

Whether you are a new, seasoned, or retired teacher, you have much to offer by teaching in another country. One presentation will focus on a Fulbright Specialist experience in Guanajuato, Mexico; another will focus on the speaker's experience in designing his own international program in Bringing Technology to African Classrooms in South Africa and Zimbabwe. The third speaker will talk about her five years teaching experience in international schools in Germany and Thailand.

Langbort, Carol — San Francisco State University

Moskowitz, Stuart — Humboldt State University

Raymond, Kristen — Rolling Hills Middle School

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Iolani V  
**Session Topic:** Kinesiology & Leisure Science **Session Chair:** Zwald, Drew

***The Impact of Student Athlete Personality on the Preferred Coaching Behaviors***

The purpose of this presentation is to identify the correlates of leadership preferences, specifically, among collegiate female and male athletes across varying personality traits. Understanding each athlete's personality characteristics and, when necessary, adapting coaching behaviors may provide for better experiences for both athletes and coaches. An interactive and power point approach will be utilized.

Zwald, Drew — Georgia Southern University

***Using Graphic Design to Enhance Lessons in Exercise Science***

Producing lessons that are interesting and meaningful is problematic for instructors at all levels of instruction. This presentation describes how the use of graphic design, employing contemporary technology, can increase the interest level in a classroom setting. The focus is on university level biomechanics, but the principles can be expanded to any area of exercise science in which substantive material is being presented to students.

Holt, Jerry — Florida A&M University

Gines, Randall — Gines Designs, Port St. John, Florida

***Interdisciplinary Strategies for Incorporating Movement into the Elementary Education Curriculum***

A number of interdisciplinary ideas and strategies will be presented that focus on motivating and increasing physical activity for elementary students while reinforcing skills in other content areas including math and reading. These lessons have been developed for both the classroom teacher and movement specialist to easily incorporate into their curriculum. They are also designed for maximum participation and are aligned with the national Physical Education content standards.

Bowyer, Garry — Miami University, Ohio

***Developing Leadership and Interprofessional Core Competencies through Experiential Learning in a Community-Based Setting: A Qualitative Study of Program Effectiveness***

The aim of this presentation will be to discuss key themes found through a year-long interprofessional clinical experience. Emerging themes from the program's evaluation reveal insights into the development of leadership and competency skills of nurses, physician assistants, and medical students. This presentation will provide participants with an understanding of key strategies to addressing leadership and communication in interprofessional clinical settings.

Whitworth, Sheila — University of South Alabama

Styron, Jennifer — University of South Alabama

Dearman, Catherine — University of South Alabama

***Constructing Clinical Experiences: Tools and Insights to Enhancing Interprofessional Competencies***

Health professions have traditionally incorporated clinical and didactic elements in training health professionals however these experiences are usually deployed in siloed environments. This presentation will focus on the instructional development of an interprofessional clinical experience and include the educational activities incorporated to enhance student learning and critical thinking. Insights into the administrative execution of the project along with tools utilized to ensure interprofessional core competencies were achieved will be discussed.

Styron, Jennifer — University of South Alabama

Whitworth, Sheila — University of South Alabama

Styron, Ronald — University of South Alabama

Dearman, Catherine — University of South Alabama

***Organizational Learning in King Saud University***

The paper will discuss the following points: The importance of developing University Human Resource. Organizational Learning as a focal point for the University to develop its self. The availability of organizational learning three dimension (Strategic, organizational, and cultural) in King Saud University.

Alhindi, Waheed — King Saud University, Riyadh, Saudi Arabia

Alshammari, Abdulrahman — King Saud University, Riyadh, Saudi Arabia

***School Culture Misunderstanding and Principals Transformational Leadership Implement***

Through analyzed, school culture is a very important carrier of principals' transformational leadership, and is an important role for promoting school improvement. But in reality, many principals did not correctly grasp the basic connotation of culture in cognitive and practice.

Wang, Zhichao — Northeast Normal University

Fang, Lingling — Northeast Normal University

***A Mixed-Methods Study of the Impact of a Faculty i-Pad initiative on Faculty Attitudes, Behaviors, and Competencies***

The College of Education at Kansas State University instituted an i-Pad initiative that included providing i-Pads and a series of professional development sessions to all faculty and instructional staff. A time-series research design and a series of interviews were used to evaluate the impact of the initiative on faculty utilization of i-Pads for professional and instructional use, attitudes about tablet technology in the classroom, and skills and efficacy in using the technology

Thurston, Linda — Kansas State University

O'Neal, Joshua — Kansas State University

Devenney, Dennis — Kansas State University

Mercer, Debbie — Kansas State University

***Digital Paint and Visual Effects Production Pipelines***

Image manipulation, matte painting, and visual effects techniques have been part of the cinematic production pipeline for well over a century. Processes and techniques have evolved over the years, but it is essential that digital media students learn to combine still and moving imagery in a realistic way. This paper will discuss instructional techniques including image manipulation, camera projection, digital paint, and lighting using a variety of software standard in today's cinematic visual effects industry.

Livingston, James — East Tennessee State University



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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Holly, Mary

***Transforming Executives: Designing Essential Core Elements of a Human Centered Educational Program***

This university supports experiential learning in various modalities. This narrative study focused on experiential learning within the earliest formed Ed.D. program cohorts aimed at determining what type of learning experiences sustained these students beyond graduation. My research describes program design philosophy, considerations in planning the theoretical and practical activities, findings and outcomes as revealed through one-on-one postgraduate interviews. This session will present strategies for fostering the collaboration skills of higher education program faculty and their students across numerous fields of study.

Holly, Mary — Drexel University  
Geller, Kathy — Drexel University

***“When I Change, The Whole World Changes:” The Power of Transformative Learning***

In this paper, I define what is “transformative learning,” how it develops and works, and how it can inspire significant change in a few others or an entire community or society. I describe several examples of personal change becoming global change, including the oral histories of those involved in the 1945 Hiroshima atomic bomb, and one of my own life-changing experiences a half-century ago.

Tamashiro, Roy — Webster University

***Reflection/Exit Writing: A Mixed Methods Case Study of a Classroom Management Strategy in Fourth Grade***

A mixed-methods case study investigated the impact of Reflection/Exit writing (a Consistency Management & Cooperative Discipline classroom management strategy) on two fourth-grade classrooms in a predominately Hispanic, low-SES school. Student outcomes included writing development as measured in quantity (words/syllables) and quality (writing rubric/content analysis). When implemented with fidelity, significant differences exist between the groups’ change in writing quality ( $p = .005$ ;  $\eta^2 = +.17$ ) and complexity; no significant changes were found in length.

Templeton, Stacey — University of Houston  
Freiberg, Jerome — University of Houston

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Kahili II  
**Session Topic:** Music Education **Session Chair:** Katsura, Naomi

***The Living Educational Philosophy of the Suzuki Method; The Ethos of the Suzuki Teachers’ Community Drawing on the Narrative Study***

This research aims to characterize the Suzuki method based on the insider viewpoint of Suzuki teachers, by focusing on the narratives of teachers. By studying teachers who have worked close to the founder and his philosophy, both in Japan and the United States, and focusing on the teachers’ narratives in autobiographic research style, we will characterize the ethos of the teachers’ community, showing the ways they embrace Suzuki Shinich’s philosophy in a living form.

Katsura, Naomi — Toyo University

***Music education meets music therapy: An assessment tool for special education***

This paper presents a music therapy assessment tool designed for the special education context. It draws on doctoral research (Langan, 2009; Langan, unpublished thesis 2012) which explored the relationship between music education and music therapy and investigated the two disciplines’ shared content. It includes viewing examples of music therapy in action and a discussion of the outcomes plus the international application of the assessment tool.

Langan, Dianne — Wenona School

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Lehua  
**Session Topic:** Reading Education **Session Chair:** Garner, Katie

***Following Einstein through the Brain’s Backdoor for Easy- Access to the Hardest Reading & Writing Skills***

Hack-Into the brain’s hardwired system with cutting-edge teaching applications of the latest brain research, specifically targeting brain plasticity. Explore untapped neural routes for abstract phonemic skill mastery that increase learner-momentum in both reading and writing beyond simple decoding, and transform daily literacy instruction into a virtual playground for critical analysis and diagnostic thinking!

Garner, Katie — Juilliard C.L.I.M.B.

***Making parent-teacher communication transparent with technology: Sharing student literacy progress***

This paper examines how K-12 teachers and tutors communicate with parents about their child’s literacy growth. Specific examples of a technology-based approach make the communication process more transparent by sharing student progress reports, artifacts, and assessments with parents. Advantages and disadvantages of this approach will conclude this presentation.

Moore, Marilyn — National University

***Living Literate Lives: Book Groups as a Way to Support Teachers as Readers***

This presentation will share the ways in which teachers transform their understanding of reading and their identities as readers while participating in a book group. In particular, the ways in which the teachers view/experience themselves as readers, how their views of reading shift, how this experience informs their perception of themselves as a teacher of readers, and how they make choices in regards to their own personal reading will be discussed.

Kander, Faryl — Oklahoma State University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Nautilus I  
**Session Topic:** Business Education - Workshop **Session Chair:** DeWitt, Tom

***The Freshman Business Experience - A Course-Based Approach For Improving Student Retention***

Utilizing a case-based approach, this workshop details the creation of a course designed specially for incoming university business students to stem the tide of student departures during and following their first year of enrollment in the business school. It addresses the importance of team-building, cohorts, goal-setting, and a sense of belonging in the process and how team-based learning, community partnerships, and mandatory team-building and career development activities outside of class were used to achieve course goals.

DeWitt, Tom — University of Hawaii - Hilo

Hyslop, David — Bowling Green State University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Ponciano, Leslie

***Differentiating Instruction Using Educational Technology in the Primary Years***

Description Not Available

Ponciano, Leslie — Research and Educational Partnerships Age of Learning

Owens, DeAnna — University of Memphis

***Big Questions During the College Years***

This interactive presentation offers a practical summary of the results of an ongoing qualitative research project that offers college students the opportunity to map out their own experiences and questions during the college years. It includes a valuable exploration of foundational student development theory along with recommended resources for those working with college students in any capacity.

Bolster, Jeff — Point Loma Nazarene University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Winn, Danielle

***Education Library 2.0: Reference Librarianship Beyond Library Walls***

Academic libraries are spending a lot of time, effort, and in some cases money investing in communicating and building relationships with their users via social media websites. This paper seeks to explore whether or not we are receiving any returns from these investments.

Winn, Danielle — Concordia University, Webster Library

***The Emerging Student: Creating Lifelong Learners in the Traditional and Online Classroom***

The presentation and subsequent research will consist of a discussion encompassing the theory and praxis of Heutagogy in the traditional and online classroom. The focus is on giving teachers the insight and the tools to create competent lifelong learners. Heutagogy involves self-directed learning utilizing critical thinking, self-reflection, and autonomy to promote learning beyond the immediate task and the classroom. All skills and attributes desired in the current global market.

Foy, Rebecca — Grand Canyon University

Tiedt, Russell — Grand Canyon University

***One Size Does Not Fit All. Diversifying Teams and Solutions to Meet the Needs of a Diverse Student Body***

Drawing on institutional analysis of first-year student success data since 2008, as well as focus group data collected from students between 2009 - 2014, our paper reports on three initiatives implemented at the University of Ottawa, to ensure that we move beyond a “one size fits all” approach in student recruitment and student support. We will focus on the impact of research informed policy and the importance of understanding the diversity and complexities of student realities.

Lamoureux, Sylvie — University of Ottawa (Canada)

***Higher Education and Labor Productivity in Ageing Society: Evidence from Japan***

The relationship between labor force with higher education and its productivity, taking account of their age structure, is investigated from macro-economic viewpoint. Main focal question under investigation is: Is the university ‘premium’ in the productivity performance higher for younger workers than for older workers? By using some econometric methods along with Japanese prefecture panel data (1997-20012, quinquennial), it is found that the university premium is higher for older workers than for younger workers.

Hashimoto, Keiji — Otomon Gakuin University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Garfolo, Blaine

***Programmatic Assessment: The Road to Accreditation***

The purpose of this paper will be to present a “roadmap to assessment” as it were including the best practices necessary to present a clear and concise body of work to an accreditation group to display the best case possible for gaining accreditation. We will discuss the required elements involved in assessment in education, how to use assessment effectively, as a means of maintaining both the academic standards and enhancing the quality of the student learning experience.

Garfolo, Blaine — Northwestern Polytechnic University

Phelps, Yvonne — University of Phoenix

Kelpsh, Ellen — University of Phoenix

***Mathematics and Reading Proficiency Rates for Students in Specific Exceptionality Groups***

This paper describes mathematics and reading performance of disabled and nondisabled students on a statewide sample of students from North Carolina (N = 98,292). We computed proficiency rates for Students Without Disabilities (SWoD) students, Students with Disabilities (SWD), and 10 specific exceptionality subgroups in Grades 3-8. We found substantial variation in subgroup performance from those who performed near to SWoD students (visual impairment) to those showing almost no proficiency (intellectual impairment).

Stevens, Joseph — University of Oregon

Elliott, Stephen — Arizona State University

***Assessing Power in Studies of Multilevel Mediation***

A principal consideration in the design of group randomized studies is the power or probability with which a study can detect effects if they exist. Currently, it is common for a group randomized studies to be designed to detect only the main effect of a treatment with adequate power. However, such designs are potentially incomplete because they fail to provide valid assessments of how a treatment comes to impact the outcome (mediation) and the conditions under which a treatment is effective (moderation). In this study we improve the planning and design of multilevel studies by deriving formulas to estimate the probability with which a design can detect multilevel mediation effects if they exist. In doing so, we equip researchers with the statistical tools necessary to design studies that are adequately powered to detect the mechanisms through which programs work.

Kelcey, Ben — University of Cincinnati

***Unique Approaches to Developing a School Improvement Plan***

The KIS Index, which examines multiple facets of school performance, was used at the beginning of the year in a K-12 charter school as the main instrument to develop an actionable school improvement plan. By examining several facets of a school beyond just test scores, the learning community gains richer insights into areas where improvement is needed most. The Index can later be re-administered to measure the degree of progress toward the plan goal.

Malin, Connie — Innovations International Charter School of Nevada

Kuch, Fred — University of Nevada, Las Vegas

Putney, LeAnn — University of Nevada, Las Vegas

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** McCormick Lee, Karlene

***Beyond Theory, Beyond Practice: The Real Stories of Public School Administrators***

Traditional leadership preparation addresses the tip of the iceberg regarding the knowledge and skills required by effective educational administrators. Amid competing demands, even experienced administrators struggle to focus their attention on improving schools. Participants engage in a shared, systematic analysis to tackle real-life, complex situations about leading staffs, students, and communities. This workshop promotes opportunities to acquire a deep understanding of issues, analyze fundamental challenges, construct a theory of action, and form plausible solutions.

McCormick Lee, Karlene — NewLeaf

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Bell, Gregory

***The Impact of an Effective K-12 Mentoring Model***

The significance of this case study is to highlight the impact of a K-12 mentoring program implemented with fidelity. In this session, we (1) describe the vision, mission, and core values of effective mentoring; (2) summarize case examples of three students at the elementary, middle, and high school levels who were identified as exhibiting academic and/or behavior challenges; (3) report on lessons learned and recommendations for school districts interested in establishing successful systemic mentoring practices.

Bell, Gregory — Montgomery County Public Schools

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Barness, Allison

***Supporting Student Learning Through Scientific Inquiry***

Support your students' learning through inquiry and discovery. Allison J. Barness, Instructor at the University of Northern Iowa, will share hands-on examples of physical science activities for elementary and early childhood classrooms. She will illustrate innovative instruction techniques and the benefits of inquiry in your classroom while connecting student learning to the Common Core.

Barness, Allison — University of Northern Iowa, Cedar Falls, Iowa

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Thindal, Jin

***Increasing Student Engagement with One Song at a Time***

This presentation illustrates how the use of popular song in teaching and learning environments can increase student engagement and lead to a more rewarding and meaningful learning experience, something that most schools still struggle with. The presentation draws on research in and out of the education field and personal experience of some teachers who have made teaching and learning enjoyable for their students and themselves.

Thindal, Jin — Simon Fraser University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Omar, Youssif

***Sylvia, Three Little Pigs, and Cultural Sensitivity***

This paper deals with cultural sensitivity in teaching. Teachers might encounter difficulties in teaching students from different cultures. This paper shows how important that a teacher be aware of all students' cultures before starting teaching.

Omar, Youssif — University of Missouri, Columbia

***Virtual Bullying in a Real World: Teaching Preservice Teachers to Prevent and Address Bullying in the Classroom***

This study examined utilizing Virtual Learning Environments, specifically TLE TeachLive™, as an effective means of preparing pre-service teachers for real-world experiences. Specifically, the study addressed how pre-service special education teachers at one university participated in a simulated virtual learning environment designed to address high incidence bullying and school violence. Video recorded lab sessions within virtual learning environment will be shared.

Floyd, Kimberly — West Virginia University

Schimmel, Christine — West Virginia University

***Functional Behavior Assessment: Increasing Pre-service General Education Teachers' Self-Efficacy in Managing Classroom Behavior***

A quasi-experimental design was conducted to examine differences in perceived self-efficacy of pre-service general education teachers towards classroom behavior management before and after instruction in functional behavior assessment. The independent variable was the professional development and the raw scores on the Classroom Management Self-Efficacy scale and the FBA General Knowledge Test were the dependent variables. Data collected supported the positive influence of instruction on classroom behavior management efficacy.

Trepinski, Tonya — Texas A & M International

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Landry, Deborah

***Integrating Critical Thinking with Robotics in the Classroom***

Educator preparation programs can use robotics to facilitate critical thinking skills and introduce teacher candidates to critical STEM areas. In addition to the fact that critical thinking, problem-solving and decision-making skills will be necessary for many jobs in the future, STEM occupations are projected to grow 17 percent from 2008 to 2018, compared to a 9.8 percent growth in non-STEM areas (U.S. Department of Commerce, 2011).

Landry, Deborah — Northeastern State University

***A "Lived-in Model" to Teacher Education: The Impact of Embedding Pre-Service Teacher Education on Secondary Student Learning***

This study undertook a five month quantitative investigation into the ways in which a "lived-in" model to teacher education supported the learning of thirty-nine 10th grade students. Findings include 10th graders participating in the "lived-in model" demonstrating statistically significant gains in attitudes toward school and improved academic progress when compared with those 10th graders not participating.

Maguth, Brad — The University of Akron

Foster, Harold — The University of Akron

***Protocol for International Scholars: An Ethnochoreologist's Perspective***

As an ethnochoreologist, one who studies dance through a country's culture, my career has been graced with three decades of international exchanges and studies abroad. As a result of these experiences, I have been able to share helpful insights on protocol. This paper provides import information regarding protocols and serves as a guide for potential scholarly travel. The themes are a compilation from interviews with experienced scholars.

Nielsen, Eric — Valdosta State University

***Transitioning to P-12 Impact Study: Empowering Student Teachers as Action Researchers***

Beginning teachers are often expected to investigate student learning outcomes while still acclimating themselves to the profession. Unfortunately factors such as transitioning, time and accountability limit these investigations. These obstacles are not a factor for the pre-service teacher who is eager to investigate with the support of their faculty and field supervisors. Given the opportunities and the proper training these pre-service teachers can be quite successful with action research.

Dassa, Lori — Florida Atlantic University

Kirsch, Patty — Florida Atlantic University

Ridener, Barbara — Florida Atlantic University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/7/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Workshop **Session Chair:** Waite, Bryan

***Training faculty in issues of inclusion and diversity: A model for success***

This session will share Utah Valley University's experience in implementing and assessing a campus-wide global learning initiative. In the past couple of years, the university has had a great focus on encouraging all students to experience a course which has a global/intercultural (G/I) designation. The session will primarily focus on the faculty training workshops, which are based on culturally relevant pedagogy, that were created and implemented to help facilitate this global initiative.

Waite, Bryan — Utah Valley University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Stohlmann, Micah

***A Case Study of Teachers' Development of Well-Structured Mathematical Modeling Activities***

This case study investigated how three teachers developed mathematical modeling activities integrated with content standards through participation in a course on mathematical modeling. The class activities involved experiencing a mathematical modeling activity, reading and rating example mathematical modeling activities, reading articles about mathematical modeling activities, and in-class discussion and feedback. We describe the teachers' development process and how well structured the activities were based on six principles of mathematical modeling activities.

Stohlmann, Micah — University of Nevada, Las Vegas

Maiorca, Cathrine — University of Nevada, Las Vegas

Allen, Charles — University of Nevada, Las Vegas

***How to Assess High School Mathematics Teachers' Pedagogical Content Knowledge: An Example of the Concept of Variability***

I will present the results of my doctoral dissertation.

Vermette, Sylvain — Université du Québec à Trois-Rivières

***Using Real-World Situations and Interactive Projects In Order To Foster Mathematics-Based Connections And Confidence Among Students With Learning Disabilities***

Many students with learning disabilities have significant difficulties with learning and gaining genuine understanding of various mathematical concepts. Rote memorization and workbooks can only do so much, and for some students, these materials have the potential to do more harm than good. When we combine hands-on and interest-based learning with real-world situations and interactive projects, students are more engaged and, as a result, gain a deeper and more permanent understanding of the related mathematical concepts.

Clark, Kristen — Maplebrook School

***Establishing an Effective Teacher-Student Relationship for Improved Students' Performance in Mathematics***

Mathematics is an important and compulsory subject in Nigeria. Without a credit pass in mathematics, a student will not gain admission into any tertiary institution in Nigeria, yet many mathematics teachers cannot establish an effective teacher-student relationship which makes for effective teaching and learning. This paper examined what an effective teacher-student relationship is.

Davidson, Vincent — Federal College of Education, Eha-Amufu, Enugu State

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus II  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Movshovitz-Hadar, Nitsa

***Mathematics News Snapshots - Meeting the challenge of introducing ALL senior high school students to contemporary mathematics***

The workshop will include: (i) Some background about the origin of the study; (ii) Observing a sample Math News Snapshot; (iii) Participants' investment in a reverse engineering exercise of this sample; (iv) the main results from a three years study of implementing a series of MNSs in senior high schools in Israel; (v) Call for collaboration with U.S. schools

Movshovitz-Hadar, Nitsa — Technion – Israel Institute of Technology

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** M.O., Odutuyi

***Influence of Laboratory Learning Environment on Students' Learning Outcomes in Secondary School Chemistry***

Description Not Available

M.O., Odutuyi — Adeyemi College of Education, Ondo State, Nigeria

***Big-story Narratives: Reframing Science Education***

The division of science into separate subject silos seems inevitable in higher education where innovation occurs in narrowly defined research areas. Such divisions can and should be avoided in general science education. A broader framework must begin at the elementary level. Here we suggest a truly simple series of five big-story narratives for Grades One to Five with a capstone narrative to reframe science education for high school and university.

Wood, Barry — University of Houston,

Houston

***STEM and School Learning Gardens: The Impact of Teacher Training on Integration Behaviors***

School learning garden teachers participated in a year-long training program designed to help them integrate STEM curriculum within the school gardens, while also providing students with authentic, project-based, and hands-on learning. This paper examines the impact of the year-long training on teachers' STEM integration within the school learning gardens through pre- and post-program measures of integration behavior.

Ray, Jan — University of Hawai'i at Hilo

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Iolani VI

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Jones, Tish

***A Brave & Startling Truth: Honoring Our Best & Our Worst within the Cypher of Hip Hop Pedagogy***

As educators, how do we honor our best selves when we feel our worst? What tools are people utilizing in communities every day that lead to self care, self discovery and the birth of new ideas? How is this discovery connected to love for self and community? What roles do race and culture play? This workshop will utilize interactive exercises utilizing hip hop pedagogy to explore these questions and begin building individual and collective mission statements and more.

Jones, Tish — TruArtSpeaks (MN)

Morgan-Hubbard, Sage — Columbia College  
(IL)

Pirsch, Anna — University of Hawaii - Manoa

Pirsch, Moira — Harvard University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Iolani VII

**Session Topic:** Other Areas of Education **Session Chair:** Choi, Jin Young

***Addressing Childhood Obesity Through School Curriculum in a Rural Community***

This study explored childhood obesity related to federal and state educational requirements in Texas. We employed two methodological approaches: (1) document analysis to examine curriculum requirements in K-12 related to food choices and physical activity; and (2) focus groups to identify perceptions of childhood obesity and current curriculum among school administrators, teachers, and parents in a rural Texas community. Findings and policy implications were included to address childhood obesity in this community.

Choi, Jin Young — Sam Houston State University

Tripp, Paula — Oklahoma State University

***Addressing Needs of Family and Consumer Sciences Teachers in Oklahoma***

The authors analyzed data collected in 2013 and 2014 from Family and Consumer Sciences teachers throughout Oklahoma to develop a comprehensive profile of characteristics and needs. Descriptive statistics and content analysis provided detailed findings of job satisfaction, impact of content on students, university coursework needed, retirement projections, and retention suggestions. Trends that emerged from the data were analyzed for a foundational basis of future research.

Tripp, Paula — Oklahoma State University

Hollarn, Terri — Oklahoma Department of Career-Technical Education

***Connecting P-20 East Lubbock Promise Neighborhood Communities through the AVID College Readiness System: A Lubbock ISD and Texas Tech University Partnership***

This research study focuses on the college readiness interactions of AVID elementary, middle and first year college AVID students in East Lubbock Promise Neighborhood schools. The AVID college readiness system provides common language to support peer discourse for traditionally marginalized students on the realities and rigors of college. This study uses qualitative methodology to capture the voices and interactions of AVID students, their teacher support and the important conversations students have across the P-20 pipeline.

Valle, Fernando — Texas Tech University

Finch, Beverly — Lubbock Independent School District

***The effects of educational decentralization on school expenditure and student outcomes: Longitudinal evidence from Korea***

Description Not Available

Jeong, Dong Wook — Seoul National University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Egan, Kieran

***The Learning in Depth Project (LiD): About the Program & How LiD Can Enhance Ecological Education***

The Learning in Depth, or LiD, program is a simple though radical innovation in curriculum and instruction designed to ensure that all students become experts about something during their school years ([www.iereg.net/LiD](http://www.iereg.net/LiD)). Currently there are thousands of children enrolled in LiD programs worldwide—in multiple educational contexts and across continents students are becoming experts on a variety of different topics. This session will describe the program and highlight how it can enrich Ecological Education programs.

Egan, Kieran — Simon Fraser University, Canada

Judson, Gillian — Simon Fraser University, Canada

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Alsamadani, Hashem

***The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement***

In this session the researcher takes a close look at how EFL students' attitudes towards English language affects their performance and academic achievement. Other factors that might have impact on achievement are also explored through some semi-structured interviews.

Alsamadani, Hashem — Alqunfudah University College / Umm Al-Qura University

***Exploring Lives in Context: Utilizing an Oral Life History Methodology to Celebrate Exemplary ESL Educators***

In this paper, I provide an overview of biographical research methods, with a focus on Oral Life History. Oral Life History is a powerful research methodology that uses stories of individuals, retained in their own words, to help reconstruct/preserve their memories. Oral Life research serves to empower research participants, viewing them as authorities on their own knowledge, with resulting benefits for the participants, practitioners, educators, and the wider educational community in the generation of educational theory.

Yeager, Deborah — Brock University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education **Session Chair:** Martinez, Melissa

***Building a college going culture: Strategies from three high schools serving historically underrepresented students***

This study draws on data gathered in the spring of 2014 from a case study examining the college going culture and college readiness efforts at three high schools in Texas. These schools serve a majority of students of color and at least 45% of students from low-income backgrounds, and are finding success in graduating a majority of students "college ready." This paper specifically focuses on the strategies utilized by these schools to foster such success.

Martinez, Melissa — Texas State University

***Transforming School Culture To Improve Students' lives: An Urban School Students' Solutions***

School culture (climate) may be defined as the quality and character of school life, a shared sense of purpose, norms and values that may serve to bind or tear apart the fabric and foundation of a school. It affects teaching, learning and organizational structures. Key factors impacting school culture may include, but are not limited to, a person's perception of their personal safety, interpersonal relationships, teaching, learning, as well as the external environment.

Adeniji-Neill, Dolapo — Adelphi University

***Design Framework of Gaming Materials to Cultivate Problem-solving Abilities: Differences and Commonalities within STEM Education***

In this paper, I develop a framework to explain the differences and commonalities of problem-solving activities within STEM education. This framework also explains the problem-solving processes explained in guidebooks of National Course of Studies and textbooks of each subject area. Moreover, it can explain the differences between the role of Information Study, a compulsory subject area for ICT education, and the role of ICT use in the learning activities in other subject areas.

Matsuda, Toshiki — Tokyo Institute of Technology, Japan

***Improvement in the Design Framework of Instructional Gaming Materials for Scientific Exploration Activities Through the Development of a New Game***

The purpose of this study is to develop new instructional gaming material for scientific exploration activities while improving and refining our design framework. In the new material, we intend to integrate technology and science education, and prompt students to utilize technological and scientific ways of viewing and thinking, in addition to problem-solving/analysis and hypothesis-testing methods. We chose a topic concerning resources, energy, and environmental problems.

Taguchi, Hodaka — Tokyo Institute of Technology, Japan

Matsuda, Toshiki — Tokyo Institute of Technology, Japan

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Nautilus I  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Shryock, Kristi

***Engaging Students inside the Classroom to Increase Learning***

Have you heard terms, such as flipping the class and hybrid learning? Maybe you thought it sounded interesting but did not know where to start? This session is for you! Learn first-hand how to transition your typical lecture-based STEM class and actually increase learning through the use of active engagement tools.

Shryock, Kristi — Texas A&M University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Pang, Leslie

***Educational Technology in the Digital Age***

The presentation presents key concepts behind educational technology and its use by instructors and students as foundation for those interested in integrating educational technology effectively into their classrooms. These key concepts include the background (provides a discussion of the historical context, benefits and challenges) and types of current and emerging educational technologies that can support teaching and learning.

Pang, Leslie — University of Maryland University College

Woodward, Katherine — University of Maryland University College

***Re-conceptualizing Where the Locus of Learning Lies in Game-based learning: Understanding one Game Integration Process***

This paper introduces the Play Curricular activity Reflection and Discussion (PCaRD) pedagogical model for incorporating game-based learning within existing and new curriculum. We illustrate the process of employing the PCaRD model using cases from upper elementary to high school classrooms. In this, we focus on how the PCaRD model (a) aids teachers in adopting games as pedagogical partners, (b) engages students in constructing disciplinary knowledge through opportunities for inquiry, communication, construction, and expression.

Foster, Aroutis — Drexel University

Shah, Mamta — Drexel University

***Context-dependent learning in virtual worlds: The effects of prior experience, cognitive style and environmental cues on recognition***

This empirical study investigated the impact of environmental cues and individual differences on performance outcomes in a 3D virtual environment learning task. The results revealed that the students recognized significantly more material from the learning phase when tested on the matched cue items. Students that tested as Field-independent completed the task in less time than those categorized as Field-dependent.

Boechler, Patricia — University of Alberta

Yuen, Connie — University of Alberta

deJong, Erik — University of Alberta

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Metz, A.J.

***Using Non-Cognitive Assessment Results to Promote Academic Success & Career Readiness in Post-Secondary Education***

This presentation will describe our experience working with colleges and universities to identify assessment tools and strategies and risk mitigation programs and services based on non-cognitive assessment results.

Metz, A.J. — University of Utah

Gore, Paul — University of Utah

Leuwerke, Wade — Drake University

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Fenton, Anthony

***Internationalisation and Corruption in Higher Education: Toward a Conceptualisation***

The proposed presentation will address institutional vulnerabilities as such relates to internationalisation in diverse higher educational settings. Presented in the session will be a taxonomy of vulnerabilities as well as a framework of internal and external enablers of corruption.

Fenton, Anthony — University of New England

Jennings, Stephen — Tokyo University of Science



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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education **Session Chair:** Charles, Harvey

***The Global and Interdisciplinary Possibilities for Indigenous Education Scholarship and Pedagogy***

The internationalization of the curriculum, although progressing at a lethargic pace, has become an imperative in response to the inexorable and unrelenting force of globalization. This session will explore the institutional work that must be done to create a culture that supports internationalization, discuss a structure that can initiate and advance global and interdisciplinary scholarship and teaching, and identify the multiple outcomes that can emerge from such commitment, within the context of indigenous education.

Charles, Harvey — Northern Arizona University

Carlson, Bronwyn — University of Wollongong

Harris, Michelle — Northern Arizona University

***Meeting in the margin: developing Aboriginal knowledge to empower and educate***

This presentation will focus on the role of community based participatory research in developing Aboriginal knowledge and putting it at the forefront to address the roots causes of mental health issues and ultimately promote wellness as it is understood and experienced by Aboriginal people. This will be illustrated through our ongoing community based participatory project using photovoice aimed at understanding Aboriginal youth's concepts of wellbeing. Limits and possibilities of participatory research are presented and discussed.

Vrakas, Georgia — Universite du Quebec a Trois-Rivieres (UQTR)

Laliberte, Arlene — Universite du Quebec a Trois-Rivieres (UQTR)

***Indigenous Methodology: Intergenerational response to Story: the Old and New***

This paper discusses the significance of understanding how new technologies and the archives can be a companion to Indigenous traditional and ancient ways of telling of our narratives. This paper not only looks at ways of doing and epistemologies from these various vantage points, but also connects the standpoints of two generations of Wiradjuri women from the same family currently located on different sides of the Pacific, Australia and Hawaii. The paper aims to discuss an Indigenous ontology that can inform the body of knowledge within research in education regarding oral histories and protection.

Heckenberg, Robyn — Federation University, Victoria, Australia

Heckenberg, Sadie — University of Hawai'i at Mānoa

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Language Education **Session Chair:** Endo, Hidehiro

***The Changes of English Education in Japanese High Schools***

In 2010 the revised course of study for secondary schools published by the Ministry of Education of Japan, mandates that English classes in high schools should principally be taught in English. The goal of this project is to examine Japanese high school English teachers' voices and experiences, in order to understand their needs given the newest mandates by the government.

Endo, Hidehiro — Akita International University

Miller, Paul — Akita International University

***Autonomous English Learning Rooms; Student Staffs' Point of View***

The presenters will describe an autonomous English learning system which presenters' university own, the varieties of English used there by users and student staff members (7 Japanese and 3 international) and student staff's perception towards English varieties. The finding shows that student staffs are aware and tolerant toward English varieties, while they believe in native-speakerism for their own use of English. The presenters will discuss the more details as student staff's point of view.

Yamamura, Hikaru — Akita University

Wakamatsu, Yasuko — Akita University

***Applying Educational Games to Teacher and Learning Vietnamese Language in Australia***

Playing games in class has always been a controversy issue. Some parents and teachers think that playing games is a waste of learning time. However, there are researchers and scholars believe that using games in class is a great way to motivate students in learning a language.

Nguyen, Nhung Thi Hong — Springvale Indo Chinese Ethnic School, Mang-Non Vietnamese Language School

***Maintaining Vietnamese Language and Culture Abroad***

Preserving Vietnamese language and culture for the next generation has always been a difficult issue for scholars. Children who grow up overseas often fail to appreciate the beauty and uniqueness of their mother tongue language. There are many reasons that contribute to this challenge. The main causes are students' inability to see the benefits of studying a second language as well as their lack of enthusiasm. Therefore, language teachers' are responsible for more than simply delivering content in class.

Nguyen, Nhung Thi Hong — Springvale Indo Chinese Ethnic School, Mang-Non Vietnamese Language School

***Transforming the Undergraduate Curriculum: Lessons Learned in a Ten Year Process of Programmatic Change***

Our paper describes the ten year process we undertook at the University of Guelph to re-imagine our undergraduate curriculum with the goal to enhance our students' learning experience and attainment of clearly defined learning outcomes. We review the process we undertook to promote a culture of innovation and assessment and discuss the lessons we learned as we engaged the university community in a process of change.

Mancuso, Maureen — University of Guelph, Guelph, Ontario, Canada

Desmarais, Serge — University of Guelph, Guelph, Ontario, Canada

***Ethical Dilemmas in a Scholarship Program: A Case Study of the Development of Education in Saudi Arabia***

The purpose of this case study is to investigate the ethical dilemmas of the Saudi Scholarship Program in order to understand whether governments will succeed in incorporating the knowledge and skills students obtain during their studies abroad into Saudi society. Kidder's model will be used in my presentation to investigate the case study.

Alajlan, Khaled — Simon Fraizer University, Burnaby, BC, Canada

***School Boards: Disappearing Dinosaurs or Champions of Effective Public Schooling***

In this presentation, we present the results of a pan-Canadian study of school boards. Having collected data through the use of focus group sessions and surveys of school board trustees and school district superintendents, our data analysis suggests that although the relevance of school boards in Canada has been somewhat threatened by an aggressive government driven centralization agenda, school boards play an important role in the effectiveness of the Canadian school system.

Sheppard, Bruce — Memorial University

Galway, Gerald — Memorial University

***Guided Self-Reflection: How Organizational Leaders can Enhance their Creativity, Innovation and Wisdom***

Given the pressures of work and demands on their time educational leaders are not naturally inclined to engage in genuine self-reflection. There is a tendency for some leaders to confuse progress reviews for self-reflection and this is due to an absence of a structured process that aims to cultivate creativity, innovation and wisdom. It is not enough to create time for self-reflection as the focus can quickly turn to other priorities, including administration, unresolved issues and relaxation. The proposed guided model of self-reflection outlined in this paper suggests that the role of the coach plays an important part in enabling the leader to orient themselves towards self-reflection by understanding the influence of the rational and experiential systems and how each system in turn is influenced by the context, emotional involvement and understanding of the self to bring about creativity, innovation and wisdom.

Cerni, Tom — University of Sydney

***Identifying demographic and pre-service teacher performance predictors of success on the edTPA***

The purpose of this correlational study of edTPA performance is to identify baseline predictors of performance that may be useful to the field of teacher education as more states use the edTPA as a crucial gateway to the teaching profession.

Adkins, Amee — Illinois State University

Klass, Trisha — Illinois State University

Palmer, Elisa — Illinois State University

Schoon, Perry — Illinois State University

***Professional Development Models for Urban Teachers: Building Cultural and Linguistic Awareness***

The paper presents two professional development (PD) models with similar curricular frameworks for mainstream middle and secondary teachers of ELs (primarily STEM) working in urban school districts. The study finding suggest that the ESL curricular frameworks while building on existing knowledge for teaching ELs, can also increase teacher capacity for changes in practice. Teacher enacting sustainable teaching practices is best supportive through coaching.

Trifiro, Anthony — Arizona State University

Lambson, Dawn — Arizona State University

***Preparing for the Now | Preparing for the Future: Graduate Student Teaching Development***

This proposal for future research is on the development, implementation and impact of a graduate student teaching assistant (GSTA) preparation program. The proposal explores and discusses how the research will be conducted by a university educational development unit during and following a GSTA program.

Jeffs, Cheryl — University of Calgary

Berenson, Carol — University of Calgary

Mueller, Robin — University of Calgary

***Urban, Clinically-based and Real: Transformative Teacher Preparation***

This presentation describes the formation of a clinically-based urban teacher preparation program designed by practicing teachers, building leaders and university faculty to prepare individuals for the reality of teaching in the urban context. What follows is the story of the design process, implementation and subsequent transformations occurring among faculty, within the curriculum, and across university and field partnerships as the program pushes on systems for change within schools and teacher preparation.

Finney, Mary Jo — University of Michigan – Flint

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**Time:** 9:45 - 11:15 AM / **Wednesday** - 1/7/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Coker, MaryAnn

***Prevent and alleviate burnout for education and helping professionals***

Burnout is a critical issue in education and helping professions. This workshop will explore symptoms of burnout, research regarding the departure of professions due to burnout, strategies for individuals and organizations to prevent and alleviate burnout.

Coker, MaryAnn — University of Phoenix

Baker, Leslie — University of Phoenix

# Poster Session

Time: 11:30 AM - 1:00 PM / Wednesday - 1/7/2015 / Room: Coral III

## ***Using Technical Writing to Explore the “E” in STEM***

The proposed presentation would show data of a study that is currently ongoing to examine the understanding of Middle School Science Teachers in rural and urban schools conceptual content and attitudes toward Reading: Informational Text within the Engineering Process Design of STEM.

Owens, DeAnna — University of Memphis

Thrush, Emily — University of Memphis

Dalle, Teresa — University of Memphis

## ***Differences in First Semester GPAs by Ethnicity and Gender Within Ethnicity as a Function of Dual Credit Enrollment***

We determined that Hispanic, Black, and White students who had enrolled in dual credit courses in high school obtained higher GPAs, in college, than their counterparts who had not enrolled. With respect to gender within ethnicity, both Hispanic and White male students and Hispanic, Black, and White female students who had enrolled in dual credit courses had statistically significantly higher first semester GPAs than their counterparts who had not enrolled.

Young, Robert — Sam Houston State University

Slate, John — Sam Houston State University

Moore, George — Sam Houston State University

Barnes, Wally — Sam Houston State University

## ***Organ Donation Concerns or Myths***

The concept of organ donation has received setbacks associated with the willingness of individuals to participate. Reservations observed are prevalent when recruiting donors for organ donation compared to blood donation. This reluctance associated with organ donation may be attributed to the lack of sufficient public education on the criteria and implementation of organ donation

Lang, Damaris-Lois — Hostos Community College Of The City University of New York

## ***Differences in GPA for Texas College Students as a Function of Dual Credit Enrollment***

Using data from a 4-year university in Texas, the extent to which GPA differences were present in the first and second semesters between students enrolled in dual credit and students not enrolled in dual credit was determined. In all cases, statistically significant differences were present in both semesters as a function of dual credit enrollment. On average they earned approximately 9% higher GPAs than their peers, which correlates into positive relationship for dual credit enrollment.

Lee, Kristi — Sam Houston State University

Slate, John — Sam Houston State University

Young, Robert — Sam Houston State University

## ***A Scalable Digital Learning Badges Program: Faculty-Librarian Collaboration For Certification of Research Skills***

Digital learning badges offer a new and innovative approach to helping students build and demonstrate information research skills proficiency demanded for success in academia and the workplace. A digital learning badges pilot program, proposed by ASU Librarians, provides a vehicle to sequence and assess student learning, is scalable, flexible and can be integrated across multiple disciplines and campuses. Digital badges, awarded upon completion, represent attainment of a skill and serve as a form of micro-credentialing.

Gallegos, Bee — Arizona State University

## ***Addressing Youth Risk Behaviors through School and Community Collaboration***

The Prevention Council of Roanoke County, Virginia has been partnering with Roanoke County Schools for the past 10 years to decrease youth risk behaviors in grades 6-12. The Council works closely with the schools in developing, implementing and evaluating programs/intervention related to decreasing youth risk behaviors. This partnership is highly effective and can serve as a model for other communities. In the past 12 many positive changes in frequency of substance use, bullying, and violence behaviors have occurred due to this school/community partnership.

Redican, Kerry — Virginia Tech

Sallee, David — Radford University

Hans, Nancy — Prevention Council of Roanoke County

Sandidge, Brittany — Prevention Council of Roanoke County

## ***Explicit Teaching of Reading Fluency and Students' Reading Comprehension in Primary School***

Many students experience significant problems in reading, a factor that may lead to later learning difficulties. Students who lack reading fluency will find it more difficult to understand a text. Besides proposing explicit teaching-learning situations whose aim is to develop reading comprehension, this program includes a sequence of activities consisting of shared reading, paired reading and readers' theatre. Our findings show that at-risk students made a more significant progress in their reading fluency

Dubé, France — Université du Québec à Montréal

Ouellet, Chantal — Université du Québec à Montréal

Bessette, Lyne — Université du Québec à Montréal

## ***Principal's Leadership Style: A Kouzes and Posner's Model Based Assessment***

The study was a descriptive survey involving all the 268 principals and 268 vice-principals in the public secondary schools in Anambra, Nigeria. The procedures for this study involved an analysis of the responses from principals and vice-principals to the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2003) evaluating the use of five identified leadership practices: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act and Encourage the Heart.

Uzoehina, Gladys — Anambra State University, Nigeria

Oguegbu, Adaeze — Anambra State University, Nigeria

Akachukwu, Esther — Nwafor Orizu College of Education, Nsugbe

### ***Cognitive Effectiveness of a Four-Dimensional Revision of Textbook Fragments: A Quasi-Experimental Study***

Cognitive effectiveness of four original versus linguistically revised thematic fragments of geography textbooks was tested in a quasi-experimental study with 284 nine-graders of compulsory school. The original texts were revised in cohesion, argumentation, considerateness, and coherence. Controlling for the students' previous course achievement a considerable positive effect of the revised text fragments on comprehension was revealed. Moreover, low-achievers who read the revised texts caught-up in comprehension with high-achievers who read the original texts.

Justin, Janez — Ljubljana, Slovenia

Zupančič, Maja — University of Ljubljana, Ljubljana, Slovenia

Rožman, Mojca — University of Ljubljana, Ljubljana, Slovenia

### ***Test-Taking Anxiety Among Baccalaureate Nursing Students***

Progression through academic programs is determined by grades. Poor grades may exclude students from program completion. Our goal was to conduct a rigorous, objective assessment to determine the distribution of test taking anxiety among baccalaureate nursing students and to establish a correlation between TTA and academic performance. Data from this study will help to develop interventions to assist students.

Duty, Susan — Simmons College

Loftus, Jocelyn — Simmons College

Christian, LaDonna — Simmons College

Zappi, Victoria — Simmons College

### ***Development of Mechanism Learning Kits Using 3D-Printer***

New mechanism learning kits comprising gears, links, etc. was developed. Using the kit, many kinds of mechanisms are assembled easily on a panel and students are able to make a mechanism which can move just as it was intended. Therefore, the kit improves the learning effect for mechanism, because each parts of the kit is designed using 3D-CAD that can be machined easily using 3D-printers.

Miyashita, Koichi — Naruto University of Education

### ***Considerations for success in Mathematics beyond elementary level***

The Poster Session is intended to focus on the importance of requirements needed to present a successful Mathematics curriculum and the issues that face classroom teachers. It explores school and community support required as well as proven classroom strategies.

Hardie, Val — Padua College

Alserda, Liz — Padua College

### ***Developing Effective Mentoring Programs for Youth with Community Based Organizations***

This poster presentation will focus on the components necessary for developing a successful after school youth mentoring program for middle/high school youth. The mentor program design will include the recruitment of leaders of community- based organizations as youth mentors. Some of the areas to be covered are: Recruitment of both program mentees/mentors, Mentor reference checks, Program organization and administration, Mentor leadership development, Curriculum design, and Program evaluation. Sample forms and mentee/mentor activities will be shared during this poster presentation.

Avani, Natalio — San Francisco State University

### ***Reflecting and Improving Practice through the iTeachAZ Program Review***

Arizona State University's Mary Lou Fulton Teachers College implements a Professional Development School model in over 28 school districts across the state of Arizona. The goal of iTeachAZ is to work interdependently with school districts to produce teachers who are effective in the classroom and can make a positive impact on student learning. Due to the fact that program delivery takes place in varied school settings that are geographically isolated from one another, the Teachers College implemented a formal measure of fidelity. The process, known as the "iTeachAZ Program Review", is designed to (1) define the iTeachAZ model, measure each site's utilization and application of key program components, and to identify the degree of quality of program implementation-based on five proficiency levels - (1) Unsatisfactory - (5) Exemplary, (2) Create a structure that elicits reflection, collaboration and goal setting based on evidence, and (3) Serve as a tool for measuring the effectiveness of iTeachAZ.

Beal, Sarah — Arizona State University

### ***Cyberlearning from a Graduate Student's Perspective***

As online programs continue to grow in higher education settings, the need for continuous evaluation from all stakeholders is essential. This poster session will highlight the advantages and disadvantages of cyber-learning according to the literature and showcase a study done with 249 graduate students at a South Texas University. The study was entitled "Cyber-Learning: From a Graduate Student's Perspective," and asked students to reflect on their experiences with online classes as they completed the survey.

Bradley, Karen — Texas A&M-Kingsville

Bradley, Jack — Texas A&M-Kingsville

Fedynich, LaVonne — Texas A&M University-Kingsville

### ***A Head Start on Science***

A Head Start on Science is an early childhood science education professional development program that emphasizes hands-on experiences for expanding young learners' interest in and understanding of the natural world. Program description and outcomes highlighting our project's success will be shared.

Straits, William — California State University, Long Beach

Casillan, Ramoncito — California State University, Long Beach

Ritz, William — California State University, Long Beach

### ***An Upward Journey Reversing the Leaky Pipeline: Networking for Success to Leadership in Higher Education***

Why is there still a leaky pipeline—the concept that women disappear from the career ladder at some point? This paper will present a visual representation of the leaky pipeline and discuss the importance of networking, which is the deliberate process of exchanging information, resources, support and access in such a way as to create mutually beneficial relationships for personal and professional success, as an essential professional competency for leadership success in higher education. Additionally, this paper will discuss some of the myths and misconceptions we have about networking, basic networking tools, and networking tips documented by successful women in the pipeline.

Mitchell, Patricia — University of San Francisco

### ***International Education in Japan: An Analysis of the Current Statues of the Global 30 Program***

This poster session will focus on the internationalization of Japanese higher education. Results from a survey conducted at several Japanese universities identify problems with policies that govern how international students are educated in Japan. Practical recommendations are given on how to improve intercultural communication, support services and the quality of education at large, prestigious Japanese universities.

Aleles, Jonathan — Kyushu University, Japan

### ***Response to Intervention Versus Severe Discrepancy: Identification of Students with Specific Learning Disabilities***

This study assessed the perceptions of general education teachers, special education teachers, and school psychologists in the acceptability of either the Response to Intervention model or the Severe Discrepancy model in the identification of students with Specific Learning Disabilities.

Jung, Adian — California State University, Fullerton

### ***A Teaching Framework for Postsecondary Online Music Courses***

Teaching music using online technologies is demonstrating effective learning outcomes for students (Alberich---Artal & Sangra, 2012; Eakes, 2009; Keast, 2009; Waldron, 2013). As music programs move forward in contemporary learning, more music courses are being placed into online course contexts. This doctoral study focused on the phenomenon of learning music online at the Bachelor level to investigate the development of a teaching framework for online music courses. Survey, interview and focus group data were collected from three universities and initial results are identified.

Johnson, Carol — University of Calgary

### ***Dual Credit, Non-Dual Credit, and Advanced Placement College Students: Differences in College of Degree Attained and Time to Graduation Rate***

In this investigation, we ascertained the extent to which differences might be present in dual credit enrollment and in Advanced Placement course taking as a function of program of study at a 4-year Texas university. Also analyzed was the extent to which differences were present in the number of semesters students took to attain their college degree as a function of dual credit enrollment within each of 5 programs of study.

Young, Robert — Sam Houston State University

Slate, John — Sam Houston State University

### ***Teaching people with chronic pain to use hand self-Shiatsu to improve sleep: A pilot study***

People with chronic pain experience many sleep problems. Teaching people with chronic pain ways to assume control over non-drug based techniques to improve their sleep is important. This presentation outlines a pilot study evaluating the effectiveness of teaching people living with chronic pain to use hand self-Shiatsu to promote more rapid sleep onset. Findings from the pilot were positive and participants reported improved sleep onset and maintenance. Challenges to teaching people living with pain will be reviewed.

Brown, Cary — University of Alberta, Canada

Bostick, Geoff — University of Alberta, Canada

Bellmore, Leisa — Toronto Western Hospita

### ***Master of Science in Occupational Therapy students' beliefs about attributes reflecting 'scholarship'***

Students in the MScOT program receive feedback related to scholarship but it appears that an understanding of the attributes of 'scholarship' does not consistently align between student and faculty member. This report identifies particular areas of disconnect and proposes some possible contributing factors to the disconnect that should form the basis of further study.

Brown, Cary — University of Alberta, Canada

### ***Facebook in Teaching and Learning English at Tay Bac University***

E-learning and M-learning play a very essential role in modern language education; in which Facebook is considered as one of the most convenient and preferred utilities. This article proposed some activities which may help teachers make better use of Facebook to promote students' communicative competence, motivation and confidence; and create a friendly teaching-and-learning environment; therefore improve students' language outcomes.

Nguyen, Duc An — Tay Bac University

### ***Caution: Collaborative Professionals at Work!***

General and special education teacher candidates need to observe examples of collaborative planning and have experiences working together to prepare them for collaborating in schools. Our teacher education program conceptual framework prepares collaborative professionals. The purpose of this presentation is to share the ways our teacher education elementary and special education faculty work together to model collaborative practices and provide opportunities for our candidates to develop and use problem-solving and collaboration skills.

West, Tracy — Columbia College, South Carolina

Hoyle, Carol — Columbia College, South Carolina

### ***Faculty Conceptions of Assessment in Higher Education***

Despite the increasing interest in assessment practices in higher education, relatively little research has examined instructors' conceptions of assessments. The current study used qualitative interviews to examine how post-secondary instructors' conceptions of assessment developed over time and in identifying the impact of disciplinary thinking in shaping their ideas about assessment.

Yeo, Michelle — Mount Royal University, Calgary, Canada

Boman, Jennifer — Mount Royal University, Calgary, Canada

### ***Becoming Poor and Behind: Feminization of Poverty and its Effects on Children***

Female single parents are most likely to fall into the poverty trap, with the resultant phenomenon of the "feminization of poverty". The poverty of women is reflected in the poverty of children. In this paper, I will address the problem of feminization of poverty, explore its effects on children, and analyze why and how children become poor and behind from human capital, social capital and cultural capital perspectives.

Hu, Huichun — University of Pittsburgh

### ***Attitude and Predictive Factors on Exercise Behaviors of Nursing Students***

The descriptive study aims to explore attitude and exercise behaviors of nursing students. Participants were 381 nursing students who studied in government and private university. The results showed they had high score on attitude while knowledge about exercise was low. Many factors predicted their exercise behavior such as attitudes toward exercise, facilities and policies in the university. The university should have policies and facilities to motivate the students to keep continuing on exercise.

Boonrin, Patcharin — Mahidol University, Thailand.

### ***Effects of Picture Fading on Chinese Functional Characters Learning of Adults with Severe Intellectual Disabilities***

The researcher used a multiple baseline across-behaviors design for examining how a picture fading strategy instruction could help three purposely selected Taiwanese adults with severe intellectual disabilities to learn Chinese functional characters. The results indicate that a picture fading strategy was effective in helping participants acquire Chinese functional characters and apply the learning effects in their daily life.

Liou, Jing-Han — Indiana University

### ***Effects of Picture Fading on Chinese Functional Vocabulary Learning of Adults with Severe Intellectual Disabilities***

The researcher used a multiple baseline across-behaviors design for examining how a picture fading strategy instruction could help three purposely selected Taiwanese adults with severe intellectual disabilities to learn Chinese functional vocabulary. The results indicate that a picture fading strategy was effective in helping participants acquire Chinese functional vocabulary and apply the learning effects in their daily life.

Liou, Jing-Han — Indiana University

### ***Component Analysis of DRA Plus Stimulus Control Procedure to Reduce PICA Behavior in a Preschool and Clinical Setting***

This study was aimed at addressing PICA, a collection of particularly difficult behaviors to assess and intervene. Interventions were simplistic so that it could be applied in complex environments where constant attention cannot be provided, such as an inclusion pre-school or early learning environment.

Hooks, Ashley — Beacon Pediatric Behavioral Health

Beddick, Dayna — University of West Florida

Barry, Leasha — University of West Florida

### ***Predictability of Causal Attributions for Student Success and Teaching Beliefs on Early Childhood Preservice Teachers' Sense of Efficacy***

This study investigated how preservice teachers' causal attributions for student success and teaching beliefs are associated with their teaching efficacy and the predictabilities of causal attribution for student success and teacher efficacy on their teacher efficacy. The results from a total of 192 early childhood preservice teachers showed that internal attribution had a significant influence on early childhood preservice teachers' teaching efficacy when preservice teachers had a high level of constructivist teaching. The educational implications were discussed in terms of early childhood teacher education and future directions.

Kim, Hyunjin — University of Rhode Island

Lee, Soo Jung — Sookmyung Women's University, South Korea

### ***What Does it Mean to be a Good Teacher?***

Despite its historical connections to professional self-regulation (Kinney, 1958; Simpson, 1966) and more recently to professional development (Airasian & Gullickson, 1997; Kremer-Hayon, 1993; Nikolic & Cabaj, 2000), teacher self-assessment as a practice and as an experience is not well understood. This proposed research will follow a philosophical hermeneutic inquiry (Gadamer, 1989) into the ongoing, informal practice of self-assessment in order to better understand what being a good teacher means to teachers.

Grant, Kimberley — University of Calgary

### ***Pre-Service Immersion Meets Innovative Pedagogy***

A year-long, in-school, immersion program in teacher training and a hybrid technique for mathematics instruction applied to Response to Instruction and Intervention (RTII) will be described. Interaction between the two programs and a progress report with plans for future study will be explained.

Baker, John — Indiana University of Pennsylvania

Rieg, Sue — Indiana University of Pennsylvania

### ***AMP Teacher Leadership Academy - Creating a Teacher-Led Model of Ongoing Professional Growth***

Instructional leadership promises meaningful opportunities for impacting cultural and pedagogical change from within the classroom. Teachers serve as researchers, mentors, and facilitators of professional development as master teachers.

Cox, Trey — Chandler-Gilbert Community College

Joyner, Kacie — Chandler-Gilbert Community College

Strom, April — Scottsdale Community College

### ***Stopping Bullying Before It Starts: The Physical Environment***

The poster describes and illustrates developmentally appropriate, responsive environments in classroom and tolerance museum settings that foster discussion, collaboration and conflict resolution. The classroom facilities, furnishings, materials and equipment have a demonstrated role in limiting, and in many cases stopping and preventing, harassment, intimidation, bullying and teasing. The museum exhibits benefitted from input by Spanish- and English-speaking groups of college students, classroom teachers, early childhood program supervisors and center directors, community members, and college faculty.

Hinitz, Blythe — The College of New Jersey

Hinitz, Herman — Retired

### ***The State of Global Education: Learning with the World and its People***

This poster session will review and synthesis research in global education that emerged out of the newly released “The State of Global Education: Learning with the World and its People” (to be published by Routledge in February, 2015). The editors will initiate a conversation on their research and themes and issues essential to the next generation of research and instructional practice in global education. The purpose of this session is to initiate a conversation on those characteristics, goals, dimensions, and instructional practices best suited for consideration in the next generation of global education scholarship

Maguth, Brad — The University of Akron

Hilburn, Jeremy — University of North Carolina Wilmington

### ***Ngāti Waewae: Sub-tribe’s Strategy for Success***

This poster presentation will share my proposed PhD research on an education strategy for my sub-tribe and give an overview of work to date. It will also discuss the proposed methodology and address some of the issues for the hapū. The shared experiences from this research and the potential transforming aspect of the study will be beneficial for other indigenous educators who are working with and for their people, especially in mainstream settings.

Henderson, Teena — University of Canterbury, Christchurch, New Zealand

### ***Enhancing the student experience in International Education Program Opportunities***

Description Not Available

Field, Terry — Mount Royal University

Dean, Yasmin — Mount Royal University

### ***Adolescent obesity, quality of life, and academic success***

Nearly one-third of school-aged children in America are obese. In addition to physical health concerns, obese students also experience educational and social problems in school. Although research consistently shows that obese and overweight students have lower academic achievement, the reasons for this relationship are unclear. It is proposed that obese and overweight students are more likely to be fatigued, have poorer health, and experience weight bias which leads to disengagement, absenteeism, and poorer school performance.

Finn, Kristin — Canisius College

### ***From Michael Brown to Paula Deen: Guiding Critical Conversations in Today’s Classrooms***

Educators have a vital role in the creation of student understanding within the topics of diversity, inclusion, and multiculturalism. It is important to gain an understanding of our role when issues that challenge these understandings arise in society and, consequentially, become the topics of conversation within the classroom. This project will set the foundation for future research addressing how educators use these conversations as formative learning opportunities and the levels of preparedness to do so.

Edwards-Underwood, Kimberly — Chicago State University

### ***A Study on Effective Learning Strategies for Enhancing German Pronunciation in Second Foreign Language Learning***

The study investigates the relationship between developing pronunciation ability and students strategies used by Japanese students learning German as a second foreign language (after English as a first foreign language) at Sophia University. The learning program software consists of an autonomous computer-assisted language learning that focuses on pronunciation enhancement. After seven weeks of engaging in the pronunciation program, we explored which pronunciation strategies were most effective in improving pronunciation (vowels, consonants, stress, rhythm and intonation).

Niikura, Mayako — Sophia University

### ***Visual Organization of Children with Developmental Dyslexia***

Reviews suggest that developmental dyslexia(DD) has difficulty in visual organization on a complex figure copy test (ex. Rey-Osterrieth Complex Figure Test). In this paper, we discuss whether DD has difficulty not only copying complex figure but also unfamiliar characters copying. We administered unfamiliar characters copy task to children with normal development group and children with DD. It has tendency that the organization of a character is also bad when Organization Scoring System (OSS) score of Rey-Osterrieth Complex Figure Test (ROCFT) is bad. But the worst the OSS score of ROCFT is the person near typical development in stroke order of an unfamiliar character. It was suggested that the visual organization in a figure, and a character is

Otabe, Natsuko — International University of Health and Welfare

Aoki, Kyota — Utsunomiya University

Harada, Koji — Utsunomiya University

### ***Navigating a Landscape of Change: Transforming an Organization from Inside Out***

Learning to thrive through change has become essential for 21st century leaders. Even though change occurs around us every day and is inevitable, it is still difficult to navigate change when trying to transform an organization from inside out. What are some of the internal barriers that often impede change from happening quickly? How can a leader overcome these barriers? What are some specific strategies used to implement change? These are just a few of the questions this presentation will answer. A visual representation will illustrate how John Kotter’s 8-step process for leading change was followed in transforming a small department within a university setting.

Mitchell, Patricia — University of San Francisco



### ***An Exploration of Student Experiences and Instructor Course Preparation Following Failure on the Praxis II at a North Carolina University***

The Praxis II is a required examination that students in teacher education programs in most states must pass prior to licensure. The cohort pass rate at a college in North Carolina was 60% in 2011 but dropped to 50% in 2012. This study investigated the perceptions, attitudes, and lived experiences of students who passed or failed the Praxis II in 2012 and 2013 and examine factors that may have accounted for their ability to pass the test.

Rachis, Stefanie — Shaw University

Moten-Tolson, Paula — Shaw University

### ***Who chooses science teaching and why in Korea?***

The purpose of the study is to profile the characteristics and motivations for entering science teaching as a career in South Korea. A total of 824 pre-service science teachers completed a questionnaire (FIT) in which they were asked to rate the motivation factors. Based on the results, we discussed the implications and strategies for science teacher recruitment and teacher education.

Kim, Heekyong — Kangwon University

Lee, Bongwoo — Dankook University

### ***Use of High School Percentile Rank as a Means of Admission Into College***

Universities are seeking predictors of academic success for students applying for admission. GPA, ACT score, SAT score, and high school percentile rank were examined to determine which metric was the best predictor for students completing their freshman year in the agricultural programs at Texas A&M University-Kingsville. Although GPA was correlated with ACT score, SAT score, and high school percentile rank, only high school percentile rank was the best predictor of success.

Henke, Scott — Texas A&M University-Kingsville

Wester, David — Texas A&M University-Kingsville

Fedynich, Alan — Texas A&M University-Kingsville

### ***Dynamic Collaboration Achieves Community-Driven Programs Promoting Children's Mental Health in the Aloha State***

Hawaii Families As Allies (a family-run agency providing support for family engagement) and the Community Children's Councils (an arm of the Hawaii Department of Education dedicated to providing local forums to positively affect multiple systems' issues for the benefit of all children, families and communities) work in collaboration to implement programs that promote school mental health. This poster session will share information on these pro-social and mentorship projects that have earned national accolades.

Bratton, Alice — Hawaii Families As Allies

### ***Educating the Tohono O'odham People about Fire Safety***

On the Tohono O'odham Nation, fire safety and fire education is almost unheard of. Does this issue need to be addressed? As a student of the Tohono O'odham Community College, I studied, reviewed, and conducted several surveys with home owners on fire safety education. This poster is the result of my continuous research on fire education on the Tohono O'odham Nation.

Wichapa, Calvert — Tohono O'odham Community College

### ***Life with a Child with Autism: Perspectives of Latino Parents***

This poster session will discuss a multiple case study that describes the perspectives of Latino parents living in southwest Arizona and how they adapt to life with their child who is diagnosed with autism.

Truett, Carol — Wellton School

### ***An Investigation of Literature Retrieval Strategies Utilized By Authors of Peer Reviewed Special Education Related Publications***

The purpose of this study is to investigate and summarize the procedures that authors of peer-reviewed special education related publications use to retrieve literature. Findings will be presented related to the steps that the authors used when retrieving literature, descriptions of the strategies that were most often used, and whether those steps could be operationalized and replicated by professionals who work in the field of special education.

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

Baxter, Christine — Clark County School District, Las Vegas

Krasch, Delilah — Clark County School District, Las Vegas

O'Hara, Kathleen — Clark County School District, Las Vegas

Kucksar, Maryssa — Clark County School District, Las Vegas

### ***The effects of a video-feedback intervention on teachers' use of praise***

A multiple-baseline across subjects single-case design was used to investigate the effects of a video-feedback intervention on middle/high school teachers' use of praise. Data was collected on the frequency of teachers' use of a) general group praise, b) general individual praise, c) specific group praise, d) specific individual praise, e) negative comments directed toward the entire class, and f) negative comments directed toward an individual student. Results indicated an increase in teacher praise.

Pinter, Erika — Northern Illinois University

Turton, Amina — Vancouver Island University

### ***Gains in Environmental Science and Vampire Power Knowledge Among Middle School Students Participating in STEM Project Activities***

Approximately 200 of 800 middle school students from six US states participating in the NSF-funded Middle Schoolers Out to Save the World (MSOSW) project during 2013-14 were treatment students completing energy monitoring activities under the guidance of their teachers. Matched pre-post data confirmed large gains in knowledge of environmental science and vampire power ( $p < .01$ , effect size = .86). Instruments, activities and gains are featured in this poster presentation.

Knezek, Gerald — University of North Texas

Christensen, Rhonda — University of North Texas

Tyler-Wood, Tandra — University of North Texas

### ***Biracial And Multiracial Student Achievement Measurements In Higher Education: A Social Justice Imperative***

This research explores three areas of higher education experiences for biracial and multiracial college students and the implications for college campuses. First, determining student achievement outcomes among multiracial college students. Are these students experiencing achievement gaps at the same rate as their monoracial students of color? Second, how is academic performance accurately monitored for multiracial students? And lastly, is there a space for dialogues about multiracial identity, tolerance and political consequences on college campuses?

Carlson, Gina — Claremont Graduate University

### ***Designing Internship Program Based on the Instructional Design Method by Business-Academia Collaboration***

This presentation introduces the internship program in higher education. In Japan, the issues of lack of business-academia collaboration were often discussed about the internship program in terms of effectiveness. This presentation reports how the university and company collaborated and developed the internship program based on the instructional design method. The presentation includes how it worked and the problems that should solve next time.

Handa, Junko — Aoyama Gakuin University

Arame, Maki — Aoyama Gakuin University

Tamaki, Kinya — Aoyama Gakuin University

### ***HandsUp! for Literacy: Tapping into Sign Language Phonological Awareness Training in the Development of Literacy in English for Bilingual Deaf children***

This presentation has two goals: 1) To outline the components of an integrated visual signed language phonological awareness (ASL-PA) intervention curriculum designed for the simultaneous facilitation of sign production, visual sign phonological awareness (ASL-PA), and sign-word - sign-text knowledge in young school aged children (ages 5 – 9, grades K – 4) and 2) to demonstrate the classroom materials and technology tools (e.g., ipad word wall/journal and game apps) developed that support implementation of the training protocol.

McQuarrie, Lynn — University of Alberta

Enns, Charlotte — University of Manitoba

### ***Mathematics Resources in Grade 8 Classrooms***

This paper captures the grade 8 teachers' and implementation teams' perspectives of specific types of mathematics resources. Through professional learning sessions, self-assessment surveys, and individual interviews, various print and online resources were introduced, explored, assessed, and discussed. Overall, teachers reported both perceived benefits and challenges to specific print and online resources, and concluded that a wide variety of materials is required for successful mathematics programs.

Kam, Mimi — University of Toronto

McDougall, Douglas — University of Toronto

### ***An Education Module for Teaching Pediatric Residents to Screen for Internet/app Use as a Strategy for Addressing Cyber-bullying***

Although primary care pediatrics presents an ideal setting to address and screen for risk-factors related to cyber-bullying, there is limited evidence regarding provider knowledge. Anecdotal evidence indicates provider knowledge of related technologies is limited and screening rarely occurs. This presentation will describe a training program we developed in order to: 1) educate pediatric residents regarding technologies/applications popular among adolescents that may present risk to physical/mental health; 2) suggest protocols for appropriate screening at well-child visits.

Johnson, Sarah — College of Physicians and Surgeons, Columbia University

Johnson, Helen — City University of New York

### ***College Students' Financial Attitudes and Behaviors: A Comparison Between 2009 and 2012***

Identical surveys were administered to undergraduate students from a university in the Pacific Northwest in 2009 and 2012. Data indicated that students felt more positive regarding their financial situation, had more financial discussions with their parents, and budgeted their finances more than in 2009. Student loan debt continued to increase especially for those students with \$20,000 or more in debt. Credit card debt continued to increase especially for fifth year seniors.

Deringer, Nancy — University of Idaho

Robbins, Colleen — University of Idaho

### ***The effect of receiving a D, F, or W in one or more undergraduate mathematics courses***

The proposed abstract stems from a larger independent study conducted in conjunction with the Office of Institutional Assessment and Evaluation

Edwards, Linell — Howard University

### ***Wikispace in a Collaborative Inquiry Project***

The uses of a wikispace in a collaborative professional development for Grade 8 mathematics teachers are described. Professional learning sessions, self-assessment surveys, individual interviews, and school visits provided glimpses of perceived benefits and challenges in the implementations and co-creations of an online resource repository. While teachers reported using the resources posted, fewer teachers contributed their own resources to the repository. The lack of time and the constant staffing changes were possible contributing factors.

Kam, Mimi — University of Toronto

McDougall, Douglas — University of Toronto

### ***Addressing Student Failure by Building Teacher Capacity***

As one of two schools featured in the 2014 National professional development video Engaging Students with Poverty in Mind, presenters will share the strategic turnaround plan for their school that led to a 50% increase in student reading levels and a 50% decrease in student referrals in only two years. Information shared will include data collected, strategic planning involved, teacher professional development required, and the monitoring required for implementation.

Thorson, Catherine — Anne Arundel County Public Schools

Dillard, Andre — Anne Arundel County Public Schools

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education **Session Chair:** Bulluck, Kristi

***Self Directed Learning and the Inquiring Mind***

Adult students have multiple learning motivations. In 1960, Dr. Cyril Houle wrote *The Inquiring Mind*, and found three learning motivations: goal orientated, activity orientated, and learning orientated. Pilot research was conducted to discover whether the three learning motivation groups exist today. A new learning motivation emerged and was named self-fulfillment. To better understand adult learners' motivation for continuing to learn, a comparison research of Dr. Houle orientations and the new orientation was conducted using a self report questionnaire to promote self-directed learning and lifelong learning.  
Bulluck, Kristi — University of South Florida

***The Perceived Practices and Influence of Educational Leaders on Academic Success in K-12 Adult Schools***

In this study, the researcher will describe the role of educational leaders in K12 adult schools perceived by adult learners, teachers, and administrative support staff and its importance in the academic success of adult learners.  
Lara-Gonzalez, Gustavo — Argosy University

***Teaching and Learning in the Medical setting: From the Perspective of Medical Students***

The objective of this study was to use the situational cognitive theory to explore the process of clinical teaching and learning. By exploring the viewpoints of clinical learners (residents, post-graduate year 1 trainees, and interns), it was feasible to develop an effective clinical teaching model and construct professional image of clinical teachers.  
Li, Iris — National Chung Cheng University

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Williams, York

***Meeting Tommy: From Charter School to Cyber Charter School; Still Looking for a Culturally Inclusive and Responsive Free Appropriate Public Education ("FAPE")***

The case study will explore the experiences of a family who continues to seek educational opportunities for their son. The center of this ethnographic case study is a twelve year old charter school student named Tommy, living in a residentially segregated and high-needs school community, seeking a better education for himself. Although Tommy has special education, medical and emotional/mental health needs, he is still entitled to a FAPE and one that does not penalize him for being different than his typical peers.  
Williams, York — West Chester University

***Culturally Inclusive Referral and Assessment for Cyber School Students Suspected of having and Emotional Disturbance: How Can it Be Done?***

This presentation will identify some obstacles, dilemmas and breakthroughs to the referral, assessment and eligibility process for special education services for students attending a cyber charter school and who are suspected of having an Emotional Disturbance under the Individual Disabilities Education Act (2004). Participants will explore the nature of special education in a cyber charter school and discuss salient themes from the author's qualitative study that investigated 'Child Study' practices that utilized a culturally responsive pre-referral and assessment framework.  
Williams, York — West Chester University

***Success in Libraries for those with Autism Spectrum Disorder: Considerations in the Formulation of Online Instruction for Librarians***

Project PALS, a collaborative of the library and autism communities, is working to educate librarians so that persons with autism spectrum disorder will be more successful in libraries of all types. How these two groups agree/disagree on the content of professional development modules is considered.  
Everhart, Nancy — The Florida State University

***Challenges Faced by Educated Persons with Physical Disabilities at their Workplaces in Pakistan***

The present quantitative investigation reported on identifying difficulties and challenges being encountered by persons with physical disabilities at their workplaces. A self-constructed and validated questionnaire (Cronbach alpha: 0.861) was used to collect data from a sample of seventy (70) persons with disabilities (males= 40, females= 20) selected through snow ball sampling technique from public and private sector organizations. The subjects of study were required to respond on three point criteria (yes, to some extent, no). Data were analysed by using SPSS. Descriptive statistics were used to explore, summarise and describe the data collected. T.test was used to see the difference between responses of males and females. Analysis of Variance (ANOVA) was run to see the difference in responses on the basis of demographic variables of socio-economic status (qualifications, professions, and locality) and type of workplace. Major findings revealed that persons with physical disabilities were facing problems in transportation, accessibility, discrimination and exploitation at work etc. Conclusions were drawn and recommendations were made.

Fatima, Ghulam — University of the Punjab, Lahore, Pakistan

Malik, Misbah — University of Education, Township Campus, Lahore, Pakistan

Hussain, Abid — University of the Punjab, Lahore, Pakistan

Safder, Mahwish — University of the Punjab, Lahore, Pakistan

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani V  
**Session Topic:** Science Education - Workshop **Session Chair:** Squires, Amelia

***MAVEN: An Exploration of Mars - Incorporating the MAVEN Mission into Your Curriculum***

Studying Mars is an important piece of science education because in analyzing the characteristics of Mars, we are able to better understand our own planet. The findings from the MAVEN mission, which is orbiting Mars at the time of this conference, will open a new chapter in science education. Through hands-on activities relating to magnetism, habitability, and planetary scale, educators will leave this session with lessons and resources to incorporate MAVEN into their own curriculum.

Squires, Amelia — University of Nebraska Omaha

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Strong, Michael

***The Rapid Assessment of Teacher Effectiveness (RATE): Evidence for Innovating Teacher Observation Systems***

This presentation will summarize seven validation studies of a new and innovative teacher evaluation instrument called RATE (Rapid Assessment of Teacher Effectiveness). Discussion centers on how better, faster, and cheaper observation instruments may influence state and federal policies

Strong, Michael — University of California Santa Cruz

Gargani, John — Berkley

***Collaborative approach to understanding childhood obesity in a low-income Rural Hispanic community***

Rates of childhood obesity are higher among lower income populations and demand the attention of researchers who are committed to discovering novel and innovative strategies for preventing and managing obesity in the populations most affected (Rosas & Stafford, 2012.) This paper session will examine determinants of childhood obesity among the low-income rural Hispanic population in the Central Valley by conducting an initial case-study of the South Kern community of Buttonwillow, CA.

Grappendorf, Kris — CSU Bakersfield

LaGue, Kristina — CSU Bakersfield

Brooks, Sarah — CSU Bakersfield

***The Perils of 'Professional Disarticulation': Considering the Challenges and Choices of Blended EAP Professionals in Neoliberal Universities***

This research showcases a grounded theory developed from in-depth interviews of over ninety informants at eighteen universities in the UK, Japan and the United States. It critically highlights the strategies used by teachers of English for Academic Purposes (EAP) within neoliberal universities. Identified as Hunting & Gathering, Weighing & Measuring, Molding & Shaping, and linked by the core process of Professional Disarticulation, this presentation will explain each strategy and consider potential implications for EAP.

Hadley, Gregory — Niigata University, Japan

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** da Costa Leite, Maria Cristina

***Continuous Improvement and Accreditation: A Focus on Curriculum Development***

Presentation will consist of a Power Point including the main aspects of continuous improvement and accreditation demands and how they connect to curriculum development process implemented in the Educational Leadership (Certification) Master's program at the University of West Florida Professional Education Unit in summer 2013. Content includes images of curriculum maps to illustrate different steps of the process.

da Costa Leite, Maria Cristina — University of West Florida

***A Co-Created Journey: Designing a College-Wide Graduate Certificate Program in Social Justice Education***

A strengths assessment of the College of Education at Kansas State University showed that a majority of faculty had strong interests in social justice issues in education. Over the course of two years, a certificate program was co-created by college faculty. The content and structure of the program was established through a process that will be described in this paper. Barriers, assets and lessons learned will be discussed.

Thurston, Linda — Kansas State University

Yelich-Bieniki, Susan — Kansas State University

***Stepping Stones to Create Course Objectives for All***

Are your courses 508 compliant? Can students with disabilities be successful in your classroom? We spend much of our time designing a specific class to ensure accessibility, when we should start much earlier in the process. We will discuss how to create stepping-stones using Universal Design for Learning (UDL) as a basis for creating accessible objectives.

Stanley, Cal — Pima Community College

Howe, Jonathan — Pima Community College

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Sallis, Chris

***The Power of Dynamic Assessment in English for Academic Purposes (EAP) Programs***

Dynamic assessment (DA) is a powerful tool for the teaching/learning process. In this presentation, I will briefly provide its theoretical background, derived from Vygotskian and post-Vygotskian perspectives, and its application in the context of instruction in EAP; my recent action research also suggests its value in remedial instruction. Its effectiveness lies in the fact that DA is emergent, student-and-learning centered, and the teacher maintains a central role- the heart and the art of learning.

Sallis, Chris — Vancouver Community College

***Producing a List of Known-and-Unknown Word Combinations for Learners of English***

Attaching a known word to a new target word can facilitate the retention and retrieval of the meaning of the target word. This study has created a list known-and-unknown word combinations for lower-intermediate learners of English who have already learned the most frequent 1000 words but still do not know the next most frequent 3000 words in English. The 1000 known words in the combinations can help them to learn another 3000 target words.

Kasahara, Kiwamu — Hokkaido University of Education

Hirai, Ai — Kanto Gakuin University

Yuko, Ikuma — Osaka Kyoiku University

***Working memory, type of feedback, and type of structure in interaction-driven L2 learning***

This research presents an experimental study where two different forms of corrective feedback were compared in terms of their effectiveness in EFL learners' acquisition of two different types of target structures. Also examined was whether and how individual differences in working memory capacity (WMC) mediate the beneficial effects of the two feedback moves on the learning of the structures.

Goo, Jaemyung — Gwangju National University of Education

***Exploring Effective Collaboration Between Mainstream Teachers and ESL Teachers***

ESL specialists know how challenging collaboration with mainstream teachers can be, but what do mainstream teachers think? Through this poster session, participants will explore study results on elementary mainstream teachers' perceptions of ESL teacher collaboration, and discover ways to break down barriers and establish more effective collaboration with other educators.

Yeh, Ching-yi — University of Delaware

Grimsley, Lisa — University of Delaware

Fan, Yueyue — University of Delaware

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Lehua  
**Session Topic:** Rural Education - Panel **Session Chair:** Murch, Kathy

***Improving Life Chances Through Community Partnerships: A Wrap Around Approach***

Students with behaviour challenges, learning challenges or mental health issues are not often successful with supports typically offered in schools. To improve the life chances of these students' educators joined professionals from local community services, students' and their families in a collaborative and solution focussed process. Keeping "what's good for kids" as the guiding compass ensures participants think outside of the box to find creative solutions to complex problems.

Murch, Kathy — Wild Rose School Division

Ferris, Darlene — Wild Rose School Division

Orr, Tracy — Wild Rose School Division

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** Lock, Jennifer

***Maximizing the Affordances of a New LMS: Getting the Right Balance***

Description Not Available

Lock, Jennifer — University of Calgary

Caissie, Belina — University of Calgary

***In their own voices: The study habits of distance education students***

This research project is an exploration of distance education students' study and research behaviors in an online learning environment. The methodology used to gather the data is a photo-elicitation process where the students take photos and screenshots of their study environment accompanied by interviews. The objective is to gain a better understanding of off-campus student research and support needs and develop new services to address these needs.

Buck, Stefanie — Oregon State University, Corvallis, OR

***A Longitudinal Study of Online Learners: Shoppers, Swirlers, Stoppers, and Succeeders as a Function of Demographic Characteristics***

Description Not Available

Ice, Phil — American Public University System

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Kevan, Jonathan

***Learner Activity Data Collection in a MOOC: xAPI and Activity Theory Framework***

Massively Open Online Courses (MOOCs) represent an opportunity to explore new models of education in the wake of reduced public funding for institutions and rising student loans. Unfortunately, little progress has been made in identifying methods of retaining MOOC students, one of the strongest criticisms against the instructional method. The authors offer a learning analytics framework as a first step towards bringing the success learning analytics research has had with student retention to MOOCs.

Kevan, Jonathan — University of Hawai'i at Mānoa  
Menchaca, Michael — University of Hawai'i at Mānoa  
Ryan, Paul — University of Hawai'i at Mānoa

***Beyond Content Delivery in Online Classrooms: Driving Success through Individualized Learning Systems that Map Multiple Intelligence to Education Technology***

This paper presentation explores the use of specific elements in learning management systems to accurately target individual student intelligences. Gardner's concept of multiple intelligences gives a clearer picture of the learning styles and profiles that inhabit the modern classroom. By mapping these unique learner attributes to the optimal educational tools, learners and teachers can move the classroom experience to a new level. Resources, tools, and techniques for implementation will be presented and shared in this presentation.

Jaurez, James — National University, San Diego, CA  
Ritchie, Alpha — National University, San Diego, CA

***Will the iPad Mini Pilot Project Improve the MA in Digital Journalism?***

This all-in-one device is being used by professional journalists in the field as well as individuals to report daily events in their communities. The device allows students to shoot video, collect still images, conduct interviews with voice recording apps and file their stories to news organizations including the online newspaper. While it is generally not NU's policy to supply computer equipment to graduate students, the iPad Minis are a cheap way to ensure all students are starting with the means of news collection and dissemination. Students all completed JRN 502 or Essential Digital Competencies prior to taking the JRN 610 course or Backpack Audio & Video. The 502 course included a series of tutorials on the use of the tablet so that all students were starting on an equal plane.

Amster, Sara-Ellen — National University

***Zoom Your Classroom! Finding the Best Tools to Meet with Your Students and Colleagues Online In and Out of Your LMS***

Tired of bad meetings online? This work in progress presentation will show you how to use a new powerful meeting tool called Zoom in your classroom. This session will demonstrate best practices for using Zoom in your class with some real examples and even show you how to best use it for onsite meetings with some participants online.

Myers, Michael — National University, San Diego, CA USA

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Ponte, Tabitha

***The Architecture of an Optimized Higher Ed***

Participants attending the workshop will learn to develop, improve upon, or re-establish their organizations, departments, programs, or individual courses, by the application of Design-Thinking and Lean Principles as tools. The workshop proceeds in a single 90-minute session in which: current data is presented and we discuss the state of education -engaging participants; introduce the process of Design-Thinking and Lean Principles; participate in Design-Thinking exercises as individuals and in small groups; and share problems, solutions, and findings.

Ponte, Tabitha — Nova Southeastern University + Integrated Higher Learning

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Green, Satasha

***Having Our Say: Building New Identities through Teacher Preparation***

The Chicago State University College of Education has been provided the opportunity to write a special edition journal focusing on the various aspects of teacher preparation from the lens of a PBI (Primarily Black Institution). As we develop this journal, we understand the importance of sharing the voices and perspectives found within its pages. We propose to share the findings of our writings within a panel discussion at this conference.

Green, Satasha — Chicago State University

Edwards-Underwood, Kimberly — Chicago State University

***Navigating Student Belonging and Success: The Case of Native Hawaiian and Filipino Students at the University of Hawai'i – West O'ahu***

Exploring Native Hawaiian and Filipino students' strategies for navigating ties between home and school communities provides insights into the nuances and complexities of understanding student belonging and success at a Hawaiian university. The importance, awareness, and preference that students give to ethnicity within the context of college helps to inform how institutions of higher education can create opportunities for identity exploration, learning, and sharing.

Rost-Banik, Colleen — University of Minnesota

***Strategic Planning for Higher Education Policy Compliance: The Case of New York University & State Authorization***

Description Not Available

Bates, Brianna — New York University

Karafin, Diana — New York University

***The Missing Minorities: Investigating the "M" in STEM***

The goal of this study is to increase consciousness of not only the lack of representation of African Americans in STEM disciplines, but also to explore influencing factors. African American students enrolled in STEM undergraduate programs in the southern region of the United States will be invited to voluntarily participate in this study that will assess their attitudes toward STEM curricula, faculty, college culture, and related factors to earning a degree in the STEM field.

Moffett, Erick — The University of Southern Mississippi

Davis, Bridgette — Louisiana State University

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education **Session Chair:** Stelmach, Bonnie

***Casting new light on long shadows: Insights from Aboriginal students about improving teaching and learning***

This study privileged the voices of 75 high school Aboriginal students from Saskatchewan, Canada who shared their experiences in school, and ideas about good teaching and their learning needs. Based on six high schools (urban, rural, provincial and First Nations band schools), we aimed to learn the factors that contribute to or detract from Aboriginal students' school performance. We respected the principles of Indigenous methodology, including the cultural guidance of a First Nations Elder.

Stelmach, Bonnie — University of Alberta

Kovach, Margaret — University of Saskatchewan

Steeves, Larry — University of Regina

Merasty, Brenda — Independent Consultant

***An Indigenous Intersectional Policy Analysis of Field Education from the local to the global***

Research results will be presented to advance knowledge of Indigenous education and to better understand Indigenous field education, within social work but also with implications for other professions and for educational policy in practice-based and experiential learning.

Clark, Natalie — University of British Columbia

***Indigenous and Decolonial Teaching Strategies to Address Trauma in the Classroom***

Two case examples will be presented to advance and contest the knowledge of how trauma is enacted and addressed in Indigenous education and to better understand Indigenous and decolonial teaching strategies to addressing trauma in the classroom. Theory, curriculum development and innovative teaching strategies will be shared.

Clark, Natalie — University of British Columbia

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration - Workshop **Session Chair:** McCormick Lee, Karlene

***Innovation Done Right: Talent, Tools, and Tactics***

Leaders proclaim that innovation is critical and a central focus in organizations. There is an unprecedented level of commitment to "thinking out of the box" and chasing new approaches to improve results. Leaders can either promote or strangle innovation. To shape a more creative work environment, bold-thinking leaders must drive the context, culture, and conditions for innovation and risk taking. This session will reveal the tactics and tools to nurture talent, creativity, and innovation

McCormick Lee, Karlene — NewLeaf

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** de Casal, Carole

***Understanding International Immigration Laws and Their Effects on the School of Immigrant Children: How does the U.S. Differ for Schooling in a Global Society?***

This presentation will explore and engage participants in the legal and policy issues of immigrant children and the potential impact on the ability and opportunity of these children to participate in and reap the benefits of their education become productive citizens. Educating all children on a global basis must become the engine that lifts all peoples out of poverty, starvation and misery, not a force that holds them down.

de Casal, Carole — Tennessee State University, Nashville, TN

Winn, Jewell — Tennessee State University, Nashville, TN

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Le Mare, Lucy

***A Qualitative Study of Teachers' Perspectives on Full Day Kindergarten***

We examined the trend toward full day kindergarten (FDK) in North America by analyzing interviews with 8 kindergarten teachers in conjunction with recent quantitative cost-benefit analyses of FDK versus half day kindergarten (HDK). Teachers spoke of pros and cons of FDK for themselves, parents, and children, touching on many of the issues that have been raised by researchers and pundits. Teachers offered a valuable perspective by contextualizing the debate in the reality of the kindergarten classroom.

Le Mare, Lucy — Simon Fraser University

Beatch, Michelle — Simon Fraser University

Vandenborn, Elixia — Simon Fraser University

***The babies' perspective: Affective attitudes to the new world***

This paper focuses in particular on exploring how parents/adults, can take babies' perspective, and engage them in family events through collective thinking to support their learning. And this paper unpacks the various dimensions of parent-baby shared daily practices and ends with a discussion of the affectiveness of babies' interaction, in order to determine the pedagogical strategies adults may use in their everyday practices.

Li, Liang — Monash University, Melbourne Australia

Ridgway, Avis — Monash University

Quinones, Gloria — Monash University

***Intentional Teaching – What Exactly is “Free-Play” and How Can Teachers Take a Part?***

Early childhood educators in the western world have long been committed to the notion of “free play” as a core pedagogical approach. Copious research has shown the benefits of a play-based approach to learning for young children. As the benefits of early childhood education for later learning are increasingly researched and recognised around the world, this paper looks more closely at play to examine the role of both the teacher and the child within the learning process.

Leggett, Nicole — University of Newcastle, Australia

Newman, Linda — University of Newcastle, Australia

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Newman, Kathryn

***Honeycomb Model Part II: Developing Successful Program Reviews at Smaller Postsecondary Institutions for Accreditation***

Institutions that offer teacher preparation find that along with the overall accreditation, the individual education programs within the institution must also receive recognition, from state, or professional associations. This panel will discuss strategies for collaboration that allow smaller institutions to secure these program recognitions. We will discuss challenges, pitfalls and offer suggestions to institutions that have a quality product (teachers), but struggle to cover all areas.

Newman, Kathryn — Grambling State University, Grambling, LA

Jagers, Loretta — Grambling State University, Grambling, LA

Foster, Elaine — Grambling State University, Grambling, LA

Dorsey, Waneene — Grambling State University, Grambling, LA



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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Ray, Beverly

***Using Flipped Classroom to promote engaged learning among preservice teachers***

The session outlines best practices in the use of Flipped Classroom to promote active and meaningful learning in preservice teacher preparation courses. Issues related to use will be discussed. Research supported recommendations as to how to integrate Flipped Classroom will be shared.

Ray, Beverly — Idaho State University

Ray, Greg — Idaho State University

***How Responding to High School Writers Helps Pre- Service Teachers Shape Their Instructional Identities***

This presentation explores a qualitative study that paired pre-service teachers and high school students in the same instructional context. Pre-Service teachers, as part of an introductory course in secondary writing instruction, were asked to conduct two writing conferences with their high school writing partners. Did a correspondence obtain between pre-service teachers' attitudes and beliefs about writing and the strategies they employed during these conferences? How did these experiences help shape their burgeoning identities as teachers?

Cox, JT — Valdosta State University

***“Where Did All the Black Teachers Go?”: The Successes and Roadblocks of Black Teacher Education Majors***

It has become increasingly harder for African Americans to enter the teaching field. The “basic skills” portion of the teacher certification exams have become a roadblock for many Black preservice teachers to be admitted into a teacher education program. This paper aims to tackle this question by exploring the lives of those few Black prospective teachers. It highlights the trajectory of 6 Black preservice teachers attending a Historically Black University (HBCU) over a seven-year period.

Mawhinney, Lynnette — The College of New Jersey

***Tiered Lesson Planning: Scaffolding Preservice Teachers’ Efforts to Diversify Instruction***

Preservice teachers were introduced to tiered lesson planning as a means to scaffold their efforts to diversity instruction for their students. This paper examines the tiered lesson planning project and its impact on preservice teachers' attitudes, opinions, and behaviors related to tiered lesson planning.

Ray, Jan — University of Hawai'i at Hilo

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific IV  
**Session Topic:** Counselor Education **Session Chair:** Didelot, Mary

***Educating Counselors Educators and Counseling Candidates in the Recognition of Clarity in Addictions with Help from Kubler-Ross and Frankl***

In the journey from addictions to recovery, experiencing the transitional moment of clarity is pivotal to healing. There is a universal and urgent need for counseling candidates to have a theoretical foundation to help future clients reach the powerful, but subtle moment of clarity within addictions counseling. It is through the blending of Viktor Frankl's theory of Logotherapy, or meaning, and Elisabeth Kubler-Ross' Stages of Loss and Grief that counseling candidates can facilitate this moment.

Didelot, Mary — Purdue University Calumet

Hollingsworth, Lisa — Purdue University Calumet

***Gear UP: Measuring Non-Cognitive Outcomes for At Risk Students***

We present an innovative, research-based approach to the measurement of non-cognitive skills development for “at risk” students in SJSU's GEAR UP CAP program, which serves 7th grade at 13 school sites in Northern California. Constructing and evaluating the impact of non-cognitive variables (e.g., academic mindset) on academic achievement indicators is a major contribution of this evidence-centered design approach and leads to more thorough, appropriate, and relevant uses and interpretation of program service data.

Duckor, Brent — San Jose State University

Capizzi, Lorri — San Jose State University

Mena, Dolores — San Jose State University

Hu, Xialou — San Jose State University

***A tool for dealing with emotions: Emotional Intelligence***

Working with clients can become a challenging and stressful task for counselors. Thus, understanding the relationship between feelings and emotional intelligence can help to improve rehabilitation services and may decrease burnout (Bromley & Emerson, 1995). In this presentation, we emphasize the value of managing personal lives and emotions and how managing emotions can help with general health.

Fischer, Jerome — University of Texas-Pan American

Castillo, Yuleinys — Stephen F. Austin State University

Davila, Sarah — University of Texas-Pan American

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus II  
**Session Topic:** Student Affairs **Session Chair:** Compean-Garcia, Nancy

***Inspiring Mentor Program***

This study is focused on skill acquisitions embedded in specific cultural imperatives that mediate success. It will be conducted in a junior/senior level baccalaureate granting university specifically serving the higher education needs of a predominantly Latino student population. Since this institution is active in improving education opportunities for Latinos, the faculty will request funding through a grant in an effort to conduct a collaborative intervention focused on the successful degree completion of Latino students.

Compean-Garcia, Nancy — Texas A&M University-San Antonio

Garcia, Samuel — Texas A&M University-San Antonio

Mahan, Melissa — Texas A&M University-San Antonio

***Selected Socio-cultural Factors and the Baccalaureate Degree College Completion Rates among Hispanic/Mexican-American Students***

The study examines three factors that may have decisive influence on the undergraduate Hispanic/Mexican-American students' success at a university in Southern California: society, culture and family. The term "society" here means the surrounding the Mexican-American students social environment composed of mainly White culture and other minority groups. The term "culture" in this study refers to cultural traits shared by Mexican-American students as they compare to mainstream culture of the United States. Finally, "family" is understood as the smallest social unit with certain values and expectations when it comes to the academic achievement of its members.

Tejada, Ray — California State University Channel Islands

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Caldeira, Pedro

***The Use of Animations in Science Education: The SPIRAL Model***

Animations can be used as a tool for the learning of science topics at k12 and University levels. While presenting a step-by-step way of using animations in the classroom, authors also discuss in the present work the SPIRAL model developed to better understand how animations can and should be used to enhance science learning.

Caldeira, Pedro — Universidade Federal do Triângulo Mineiro

Bossler, Ana Paula — Universidade Federal do Triângulo Mineiro

***Dispositions of Teachers in STEM Enrichment Programs***

Dispositions of middle school teachers in three STEM enrichment programs are compared and contrasted. Major findings are that programs supported by difference sources have similar, positive attitudes toward Science, Technology, Engineering and Mathematics, as well as STEM as a career. Findings are compared with dispositions found in preservice teacher education candidates. Implications for selecting new STEM teachers, as well as factors that may encourage teachers to embrace and remain in STEM teaching, are discussed

Christensen, Rhonda — University of North Texas

Knezek, Gerald — University of North Texas

Tyler-Wood, Tandra — University of North Texas

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Nelson, Thomas

***Writing for Publication: A Workshop for Prospective Authors***

Description Not Available

Nelson, Thomas — University of the Pacific

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Kim, Youngjoo

***Uninstructed but Learned Lessons at School: Exploring a Hidden Curriculum Perceived by Students***

The present study is an investigation of a hidden curriculum of schools in Korea. By interviewing individuals who just graduated from high schools with extensive experiences with life in schools in Korea, the study attempted to document messages received from school. As a result, five strong messages perceived by the participating individuals have been identified.

Kim, Youngjoo — Gwangju National University of Education

***A gamification framework for learning platforms: The impact of social and video game elements in education for improving engagement, motivation and increased retention resulting in higher graduation rates for First Nation, Metis and Inuit students***

Gamification can be applied to K-12 and adult learners. Unlike game-based learning, gamification can be implemented without expensive technology, game developers and internet connections. Through mixed-methods research, this research will explore how the introduction of gamification will impact Aboriginal middle-school students in the areas of engagement, attendance, and retention.

Papp, Theresa — University of Saskatchewan, SK, Canada

***Accounting Information Systems is Losing Ground in the Accounting Program***

What place does AIS occupy in the Canadian CPA program? How have the challenges to develop AIS courses impacted the CPA education program? To answer these questions, we compare the coverage of AIS of the new CPA with that of the three former Canadian accounting associations (CA, CGA and CMA) prior to their unification. We examine how AIS is now integrated in university accounting programs.

Results indicate that the emphasis on AIS was greater before unification, when the courses offered and required were greater. In many cases, students cannot anymore study AIS per se, but management information systems (MIS), through the MIS departments. Overall, the CPA program today place greater emphasis on finance, strategy and governance, and less on IT and the application of IS to accounting.

Boulianne, Emilio — Concordia University, Montreal, Canada

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili II  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Affeld, Martha

***Schema: Process Teaching that Produces Results***

Process learning is an integral part of the new testing vehicles. There are a number of ways to streamline integration of process and product. Schema building increases success and integrates the content, memory and outcome. Come investigate this meaningful approach to learning. These have been taught and applied in a number of BIE schools and Charter situations

Affeld, Martha — Northern Arizona University

Affeld, J'Anne — Northern Arizona University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Beck-Hafner, Janene

***Supporting Adolescents At-Risk of Dropping Out of High School: A Case Study of a Successful High School***

What are the “big three” strategies that ensure success with struggling high school students? This presentation discusses the “big three” strategies discovered while researching adolescent development and interviewing students, administrators and staff. The presenter will also share ways to implement the strategies in school districts that may have ample or limited resources.

Beck-Hafner, Janene — Unified School District of Antigo

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus I  
**Session Topic:** Business Education **Session Chair:** Yar, Asfand

***Inclusion of Curricula of Business Education at Secondary Level: A Basic Approach to Economic Development***

Education is an important key to financial well-being. Business Education is the key to unlock the golden door of Economic development. Economic Development seeks to determine how poor countries can be transformed into prosperous ones? All such amenities are supported with the availability of sound finance and sound business knowledge. Secondary Level is the most turning point of adolescent in Education because they have to choose their career in a right way.

Yar, Asfand — Bahauddin Zakariya University, Multan, Pakistan

***Synergies of Using Projects Across Multiple Courses***

Synergies are gained by opening class project across multiple courses. The case describes the interaction of students and the benefits gained by participating in a project shared across multiple courses.

Rossi, Ken — Hawaii Pacific University

Rowland, Lawrence — Hawaii Pacific University

Souza, Ed — Hawaii Pacific University

***University and Government Partnership Supports a Transformation Internship Program***

Hawaii Pacific University's (HPU) College of Business, the State of Hawaii's Office of Information Management and Technology (OIMT), and the Department of Human Resources Development, partnered to support the Transformation Internship Program (TIP). Individuals and teams of students participated in a broad range of projects embedding students in state departments. The presentation will describe the benefits to students, the state, and the university arising out of this dynamic partnership.

Baldemor, Randy — State of Hawaii

Crown, Deborah — Hawaii Pacific University

Kagawa, Laila — Hawaii Pacific University

Linnes, Cathrine — Hawaii Pacific University

Rossi, Ken — Hawaii Pacific University

Rowland, Lawrence — Hawaii Pacific University

Souza, Edward — Hawaii Pacific University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Greene, Kimberly

***Inspiring individual teaching presence in the online class environment while***

***maintaining consistent curricular quality: An engaging case study workshop for faculty, administrators, and instructional designers***

Serving thousands of students online while ensuring consistency of the educational experience challenged Brandman University's School of Education; thus, standardized Blackboard Master Shells were crafted for each course. Yet, online pedagogy/andragogy demands an authentic Teacher Presence throughout the class. How could this be achieved with a pre-built course shell? Strategies for empowering each instructor to effectively have a presence will be examined and explored as participants bricolage with tools that afford this essential, social-constructivist component.

Greene, Kimberly — Brandman University

Larsen, Lynn — Brandman University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Burgess, Annette

***Medical students' perceptions of receiving feedback from their peers in formative long cases***

During 2013, Year 4 students (n=48) were assessed on their formative long case presentation and discussion, by a student examiner, alongside an academic co-examiner. The aim of this study was to investigate students' views on receiving verbal feedback from their peers during their formative long case examination. Our results showed that students perceived the feedback given by the peer co-examiner to be less constructive, less accurate and less helpful than the feedback given by the academic co-examiner.

Burgess, Annette — Sydney Medical School – Central, The University of Sydney, NSW, Australia

Mellis, Craig — Sydney Medical School – Central, The University of Sydney, NSW, Australia

***Team-based learning methods in teaching topographical anatomy by dissection***

The aim of our study was to investigate the efficacy of adopting Team-based learning (TBL) principles based on acquisition of topographical anatomical knowledge and student feedback. 42 students were divided into eight groups and carried out whole-body dissection. TBL teaching strategies were adopted. The median Pre-course assessment score was 9/20 and the median Post-course assessment score was 19.5/20 (P<0.001). The TBL methods used were considered to be highly effective by the students.

Burgess, Annette — Sydney Medical School – Central, The University of Sydney, NSW, Australia

Stewart, George — Sydney Medical School, Anatomy and Histology, The University of Sydney, NSW, Australia

Mellis, Craig — Sydney Medical School – Central, The University of Sydney, NSW, Australia

***Chinese International Undergraduate Students at a U.S. University: A Mixed Methods Study of First-Year Academic Experiences and Achievement***

The purpose of this study was to explore the first-year academic experiences and achievement of Chinese international undergraduate students in American higher education. To do so, I tracked a cohort of Chinese international undergraduates through their first year at a public research university in the United States. Both qualitative and quantitative data were collected to gain a better understanding of students' background characteristics, study abroad decision-making processes, application to U.S. universities, and first-year academic experiences and achievement.

Ma, Wei — Utah System of Higher Education

***Promoting Identity Achievement in the Teacher Candidates***

This research project deals with the effectiveness of activities in an exploratory teacher education course in providing explicit support for identity achievement. Student essays from the beginning of the semester will be compared with student responses from the end of the course to determine evidence of development in identity achievement such as interest in issues in education, personal strengths, belief systems, temperament and willingness to engage in the day-to-day activities of professional educators.

Ellis, Ann — Weber State University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Foundations **Session Chair:** Rodgers, Shannon

***On Invisibility: How Plato's Divided Line Might Inform Educational Assessment***

Description Not Available

Rodgers, Shannon — Simon Fraser University

***Girl-child Education in the Present Northern Nigeria: How Far so Far?***

An empirical study is being undertaken on the effect of chibok girls' abduction on girl-child education in the present Northern Nigeria. The research hypothesized that there will be significant negative effect and a drawback on girl-child education in the Northern part of Nigeria where boko-haram has claimed to set such drawbacks. The study sought to find possible solutions to the menace.

Aliyu Ibrahim, Asiya — Federal College of Education, Kano, Nigeria

***Learning with Mobile Technology in Nigerian Universities: Challenges and Opportunities in Preparing 21st Century Citizens***

Description Not Available

Modebelu, Melody — Michael Okpara University of Agriculture, Umudike Abia State, Nigeria

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Health Education **Session Chair:** Wang, Hong

***A Case Study: Exploring the Use of Tablet PCs in Veterinary Medical Education***

Tablet PC has been investigated in many disciplines such as engineering, mathematics, science, and education, but little is known about its use in veterinary medicine. This presentation is going to share what has been found through a case study with tablet PC six years after the implementation of a tablet PC program in the College of Veterinary Medicine at Kansas State University.

Wang, Hong — Kansas State University  
Rush, Bonnie — Kansas State University  
Wilkerson, Melinda — Kansas State University  
van der Merwe, Deon — Kansas State University

***Sexual Pleasure, Desire, and Intimacy: Vital Yet Missing Links in Sex***

***EducationLet's Talk About Sex: The Importance of Teaching Communication in Sex Education Programming***

Sexual pleasure, desire, and intimacy are some of the top reasons people engage in sex. These top cited reasons are universal from adolescence through old age. Yet sex education programs in the United States specifically avoid these topics when delivering sex education. This presentation will discuss the importance of incorporating pleasure, desire, and intimacy into safer sex messaging and sex education outreach based on the research literature and successes of more sex-positive approaches.

Mark, Kristen — University of Kentucky

***Let's Talk About Sex: The Importance of Teaching Communication in Sex Education Programming***

This study aimed to examine a sample of college-age heterosexual couples' relations between relationship and sexual satisfaction and sexual and nonsexual communication. A mediation model, tested with structural equation modeling, showed the degree to which couples were relationally satisfied was positively related to their communication, which was positively associated with sexual satisfaction. These findings emphasize the importance of integrating communication into sex education curriculum.

Mark, Kristen — University of Kentucky  
Joskowski, Kristen — University of Arkansas

***Global Health Engagement***

Global Health Engagement at a private, religiously affiliated university has been an exciting and exhilarating challenge. The purpose of this presentation is to share the successes, failures, challenges, and outlook for the future of global health engagement for students involved in being trained in the healthcare professions.

Sands IV, Charles — California Baptist University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Arriaza, Gilberto

***Relevance of Social Justice in Schools***

This paper advances the use of restorative justice as philosophy and practice to substitute current punitive, zero tolerance approaches to address social behavior in schools. The paper reports on the initial results of a program in a school in California, which followed the core principles of social justice generated by a broad international experience. Besides a reduction of suspensions and other punitive measures, the study shows promising cultural shifts in the school.

Arriaza, Gilberto — CSU East Bay  
Almazan, Aimee — CSU East Bay and Alumn Rock School District

***Early-Career Mentoring: The Role Of Trust In Developing Teacher Leaders***

Although the development and retention of novice teachers are critical, many beginning teachers abandon the profession in their first two to five years. Researchers claimed that induction programs with effective mentoring in the early teaching years are capable of reducing early-career attrition and positively affecting beginning teacher retention and student achievement. This paper will analyze the role of trust in developing successful mentoring relationships within induction programs for neophyte educational professionals.

Kutsyruba, Benjamin — Queen's University  
Walker, Keith — University of Saskatchewan

***Trends in Achievement for Advanced Learners: Do Ethnicity, Gender and Socioeconomic Status Matter?***

This paper presentation will present findings of a longitudinal state study that examined the achievement trends of a cohort group of advanced learners from 2006-2011. Findings from the data on gender differences, socioeconomic status of the school district and the achievement performance of minorities will be shared. Come listen to these very significant findings for district leaders and policy makers to consider in making policy decisions.

Watkins, Sandra — Western Illinois University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Elementary Education **Session Chair:** Cocroft, Florence

***The Impact of Teacher Absenteeism and Teacher Characteristics on 3rd-8th Grade Achievement in Language Arts and Mathematics***

The proposed study will seek to explain the impact of teacher absenteeism and other specific teacher characteristics on 3rd -8th grade student achievement in language arts and mathematics. In addition, the proposed study will add to the body of literature by examining the relationship between teacher absenteeism and student achievement in a rural, as opposed to urban, school district.

Cocroft, Florence — Mississippi State University

Prince, Debra — Mississippi State University

***Elementary School and University Educators Establish Collaborative Data Teams to Improve Student Writing***

The presenter will share a case study of qualitative research involving the partnership among classroom teachers, their building principal, university pre-service teachers, and a university professor to increase student writing expertise in third, fourth, and fifth grades. The presenter will explain the process necessary to create grade-level teams, implement data collection cycles within each team, and assess the teams' effectiveness, measured by student success.

Rhymes, Marty — Northwestern State University

***Developing "Classroom History" for Creative Classroom Management in Japanese Elementary Schools***

Japanese classroom management has been characterized by pupils' autonomy in problem solving and class culture creation. This approach has its foundation on the Tokkatsu (Special Activities) curriculum widely adopted in Japan. The purpose of this study is to develop "classroom history" as an alternative practice method, and to demonstrate its effect on classroom management in Japanese elementary schools.

Shiramatsu, Satoshi — Ehime University in Japan

***The Difference between the Perceptions toward Collaboration and Collaborative Practices for Elementary Educators***

This presentation details research centered on teachers perceptions vs. actual collaborative practices in the workplace. Teachers (n=198) from an elementary school feeder system were assessed for differences in what they believed collaboration in the workplace should look like versus how they participated in collaborative practices. The methodology, results, and implications will be discussed

Thorson, Catherine — Anne Arundel County Public Schools

Dillard, Andre — Anne Arundel County Public Schools

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Sikora, Doris

***Building Relationships and Developing Excellence in the Classroom***

We know one of the most important factors affecting a student's academic success is the classroom teacher and the relationship they build with the student. It is paramount that every teacher learns to build a positive relationship and models excellence in their teaching. This workshop will provide teachers with a fun and interactive way to develop effective strategies and a "bag of tricks" for building those relationships necessary for excellence in the classroom (successful students).

Sikora, Doris — Western Kentucky University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific II  
**Session Topic:** Higher Education - Workshop **Session Chair:** O'Bannon, Teresa

***Best Fieldtrip Ever! Travel Study Program Preparation***

Travel study programs allow students an invaluable experiential learning opportunity. However, the process of designing, leading and evaluating the programs can be daunting. This workshop is designed to empower faculty to develop both domestic and international travel study programs for students in higher education. The resources presented include elements of curriculum development, marketing the program both internally and externally, student leadership in the field, and best practices from faculty around the world.

O'Bannon, Teresa — Hostelling International USA

Sasidharan, Vinod — San Diego State University

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Yoshioka, Jon

***Planning for the Future by Reflecting on the Past***

Active reflection on the past can help build long-term relationships between all stakeholders in a school community. Presenters will share how they: (a) used feedback from stakeholders to shape their program, (b) developed innovative strategies that meet the unique cultural and contextual needs of each stakeholder, (c) created a mutually beneficial partnership by considering each stakeholder's needs, and (d) continuously strengthened relationships between all stakeholders by collaborating in the planning of all future events.

Yoshioka, Jon — University of Hawai'i at Mānoa

Matsumoto, Vail — University of Hawai'i at Mānoa

Zuercher, Deborah — University of Hawai'i at Mānoa

***Wellness Education in Schools: It Starts with the Self***

The health and wellness of children and youth is a significant concern in today's society and warrants discussion among education professionals about how the education system contributes to this state of 'unwellness.' This presentation will share results of an inquiry about how a teacher's way of being with her students in the classroom allowed her to help youth learn about personal wellness and how to live healthfully in this world.

Kilborn, Michelle — Memorial University of Newfoundland

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**Time:** 1:15 - 2:45 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific IV  
**Session Topic:** Educational Psychology **Session Chair:** Zupančič, Maja

***Robust and Specific Personality Traits Predicting School Grades over Compulsory Education in Two Countries***

The role of students' personality in their academic achievement over compulsory education was investigated in Slovenia and Russia. The 5 robust and 13 specific personality traits showed significant incremental predictive value in explaining the course grades, over and beyond the background variables. The associations of openness, conscientiousness, and low extraversion were found consistent across the academic courses, students' age and gender, methods of personality assessment, and country. Implications for education will be highlighted

Zupančič, Maja — University of Ljubljana, Ljubljana, Slovenia

Kavčič, Tina — University of Primorska, Koper, Slovenia

Slobodskaya, Helena — Siberian Branch of the Russian Academy of Medical Science, Novosibirsk, Russia

Akhmetova, Olga — Siberian Branch of the Russian Academy of Medical Science, Novosibirsk, Russia

***To achieve or not to achieve: Two motivation patterns predict two patterns of achievement in secondary schools***

We present results from a longitudinal study with a large sample of secondary students in New Zealand. Two achievement motives (to do one's best and to do just enough) are strong predictors of achievement results in coursework and examinations. We summarise a model fitting the findings and show how they apply to enhancing student achievement in the classroom.

McClure, John — Victoria University of Wellington

Meyer, Luanna — Victoria University of Wellington

***Breaking the Code: Unlocking scholar identity in a policing state***

This theoretical paper presents strategies for development of empowerment pedagogies—teaching principles that positively impact self-concept among urban youth. Implications for use with a broad range of students, the authors present examples from their experiences as practitioners and life-long city learners now working as educators.

Knight, Timothy — Indianapolis University Purdue University of Indianapolis School of Education

Barnes-Johnson, Joy — University of Wyoming

***The Development of International Students as Global Citizens: Data from Four Countries***

Description Not Available

Brown, Scott — University of Connecticut

Picho, Katherine — University of Health Sciences (USUHS)

Yukhymenko, Marlya — University of Illinois – Chicago

Ospina, Tatiana — Pontificia Universidad Javeriana

Cali, Columbia



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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Bennett, Cory

***Regional Mathematics Centers: Equitable Support for Rural and Remote Schools***

This session will focus on the work of the Idaho Regional Mathematics Centers to support teachers by providing free professional development, training, and support in creating effective instructional settings across the state. This qualitative study investigates teachers' understandings of the Standards of Mathematical Practice and Findings indicate that teachers cite changing roles, the need for greater time, and the use of effective questioning as necessary in implementing the new standards.

Bennett, Cory — Idaho State University

Amador, Julie — University of Idaho

***Looking beyond right or wrong answers: A protocol to increase preservice teachers' capacity to interpret student written work in mathematics***

Preservice teacher candidates often struggle to develop the perspectives needed to interpret student work on open response items. To be effective in guiding student learning, a teacher needs to be able to understand the mathematical basis of even incorrect approaches. This paper will report on a project developed to provide guidance and practice for preservice teachers in evaluating student written work and providing productive feedback.

Gilbert, Michael — University of Massachusetts Boston

***Developing Mathematical Meaning In the Context of Multiplicative Situations***

In this report, we discuss ways teachers have leveraged key developmental understandings (Simon, 2006) formed during professional development activities focused on multiplicative reasoning. Research has shown that helping teachers build deep understandings of mathematical content they teach through meaningful activities can improve teaching practices and ultimately increase student achievement in mathematics (Hill et al., 2005). Our paper discusses a professional development trajectory focused on a unifying theme – multiplicative reasoning – and how teachers' new ways of thinking provided a conceptual springboard for making sense of other multiplicative contexts.

Strom, April — Scottsdale Community College

Adamson, Scott — Chandler-Gilbert Community College

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Czerniak, Charlene

***A Research and Evaluation Model for an Early Childhood Science Program***

This paper provides an overview of a research and evaluation model for an early childhood science program, which aims to transform the way in which PK-3 science is taught through the development and implementation of a complementary science education learning model that combines inquiry and learning, formal and informal education, teachers and parents, schools and the community, in a comprehensive effort to improve science subject interest and sustained science achievement.

Czerniak, Charlene — The University of Toledo

Kaderavek, Joan — The University of Toledo

***Students' Ideas about the Human Body among Secondary Students in South Africa and Sweden***

Grade 9 students' ideas of the pathway of food, water and painkiller were investigated. We found differences in pattern especially among the students with nonscientific explanations models. Concerning water: In the Swedish study does students described a tube transporting water from the mouth directly to the kidneys (~25% of the students). But in South African students who describe that water from the mouth passes through the lungs further to the stomach (~50% of the students).

Enochson, Pernilla — Linnaeus University

***Conceptual Framework For Re-shaping Science Education in the Countries of the Arabian Gulf***

This study seeks to provide a conceptual framework for developing and reshaping science education in the Arab Gulf countries with particular focus on secondary education.

Alhammad, Khalid — University of Shaqra, Shaqra – Saudi Arabia

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Bonner II, Fred

***Building on Resilience: Models and Frameworks of Success Across the P-20 Education Pipeline***

How do we fix the leaky educational pipeline into a conduit of success for Black males?

This presentation uniquely examines the trajectory of Black males through the educational pipeline from pre-school through college. In doing so it not only contributes significantly to the scholarship on the experiences of this population, but bridges the gap between theory and practice to provide frameworks and models that will improve these young men's educational outcomes throughout their educational journeys.

Bonner II, Fred — Rutgers University

Murry, John — University of Arkansas

Banda, Rosie — Rutgers University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Seifert, Anne

***K-12 Science Technology Engineering and Math in Rural Idaho***

STEM education leaders and educators will learn to replicate and sustain successful rural education models for implementing place-based STEM professional development models enhancing STEM educator's capacity and STEM knowledge. Session attendees will learn how to use these models by actively engaging in hands-on activities, demonstrations, and learning protocols. Presentation examples and demonstrations will include themes of leadership, partnership development, rural STEM education, placed-based structures and integration of workplace skills.

Seifert, Anne — Idaho National Laboratory

Hamilton, Melinda — University of Idaho

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Panel **Session Chair:** Cobb, Tireka

***The 2014 LA GEAR UP Summer Bridge Program: A Model for Enhancing College and Career Readiness***

This presentation addresses the impact of a six-week Summer Bridge Program (SBP) implemented by the Louisiana Gaining Early Awareness and Readiness Program (LA GEAR UP) in partnership with Grambling State University, Grambling, Louisiana, from June 8-July 19, 2014. The \$410,000 College Access Challenge Grant SBP award provided 2014 high school graduates from LA GEAR UP schools the opportunity to earn 6 college credit hours while enhancing their academic and college readiness skills.

Cobb, Tireka — LA GEAR UP (Louisiana Gaining Early Awareness for Undergraduate Programs)

Jaggers, Loretta — Grambling State University (LA)

Newman, Kathryn — Grambling State University (LA)

McJamerson, Nanthalia — Grambling State University (LA)

Foster, Elaine — Grambling State University (LA)

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Aizawa, Kazumi

***Investigating L2 learners' polysemous word knowledge and English proficiency***

This study investigated learners' knowledge of high frequency polysemous words. Two sets of 50 target words were chosen and made into two tasks: choosing an incorrect definition from four definitions, and choosing the primary and secondary meanings of each word. The results showed that the higher proficiency group didn't necessarily get higher scores in the first task, and the knowledge of primary meanings had a higher correlation with TOEIC scores than the secondary meaning.

Aizawa, Kazumi — Tokyo Denki University

***Teaching English to Boundary Crossers- A Subject in Change***

This is an interview study with teachers in Sweden who teach English to 10-12-year-olds, an age group highly exposed to English out of school through television, music and digital games. The aim is to investigate how teachers say that they organize their teaching of English, especially considering the intersection of school and out-of-school practices. The concept of boundary crossing is used as an analytic tool.

Bunting, Leona — University of Gothenburg

***The relationship Between Vocabulary Size and Lexical Automaticity***

This study investigated the relationship between two dimensions of vocabulary knowledge, namely vocabulary size and automaticity with a newly developed test that measures vocabulary size and lexical access time in a single administration. There was a tendency for participants with higher proficiency in English to show larger vocabulary size, whereas such a tendency was not observed for lexical access time data.

Iso, Tatsuo — Tokyo Denki University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Lehua  
**Session Topic:** Reading Education - Workshop **Session Chair:** Griswold, Amy

***More than Just Read Alouds: How to get the most out of mentor texts***

Description Not Available

Griswold, Amy — University of Northern Iowa

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus I  
**Session Topic:** Academic Advising and Counseling **Session Chair:** Chu, Yee Han

***Student Advising as Socialization into the Social Work Profession***

We will describe an advising model for helping undergraduate social work students develop a professional identity. We will discuss the context of an undergraduate social work program and share our research findings on the nature of professional identity, the role of the advisor, the elements of advising, and the factors that affect socialization.

Chu, Yee Han — University of North Dakota

Flanagan, Kenneth — University of North Dakota

***Cultural identity and career development for minority and indigenous native students***

Cultural minority and native students have particular needs and challenges when navigating school-to-work and school-to-postsecondary transitions. However, most career transition research and counseling programs adopt individually focused career theories, values, and interventions that may not be relevant for these populations. Our research with these youth has provided insights into the development of cultural identity, highlighted how cultural knowledge can contribute to success, and yielded several implications for counseling and career advising.

Marshall, E. Anne — University of Victoria

Coverdale, Jennifer — University of Victoria

Stewart, Suzanne — University of Toronto

Begoray, Deborah — University of Victoria

***Student Retention and Success = Big Data + the Human Touch***

Recent research shows an upward trend of attrition among upperclassmen. This describes the recent academic advising strategies that have been implemented to promote undergraduate student academic achievement for second, third, and fourth year students. Included will be a description of the data analytics and technology implementation strategies for retaining students and increasing student confidence in taking responsibility for his/her academic program and the essential role of faculty and professional advisors in this process.

Schutten, Mary — Grand Valley State University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Gines, Randall

***Graphic Design and Its Use in Enhancing Instructional Presentations***

Graphic design can be used positively in the delivery of instructional material, whether in the classroom, online, or in other instructional modes. This presentation examines four principles of graphic design that should be considered in the construction of materials for use in the classroom or other instructional situation: overall design, contrast, repetition, and alignment and proximity. Examples will be presented that relate to the application of these principles in instructional settings.

Gines, Randall — Gines Designs,

Port St. John, Florida

***Mobile Learning Analytics for Sustaining Flipped Learning***

This presentation will focus on usage of mobile learning analytics from the initial flipped classroom experience from teaching a college mathematics course in a pre-service teacher's training programme in Hong Kong. This new learning method will inform how flipped classroom can be further enhanced with the learning analytics. Insights and recommendation will be shared in this presentation.

Wong, Gary — The Hong Kong Institute of Education

Cheung, H.Y. — University of Bristol

***Trends in Platform Innovation***

While the demand for online learning has increased significantly over the last fifteen years, platform technologies have not kept pace. This session reviews the current state of learning platforms and presents innovative applications that will provide students a learning experience commensurate with their personal surfing experiences.

Ice, Phil — American Public University System

***Using an iPhone/iPod App to Capture Music and Multimodal Digital Media Engagement in the Daily Lives of Youth***

This paper will explore the development of an App for the iPad and iPhone as a methodology for collecting qualitative and quantitative data in and through mobile and social media. The process and collaborative aspects of designing and developing an App that complements the contemporary ways that youth are multimodally engaging and using their mobile devices and apps will be discussed (e.g. elaboration on the constraints and enablements that this innovative form of research poses).

Peluso, Deanna — Simon Fraser University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Chavez, Ivette

***Foundations of Success in Times of Change***

This interactive workshop will provide an overview of administrative topics relevant to professionals who are new to learning center management, including writing centers and subject area tutoring centers. The topics are relevant to professionals working in K-12 settings as well as postsecondary settings. The first half will focus on the administrative aspects of operating and maintaining a learning center. The second half will focus on methods for understanding and reporting data.

Chavez, Ivette — Arizona State University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Reynolds, Cecilia

***Changing Students, Changing Supports: A Case Study of a Strategic Re-alignment of University Structures, Personnel and Policies***

Administrators who work to support students in colleges and universities today recognize that there are a number of significant changes in terms of the composition and needs of the student body. However, many of us are coping with structures and policies designed for a previous era. This case study examines the steps undertaken and lessons learned at a mid-size university which is seeking to re-align resources to meet current student needs.

Reynolds, Cecilia — Memorial University of Newfoundland

Kennedy, Karen — Memorial University of Newfoundland

***Māori university graduates: analysis of the Graduate Longitudinal Study New Zealand***

Māori, the indigenous population of New Zealand, university graduates are critical for Māori development, Māori capability in the professions, and the future of New Zealand. This paper describes findings for Māori university graduates (n=626) in the Graduate Longitudinal Study New Zealand (GLSNZ). This includes empirical evidence on the characteristics of Māori graduates (e.g. being the first in their family to attend university), what (e.g. Science) and how (e.g. part-time) they studied and their future plans.

Theodore, Reremoana — National Centre for Lifecourse Research (NCLR), University of Otago, Dunedin, New Zealand

Tustin, Karen — National Centre for Lifecourse Research (NCLR), University of Otago, Dunedin, New Zealand

Poulton, Richie — University of Otago, Dunedin, New Zealand

Kiro, Cindy — Victoria University of Wellington, Wellington, New Zealand

***The Rapidly Changing Role of the Provost on a Liberal Arts College Campus***

Description Not Available

Hynd, George — Oakland University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Rice, Bronwen

***NOAA grant programs: Connecting science and culture***

The National Oceanic and Atmospheric Administration (NOAA) funds projects that provide meaningful outdoor education for students, professional development for teachers, and service learning opportunities for their communities. This session will look at a suite projects that have built narratives of the past and weaved them into future actions. These NOAA projects in Hawaii have created bridges of learning between the generations and within multi-cultural communities.

Rice, Bronwen — NOAA

Miller, Kara — NOAA

Bennett, Stephanie — NOAA

Mitchell, John — NOAA

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration **Session Chair:** Ellis, Ann

***Economic and Social Factors Related to the On-time High School Graduation Rate in the United States***

We use multiple regression analysis to identify several useful socioeconomic predictors of the on-time high school graduation rate throughout the United States. Other variables of potential interest were found to not have a strong association with the graduation rate.

Ellis, Ann — Weber State University

Ellis, Peter — Weber State University

***Latino Leadership: A borderlands perspective***

Superintendent leadership can be minimal in the dogma of school leadership literature. Furthermore, studies from the Latino perspective are absent from the small body of work focused on the superintendency. This study highlights the work of one Latino superintendent and his attempt to create a socially just environment by challenging practice and policy in a borderland community that is highly problematic.

Nino, Juan — The University of Texas at San Antonio

***Creating a Peer Review Program: One School's Journey of Peer to Peer Professional Development***

Peer review in academia is receiving increased attention despite the paucity of published research. We present our peer review framework for teaching; scholarship; academic administration; and practice. Our School's process and progress in the development of a formal peer review program is framed on the objectives to: 1) provide an overview of our work to date, including competencies, tools, and processes and 2) take the audience on our journey of lessons learned and next steps.

McKey, Colleen — McMaster University

Mohide, Ann — McMaster University Hamilton Canada

Skelly, Jennifer — McMaster University Hamilton Canada

Nosegaard, Charlotte — McMaster University Hamilton Canada

Nagel, Kim — McMaster University Hamilton Canada

Lyster, Casey — McMaster University Hamilton Canada

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership - Panel **Session Chair:** Rougeou, Lisa

***Supporting Teacher Leadership through K-16 Inquiry Partnerships***

This session features examples of the powerful Teacher-Leader experiences that develop when K-12 and university educators are given the opportunity to collaborate as reading, writing, research and discussion partners. Partners in a year-long inquiry project will share artifacts, such as their collaborative book study, co-authored publication, and critical conversations protocol developed as a result of the partnership. Presenters will also lead participants in reflecting how K-16 professional development models are of value to their own school sites and to school districts in supporting the development of Teacher Leaders.

Rougeou, Lisa — Northwestern State University

Rhymes, Martha — Northwestern State University

Beaubeouf, Donna — NSU Elementary Laboratory School

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Griffin, Veronica

***ASU iTeachAZ: From Pilot to Practice-Grant Sustainability***

This panel presentation will provide participants insight into how ASU scaled a grant initiative into regular college practice for undergraduate teacher preparation programs. Presenters will share the initial grant objectives and how they have been adopted as "THE" model for all student in our elementary education, special education and ELL/BL teacher preparation programs. Participants will learn about our innovative program structure and supports, which have led to a successful adoption college-wide.

Griffin, Veronica — Arizona State University

Linder, Angelia — Arizona State University

Morse, Robert — Arizona State University

Beal, Sarah — Arizona State University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Juniel, Pamela

***Evidence-based Practices: School Districts' Considerations When Planning Professional Development for General and Special Educators***

Description Not Available

Juniel, Pamela — University of Nevada Las Vegas

***Photovoice and TPACK: Using Documentary Photography and Storytelling in Teacher Education***

Description Not Available

Graziano, Kevin — Nevada State College

***Teaching with Primary Sources: Learning Strategies for Instructors***

Our university library received a grant from the Library of Congress to train teachers to use primary sources in innovative ways with K-12 students. This session will describe what the instructors learned from modeling and introducing those resources to teachers, and from presenting new lesson constructs and questioning strategies to educators in ways they could replicate in their own classrooms with diverse groups of students at varying ability levels.

Kowalsky, Michelle — Rowan University

Viator, Martha — Rowan University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/7/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Workshop **Session Chair:** Page, Beth

***Communities of Learning to Cultivate Belonging in Blended Learning Environments***

This session will explore the sense of belonging that can result from the intentional cultivation of learning communities in a blended (online and face-to-face), adult learning classroom environment. Drawing from the authors' experience teaching in a Canadian Master's of Arts in Leadership Studies program for mid-career professionals, we will experientially share diverse options for experiencing community that allow the possibility of belonging for everyone—both students and faculty alike.

Page, Beth — University of Victoria

Etmanski, Catherine — Royal Roads University

Agger-Gupta, Niels — Royal Roads University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education - Panel **Session Chair:** Miller, Darcy

***Social Competence of Youth with Autism Spectrum Disorders: Exploration of a Peer Facilitated, Equine-Assisted Growth and Learning Program***

Description Not Available

Miller, Darcy — Washington State University  
Erdman, Phyllis — Washington State University  
Jacobson, Sue — Washington State University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Iolani V  
**Session Topic:** Kinesiology & Leisure Science - Panel **Session Chair:** Hall, Brett

***Using imagery and observational learning to elicit deliberate practice: Evidence-based practical recommendations for coaches, P.E. teachers, trainers, and movement therapists***

Deliberate practice is a highly structured and highly effortful form of practice whereby individuals focus efforts on improving weaknesses in performance. Those who devote more time to deliberate practice achieve greater performance expertise. Our panel presentation will review relevant theory and literature and present information for movement professionals (i.e., P.E. teachers, coaches, trainers, and movement therapists) regarding how one can make use of observational learning and imagery to increase deliberate practice among learners and performers.

Hall, Brett — California State University, East Bay (Hayward, CA)  
Hamor, Nastassia — California State University, East Bay (Hayward, CA)  
Frost, Nathan — California State University, East Bay (Hayward, CA)  
O, Jenny — California State University, East Bay (Hayward, CA)  
McCullagh, Penny — California State University, East Bay (Hayward, CA)

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Bonner II, Fred

***Building Bridges Mentoring Program: The University of Notre Dame***

This presentation focuses on The Building Bridges Mentoring Program (BBMP), which is operated through the Office of Multicultural Student Programs and Services at the University of Notre Dame. The program's mission is to assist the University's historically underrepresented population to succeed.

Bonner II, Fred — Rutgers University  
Bulaoro, Arnel — University of Notre Dame  
Banda, Rosie — Rutgers University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Shinkai, Junko

***Practice and Effects of Activities Question-posing in Programming Education***

To improve the effects of learning in programming education, the authors had used mixed activities of question-posing and mutual evaluation by students. However, the results showed that most students reported difficulty in question-posing and reported decreased motivation for learning. Therefore the authors assigned the task of using a textbook to make multiple-choice quiz questions after choosing important points to be discussed. Our questionnaire survey about the question-posing and mutual evaluation, administered after the lesson, revealed that question-posing using a textbook reduced difficulties of question-posing and improved motivation for learning. Furthermore, one of findings is that students consider that learning contents and comments for erroneous answers to questions are important.

Shinkai, Junko — Toyama College  
Hayase, Yoshikazu — Toyama College  
Miyaji, Isao — Okayama University of Science

***Empowering Youth through Practical Life Skills***

This paper notes educational and behavioral disadvantages of high school aged youth, and ways that our organization addresses these problems. Holomua Life Learning uses curriculums in practical life skills to spread knowledge as well as patterns of behavior.

Livaudais, Luke — Loyola University New Orleans

***Solution Based Decisions in Education Organizations***

Brazer, Rich, and Ross, 2010, indicate a collaborative decision process is used by education leaders and this process effectively ends once a decision is made instead of continuing to through the implementation of the decision. Sanders, 1999, indicates that an executive who understands the logic of the decision making process is more likely to do the job well. This paper will highlight awareness, cognition, objectivity versus bias, and expectation versus judgment in the decision taking and implementation of education change.

McNeil, Anissa — Argosy University  
Hernandez, Robert — Argosy University

***Cultivating economic transformation and social inclusion through youth entrepreneurship education Topic***

This presentation will explain an education project that teaches youth about entrepreneurship in Brazil. Through Oficina de Negocinhos, the presenters have designed and implemented a curriculum that cultivates both economic transformation and social inclusion through play and creativity. Despite an important role that youth entrepreneurship has on social development, there exists minimal research and implementation.

Smith, Allison — University of Nevada Las Vegas  
Biavatti, Ana — Oficina de Negocinhos

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Dasas, Louie

***A Case Study on the Manifestations of Pasig Catholic College's Educational Philosophy to the Technology and Livelihood Education Curriculum for Grades 7, 8, 9, and 10***

This case study investigated the educational philosophy of Pasig Catholic College as reflected in its vision, mission and goals and its manifestation in its High School Technology and Livelihood Education Curriculum in terms of its goals, content, approach and evaluation. The study reveals that there is no clear alignment between PCC's predominant educational philosophy and its high school TLE intended curriculum. Conscientious alignment of curricular offerings with a school's mission-vision and goals is deemed important.

Dasas, Louie — University of Santo Tomas Manila Philippines  
Khan, Pia — College of the Mary Immaculate, Pandi, Bulacan Philippines  
Ongsotto, Reena — Colegio San Agustin Makati, Makati, Philippines

***Applying Task-based Language Teaching from a Constructivist Perspective on Intermediate School Students: Vygotsky's Zone Proximal Development Theory***

This is a complete paper in which the author applies a relatively new method of English (as a second) language teaching (Task-based language teaching TBLT) on students at the intermediate level (middle school). Two primary goals this paper has achieved 1) bridging the gap between Curriculum studies (theories) and TESOL ones, and 2) finding significant results that TBLT does improve students' achievement in reading comprehension

Almuhaimeed, Sultan — Qassim University

***A Look at Common Core in the Special Education Classroom***

Common Core implementation is being fully implemented in many states across the United States. Administrators and teachers alike are grappling with what this means for teaching and learning in our classrooms. Our presentation will focus on special education and explore the question(s): How schools in the Nation are implementing common core for special education and how special education classroom teachers are collaborating with site administrators in regard to common core implementation in their classroom?

Pacis, Dina — National University  
Keough, Penelope — National University



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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Owaku, Rie

***Attitude to the use of English in regard to Tokyo Olympics: A Case Study at Japan Women's College of Physical Education***

As for the Tokyo Olympics, Japan Women's College of Physical Education is asked to cooperate with the Olympics Committee. One of the official language is English. Therefore, the purpose of this study is to clarify PE students' attitude to the use of English in the Games. Based on the results of the survey, I would like to suggest some materials and activities in class for PE students.

Owaku, Rie — Japan Women's College of Physical Education

***Their Voices, Our Resources: Students' views toward First Year Writing Instruction***

The presentation will provide the background information of the research design and the findings. It will also provide how this research journey has helped the researcher refine her teaching approaches.

Pittman, Echo — Memorial University of Newfoundland

***Are You Ready to Respond when Your Students are Distressed?***

This presentation illustrates how an Intensive English as a Second Language (ESL) Program is prepared for students who indicate any signs of distress while studying abroad. In an attempt to adequately respond to those who have become unable to cope with stressors upon them, a protocol for responding to distressed students to assist instructors and program personnel was developed. The actual protocol will be shared.

Doi, Saori — University of Hawai'i at Mānoa

***Effectiveness of Teaching Strategies Used by Teachers of ESL in Quito, Ecuador: The Joys and Challenges***

This paper describes on-going research regarding the various strategies used in teaching English as a second language to primary school children in a public school setting in Quito, Ecuador. The effectiveness of the observed strategies, the appropriateness of textbooks used, the dearth of additional available resources, typical English teacher qualifications, and administrative support will also be discussed.

Smrekar, Jocelynn — Clarion University of Pennsylvania

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Eddy, Colleen

***Workshop on the Use of Short Cycle Formative Assessment Observation Protocol***

The workshop will include a modified version of the training for observers in both English and Thai for using the AssessToday Observation Protocol as it relates to mathematics. This formative observation protocol on teacher's use of short cycle formative assessment has been validated with secondary math and science teachers. Information will be provided on how to gain access to the use of the instrument.

Eddy, Colleen — University of North Texas

Harrell, Pam — University of North Texas

Thinwiangthong, Sampan — Khon Kaen University

Payne, Ruth — University of North Texas

Moonpoo, Pimlak — Khon Kaen University

Suttiamporn, Wipaporn — Khon Kaen University

Khongthip, Yanin — Srinakharinwirot University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Guerrero, Karen

***A to Z Web2.0 Tools for Educators K-20***

Learn how to embed Web2.0 tools into your classroom/course. In this session the presenters will demonstrate how to use digital tools to plan for instruction, build connections, provide a collaborative environment and assess learning. Prepare your lessons for the 21st century learner: engage and motivate them to learn!

Guerrero, Karen — Arizona Geographic Alliance/Phoenix College

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Panel **Session Chair:** Chaudhuri, Jayati

***Plagiarism: How a collaborative approach can better serve our diverse student groups***

Collaboration between teaching faculty and campus librarians can alleviate intentional and unintentional plagiarism. This presentation offers anti-plagiarism strategies for faculty to use when designing students' writing assignments from topic selection to APA citation. Results from surveys on students' understanding of plagiarism and citation from two very ethnically diverse universities, Adelphi University, New York and California State University, Los Angeles, will be shared!

Chaudhuri, Jayati — California State University, Los Angeles

Madray, Amrita — Adelphi University

Schaeffer, Deborah — California State University, Los Angeles

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Gazaille, Mariane

***Teaching Otherness in Police Technology: Evaluating the pedagogical potential of the Method of cognitive activation***

This paper reports on the second part of a study that investigated changes in future police officers' preconceived ideas after taking a course designed to foster interaction with distinctive clienteles and clienteles belonging to different cultural and ethnic communities. Our presentation's objectives are: 1) to present the Method of cognitive activation; and 2) to compare student police officers' evolution of preconceived ideas as measured by two different questionnaires on prejudice.

Gazaille, Mariane — Université du Québec à Trois-Rivières

Gosselin, Louis — Cégep de l'Abitibi-Témiscamingue, Campus d'Amos

Boucher, Jean-Nil — Cégep de l'Abitibi-Témiscamingue, Campus d'Amos

***Encouraging Student Well Being Within Supervisory Relationships in Higher Education: The student perspective***

Supervisory experiences typically involve supervisees disclosing information to assist with his/her learning, presumably in the context of a strong relationship.

This paper examines three measures: (1) Nondisclosure Survey; (2) Learning Outcomes Inventory; and (3) Demographics measure. These nondisclosures could be positive or negative experiences, reflect interactions with populations they serve, and involve interactions with supervisors. Data from this multi-disciplinary study will enhance the relationship in supervision pertinent to college student learning outcomes in education.

Krikorian, Maryann — Chapman University

Leung, Brian — Loyola Marymount University

***Using the Principles of Stand-up Comedy to Engage your Students***

Teaching is a branch of entertainment and it's much the same as stand-up comedy -the more outlandish the lecture is, the more memorable it is. Being an effective teacher takes an enormous amount of self-confidence, flexibility and a thick skin. Like comedians, teachers experience brief periods of humiliation, we create stuff on the fly, and our students value interaction more than they do information.

Warner, Carol — Barry University

***Effects of Class Related Social Networking on College Student Motivation and Leadership Skills as Measured by Assignment Completion, Course Attendance, and Course Persistence***

The study surveyed students at various college levels on motivation, leadership, and class-related social networking activities. The study investigated the potential impact class-related social networking activities have on academic motivation as well as the development of leadership skills for students who will be entering a career field upon graduation.

Sandoval, Sara — Argosy University-Inland Empire

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Foundations - Workshop **Session Chair:** Doetzel, Nancy-Angel

***Auto Ethnographic research: Know Thyself***

Description Not Available

Doetzel, Nancy-Angel — University of Calgary

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration **Session Chair:** Hall, Holly

***Internet Safety and Cyberbullying***

The purpose of this study is to determine the awareness and preparedness of schools in Northeast Arkansas on the dangers regarding Internet safety in relation to student Internet use. The researchers' hope is that, through this study, educators and administrators will identify their strengths and areas of growth in the protection of their students from Internet dangers.

Hall, Holly — Arkansas State University

Sivakumaran, Thillainatarajan — Arkansas State University

Hux, Annette — Arkansas State University

***Strong Knowledge of Educational Laws: Acquired in Teacher Education Institution or When Running a School?***

The study aimed to measure the level/s of legal knowledge in education of various groups of educationists. Evidence shows that educational administrators have significantly higher level of knowledge about the laws in education compared with the other groups of participants in the study.

Muega, Michael — University of the Philippines, Diliman

Juarez-Macatangay, Ana Maria — University of the Philippines, Diliman

Villavert, Joam — University of the Philippines, Diliman

Estacio, Lexie — University of the Philippines, Diliman

Sevilla, Maria — University of the Philippines, Diliman

Robin, Adora — University of the Philippines, Diliman

Aragon, Rosalio — University of the Philippines, Diliman

***Beyond Backpacks and Bus Tokens: Case Study of a District Homeless Student Initiative***

This paper explores how one public school district attempted to create a district-wide initiative to identify and serve homeless students. In particular, it focuses on how the school district translated the initiative for the school site leadership that was expected to implement the policies.

Hallett, Ronald — University of the Pacific

Skrla, Linda — University of the Pacific

***Data Driven Decision Making and Principals' Perceptions***

Description Not Available

McCray, Melissa — Mississippi State University

Prince, Debra — Mississippi State University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Bustillos, Terry

***Student Self-Assessment of Learning:***

***Why it is Important for Analysis***

This paper will examine benefits of analysis of Students' Self-Assessment of Learning by higher-education instructors in onsite and asynchronous learning environments. In essence, seek ways in which student-centered learning community can be created and maintained in onsite and an online, asynchronous, continuous intake environment. Data was compared from Course Exit Surveys of Students' Self-Assessment of Learning utilizing a modified Likert Scale over a period of six years for an equal number of sections instructed onsite and online.

Bustillos, Terry — National University

***Going International: US Institutions of Higher Learning as Centers for Global Education***

Recent surveys indicate that the US continues to be the first choice of 75% of all international students and yet international students constitute less than 4% of the 21 million students currently enrolled in US higher education. This paper surveys US colleges and universities with the largest number of undergraduate international students to identify key policies and strategies for attracting and retaining these students.

Stryker, Susan — University of San Francisco

Stryker, James — Holy Names University

***Security Measures and Student Exclusions in American Schools***

Security measures in American high schools have not been shown to have positive effects on student attitudes or school safety. This study examines the possibility that instead security has the negative consequence of increasing student exclusions (suspensions, police referrals, arrests), even beyond the degree attributable to student misbehavior. Data for this study were merged from three national databases assembled by the U.S. Department of Education, and subjected to a secondary analysis by the authors.

Finn, Jeremy — The University at Buffalo

Servoss, Timothy — Canisius College

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education **Session Chair:** Farver, JoAnn

***Predictors of Parent Participation in an Early Literacy Intervention***

This presentation will focus on an intervention designed to train parents to read to their young children  
Farver, JoAnn — University of Southern California, Los Angeles

***Early childhood students under stress: The interrelationship between physical environment, physiological reactions, student-teacher bonding and learning in the first year of school***

This paper will present the initial research design for a study investigating how environmental stress affects the physiology of children as they enter the first year of formal schooling and the consequences this has for student-teacher bonding and learning. Empirical evidence in relation to oxytocin and cortisol levels will be collected along with qualitative data from parents and teachers to address the research questions.

Whannell, Patricia — University of New England, Australia

Whannell, Robert — University of New England, Australia

Sims, Margaret — University of New England, Australia

McFarlane, James — University of New England, Australia

***Can maternal sensitivity, as an intervention target, play a role in improving child cognitive development during preschool period in order to enhance school readiness?***

Young children living in poverty are at risk for poor developmental outcomes. To enhance cognitive development and school readiness, efficient interventions focussing on maternal sensitivity are offered. It is presumed that maternal sensitivity is a moderator responsible for changes observed in child development but has not been often tested. What can we learn from studies that tested this hypothesis? Results indicate that the often-presumed causality is partially supported. Methodological issues and alternative processes are proposed.

Baudry, Claire — University of Québec à Trois Rivières

Tarabulsky, George — Laval University

Roy, Fanie — Social and Health Services Center - Chaudière Appalache

Pearson, Jessica — Laval University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific I  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Mustafa, Suhaila

***Target Instruction with Precision Language***

Academically, a Dual Language Spanish/English content-academic model is implemented K-5 to support the needs of ELL. Grade level teachers collaborate weekly, according to Teachers' Designed Collaboration Format, to share best practices and make instructional decisions based on students' needs. Teachers develop and analyze common assessments, identify Target/SMART Goals, design grade level/ individual teacher's classroom improvement plans, and implement interventions for targeted students based on data analysis.

Mustafa, Suhaila — Clark County School District, Las Vegas, Nevada

Walker, Aaron — Clark County School District

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Waddell, Jennifer

***Learning from Our Graduates: A Study Investigating the Influence of Teacher Education on the Practices of Beginning Teachers***

This paper will report the findings of a study examining the impact of one teacher preparation program on the current practices of its graduates. Responding to the calls for reform in teacher education, the program was specifically designed to prepare teachers for working with diverse families and student populations. This paper will detail a qualitative study exploring the impact of the program on the teaching practices and belief systems of program graduates.

Waddell, Jennifer — University of Missouri, Kansas City

***Understanding Context in Teacher Education: Preparing Teacher Candidates to Work with Diverse Families and Student Populations***

This report will explore one university's efforts to prepare candidates for teaching diverse student populations. The report will highlight curricular innovations designed to help candidates develop an understanding of self and others and gain skills, knowledge and dispositions for working effectively with all students, families and communities. Results of a study examining the influence of the program on teacher candidates' perceptions and preparedness for working with diverse families and student populations will be shared.

Waddell, Jennifer — University of Missouri, Kansas City

***Teacher Mentoring for Effective Teacher Training and Development: The Case of a Developing Country, Kenya***

This paper presents findings of a study on how secondary school pre-service teacher training can be enhanced through a structured mentorship program. We examined the effects of collaborative mentoring of pre-service teachers during teaching practice. We found positive effects of the approach in enhancing student teacher experiences. However, a lack of policy guidelines at the university and national level in developing countries hampers effective implementation of mentoring. Recommendations for such a policy are outlined.

Ochanji, Moses — California State University San Marcos, California

Twoli, Nicholas — Kenyatta University - Kenya

Bwire, Adelheid — Kenyatta University - Kenya

Maundu, John — Kenyatta University - Kenya

***Improving Student Teaching for Quality Teacher Preparation: A Kenyan University Case***

This study addressed the student teachers' perspectives on the pedagogical aspects of the teacher preparation with the aim of redesigning the teacher education curriculum with the pedagogical needs of student teaching. The major findings were the inability to integrate Information Communication Technology (ICT) in teaching and lack of supportive supervisory feedback. The study recommends mapping teacher education courses to ensure that ICT and expert feedback are covered before teaching practice.

Ochanji, Moses — California State University San Marcos, California

Kamina, Penina — State University of New York, College at Oneont

Ondigi, Samson — Kenyatta University - Kenya

Ayot, Henry — Kenyatta University - Kenya

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific IV  
**Session Topic:** Educational Psychology **Session Chair:** Qiu, Huayu

***The Thought of Heaven in The Analects of Confucius***

The Globality thinking characteristics of Chinese philosophy reflecting in The Thought of Heaven in The Analects of Confucius has important implication for a man to build an extended life and the society to develop harmoniously and concordantly.

Qiu, Huayu — Peking University, China

***Positive Education – Our Journey***

Sharing the positive education journey of a P-12 College on the Gold Coast, Queensland, Australia. This is a case study of why positive psychology came to our College, how positive education was implemented, the mistakes we made and where to from here.

Stewart, Tania — Andrews Lutheran College

***Early Childhood – The Hope of the Future***

Via interviews with directors of early childhood centers, parenting that unwittingly contributes to emotional and psychological ill-health in young children is to be identified. In particular, the concern is to identify those behaviors that, although condoned by the society and considered 'normal', are actually 'abusive' in the long term. The argument to be made is that subtle forms of abuse undermine the moral fabric of society and, in so doing, prolong the negative manifestations of psychological complexes.

Gazzard, Ann — Wagner College

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education - Workshop **Session Chair:** Taylor, Lynn

***ABE/GED Train the Trainer-Go Motivate! Effective strategies for Adult Educators to improve retention and motivation among ABE/GED adult learners***

The goals of the instructional workshop is to provide ABE adult educators with practical solutions, innovative and effective strategies to implement in the classroom to motivate, retain and engage ABE/GED learner's background knowledge. Participants will understand the factors that affect adult learning such as learning preferences, characteristics of nontraditional learner, key motivators, personal and environmental barriers and stressors. Adult Learning Theory and the role ALT plays in ABE/GED student motivation and retention will be discussed  
Taylor, Lynn — Texas State University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Hibiscus II  
**Session Topic:** Special Education **Session Chair:** Tennant, Lilly

***UAE: From Center-based Schools to Inclusion—Stakeholder Perspectives***

Inclusion of students with exceptionalities in public school classrooms is mandated by UAE Federal Law 29, 2006. Inclusion as a practice is slowly increasing as students move from "Center Schools" to public schools. This study examined perceptions of administrators, parents, and teachers from both Center Schools and public schools Abu Dhabi, 12 years after the Federal Law was passed. Results revealed small numbers of students in inclusive classrooms, cultural challenges with student support and parental questions.

Tennant, Lilly — Emirates College for Advanced Education

Al Jafri, Hanadi — Zayed Higher Organization for Humanitarian Care and Special Needs

Woolsey, Mary Lynn — Emirates College for Advanced Education

***The Differences in the Levels of Stress Between Fathers and Mothers of Children with Intellectual Disabilities***

This study compared perceived stress in fathers and mothers of children with intellectual disabilities (ID). By using the Parent Stress Index (PSI) for the study, results indicated higher perceived stress levels in mothers compared to fathers regarding the overall parent-child relationship, the child's individual characteristics, and the parent's characteristics.

Aldosari, Mubarak — Salman Bin Abdulaziz University

***"Picture Your Future": The Importance of Education in Life Projects Envisioned by Youth in Care***

This presentation will depict results from a qualitative and participative study conducted with youths in care. This research used Photovoice to gain better understanding of how youths in care (16 and older) envisioned their future and their life project. Among the themes that emerged from analyses of both the pictures and the verbatim, the theme regarding the importance of education was the most frequent and detailed. Education planning seem to be a crucial aspect of youths' life project and its possible role in fostering positive transition to adulthood for youths in care will be discussed.

Marcotte, Julie — Université du Québec à Trois-Rivières, Québec. Canada

Vrakas, Georgia — Université du Québec à Trois-Rivières, Québec. Canada

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Iolani V  
**Session Topic:** Science Education - Workshop **Session Chair:** Harati, Lina

***Is Science Teaching an Art or a Science?***

This workshop will encourage the audience to "invent" and "construct" ideas about science teaching through their interaction with their peers. The workshop will start with some explanation of the importance of the interaction between teachers and students and later move from the theoretical to the practical usage of the 5 E's of teaching.

Harati, Lina — Saint Louis University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Munoz-Munoz, Eduardo

***Tirando Piedras sobre su Propio Tejado (shooting oneself in the foot): Achievement Gap and System Justification in Latino Parents***

This research provides a social-psychological perspective on Latino parents' assessment of the causes of the achievement gap. A sample of parents in rural and urban settings was interviewed to identify perceptions about systemic inequity and the educational system. System Justification Theory is utilized to discuss how ideologies in the American educational system may account for a sense of "depressed entitlement" and negative self-perceptions in relation to the achievement gap.

Munoz-Munoz, Eduardo — Stanford University

***Fostering Creative Collaboration in Digital Media Production***

For the 2014-15 academic year, the School of Media and Public Affairs at The George Washington University will be one of the first higher education institutes to use the new collaboration tool from Adobe, "Adobe Anywhere". This tool allows an unlimited number of students to virtually collaborate on Adobe programs, specifically the digital video editing program, Premiere Pro. This paper will evaluate the program and how my students utilize and interact with the software.

Cheers, Imani — The George Washington University

***Corpus-based Stylistic Analysis of Frederick Buechner: How a Pulitzer Prize finalist and Minister Conveys His Ideas***

This is a work-in-progress report on corpus-based research into the stylistic features of works by Frederick Buechner, a Pulitzer Prize finalist and minister, with the prospect of providing more extensive and objective evidence to what has already been known, while disclosing other features that have so far gone unnoticed. It is hoped that this research will help language learners understand how Buechner has effectively conveyed his ideas to readers around the world.

Hadley, Hiromi — Niigata University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Elfert, Miriam

***Fathers of children with autism: The impact of a psychoeducational group on fathers' stress, depression, coping, and marital satisfaction***

The study designed, delivered, and evaluated psychoeducational groups for fathers of children with autism. Fathers participated in eight weekly, 2-hour sessions, which focused on various topics related to parenting a child with autism, such as the impact of the autism diagnosis, and the implications of a child with special needs upon personal and professional relationships. Fathers reported more positive experiences with their child, increased coping ability, and greater marital satisfaction. Participants reported that the groups were meaningful, helpful, and informative.

Elfert, Miriam — University of British Columbia, Vancouver, British Columbia, Canada

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Kahili I  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Watson, Vajra

***Culturally Relevant Write Now: An Examination of Community-Based Literacy Practices and the Politics of Transformation***

This proposal is for a workshop that will present a literacy project, which was conducted in a high-poverty low-performing urban school district. The workshop will show how critical pedagogy, culturally responsive caring, and community engagement can be effectively applied to inner-city classrooms and how when this happens an important doorway into the lives of students and teachers is open, making the classroom experience more humane and academic achievement a reality.

Watson, Vajra — UC Davis School of Education

Ononuju, Ijeoma — University of California, Davis

Hill, Patrice — UC Davis School of Education

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Kahili II  
**Session Topic:** ESL/TESL **Session Chair:** Hong, Zuway-R

***Development and Validation of Affective Learning toward English and English Self-efficacy Scales***

The purpose of this study was to develop and validate instruments of senior high school students' Affective Learning toward English Scale (ALES) and English Self-Efficacy Scale (ESES). We found that both ALES and ESES had adequate construct validity and high internal consistency.

Hong, Zuway-R — National Sun Yat-sen University, Taiwan

Lin, Huann-shyang — National Sun Yat-sen University, Taiwan

Huang, Yu-Ning — National Sun Yat-sen University, Taiwan

***The Benefits of Flipped Classroom Intervention to High School Students' Internet and Computer Literacy and Motivation in Learning English***

The purpose of this study was to explore the effects of a flipped English intervention on improving senior high school students' enjoyment of learning English and English performance. We found that the intervention made significant improvement on students' scores in English performance. On the other hand, their post-intervention anxiety score on learning English decreased significantly comparing to those of pre-intervention.

Huang, Yu-Ning — National Sun Yat-sen University, Taiwan

Hong, Zuway-R — National Sun Yat-sen University, Taiwan

***Effective Incorporation of E-learning into University ESL Courses***

In my paper, I will illustrate how E-learning has been effectively incorporated into ESL courses at St. Marianna University School of Medicine in Japan. My presentation will include discussion of (1) computer resources to set up an E-learning platform, (2) useful softwares to develop e-learning materials, (3) effective use of online forums to exchange messages and ideas, (4) students' online activities, and (5) evaluation methods.

Miyakoshi, Tomoko — St. Marianna University School of Medicine

***Effectiveness of lexical phrase memorization by EFL learners***

This presentation will report on a current research project in Japan that investigates the effectiveness of having EFL university students memorize a large volume of English model dialogs containing lexical phrases. Learners in two courses were encouraged to commit to memory such lexical chunks. Results of the speaking tests containing quasi-interview style questions and questionnaires administered to the learners and to a control group will be presented.

Matsuzaki, Takeshi — Meiji University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Lehua  
**Session Topic:** Reading Education - Workshop **Session Chair:** Dryden, Lisa

***What Are Your Students Reading? The Latest and Greatest of Children's Literature***

Come learn about the books that interest today's elementary students. Current picture books and novels, along with classroom applications will be shared.

Dryden, Lisa — Texas Wesleyan University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education **Session Chair:** May, Judy

***An Examination of the Relationships between Online Instruction, Parental Engagement, and Academic Achievement for At-Risk Students***

Despite trends reflecting the rapid emergence of K - 12 online learning, data show that low income and underserved students score significantly below peers on annual assessments. This quantitative study examines the relationships between parent engagement, online learning, socioeconomic status, and academic achievement of traditionally underperforming student populations. Findings show that K - 12 online learning may serve to widen the achievement gap for populations already at risk.

May, Judy — Bowling Green State University

May, Jennifer — Bowling Green State University

***Designing cost competitive online courses: A scalable, adaptable, and extendable framework***

Distance administrators and educators are concerned about cost effectiveness in online teaching and learning. This paper presents a course framework with demonstrations of two fully online courses. Applied with this framework, course instructors can scale, adapt, and extend their teaching in various situations without major changes in course structure. Student evaluations reveal their satisfaction and no need for course revisions. In the long run, the cost and time for online teaching and managing is minimized.

Kuo, Ying-Ying — George Mason University, Fairfax, VA

Nodine, Stephen — George Mason University, Fairfax, VA

***Copyright 2.0***

I will present on Copyright in distance education: differences in copyright between traditional (face-to-face) classes and online environments, ways for instructor's to be copyright compliant in an online environment, how fair use can be an instructor's best friend and the importance of a paper trail.

Stanley, Theresa — Pima Community College



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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Townsend, Gloria

***Retaining Women in Technology: The Indiana Celebration of Women in Computing (InWIC)***

The shortage of girls and women in technology/computing is a well-documented problem in education – an issue that is both an ethical issue and likely to cause shortages of candidates to fill technological jobs in the future. Retaining college women in technology/computing is critical to solving the problem. We present a treatment (grounded in research) and collected data that address the causes of the underrepresentation of girls/women in computing.

Townsend, Gloria — DePauw University

Harriger, Alka — Purdue University

***The ATLAS Project: Student Preference for iPads and Digital Microscopy Integration in Anatomy and Physiology Laboratory***

This paper provides the qualitative results from a previously published quantitative investigation that demonstrated performance improvement with a digital project-based assignment. Both survey and open-ended format student perceptions will be discussed that help to shape best practices in incorporating technology based projects into STEM undergraduate curriculum.

Shoepe, Todd — Loyola Marymount University

Cavedon, Dana — Loyola Marymount University

Derian, Joseph — Division of Biokinesiology and Physical Therapy

Levy, Celine — Loyola Marymount University

Morales, Amy — Johns Hopkins University School of Nursing

***Penn State Life: Using Authentic Immersion Technology to Promote Second Language Acquisition and Culture Sharing***

This paper proposes a conceptual framework to apply immersive technology, panoramic video, and MOOC to build an immersive MOOC course, Penn State Life, which aims to promote second language acquisition and culture sharing in a more authentic and accessible way.

Liao, Jian — Penn State University

Yan, Shulong — Penn State University

Lu, Xiaofei — Penn State University

Hooper, Simon — Penn State University

***eBook Development for the Language Classroom***

This paper reports on universal iPad distribution to the first-year classes at a university in western Japan. The transition from paper-based in-house produced English-language textbooks to electronic eBooks will be covered. The process of creating the books and the use of student focus groups and faculty feedback will also be covered. Anyone considering the creation or use of eBooks should gain valuable knowledge that will help them make better decisions appropriate to their situation.

Cornwell, Steve — Osaka Jogakuin University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Sharma, Sailesh

***Lecturers' Perception on Leadership of Their Supervisors in Private Universities in Malaysia***

This oral presentation will highlight the findings from Research Project 'Leadership for Learning in Private & Public Universities in Malaysia' funded by University Malaysia Research Grant No. RP 014 D-13 HNE. This presentation would focus on how leadership of supervisors (Deans, Deputy Deans and Head of Departments) in Malaysian Private Universities are perceived by lecturers

Sharma, Sailesh — University of Malaya, Kuala Lumpur, Malaysia

Kannan, Sathiamoorthy — University of Malaya, Kuala Lumpur, Malaysia

***Leadership for Learning of Deans in Private Universities in Malaysia - What do Lecturers Say***

This oral presentation will highlight the findings from Research Project 'Leadership for Learning in Private & Public Universities in Malaysia' funded by University Malaysia Research Grant No. RP 014 D-13 HNE. This presentation would focus on how leadership of Deans are viewed by the lecturers in Malaysian Private Universities.

Sharma, Sailesh — University of Malaya, Kuala Lumpur, Malaysia

Kannan, Sathiamoorthy — University of Malaya, Kuala Lumpur, Malaysia

***Comparing well-being, psychosocial issues and identity development of French and Quebec's psychology students***

Results from an ongoing research show that there are significant differences between French students and Quebec students on several psychosocial and personal indicators. Each country's specificities on cultural perception of higher education, educational system and social support of autonomy development in young adults are among possible hypotheses that could explain the observed differences.

Marcotte, Julie — Université du Québec à Trois-Rivières, Québec. CANADA

***Building Trust: Supervisor/Candidate partnership in a Doctoral thesis by publication***

Undertaking a doctorate as a thesis by publication has advantages and disadvantages for both candidate and supervisor. The thesis by publication is a juggling act between maintaining academic and scholarly coherence and focusing on publishable segments. This presentation employs a phenomenological approach to explore three aspects of a supervisor/candidate partnership: Logistics, Cognitive Apprenticeship in Action, and Building Trust.

Nethsinghe, Rohan — RMIT University, Victoria, Australia

Southcott, Jane — Monash University, Victoria, Australia

***A Sacred Vocation: Christianity and Black Women Faculty, Pedagogical Implications***

This study examines the perceptions and ideals of Black women faculty who self-identify as possessing strong faith commitments within a Christian denomination. Each woman was reared in a predominantly Black congregation [PBC], and many continue to practice their faith in a PBC. Using narrative thematic analysis [NTA], the study's primary focus is to consider the influence religio-spirituality has on their perceptions of pedagogy and student engagement.  
Edwards, Kirsten — University of Oklahoma

***Modeling strategies ethics in sub-Saharan Africa for higher education excellence***

This article aims to provide the means, methods and strategies for already practicing to fight against ant-values in superior institutions and universities in sub-Saharan Africa and the world

Kabeya, Shaloom Mbambu — Institut Supérieur d'Architecture et d'Urbanisme of Kinshasa

Yakasham, Léonard Kabeya Mukeba — Institut Supérieur d'Architecture et d'Urbanisme of Kinshasa

***Servant Leadership: Creating Connection in Online and Traditional Classrooms***

A common theme among higher education instructors is the feeling of isolation in the classroom. *Servant Leadership: Creating Connection in Online and Traditional Classrooms* explores Servant Leadership as a way for teachers to make deeper connections with students, administrators, and other faculty. This workshop focuses on using Servant Leadership practically in the classroom and with colleagues as a way to increase job satisfaction and student productivity.

Wakefield, Jan — Grand Canyon University

Krise, Rob — Grand Canyon University

***Gender Discrimination in Higher Education Academia: An Overview***

This paper is an attempt to analyze the male dominancy and female subordination in higher education academia and also to find out the ways for restructuring the universities in terms of gender equality.

Azam Khan, Muhammad — Bahawalpur Bar Association, Punjab

Ishaq, Sumara — Bahawalpur Bar Association, Punjab

***Managing Conflict: Key Strategies for Leadership Effectiveness***

This workshop will focus on catapulting your conflict resolution skills from good to great! Participants will first conduct a self-assessment of their conflict resolution style, then gain knowledge and understanding of the different elements of conflict and the many avenues for resolution. Participants will also become acutely aware, through practice, of the key communication strategies that will earmark them as champions in managing and resolving conflict in their organization.

Watkins, Sandra — Western Illinois University

Hunt, John — Southern Illinois University-Edwardsville

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Hux, Annette

***Is the Market Saturated or Are There Still Career Advancement and Financial Opportunities for Graduates in Online Educational Leadership Programs?***

Online master's, specialist and doctoral programs in educational leadership have grown exponentially. Most students pursue these degrees with the hope of attaining additional knowledge and to stand out in a competitive job-seeking crowd. With enrollment trends continuing to rise and more students attaining educational leadership degrees, are these students experiencing or about to experience diminishing returns on those degree programs?

Hux, Annette — Arkansas State University

Sivakumaran, Thillainatarajan — Arkansas State University

Hall, Holly — Arkansas State University

***Guided reflection: How executive coaching can assist educational leaders enhance their creativity, innovation and wisdom***

Given the demands of our changing and increasingly complex society leaders across all organizational sectors, including education, are under increasing pressure to adapt and innovate. In order to keep pace with the unprecedented rate of change and associated challenges the proposed Guided Reflection Model suggests that the executive coach can play an important role in assisting the educational leader develop their creativity, innovation and wisdom.

Cerni, Tom — University of Sydney

***Plans to Support Capacity Building in Professional Capacity Development***

By comparing with the training systems in Germany, U.S and Australia, we will create a model which can substantially support to build training institutions' capacity and through the model and we will propose some policies which then can contribute in improving the quality management, training system and evaluation system.

Chang, Hea Jung — KRIVET(Korea Research Institute for Vocational Education Training)

Jang, Eun Jung — Dongduk Women's University

***Are Schools Becoming the Great(er) Equalizer? How Schools Affected Socioeconomic-Based Gaps in Reading Skills in 2002 and 2012***

We explore whether schools' compensatory power changed between 2002 and 2012, a period when childhood poverty and economic inequality grew, with over 170,000 cases from the Growth Research Database of the Northwest Evaluation Association. We compare observed socioeconomic gaps in reading skills between second and seventh grade with those constructed from a counterfactual model that estimates what the gaps would have been had children not attended school.

Downey, Douglas — Ohio State University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Elementary Education - Workshop **Session Chair:** Pierantozzi, Mary Jo

***Lesson Planning for Student Engagement and Success***

Using the Four Domains as outlined by Charlotte Danielson in her Framework for Teaching, pre-service teachers use a lesson planning process that focuses on student engagement and success. This lesson plan allows for an in-depth planning of a lesson based on academic standards and student learning outcomes.

Pierantozzi, Mary Jo — Gwynedd Mercy University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Fordham, Nancy

***Stepping Up: Rising to the Challenge of the edTPA***

The edTPA has teacher educators and candidates scurrying to meet the challenges of this rigorous metric. Panel members will share the multi-faceted processes our college engaged in to bring about positive changes in our teacher preparation programs as a result of edTPA. Also discussed will be the challenges and concerns of faculty and students in two specific programs as they worked together for success. Audience dialogue will involve sharing and reflecting on experiences

Fordham, Nancy — Bowling Green State University

Rybczynski, Marcia — Bowling Green State University

Peet, Susan — Bowling Green State University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific II  
**Session Topic:** Teacher Education **Session Chair:** Vick, Shauna

***Exploring New Teacher Induction Programming in Saskatchewan, Canada***

This research study examines models of induction programs for beginning teachers in Saskatchewan, Canada where there is no provincially or federally mandated new teacher induction program. Preliminary results suggest induction models in Saskatchewan vary greatly in terms of the program components and intended purpose. Some programs are aimed at retaining new teachers while others are a means of acculturation and evaluation. Our presentation will discuss how models of induction reflect and promote different philosophies.

Vick, Shauna — University of Saskatchewan

Hellsten, Laurie-ann — University of Saskatchewan

Lemisko, Lynn — University of Saskatchewan

Demchuk-Kosolofski, Carol — Prairie Spirit School Division

***Teacher Beliefs and Teacher Behavior in Alternative Assessment:***

***AppThe Development of CARI: A Model of Assessment for Educator Preparation Programlications for Teaching Second Language***

Teachers have an important role in determination and implementation of effective assessment methods that correctly evaluate student performance. This study investigated pre- and in-service teacher attitudes towards alternative assessment, using data from students enrolled in a master's second language assessment course. The findings have practical implications for course design in ESL teacher education programs.

Yu, Lu — University of Arkansas

***The Development of CARI: A Model of Assessment for Educator Preparation Program***

This paper presents a model of assessment that fosters the development and maintenance of a culture of continuous improvement. Background consisting of a short discussion of accountability, the education standards movement, and a theoretical framework supporting the building of an assessment culture and a model is also included.

DiLoreto, Melanie — University of West Florida

Nguyen, Giang-Nguyen — University of West Florida

Stout, David — University of West Florida

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Xia, Xue

***Quantity and Quality of Primary and Secondary School Teachers in China—Analysis from an Economic Perspective***

Description Not Available

Xia, Xue — Northeast Normal University of China

***EPIC: Educator's Professionally Immersed in Co Teaching***

Presentation includes a description of the process (planning, implementation, assessment, evaluation) used to improve teacher candidate effectiveness using a yearlong internship specially designed to meet the needs of school partners.

Participant will learn how to implement an intensive, effective yearlong clinical experience utilizing resources already in place, with no additional funding.

Anton, Vanessa — Northeastern State University

Landry, Deborah — Northeastern State University

***The Power of Self-assessments in Teacher Education Programs***

In education today, the conversation consistently focuses on teacher assessment and evaluation. Although not widely used with pre-service teachers, self-assessments have the potential to complete the feedback loop when external evaluations are not available and have the potential to provide unique skills for self-reflection. This paper explains the use of a self-assessment resource called the Person-Centered Learning Assessment with student teachers in an urban university in the United States.

Snead, Lauren — University of Houston, Houston, Texas

Freiberg, Jerome — University of Houston, Houston, Texas

***The keys to providing a successful clinical supervision experience for a counselling practicum student?***

Counsellors and school administrators frequently are asked to provide supervision for Masters level counselling students. Before agreeing to provide a supervision experience one should consider the following keys: the criteria specified by the relevant institution; the time commitment required to administrate and review the student's full practicum experiences; ensure you have the necessary supervisory skills, experience and qualifications; identify the residual costs and benefits to you and your setting; consider how to determine supervisor – practicum student compatibility.

Grams, Garry — University of British Columbia, Canada

Grams, Judy — Surrey School District #36, British Columbia, Canada

***Factors involved in the career choice process: Self-employment experience***

Choosing a career is a complex process for individuals with disabilities. Understanding personal, socio-cultural, and institutional factors, which affect this process, can help counselors to become a more effective partner in assisting clients to achieve their vocational goals

Castillo, Yuleinys — Stephen F. Austin State University

Fischer, Jerome — University of Texas-Pan American

***Counselor Self-Exploration as it Relates to the Communication Process***

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

De Sena, Paul — Loyola Marymount University

# Poster Session

**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Coral III

## ***A Qualitative Study to Understand Factors Supporting Participant Collaboration in an Online Classroom for Teacher Education***

21st century education has seen an increase in online and blended learning environments although e-pedagogies are still in a state of development. Initial research shows that creating a shared culture amongst students in an online environment is essential to support collaboration, and the facilitator/teacher plays a primary role in establishing culture. This poster presentation shares the results of research as well as recommendations for best practice in the online learning environment.

Hirsch, Sally — University of San Francisco

## ***Examining Graphing Calculator Affordances in Learning Precalculus Among Undergraduate Students***

This study examines graphing calculator affordances in learning mathematics among college precalculus students. The study draws from the Cognitive Load Theory and the “intelligent technology” theoretical framework proposed by Salomon, Perkins, and Globerson (1991). The findings showed that the graphing calculator afforded students the ability to visualize mathematical tasks, check the correctness of their answers obtained by analytical means, explore different ways of solving problems, and solve laborious and non-routine problems inaccessible by algebraic techniques.

Nzuki, Francis — Richard Stockton College of New Jersey

## ***An Experimental Investigation of Applying Cognitive Linguistics to Instructed L2 Learning***

This presentation reports on results of a study examining the efficacy of applying a cognitive linguistic approach to instructed L2 learning of various semantic issues. The findings obtained through three experiments provide support for the benefits of using cognitive linguistic analyses of the semantic issues even though the degree of efficacy in each

Hamamoto, Hideki — Kinki University (Kindai), Osaka, Japan

## ***Wheat, Gluten and Going Gluten-Free***

Description Not Available

Amster, Richard — Suffolk County Community College

## ***Youth Power for Global Change***

Throughout history, youth have driven trends, movements, revolutions and dynamic changes that have influenced nations and cultures worldwide. The Youth Power Website traces the development of the modern “teenager” and the historical and growing political, economic and social influence that youth demonstrate on a global scale. Videos, images, quizzes and information on each page of the site are intended to inform, inspire and empower high school students to create a promising future for our planet.

Tamanaha, Dicksie — University of San Francisco

## ***Social Justice in Education: A Scope of Theories, Practices and Beliefs***

This research explores theories of social justice for higher education. Five areas will be the focus of the literature review: Social justice defined, The importance of social justice in education, leadership for equitable education, evidence of social justice practices and the personal role educators must take as a social justice leader in society and on college and university campuses.

Carlson, Gina — Claremont Graduate University

## ***A Scientific Poster is not a Scientific Article!***

There is a misconception that a scientific poster is merely a large piece of paper with a scientific article on it. It's not! Creating a poster involves audience psychology, eye appeal, simple concise writing, attractive graphics, and advertising techniques.

Kobayashi, Kent — University of Hawai‘i at Mānoa

Perez, Kauahi — University of Hawai‘i at Mānoa

## ***Foster Youth Achievement and Needs: Where to Go from Here***

This paper looks at the current research concerning secondary and post-secondary educational needs and outcomes of foster youth in the United States. Discovering the still existent needs of foster youth despite current programmatic efforts directed to improving foster education, the paper assesses possible “next-steps” for educators, governmental bodies, and foster care workers to bridge the profound gap between this population and other youth in the United States.

Stockbridge, Kevin — Chapman University

## ***The Development and Implementation of an App on Sign Language Dictionary: An Taiwan Example***

This paper is to describe an on-going research project of developing and implementing an app on sign language dictionary in Taiwan. This project consists of two parts: (1) developing an app which provides more than 4,000 signed words in videos, and (2) examining app user’s effectiveness and satisfaction by using a standard test and a survey. The author would like to generate discussion and collect information for future research.

Ko, Hui-Ching — National Taiwan Normal University

## ***Moving Toward Authenticity in Higher Education: Epistemic Quandaries***

Initiating an authentic approach to higher education aligned with the mind, body, and heart moves beyond the current curriculum dominated by analytical modes of thinking (Palmer, 1983). This conceptual paper will address three theoretical foci: (1) Dominant epistemic foundations in higher education; (2) Disciplines in graduate education whose admissions processes move beyond objective realities; and (3) Pedagogical strategies around authentic forms of teaching and learning.

Krikorian, Maryann — Chapman University

### ***Particulate Matter 10 on the Tohono O'odham Nation***

The Environmental Protection Office has received complaints about decreased visibility and there have been many more cases of asthma in the population on the Tohono O'odham Nation in recent years. The objective of my project is to identify the point sources for Particulate Matter 10 on the Tohono O'odham Nation, and to identify optimal locations for air sensors to monitor air quality on the reservation.

TOCC is located in southwestern Arizona on the Mexican border on the Tohono O'odham Reservation. The Reservation contains 2.9 million acres and is roughly the size of Connecticut. Villages are spread out over this Nation and communication is limited to mail (not reliable due to community mail boxes) and phone service (also not reliable depending where on the Nation one is).

Francisco, Ulrick — Tohono O'odham Community College

### ***The Travel Effect on Native American Students from a Remote Rural Reservation***

As a small public tribal community college most students have not traveled farther than Tucson, 60 miles away. What is the Travel Effect? How does this change the student who travels attitude towards school, the reservation, career choices, and their world view? This poster displays this qualitative review of the Travel Effect on Native American Students from a remote rural reservation. TOCC is located in southwestern Arizona on the Mexican border on the Tohono O'odham Reservation. The Reservation contains 2.9 million acres and is roughly the size of Connecticut. Villages are spread out over this Nation and communication is limited to mail (not reliable due to community mail boxes) and phone service (also not reliable depending where on the Nation one is).

Eberhardt, Kristin — Tohono O'odham Community College

### ***Comparing Different-type Classes in CALL System Education***

The presentation will report the outcome and problems of a language education given to the college students in two different-type classes. The aim of the report is to clarify the characteristics of the classes, identify more effective methods proper for each class, and find ways to improve teaching strategies by comparing the two classes.

Nishigauchi, Marumi — Nagano College of Nursing

### ***LINE in the Language Learning Classroom: Can Smartphone Applications Promote Language Growth in Students?***

This Presentation focuses on how teachers utilized the smartphone application, LINE, in language classrooms in order to encourage community, collaboration, and learning through a technological mode that students could easily access. Photos, tasks, assignments, and reflections will be displayed and discussed during this poster session.

Van Dan Acker, Sara — Tokyo International University

Leoni, Cassandra — Tokyo International University

### ***A Comparative Research on the Metaphorical Competence between Japanese University Students Enrolled in a Study Abroad Program and Students not Enrolled***

This research compared the metaphorical competence between two groups; (1) Japanese university students who participated in a one-year study abroad program in Boston, USA, and (2) students who had never been abroad. Generally, experiences outside their own country are thought to help students cultivate their English communication skills and metaphoric competence; however, the results of a t-test assuming unequal variance showed that no significant difference existed between the groups.

Miyake, Hiroko — Showa Women's University (Japan)

### ***Differences in Critical-Thinking Skills for Texas Middle School Students as a Function of Economic Disadvantage***

Examined in this study were differences in critical-thinking skills between Texas middle school students (i.e., Grades 6, 7, and 8) who were or were not economically disadvantaged. Students ( $n > 350,000$ ) who were economically disadvantaged comprised 58.5% of Texas middle school students and statistically significantly underperformed students who were not economically disadvantaged. The in critical-thinking skills achievement gap between students who were or were not economically disadvantaged has grown substantially over the past few generations.

Wright, Lee — Sam Houston State University

Slate, John — Sam Houston State University

### ***Quick Experiential Training Incorporated into Lectures to Improve Readiness for Mastering Skills of Blood Drawing***

Description Not Available

Terashima, Taiko — Japanese Red Cross Hokkaido College of Nursing

Yoshitani, Yuko — Japanese Red Cross Hokkaido College of Nursing

Tanemoto, Junichi — Japanese Red Cross Hokkaido College of Nursing

Ito, Kentaro — Japanese Red Cross Hokkaido College of Nursing

Murakami, Chihiro — Japanese Red Cross Hokkaido College of Nursing

### ***The mediating role of father's Negative Self-efficacy on the relationship between Marital Conflict and Paternal Involvement in Parenting: Implications for Parent Education***

This paper reviews the mediating role of father's Negative Self-efficacy on the relationship between Marital Conflict and Paternal Involvement in child-rearing. Based on findings, suggestions and recommendations for future studies and Parent Education are provided.

Chung, Kai-sook — Pusan National University

Ryu, Su-min — Pusan National University

Han, Anna — Pusan National University

Kim, Ji-Yeon — Pusan National University

***Field-based Assessment Experiences: Do They Make A Difference In Decision Making and Program Planning?***

This poster session presentation showcases graduate students perception of a multifaceted-multidimensional evidence based assessment process carried out in a field-based practicum. Graduate teacher candidates perception of the process as it relates to the collection and communication of assessment data to students, teachers, service providers, and parents is provided. Finally, the generation of data centered academic and behavioral interventions for students with special needs served in inclusive and other settings will be discussed

Sealander, Karen — Northern Arizona University

Medina, Catherine — Northern Arizona University

Lockwood, Adam — Northern Arizona University

Perrett, Hanna — University of Hawaii, Oahu

Yazzie, Anslem — Bureau of Indian Affairs, Navajo Nation

***Academy for Teacher Excellence: A Supportive Infrastructure for NSF-NOYCE Scholars***

The Academy for Teacher Excellence offers the psychosocial, personal, and professional support to NSF-Noyce Mathematics and Science Scholars and other undergraduate students as they embark in their teacher preparation journey to become culturally efficacious teachers. A culturally efficacious teacher is one who is culturally competent, possess high teaching efficacy, and can implement culturally responsive practices fostering individual and group transformation.

Claeys, Lorena — The University of Texas at San Antonio

***Secondary Student Attitude Change Towards Science After a Science - Based Inquiry Course: A Mixed Methods Study***

The proposed study will examine a mixed methods approach to developing an understanding of how and why student attitudes change towards science after exposure to science-based inquiry curriculum. The session will include the rationale behind the study, the theoretical framework of the researcher, a defense of the mixed methods approach, and the quantitative methods, qualitative methods, and mixed methods to be used in the study.

McElyea, Ryan — Kent State University

***Educating Kaqchikel Children: A Sociolinguistic Approach to Exploring Teachers' Perceptions of Intercultural Bilingual Education in Guatemala***

An examination of the intersections between language, cultural identity and academic development of indigenous students; the presentation will focus on indigenous and ladino primary school teachers' perceptions of the Intercultural Bilingual Education policy and its implications or lack thereof for quality education.

Crutchfield, T'Nia — Clark University

***Implementing Policy, Systems, and Environmental Change Strategies***

Asthma is chronic disease which effects millions of children across the country and contributes to a much great health disparity as African American children suffer from the disease at a rate 3times higher than Caucasian children. This research focused on implementing educational strategies to reach the African American populations in an effort to decrease the major health disparity creating health equity.

Bell, Tyrone — Learn to Grow, Inc.

***Research of Learning Activities Outside of Undergraduate Seminars***

Description Not Available

Fushikida, Wakako — The University of Tokyo

***Let's Learn from Japanese Honey Bees: Experiences of Projected Based Program***

In Otemon-Gakuin University, the project based program was started from this April. The Japanese Honey Bees project is one of them. In this project, with 22 students, we captured the two bees groups and started to beekeeping on campus. we observe bees carefully to know bees better and collect ideas for what we can do for bees. We are sure bees can be connecting person and person, nature and people, and Otemon-Gakuin University and the surrounding.

Imahori, Yoko — Otemon Gakuin University

***Information and Computer Technology for Individuals with Autism***

The presentation focuses on information and computer technology for individuals with autism.

Nkabinde, Zandile — New Jersey City University

***Development of an Assessment Instrument to Measure the Integration of the Three Levels of Representation***

Description Not Available

Medina, Zuleika — University of Puerto Rico at Cayey

Caraballo, Jose — University of Puerto Rico at Cayey

Gonzalez-Sanchez, Angelica — University of Puerto Rico at Cayey

Ortiz-Nieves, Edgardo — University of Puerto Rico at Cayey

Santos-Diaz, Stephanie — University of Puerto Rico at Cayey

Rosario-Sepulveda, Joshua — University of Puerto Rico at Cayey

***Implementing Professional Dispositions and Behavior With Pre-Service Teachers: One Program's Journey***

This presentation explores one teacher preparation program's attempt at coupling professional behavior with dispositions in its teacher candidates. When a candidate's professional behavior does not match established dispositions, the intervention of a Professional Concerns Committee can help to reconcile the two. The process leading to, implementation of, and results of a Professional Concerns Committee will be presented.

Edgington, William — Sam Houston State University, Huntsville, Texas

Hyman, Bill — Sam Houston State University, Huntsville, Texas



### ***Developing Wellness Interventions***

This presentation offers a hands-on teaching idea for the development of wellness interventions. A template for creating a specific wellness intervention is provided. Detail on the planning steps are offered including:

- name and logo creation
- the development of a mission, goal, and objectives
- using Gantt Charts and milestone calendars
- publicity efforts
- strategies for marketing and recruiting
- creating kickoff and closure events, using screenings and assessments
- developing appropriate intervention materials
- making an evaluation plan

Hyman, Bill — Sam Houston State University, Huntsville, Texas

Edgington, William — Sam Houston State University, Huntsville, Texas

### ***Research as a Guide to Analyzing Children's Geometric Reasoning***

An examination of the research in the development of geometric thinking in students and how this can be used to make better instructional decisions in the mathematics classroom. Examples will be given.

Fox, Thomas — University of Houston-Clear Lake

### ***College Student's Perceptions of Living and Learning with Attention Deficit Hyperactivity Disorder (ADHD)***

This study focused on educational experiences of three college students diagnosed with ADHD attending a state university. Specifically this research addressed:

- o K-12 educational experiences
- o Valuable skills, abilities, and attributes for a successful college career
- o Improving and strengthening postsecondary educational experiences
- o Lessons for teacher preparation programs

Gallo, Michael — University of North Dakota

Mahar, Patti — University of North Dakota

### ***Graphic Novels for Adolescent Health Education and Research***

This poster session will discuss an innovative approach to combine research dissemination and health education. Our poster will show excerpts from three graphic novels written by adolescents, for adolescents. In addition it will feature the voices of teacher and Grade 7 and 8 students using graphic novel materials to learn about advertising, gender stereotypes, peer pressure and self-confidence. Finally, it will show how research dissemination can be combined with curriculum resources to improve health education.

Begoray, Deborah — University of Victoria, Canada

Marshall, E. Anne — University of Victoria

### ***Qualitative analysis of teaching practice for the multiplication of fractions***

This study compared the teaching practice of two elementary school teachers in their presentation of fraction multiplication. We specifically analysed their resource management, teaching objectives, learning trajectories, analysis of mathematical concepts, homework assignments, and explanation of the problem-solving strategies provided by the textbooks.

Chen, Chia-Huang — National Taichung University of Education, Taiwan, ROC.

### ***Needs Assessment Using Social Cognitive Theory for Planning Childhood Obesity Intervention for African American Children***

The purpose of this study was to use social cognitive theory in predicting four childhood obesity behaviors, namely physical inactivity, watching television, not eating fruits and vegetables, and drinking sweetened beverages instead of water. A valid and reliable instrument was administered to 222 African American children in fifth grade. Self-efficacy and self-control for drinking water predicted glasses of water consumed ( $R^2 = 0.123$ ). Social cognitive theory is a useful framework for needs assessment in health education.

Sharma, Manoj — Jackson State University

Elmore, Shakeyah — University of Cincinnati

### ***Success in Engineering Excellence NSF-STEM Scholarship Program at San Francisco State University***

This paper describes the successful increase of the graduation rate among talented but financially needy undergraduate students in engineering at San Francisco State University (SFSU) through a focused program of scholarships and academic enhancement activities. The proposed student support services, quality educational programs, special program features, as well as the experience and leadership role of the principal investigator, demonstrated this program helped many highly qualified engineering students complete their education.

Pong, Wenshen — San Francisco State University

Ozer, Nilgun — San Francisco State University

Shahnasser, Hamid — San Francisco State University

### ***Improving instruction in online graduate literacy courses***

Online literacy courses can have as much community and collaboration as face-to-face courses. Through the use of Voice Thread, an interactive, multimedia slide show tool, students can hear and see their peers, critically discuss issues and learn course content. This poster will highlight the research conducted in four online graduate literacy courses. Instructors and faculty who teach blended or online courses will be interested in this research.

Day, Deanna — Washington State University Vancouver

### ***Designing Mathematical Tasks for Student-Centered Learning in High School***

This poster describes phases of a study that illuminates teachers' experiences during the implementation of new curriculum and Standards in Mathematics Education. A goal of the Critical Action Research study was to design mathematical tasks for high school that were student-centered. A second goal was to build classroom environments where the students' construction of knowledge was facilitated through participation in authentic minds-on and hands-on tasks, and where students were provided the time to work in groups to make sense of the mathematics.

Baron, Lorraine — University of Hawai'i at Mānoa

### ***Integrating Earthquake Engineering Research into Senior Capstone Design Project to Enhance Undergraduate Engineering Education***

This paper presents the engagement of undergraduate students into earthquake engineering research through senior design project at San Francisco State University. Two undergraduate students are involved into design and evaluation of steel plate shear wall for seismic hazard mitigation.

Chen, Cheng — San Francisco State University

Pong, Wenshen — San Francisco State University

Barghi, Ramin — San Francisco State University

Kean, Benjamin — San Francisco State University

Guo, Shihang — San Francisco State University

### ***Kids Included Together (KIT) Evaluation Project: Inclusive Practices in Youth Programs***

The purpose of this research study is to understand youth program staff perceptions about inclusion and how Kids Included Together (KIT) training makes a difference in their partner organizations to influence the quality of inclusive environments. In this presentation, participants will learn how to positively influence the quality of inclusive environments, as well as how to influence staff perception of inclusion in various settings. Participants will receive resources to support inclusive practices in youth programs.

Warren-Conner, Gina — Ashford University

Gray, Amy — Ashford University

### ***Exploring Teaching as a Career and Multiculturalism and Education: A Study Abroad Experience***

Findings will be reported on the use of a Study Abroad to Jamaica experience to fulfill 6 credit hours of teacher education coursework: EDCI 20500 - Exploring Teaching as a Career and EDCI 28500 - Multiculturalism and Education. Reactions by students that have engaged in this experience will also be reported. Teacher Education programs need to explore unique international opportunities for their students.

Talbert, B. Allen — Purdue University

Peters, Jerry — Purdue University

### ***Utilizing Technology to Collect Qualitative Data in a Movement-Based Setting***

In this presentation the authors will address positive and negative outcomes of using a GoPro camera worn by children ages 9-10 during a Sport Education unit of instruction. Methodological implications specifically concerning researcher and participant perceptions of using the GoPro technology will be discussed.

Brock, Sheri — Auburn University, Alabama

Martin, Robin — Auburn University, Alabama

Thornburg, Robin — South Smiths Station Elementary, Smiths Station, Alabama

### ***Analysis of Learning Outcome and Preference for Students' Classification of Teaching Basic Skills in Higher Education***

The purposes of this study is to identify the instructors' and students' preference for students classification in basic skills classes and to compare the learning outcome between the classes with same major students and the classes with the different major students. The preference of instructors were different according to their subjects, however students were strong preference for the hetero class because they'd like to expand their human network and had a chance to interact the different major students. These were not deemed statistically significant comparing of learning outcome between the classes in math.

Hong, Seongyong — Ajou University

### ***College Participation and Completion of Utah High School Graduates***

The purpose of this study is to track college participation and completion of Utah high school graduates, including gender, ethnicity, income, English proficiency, and ACT score breakdowns for each cohort. The implications of the findings for policy and practice are also discussed.

Ma, Wei — Utah System of Higher Education

### ***Class Assignments Modeled after Graduate Student Competitions at a National Horticulture Conference***

National scientific conferences often provide competitions in oral and poster presentations for graduate students. Class assignments modeled after these competitions were used in a scientific communications graduate course to enhance student learning.

Kobayashi, Kent — University of Hawai'i at Mānoa

### ***Examining Preservice Teachers' Perceptions during a Culturally Diverse Field Experience***

This presentation will outline the results of a study that examined preservice teachers' perceptions during a field experience in a setting culturally different from their own. Data collection included a demographic questionnaire, the Cultural Diversity Awareness Inventory (CDAI), and structured small group interviews. Final results and conclusions will be presented during this session.

Brock, Sheri — Auburn University, Alabama

Martin, Robin — Auburn University, Alabama

Thornburg, Robin — South Smiths Station Elementary

Smiths Station, Alabama

### ***Attitudes toward HPV and the HPV vaccine among Vietnamese American men***

The purpose of this study was to examine attitudes and knowledge toward HPV (Human Papillomavirus) and HPV vaccine among Vietnamese American men.

Yi, Jenny — California State University, Northridge

### ***Recruitment and Retention of ESL and Bilingual Teachers from the Pre-service Teacher Perspective***

Two separate studies were conducted which identified important factors concerning the recruitment and retention of Bilingual and English as a second language teachers from the pre-service teacher perspective. This session compares the results of these two studies.

Cuellar, Roxane — Texas State University-San Marcos

### ***From Awkward Glances to Awkward Stares: Reflections on Teaching Sexuality Education to Middle Schoolers and College Students***

This poster explores my reflections of and lessons learned in teaching sexuality education to two distinct age-groups, middle school youth and traditional college students. While the experience of teaching to these seemingly different cohorts seems obvious, it is interesting to assess how some things rarely change. I will also reflect upon lessons learned facilitating this type of 'informal' education and offer possible strategies to improve approaches to educating young people on these significant lifelong issues.

Chapman, Erin — University of Idaho

### ***Reading Instruction for Children with ASD: A Constellation of Symptoms Approach***

Reading instruction for children with ASD can be confounded by co-morbid conditions. This presentation examines a targeted intervention package successful with one child applied to another child with like constellation of symptoms. Results give promise to instruction based upon clusters of symptoms, thus saving instructional time and providing effective intervention.

Coulter, Gail — Western Washington University

Sasnett, Roger — Western Washington University

Lambert, Chuck — Western Washington University

### ***An Analysis of the Effectiveness of a Teaching Method Using Fairytales for***

#### ***Improving Disability Awareness and Acceptance***

This study created and conducted a class activity using fairytales related to disability for lower grade students in order to see how much it affects the student's disability awareness and acceptance attitude of disability.

Kim, Joungmin — Soonchunhyang University

Kim, Hyunwook — Junwon University

### ***The Sociocultural Discourse Analysis of Elementary Science Classrooms when Teaching with Argument Based Inquiry***

The purpose of the study was to explore and explain each level of teachers' discourse analysis when teachers taught with argument based inquiry classroom. The grounded theory qualitative design was used in this study to show the patterns in questioning of teachers from different implementation levels by using Mercer's discourse analysis framework.

Keles, Nurcan — University of Iowa

Hand, Brian — University of Iowa

### ***Internet, Narcissistic Personality, and Peer Relationships of Youth in Taiwan***

Description Not Available

Wei, Lee-Min — National Taichung University, Taiwan

Huang, Der-Hsiang — Da-Yeh University, Taiwan

Hwang, Kwang-Kuo — National Taiwan University, Taiwan

Chang, Chi-Cheng — National Taichung University, Taiwan

### ***Mindfulness as a Means to Reduce Adolescent Stress, Anxiety and School Violence***

Recent research has shown that mindfulness has borne positive outcomes for people working in high-stress environments (Geary & Rosenthal, 2011). From these positive research findings, I am hypothesizing that it may be possible to extend this area of promising research to include a larger group of adolescent respondents in order to address their violent, acting out, and their often reckless behaviors.

Ambrosetti, Debra — California State University, Fullerton

Costa, Victoria — California State University, Fullerton

Shand, Kristen — California State University, Fullerton

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Hibiscus I  
**Session Topic:** Adult Education **Session Chair:** Ericksen, Charles

***Attitudes Toward and Perceived Barriers to Participating in Adult Educational Activities in Montana***

This study will investigate the influence of deterrents to participation and attitudes toward adult education in Montana. It will involve 200 small business managers in Montana. Data will be collected with the Adult Attitudes Toward Continuing Education Scale (AACES), the Deterrents to Participation Scale-General (DPS-G), and a demographic data sheet. The data will be organized to facilitate statistical analysis.

Ericksen, Charles — Montana Tech of the University of Montana

***Characteristics of Non-Traditional University Students and The Challenges They Face In Pursuing a Graduate Degree***

Non-traditional higher education students are the “new majority” on campuses across the nation. These students are 25-years or older, who have entered college for the first time, or have re-entered college after a break or gap in their education. Although enrollment of this student population is increasing, they are not completing their degree programs. This qualitative research paper describes characteristics of non-traditional university students and the challenges they face pursuing their graduate degrees.

Braxton, Millicent — University of Nevada, Las Vegas

***Keep Stop Start: Assessing a supported education program for persons living with mental illness***

This paper explores the nature of a supported education program for adults living with mental illness using interviews with students, staff and volunteers. The existing program developed in an ad hoc manner that worked well when there were few students, staff and volunteers. With the ongoing growth in numbers, it is important to build on the program’s strengths and implement adult education pedagogy and curricula to ensure its viability and continued success in the long term.

King, Alyson — University of Ontario Institute of Technology

Fernando, Shanti — University of Ontario Institute of Technology

***Treatment of Depression in Pregnant Women***

The objective of this research is highlighting the appropriate treatment measures that pregnant mothers should use to reduce the challenges they face due to pregnancy depression. Cases of pregnant mothers suffering from depression and stress are likely to reduce in the events of increased awareness of the contributing factors of stress and the necessary measures to curb them.

Aljohani, Ekhlas — The University of the Incarnate Word

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Iolani VI  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Erickson, Luke

***Youth Financial Literacy Education: Increasing Educational Reach and Impact through Story, Natural Engagement, and Learner Direction***

Through theories of instructional design, youth personal finance education can be made more fun and more effective. This workshop explores and applies these theories through a new initiative to promote youth financial education in a five-state northwest region of the U.S. Participants will learn about the project and participate in several program demonstrations.

Erickson, Luke — University of Idaho

Hansen, Lyle — University of Idaho

Guymon, Jonathan — Brigham Young University – Idaho

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Iolani VII  
**Session Topic:** Other Areas of Education **Session Chair:** Hurley, Robert

***Kenosis and Religious Education: A Hidden Curriculum and an alternative***

Christianity may be understood as a critique of and resistance to the exercise of power in the Roman Empire. The great institutions of the Western world emerged within the dialectic of that confrontation. This paper will use the practice of imperial leadership as a foil for understanding the power relations which structure teacher-centred pedagogy. Against this tendency, the biblical notion of kenosis will serve as a foil for understanding the role of the teacher in learner-centred pedagogy.

Hurley, Robert — Université Laval

Hurley, Noel — Memorial University of Newfoundland

St. John's, Newfoundland Canada

***SAY-Something: Community-Based Professional Development & The Effect of School Level Student Ethnic Composition on ELA Achievement Scores***

Utilizing HLM regression models I provide an analysis of a community-based literacy intervention in a high poverty low-performing urban school district. In addition to looking at the effects of the intervention on ELA achievement test scores, my models also take into account the ethnic composition of the student body at each school included in the analysis. Findings will discuss the impact of these variables as they relate to this school district.

Ononuju, Ijeoma — University of California, Davis

***The Impact of Homelessness on Early Learners***

Presentation focuses on research on how to improve academic achievement of homeless children by providing early education programs and care in community shelter facilities, providing healthy living environments and recreational spaces, and homeless family parental involvement. Strategies for local implementation will focus on the value of quality early education and health care for young homeless children, early learner teaching staff and public school faculty training, networking, and local and national collaboration. Information will also be presented on accessing early childhood education through McKinney-Vento and other compensatory education programs, such as Title I.

Ervin, Jr., Charles — Florida A.&M. University College of Education, Tallahassee, Florida

Salim-Bakare, Nebi — Florida State University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Kahili II  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Beck-Hafner, Janene

***Freshmen Survival: An Opportunity for a Successful Transition to High School***

Janene Beck-Hafner, Ph.D., will take the audience through a step-by-step process to plan a summer school transition program that meets the academic, social, emotional and environmental demands of the high school setting. Janene will share research on adolescent development and the creation of the "Freshmen Survival" program as well as the "how-to's" of program planning and implementation.

Beck-Hafner, Janene — Unified School District of Antigo

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Lehua  
**Session Topic:** Reading Education **Session Chair:** Hendricks, Cindy

***Student Perceptions of Reading and Learning Online***

This presentation describes a research investigation that was conducted with 55 graduate students enrolled in an online class. Their perceptions of reading and learning online will be reported.

Hendricks, Cindy — Bowling Green State University  
Cochran, Lessie — Bowling Green State University

***Teacher Read Aloud Versus Independent Reading, Academic Achievement and Motivation/Interest of 4th Grade Students by Gender and Ability Level***

The purpose of this study was to determine whether 4th grade students' reading test scores and attitudes would be different when a teacher reads a chapter book aloud to students versus independent reading of the same book. The significant results from this study show that something as simple as reading aloud can improve student achievement and attitude and I feel it is a teaching method that should be considered in older grade levels.

Scott, Sherry — Tennessee Technological University  
Cookeville, Tennessee

***"Students who do the Bare Minimum": Secondary Teacher Candidates' Views of Literacy Learners and Texts***

This initial report of a multi-year study of three cohorts of secondary teacher candidates suggests that at the beginning of a disciplinary literacy course candidates held narrow and non-disciplinary views of literacy learners and disciplinary texts

Rackley, Eric — Brigham Young University-Hawaii  
Erickson, Christiana — Brigham Young University-Hawaii

***Second Language Gender Differences in Reading Inference Abilities and Oral Pragmatic, is Cognitive Load Involved?***

The aim of this study is to explore how inference making and structured oral production abilities are influenced by gender among L1 and L2 learners. We compared 176 students from 9 to 12 years old. They performed an oral task, and a reading task with inference questions. Statistical analyses showed differences for L2 boys for both tests. We explain our results in term of cognitive load theory.

Godard, Lucie — Université du Québec à Montréal  
Fezjo, Anila — Université du Québec à Montréal

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Nautilus I  
**Session Topic:** Distance Education - Workshop **Session Chair:** Brown, Joann

***Learning Evolved: The Future of E-Learning and Distance Education***

Participants will learn how to accentuate their online courses through implementing best practices of the e-learning online systems. In addition, this workshop will contain a highlighted sample of the available platforms and capabilities of the e-learning world.

Brown, Joann — Florida International University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology **Session Chair:** Tapp, Anne

***The Role of Technology in Virtual Mentorships and Internships***

Technology affords university students opportunities to experience virtual mentorships and internships with subject-matter-expert professionals without geographical boundaries. All parties gain from this win-win partnership.

Tapp, Anne — Saginaw Valley State University

***The Role of Technology in Virtual Mentorships and Internships***

Technology affords university students opportunities to experience virtual mentorships and internships with subject-matter-expert professionals without geographical boundaries. All parties gain from this win-win partnership.

Jaksa, Joseph — Saginaw Valley State University

***Using ePortfolios to Support Graduate and Post-Doctorates to Plan and Pursue Career Objectives***

Work in Progress Research - The APEX Certificate program focuses on helping graduate and post doctorate students initiate and sustain career development competencies, which can help them leverage their skills throughout their working career. Our presentation will describe the program, the ePortfolio structure, and the results of a survey asking participant's to assess how this ePortfolio activity supported the program's goals. The ability of the ePortfolio software, Canvas, provided through the university Learning Management System will also be discussed.

Schell, Robyn — Simon Fraser University

Amsden, Jackie — Simon Fraser University

***"Inside" as Materialized Masculinity of the Wood- and Metal Workshop of Sloyd***

The Swedish school subject sloyd is traditionally a gender divided subject. In this presentation, the masculine materiality of the wood- and metal workshop is analyzed through one empirical example of sawing, phenomenological method and a critical gender perspective. The analysis show that historical norms of masculine bodily comportment, through the premises of the workshop, render specific first hand experiences of three-dimensionality with the pupil transacting the workshop.

Sigurdson, Erik — Umeå University

***The Educational Technology Maximizers: Visualization, Gaming, Analytics***

This paper explores the research supporting the use of these three maximizers to enhance instruction and leaning and explains how their integration and synergism could be the academic tools which educators desperately need to enhance American Education.

Beckwith, E. George — National University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** Gillespie, Maja

***Secure, Comfortable, Shaky, and Disastrous: Examining the Current Financial Situations of College-Aged Youth***

Undergraduate students were asked to describe their current financial situation and could choose between secure, comfortable, shaky and disastrous. Chi-square results showed significant differences between self-description of financial situation and whether they saved or not; self-description of financial situation and levels of credit card debt; and self-description of financial situation and levels of student loan debt. Significant differences were not found by self-description of financial situation and gender.

Gillespie, Maja — Washington State University

Deringer, Nancy — University of Idaho

Chapman, Erin — University of Idaho

***Access, Retention and Graduation: A Holistic Approach to Student Success***

The purpose of this presentation is to examine students' academic success from a holistic point of view. The presentation promotes a thematic approach through the application of four relevant themes of engagement and behavior: Experience of Affirmation, Cautious Engagement, Vulnerability and Transformation. It takes into consideration all facets of academic success with students at the center of the support system.

Ojo, Elizabeth — Tennessee Technological University

***The extent of spreading the culture of strategic planning at the new Established Universities in Saudi Arabia***

Description Not Available

Al-Ali, Fahad — University of Tabuk

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl III  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Kelcey, Ben

***School and District Level Designs for Studies of Professional Development***

The purpose of the work reported in this study is to provide guidance on the design of rigorous studies that can establish the effectiveness of professional development (PD) programs on valued outcomes. Our work outlines a framework for the rationale for group randomized trials (GRTs) for studies of the effects of professional development and develops empirical estimates of the parameters needed to design studies of teacher PD with teacher content knowledge as the outcome.

Kelcey, Ben — University of Cincinnati  
Phelps, Geoffrey — Education Testing Services  
Jones, Nathan — Western Michigan University  
Spybrook, Jassaca — Boston University

***Design Issues for Assessing Learning for the Common Core State Standards***

The objective of this paper session is to report our progress on selected design issues in our research support for the implementation of the Common Core State Standard Assessments. The Common Core State Standards are new content and performance standards that have been adapted by virtually all of the states in the United States for Math and English Language Arts. The issues we will discuss are assessment options, security issues, and motivational issues.

Baker, Eva — University of Southern California  
O'Neil, Harold — University of Southern California  
Rueda, Robert — University of Southern California

***Children's Studies' Student-Learning Outcomes Assessments***

Five student-learning outcomes for an interdisciplinary Children's Studies Program within a Northwestern liberal arts university were assessed via a student-report survey. Pretest introductory course means were compared to post-test capstone course means to determine that students reported meeting desired outcomes.

Tedescoe, Joe — Washington University  
Liebing, Trevor — Washington University  
Wright, Sue — Washington University

***Evaluation of Faculty Members' Performance as Perceived by their Students: A Case Study of Saudi University***

This survey study aims to investigate the faculty performance from the perspective of the students. A structured questionnaire, the validity and reliability of which were proven to be acceptable, was used to collect the research data from 4000 participants, 200 of them will be analyzed for the purpose of the study. The results of the study will be used to develop the educational process at the university.

Alotaibi, Khalid — Salman ibn Abdulaziz University, Saudi Arabia  
Alkahtani, Mubarak — Salman ibn Abdulaziz University, Saudi Arabia

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Health Education **Session Chair:** Profetto-McGrath, Joanne

***Feedback in Scholarly Papers - Nurse Educator Practices and Students' Preferences/Use***

This presentation will begin with an overview of learning process strategies, and the nature and types of feedback. This introduction will be followed by a report of findings regarding the written feedback educators provide in students' scholarly papers and students' preferences/use of this feedback. Based on data analysis, a discussion of the conclusions, recommendations and strategies to enhance the nature of feedback that educators can provide students in any course of study will be presented.

Profetto-McGrath, Joanne — University of Alberta  
Pasioka, Denise — University of Alberta

***Portfolio Development in a Simulated Village Pharmacy Experience***

In a simulated village pharmacy environment for the learning of pharmaceuticals, students are afforded the opportunity to behave as pharmacists in practice. This paper will share the observed and reported experiences of the pharmacy students as they developed learning portfolios when working in the Village Pharm, the difficulties they experienced and how these were overcome, to demonstrate competency in portfolio development for Continuing Professional Development. Lessons learned for future classes will also be discussed.

Schneider, Jennifer — The University of Newcastle, Australia  
Munro, Irene — The University of Newcastle, Australia

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl V  
**Session Topic:** Language Education - Workshop **Session Chair:** Holmes, Vicki

***Using Word Tag Clouds to Enrich ELL Classrooms***

The presenters provide a "how-to" with models for using word tag clouds to enrich ELL classrooms, sharing lessons tested in their own classrooms. Examples of student-created word clouds will demonstrate the versatility and utility of these simple and FREE Web 2.0 tools for all levels of English competency.

Holmes, Vicki — University of Nevada, Las Vegas  
Brickman, Bette — College of Southern Nevada



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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Shabazian, Ani

***The Impact of Nutrition Research and Early Childhood Education Nutrition Policies and, Subsequent Practices have on Developing Healthy Eating Habits for Young Children***

This workshop examines the impact that both nutrition research and early childhood education nutrition policies and, subsequent practices have on developing healthy eating habits for young children. We will describe the advantages,

Shabazian, Ani — Loyola Marymount University

Soga, Caroline — Loyola Marymount University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Seplocha, Holly

***Integrating children's picture books into graduate and undergraduate coursework to support teachers' understanding of content, best practice, and diversity***

In this workshop, participants will experience and explore a variety of activities using children's picture books to use in teacher education coursework and workshops that support understanding and learning of content, developmentally appropriate practice, and diversity. The session will enable participants to reflect on themselves as adult educators. Selected books and activities will focus on curriculum content areas and issues of diversity as well as varied intellectual and social dispositions impacting practice.

Seplocha, Holly — William Paterson University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific II  
**Session Topic:** Higher Education - Workshop **Session Chair:** Etmanski, Catherine

***Teaching Leadership through Mindfulness and the Arts***

The complex nature of today's challenges means we need to find new possibilities for collectively co-creating innovative solutions. While many approaches to education may have this intent, drawing upon mindfulness and arts-based practices offers unique ways to quiet the mind, build empathy, and tap into our creative potential. This experiential workshop draws from the facilitator's experience teaching graduate courses that integrate mindfulness and arts-based processes.

Etmanski, Catherine — Royal Roads University

Page, Beth — University of Victoria

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Combs, Dorie

***Meet me at the Commons: Why Higher Education Faculty Should Align with P-12 Standards***

Most states and territories in the U. S. have adopted the Common Core State Standards and Next Generation Science Standards for elementary and secondary schools. These standards were designed to better prepare students for the intellectual demands of college and 21st century careers. However, few higher education institutions have yet to align their programs to link with these new standards. This paper shares an effective process for engaging and supporting faculty in this work.

Combs, Dorie — Eastern Kentucky University

***Improving the Confidence and Competence of Mathematics Pre-service Teachers at a Regional University in Australia***

This paper presents the findings from initial research conducted as part of a multi-institutional three year research project that aims to improve the confidence and competence of pre-service teachers in teaching mathematics. Two interventions are discussed here, a pre-teaching enhancement to improve the standard of mathematical thinking and understanding of real-world applications of mathematics and a post-teaching feedback and reflection process to assist in understanding how emotional experiences during teaching influence confidence and competence. The paper describes the development of measurement instruments and findings from the analysis of the first data collection.

Whannell, Robert — University of New England, Australia

Woolcott, Geoff — Southern Cross University, Australia

Whannell, Patricia — University of New England, Australia

***The Effects of Time in Clinical Experiences on the Scores on the PRAXIS II™ Principles of Learning and Teaching as a Measurement of Teacher Effectiveness***

Using Pearson-Product Moment correlation and Regression Analysis, this research study investigated the correlation between 346 teacher candidates' time spent in classrooms for field/clinical hours and their scores on the PRAXIS II™ exam. Results revealed the need for course embedded prescriptive, program-specific descriptions of task-focused field and clinical experiences, with outcomes that can be measured. This finding was particularly true in the area of special education, art, music, health, and physical education

Felts, Debbie — Centre for Educational Policy and Practice

Woolsey, Mary Lynn — Emirates College for Advanced Education

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific IV  
**Session Topic:** Higher Education - Workshop **Session Chair:** Carlos, Andrew

***From Common Core to College Readiness: Mapping Secondary School Learning Outcomes to Higher Education***

Common Core standards for K-12 attempt to bridge the gap for students between High School and readiness for college and the workplace. These standards create new expectations for college educators about first year students. Librarians Andrew Carlos and Sharon Radcliff from Cal State East Bay will lead a workshop on the Common Core, focusing on critical thinking, argumentation, information and media literacies. Attendees will develop college-level lesson plans that incorporate and build on the standards.

Carlos, Andrew — California State University, East Bay  
Radcliff, Sharon — California State University, East Bay

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Hibiscus I  
**Session Topic:** Mathematics Education **Session Chair:** Eddy, Colleen

***Translating a Short Cycle Formative Assessment Observation Protocol***

When conducting research that involves international collaborators, there is a necessity to have instruments translated that retain validity and reliability. The international research team focused on the transformation of algebraic reasoning in middle school classrooms determined that an observation protocol validated in math and science classrooms was a necessary instrument for the research project. The paper describes the background of the collaboration between U.S. and Thai math faculty and the intense process for translating the short cycle formative assessment observation protocol called AssessToday from English to Thai.

Eddy, Colleen — University of North Texas  
Harrell, Pam — University of North Texas  
Moonpoo, Pimlak — Khon Kaen University  
Thinwiangthong, Sampan — Khon Kaen University  
Suttiamporn, Wipaporn — Khon Kaen University  
Khongthip, Yanin — Srinakharinwirot University

***High School Mathematics Teachers' beliefs on Teaching with Technology in China***

We explored Chinese mathematics teachers' beliefs on teaching function with technology. A multiple case study of five mathematics teachers, who are mathematics teacher expert on technology use, was conducted. Data analysis revealed five themes. They were beliefs on function understanding, beliefs on teachers' technology use, beliefs on instruction, key points for technology-rich mathematics class, and benefit for students. We adopted some teaching cases to illustrate the themes. Further, relationships among these themes were identified.

Zhang, Nan — Tianjin Normal University, Tianjin, China  
Wang, Guangming — Tianjin Normal University

***How Chinese High School Students Develop Mathematics Learning Strategies***

This study examined Chinese high school students' learning strategies in cognition, metacognition and resource management. The research instrument was adapted and modified from Pintrich's design into mathematics learning. The statistical mean analyses showed Chinese high school students developed better in cognitive learning strategies but weaker in use resources and management strategies.

Wang, Zhaoyun — University of Toronto  
Wang, Guangming — Tianjin Normal University  
Zhang, Nan — Tianjin Normal University  
McDougall, Douglas — University of Toronto

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Hibiscus II  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Baron, Lorraine

***What are Pre-Service Teachers' Beliefs Before and After their First Elementary Mathematics Methods Class?***

This interactive research session will share Pre-Service Teachers' (PSTs') beliefs about mathematics and teaching mathematics at the beginning of a elementary-level methods course and at the end. Other variables, such as the PSTs' previous school mathematics experiences and their most important learnings will also be discussed. Participants will engage in activities and discussions; additionally, some study results and PST's responses will be shared and analyzed collaboratively.

Baron, Lorraine — University of Hawai'i at Mānoa

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Iolani V  
**Session Topic:** Science Education **Session Chair:** Ozer, Nilgun

***Effects of a Summer Engineering Program on High School Girls' Perceptions of Engineering***

Description Not Available

Ozer, Nilgun — San Francisco State University

Enriquez, Amelito — Cañada College

Bogdanic, Dragomir — California Department of Transportation

***Problems and Prospects of Science Education in the USA***

The Programme for International Student Assessment (PISA) conducted a study of student performance in science among 15-year-olds in 2012. U.S. ranked 27th out of 65 countries; three of the top five were Chinese. American's mediocre performances necessitate the exploration why international students are doing better than US students. Reviewing literature and visiting Chinese classrooms, this paper compares U.S. science education with that of China. Paper identifies Problems and Prospects of Science Education in the USA.

Hossain, Karim — Edinboro University of Pennsylvania

***Energy Transformation 6th Grade School Enrichment Program***

Energy Transformation is a middle school enrichment curriculum that aligns to science essential standards of energy conservation and transfer by teaching students about energy conservation and efficiency at home. The ultimate goal of the curriculum is to inspire the next generation of energy stewards. Curriculum modules concentrate on residential energy use and consumption, renewable and non-renewable energy sources, heat transfer principles, characteristics of air leakage, and efficient lighting. Experiential in nature, the curriculum allows students to test and apply energy efficiency and conservation strategies.

Kirby, Sarah — North Carolina State University

Guin, Autumn — North Carolina State University

Chilcote, Amy — North Carolina State University

***Facilitating the Academic Language and Conceptual Understanding of English Language Learners and/or Economically Disadvantaged Students through Writing in Science***

This paper presents data showing how fifth-grade English Language Learners' (ELLs) and economically disadvantaged (ED) students' academic language and conceptual understanding increased over the course of one academic year as measured by science notebook scores. The data comes from a larger NSF-funded literacy and science integration study in an urban school district in the Southwestern U.S. We provide suggestions for future research and on how to use notebooks to promote science achievement for all students.

Huerta, Margarita — The University of Nevada, Las Vegas

Lara-Alecio, Rafael — Texas A&M University

Irby, Beverly — Texas A&M University

Tong, Fuhui — Texas A&M University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Kahili I  
**Session Topic:** Mathematics Education - Workshop **Session Chair:** Groccia, Albert

***Best Practices and Using Technology in Mathematics Education***

In this interactive workshop, we will learn some best practices in mathematics education in the classroom. We will learn creative and innovative ways to connect to students, connect to content, and connect to the outside world through technology (youtube, iPads, etc.), group work, and creating a learning centered environment. This workshop will include an interactive discussion where the participants from all over the world will share their best practices from their teaching and learning experiences.

Groccia, Albert — Valencia College

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Lehua  
**Session Topic:** Secondary Education **Session Chair:** Smith, Cheryl

***Using Benchmark Assessment Scores to Predict Scores on the Mississippi Biology I Subject Area Test***

This proposed research is related to end of course testing in Mississippi. Benchmark assessments were implemented as a measure to monitor student progression as they prepare for the end of course exam. Past studies show that benchmark assessments are a great predictor of the score on state mandated end of course exams.

Smith, Cheryl — Mississippi State University

Prince, Debra — Mississippi State University

***Seven Formative Assessment Moves Unpacked: An Assessment Lesson Study Approach***

While research has shown that teachers who engage in formative assessment may have the most powerful impact on student learning (Black & Wiliam, 1998), less is known about the development of individual teachers' formative assessment practices. Duckor's (2014) "7 moves" framework offers a developmental perspective on teacher learning progressions. Video exemplars and coding tools are shared from a case study of middle school math teachers in Northern California.

Duckor, Brent — San Jose State University

Holmberg, Carrie — San Jose State University

***Being Known: Student Perception of Teacher Treatment and Student Achievement***

This paper session presentation will include results from the study which examined similarities and differences between student perceptions of being known by teachers and academic achievement as measured by students' course grades. Highlighted will be considerations around the importance of understanding the relationship between students' educational environment and the role student perceptions of being known play in their academic success.

Haskins, Tara — Eastern Washington University

Aleccia, Vincent — Eastern Washington University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Nautilus II  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Code, Mary

***Virtual Identity: An Exploration of the 21st Century Student's New Socialization Experience***

This presentation seeks to illuminate the complexities of the new socialization experience of the 21st century student with an aim to resolve any anxieties or apprehensions held by teachers thereby informing classroom practices and enriching perspectives on virtual identity and 21st century pedagogy.

Code, Mary — Brock University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl I  
**Session Topic:** Higher Education - Workshop **Session Chair:** Hernandez, Fransisco

***A Collaborative Approach to College Math Readiness***

This case study of a pilot led by the University of Hawaii Online Learning Academy preparing students for college level math courses using online technologies. The pilot featured a college readiness math program providing diagnostics to assess skill gaps in math, developing a personalized learning plan plus student support using cyber-mentors. The case study documents how to recruit participants, the use of data to track student progress, and an overall assessment of program success.

Hernandez, Fransisco — University of Hawai'i at Mānoa

Gose, Davilla — University of Hawai'i at Mānoa

Canevari, Suzanne — University of Hawai'i at Mānoa

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl II  
**Session Topic:** Higher Education **Session Chair:** McClendon, Richard

***A Minor Tweak: How adding a management/business minor can make a major difference in employability after college graduation***

Can adding a minor to your college degree make a difference in employability? An analysis of data gathered from alumni at Brigham Young University since 2001 show for students who left the University with a major degree in the social sciences, humanities, or fine arts, who added a management minor to their college resume provided them with a higher likelihood of obtaining full-time employment when compared to those without a minor.

McClendon, Richard — Brigham Young University

Olsen, Danny — Brigham Young University

***An HBCU Honors College Formula for Recruitment & Retention of Superior Students: Setting a High Bar for Academic Achievement and Leadership***

The paper session will focus on South Carolina State University's Honors College, which has experienced a successful four-year transitional period--from an Honors Program to Honors College, where we have developed a winning formula to tap into our capacity to develop, sustain and implement new programmatic initiatives for Honors College students, including student-led tutorial programs for maintaining consistent enrollment and retention levels to graduation and student-centered engagement in the areas of academics, leadership development, research, cultural enrichment and service activities for boosting retention.

Roland, Harriet — South Carolina State University

***STEAM/Arts Integration in Core Content Areas***

An analysis of a six-year history of arts integration in a blended teacher preparation program will be presented by both the program lead and course lead.

Weegar, Mary Anne — National University

Anderson, Lynne — National University

Anderson-Cruz, Helen — National University

***The Victorian Regional Dual-Sector University Partnership: An Australian Model for Expanding Higher Education***

Access to Higher Education (HE) pathways is difficult for Australian regional students, resulting in relatively low HE participation rates. Federation University Australia has created an alliance with six regional Vocational Institutes called the Victorian Regional Dual-Sector University Partnership (DSP) to deliver higher education degrees to regional students. This presentation will address the academic governance, curriculum development, quality assurance, blended learning and capacity building issues as a way of attaining and sustaining mass higher education.

Walker, Todd — Federation University Australia

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl III  
**Session Topic:** Indigenous Education **Session Chair:** Skogrand, Linda

***The Role of Spirituality in Youth Programs in Alaska Native Villages***

This paper reports on the meaning of spirituality and how one incorporates it into 4-H programs in Alaska Native Villages. The findings of this study may provide starting points for tribes to think about this for themselves or for those who provide services for indigenous people.

Skogrand, Linda — Utah State University

Jones, Debra — University of Alaska Fairbanks

***Promoting Educational Success of Aboriginal Learners: Views of Educational Leaders in Two Canadian Provinces***

The purpose of this research is to compare and contrast the perceptions and practices of Saskatchewan and Prince Edward Island (Canada) principals with regard to fostering educational achievement of Aboriginal students. For this qualitative multi-site case study, we conducted two individual interviews with five Saskatchewan and four Prince Edward Island principals, 18 interviews in total. Findings indicated that, within these two Canadian provinces, principals promoted the success of Aboriginal students in different ways.

Preston, Jane — University of Prince Edward Island

Claypool, Tim — University of Saskatchewan

Martin, Jill — University of Prince Edward Island

Rowluck, William — University of Saskatchewan

Green, Brenda — Saskatoon Public School Division

***First Nations Student Engagement in Secondary School: Enhancing Student Success in a Northern Eeyou Community***

Description Not Available

Pashagumskum, Sarah — Lakehead University, Thunder Bay, Ontario, Canada

***Aboriginal Language Immersion and School Success for Anishinaabe Children***

In this presentation, we first discuss the development of the Mnidoo Mnising Anishinaabek Kinoomaage Gaming (MMAK) school on Manitoulin Island, Ontario, Canada. We then describe the results of research with MMAK students to assess their overall school success with a focus on their academic achievement, Anishinaabemowin (Ojibwe) language acquisition, and self-esteem. Finally, we explore how these results can be applied to other similar communities that are interested in pursuing immersion programs.

Morcom, Lindsay — Queen's University

Roy, Stephanie — Kenjgewin Teg Educational Institute

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl IV  
**Session Topic:** Educational Administration **Session Chair:** Dailey, Ardella

***Living Double Consciousness as an African American Educational Leader***

As former K-12 Superintendent, now scholar practitioner in higher education, I am again confronted with the challenge of my double consciousness. I always stand in two spaces. I live each day struggling between these two selves, one rooted in my African American identity and the other in my professional roles. The purpose of this paper is to open dialogue about this phenomena  
Dailey, Ardella — California State University, East Bay

***Disrupting Silence: The Journey of Two African American Women in Educational Leadership***

To gain insight into the salient tensions underneath the social and cultural context of leadership, this auto-ethnography explores the lived experiences of two African American women educators. Theses counter-narratives offer an opportunity to discuss the affects of the subtleties racism and expose the complexities of negotiating within our leadership roles and responsibilities.  
Harris, Margaret — California State University, East Bay  
Dailey, Ardella — California State University, East Bay

***The morality of safety: Moderating campus bullying through collective efficacy and teacher protection of students***

Recently, widely publicized incidents of school violence have prompted questions about the abilities of school leaders to educate students in safe and socially productive environments. In many cases, incidents of school violence are linked directly to bullying episodes. The primary objective of this study is to examine the relationship between teacher perceptions of two dimensions of school bullying, student bullying and teacher protection, and collective efficacy in light of school size and socioeconomic status.  
Smith, Page — University of Texas at San Antonio  
Hyde, Tonya — University of Texas at San Antonio

***Contextual challenges and leadership development of high school principals in the small island developing states of Fiji***

There are a significant number of secondary schools in rural and isolated areas of Fiji. The principals in these schools encounter a number of challenges that are unique to their rural environment. This study seeks to explore the challenges faced by rural school principals and their needs and to incorporate this new knowledge into leadership development programs designed to prepare future school leaders.  
Lingam, Narsamma — University of the South Pacific

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl V  
**Session Topic:** Education Policy and Leadership **Session Chair:** Yang, Yingxiu

***The Principal's Leadership: Gains and Losses in School Improvement***

School improvement is affected by various factors, among which the principal's leadership is a crucial one. But principals manifest different tendencies of principal leadership style, which in turn brings different effects in school improvement. Teachers are the interested parties in school improvement. The teacher's satisfaction degree of school improvement affects working enthusiasm, and then affects student scholastic achievement. Therefore, research into the power distribution state plays an important role in improving a principal's job, teacher satisfaction degree and student scholastic achievement.  
Yang, Yingxiu — Northeast Normal University, China

***The Dilemma of Almajiri School System in the Nigerian Education***

The paper unveils the history and evolution of the predominant almajiri system of education in Northern Nigeria. It sheds light on mainstreaming the said system into National education agenda thereby effectively remodeling the system to fit into any formal system. The paper provide ways of improving almajiri (Islamic schools) education and clarify issues entailed in such education system which are often perceived with suspicion.  
Aliyu Ibrahim, Asiya — Federal college of education, Kano. Nigeria

***Echoes of Columbine: The Emotion Work of Leaders in School Shooting Sites***

This presentation describes how leaders engaged in emotion work (Hochschild, 1983,1990) in response to school shooting incidents at various sites. Lessons for school crisis leadership include: (a) personal definitions of leadership guided responses, (b) the crisis changed leaders' work, (c) a high personal toll was paid by leaders, and (d) the experience changed leaders' sense of what was possible. Implications for training, development, and policy changes in schools are presented.  
Fein, Albert — Gonzaga University  
Isaacson, Nancy — Center for Organizational Reform (COR)

***Current Trends in Teacher Evaluation Policy Reform***

Federal policy and competitive grants have targeted teacher evaluation to address low student achievement across the United States. This presentation provides a better understanding of current teacher evaluation reform within the United States and explores the policy impact on student achievement. International perspectives on teacher evaluation are encouraged to engage in dialogue during this session.  
Smith, Allison — University of Nevada Las Vegas

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** Sea Pearl VI  
**Session Topic:** Language Education **Session Chair:** Buttaro, Lucia

***¿Por Que Están Desapareciendo los Libros? On the Hunt for Spanish Books in Schools***

This paper describes part of an ecological study of the Spanish print environment in one community in central Los Angeles. I conducted a “community study” in order to examine the impact of Proposition 227, California’s restrictive educational linguistic legislation on the students in the community. Here I report findings from teacher surveys, classroom observations, and an interview with one biliterate first grade student. I examine access and availability of Spanish reading materials and explore the implications for the literacy development of Spanish speaking emergent bilinguals.

Buttaro, Lucia — Adelphi University

***Examining the Motivation of Vietnamese University Students to Learn English in the Light of the Expectancy-Value Model of Motivation***

This study examines Vietnamese university students’ ability-related beliefs about learning English and the value they attach to learning English and the influence of these two factors on their English achievement and willingness to take additional courses in English.

Truong, Bang Cong — The University of Newcastle, Australia

Archer, Jennifer — The University of Newcastle, Australia

***Anatomy of a Criminal Mock Trial for Court Interpretation Students***

The author, a federal and state certified court interpreter, discusses the application of the mock trial, a common practice in legal education, to students of court interpretation. The mock trial is easily incorporated into a court interpretation class, and is a valuable educational tool in helping prospective interpreters better understand the legal system and the Interpreter Code of Ethics, as well as to practice their consecutive and simultaneous interpreting skills in a real life situation

Cornwall, Fatima — Boise State University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific I  
**Session Topic:** Teacher Education - Panel **Session Chair:** Stroot, Sandra

***Project ASPIRE – Towards a New World of Teacher Preparation***

Project ASPIRE is an innovative apprenticeship model of urban teacher recruitment, preparation and retention developed through unique partnerships among The Ohio State University and Columbus City Schools. Components of this model include an Urban Teaching Seminar aligning theory, practice, and community, a Co-Planning, Co-Teaching Apprenticeship Model utilizing Cognitive CoachingSM, an innovative arts-embedded curriculum, and an infusion of technology with personalized support, and sustainability. Our overall goal is to support teacher success in high-need urban schools.

Stroot, Sandra — College of Education and Human Ecology

Kinloch, Valerie — College of Education and Human Ecology

Brosnan, Patti — College of Education and Human Ecology

Carter, LaShaun — College of Education and Human Ecology

Dixon, Kerry — College of Education and Human Ecology

Jaede, Marguereth — College of Education and Human Ecology

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2015 / **Room:** South Pacific III  
**Session Topic:** Teacher Education **Session Chair:** Green-Derry, Lisa

***Preparation of Teachers by a Southeastern Louisiana College of Education to Meet the Academic Needs of Students Traumatized by Natural Disasters***

Perceptions about teachers’ preparedness to meet the academic needs of students traumatized by natural disasters are the focus of this case study. Educators from a Historically Black University in New Orleans, Louisiana perceived teachers who taught prior to Katrina as being prepared to meet the academic needs of students traumatized by the natural disaster. Participants perceived teachers who came to New Orleans after the hurricane as less prepared

Green-Derry, Lisa — Sustainability Teaching: Intersecting Minds and Matters Responsibly (STIMM)

***Growing Rural Opportunities (GRÖ STEM) Residency Program: Reducing the achievement gap of students in high-need rural schools***

California State University, Bakersfield (CSUB) is the beginning stages of implementing a rural residency model design based on a strong theoretical foundation in the areas of distributed cognition (cohort models), intensive and extended clinical experience (co-teaching), and cultural synchronicity in order to recruit and retain a teacher population whose demographics mirror the student population of rural California districts. Learn how CSUB intends to reduce the achievement gap of students in high-need rural Central Valley Schools.

LaGue, Kristina — CSU Bakersfield

Gage, Bree — CSUB

Brooks, Sarah — CSU Bakersfield

***Closing the Algebra Achievement Gap Through the Responsive Teaching Cycle (RTC)***

This paper discusses the outcomes and implications of an innovative approach to professional development using a model of teacher collaboration that we called the Responsive Teaching Cycle (RTC). Through daily meetings during summer school and weekly meetings during the academic year, teams of teachers engaged in practical inquiry around their students’ thinking. As a result, student achievement was positively affected while teachers developed their capacity to address the learning needs of their students.

Cheng, Ivan — California State University, Northridge

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