

# Welcome to the Seventeenth Annual Hawaii International Conference on Education



## **Aloha!**

We welcome you to the Seventeenth Annual Hawaii International Conference on Education. For more than a decade and a half, 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 1300 participants representing more than 30 countries. Thank you for joining the 2019 Hawaii International Conference on Education!

The 2020 Hawaii International Conference on Education is scheduled for January 4 – 7, 2020 at the Hilton Hawaiian Village Waikiki Beach Resort, in Honolulu, Hawaii. Please check our website in early February for more details!

<http://www.hiceducation.org>

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

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

## Registration Hours:

January 4, 2019 (Friday)	4:00pm - 8:00pm
January 5, 2019 (Saturday)	7:00am - 4:30pm
January 6, 2019 (Sunday)	7:00am - 4:30pm
January 7, 2019 (Monday)	7:00am - 4:30pm
January 8, 2019 (Tuesday)	7:00am - 1:00pm

(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;

## Session Chairs

 are asked to:

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

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

## Poster Sessions:

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

## Internet Access:

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

**If you have your own laptop with wireless Internet capabilities**, you will be able to pick up our wireless signal in and around the registration room. The wireless Internet SSID is “**HIC**”. Password: **HAWAII2019**

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)

1/5/2019	Saturday	7:00 AM – 9:00 AM	Coral III Ballroom
1/6/2019	Sunday	7:00 AM – 9:00 AM	Coral III Ballroom
1/7/2019	Monday	7:00 AM – 9:00 AM	Coral III Ballroom
1/8/2019	Tuesday	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:

Saturday – Tuesday 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)**

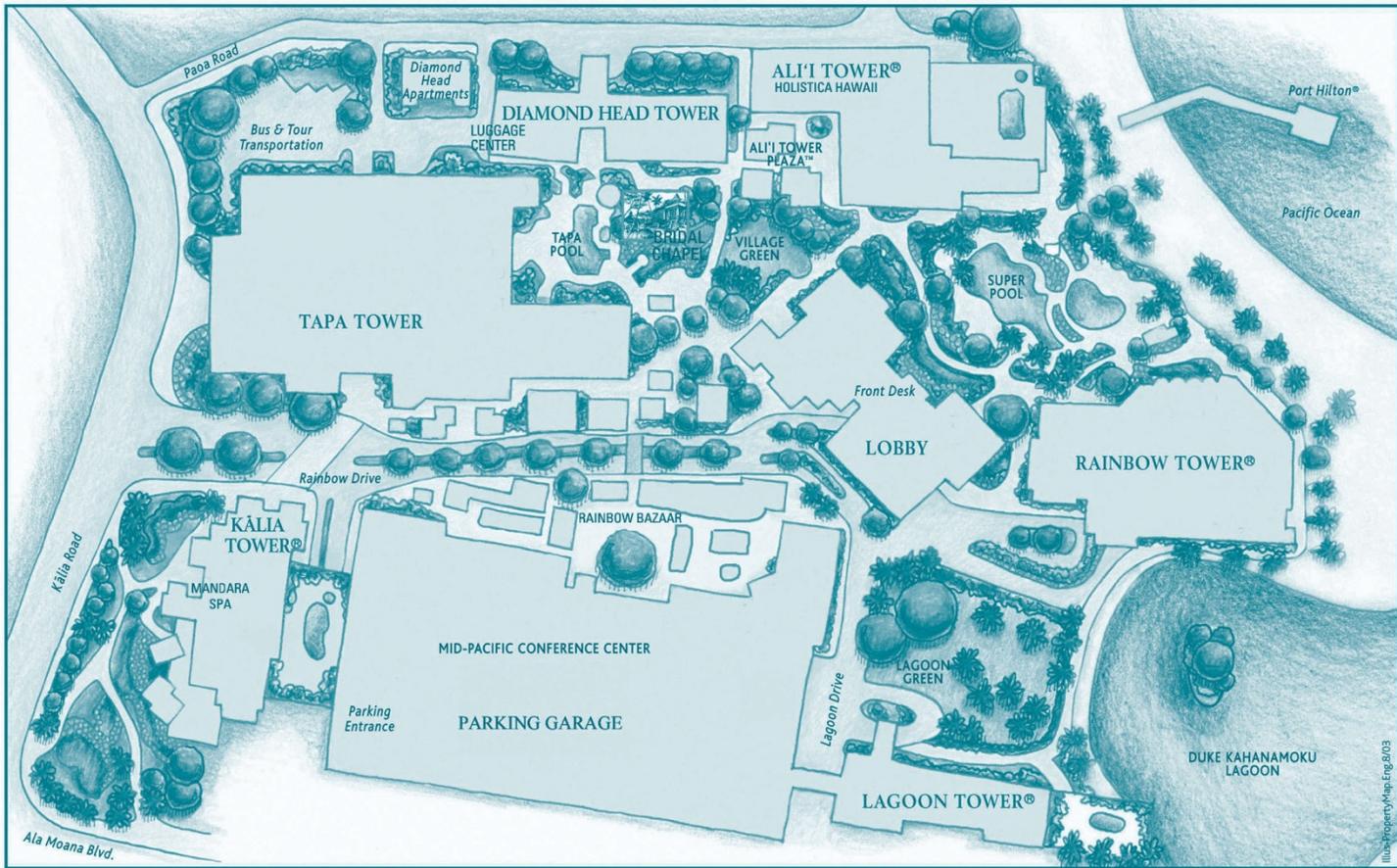
## Audio/Visual Equipment:

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

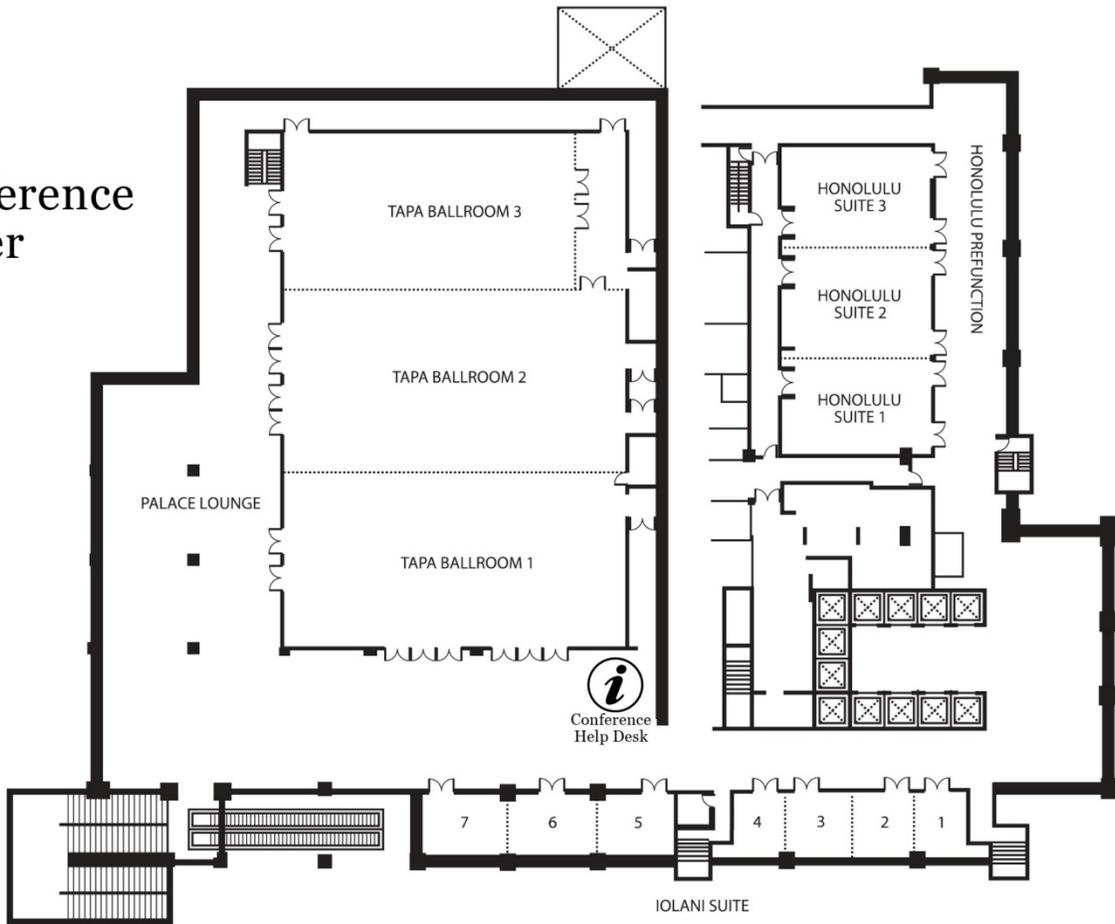
- ✓ Laptop Computer (Please see notes below regarding the laptops)\*\*\*
- ✓ LCD Data Projector (with screen)
- ✓ DVD Player (also plays audio CD's)

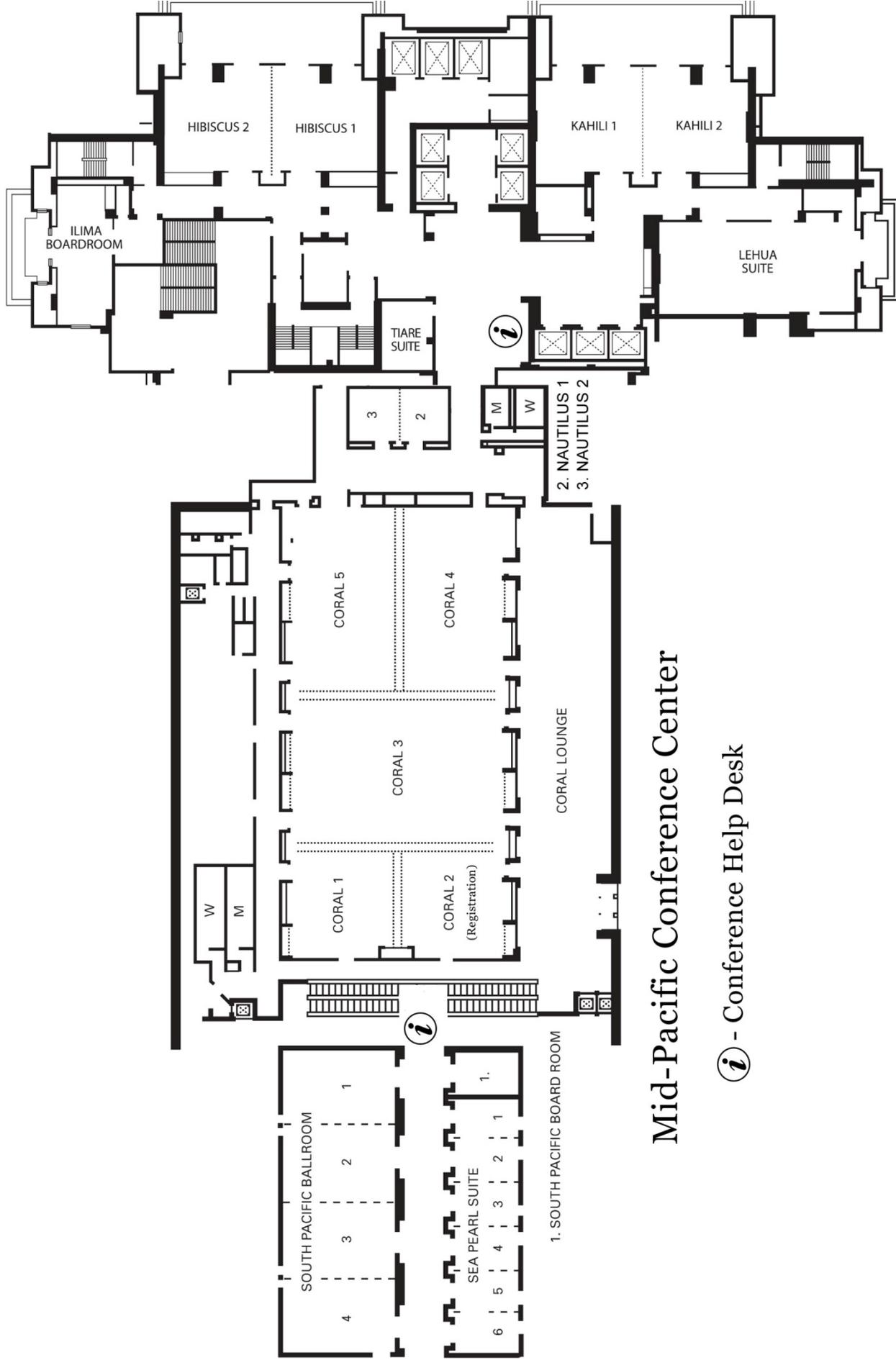
\*\*\* The laptops will accept CD-ROMs, DVD's, and USB “Flash” drives. Microsoft PowerPoint, Word, and Excel are installed on each laptop for your convenience. We will not be able to install any special software that your presentation may require. However, if you brought your own laptop, you may use 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

---

**Time:** 11:30 AM - 1:00 PM / **Sunday** - 1/6/2019 / **Room:** Coral 3 Ballroom

## Inoa Hawai`i

### *How Traditional Hawaiian Place Names Sustain and Spark an Interest in Culture*

The worldview of Native Hawaiians was the understanding of their relationship to the place where they lived, that they were stewards of their environment, the lands, the oceans and the heavens in both a spiritual and practical sense. A traditional ‘ōlelo no‘eau (proverb), expresses the relationship between humans and their connection to the land:

***“He ali‘i ka ‘āina he kauwā ke kanaka;  
the land is a chief, man is its servant”***

(No. 531, Mary Kawena Pukui, 1983)

Hawaiian place names provided generational ancestral knowledge, and was not just a name, but an entire *mo‘olelo* or story providing historical context or literary significance. Often times imbedded in the names are *kaona*, or hidden meanings, layered histories that provide the root connection to the genealogy and origins.

Kumu Jon Kuahiwi Moniz will provide a visual description and explanation on why traditional Hawaiian place names should be used and valued over “easy to pronounce” nick-names, and how these place names validate place, validate cultural practices and validate one’s cultural identity.

Jon Kuahiwi Moniz is currently an instructor of Hawaiian Studies at the University of Hawaii Kapiolani Community College and serves as the Cultural Resource Manager at Kualoa Ranch on O`ahu. He has over 25 years of experience instructing Hawaiian Studies to both students and the community; securing resources and implementing cultural programs and place based lessons. As a dedicated educator for the Department of Education, the Kamehameha Schools and the Nānāikapono Community School Museum, he has guided his students to succeed by inspiring them with an insatiable passion for their culture. He continues to serve as the Waianae Coast Historian/Educator and in his spare time is a talented musician, ordained minister and business owner.



---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education **Session Chair:** Peterson, Patricia

***A Doctoral Program Preparing Faculty in Culturally Linguistically Diverse Exceptional-education***

Describes a doctoral program that prepares faculty competent in Culturally and Linguistically Diverse Exceptional (CLDE) education. Components include rural distance/on-site doctoral program strategies, cultural/linguistic diversity special education and English Learner content, technology utilization preparing students to teach online/hybrid courses, research to practice integration, national conference presentations, research studies with English Learners and diverse populations with disabilities, guest faculty leaders in special education and CLDE fields, and doctoral students' challenges, solutions, and outcomes.

Peterson, Patricia — Northern Arizona University

***Attuned Teaching: Effectiveness with Children with Learning Disabilities***

This study sheds light on underachievement by children with learning disabilities by examining attuned based teaching that was hypothesized to improve children's academic performance. It was also hypothesized that drama classes may have more attuned teaching between teacher and students and between the students than in non-drama classes. The three primary areas of concern that inform this dissertation are affective attunement, drama in the Classroom, and children with learning disabilities.

Poulsen, John — University of Lethbridge

***Collaborative Partnerships in Practice***

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

Grima-Farrell, Chris — University of NSW Australia

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Edwards, Michael

***Can Repeated Information Exchange Activities Increase Speaking Self-efficacy in Japanese University Students?***

This research examines the effect an information-exchange activity conducted five times over one semester had on 30 first-year students in the economic department of a private Japanese university. The aim was to determine whether the repetition of this particular task would raise students' self-efficacy with regards to speaking. The results of a pre and post-questionnaire are discussed as too are interviews taken of five participants.

Edwards, Michael — Doshisha University

***Comparing the Level and Length of Internet Dictionary Definitions***

This study discusses issues involving the use of Internet dictionaries for language learning, compares the defining vocabulary provided by different Internet dictionaries and discusses which type of Internet dictionaries may be appropriate for ESL learners of different language proficiencies.

Dilenschneider, Robert — Jichi Medical University

***We Really CAIRE about ESL. Do You?***

As ESL educators, we are grammarians who are pragmatic purveyors of syntax with its prescriptive grammatical structures. We are linguists who are models of descriptive semantics with word meanings and historic contexts; however, we are, most importantly, cultural conveyors and inspirational interpreters of language. We need to really care about how our students learn as we care about how we teach. So, apply the CAIRE framework showing that you care about your students' language success.

Brock, Patricia Ann — Pace University

Doi, Saori — University of Hawai'i at Mānoa

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 3  
**Session Topic:** Reading Education **Session Chair:** Perez, Katherine

***Transforming School Cultures through Teacher Leadership in Literacy***

The Literacy Innovations for Teachers: Urban Partnership (LIFT UP) project is a literacy coaching collaboration between Saint Mary's College of California and a local urban district. The goal is to have the primary students acquire the necessary literacy skills to become effective learners. All primary grade teachers receive weekly literacy coaching sessions. The teacher leaders are trained to implement and analyze effective assessment measures along with research-based strategies for literacy success.

Perez, Katherine — Saint Mary's College of California

***Research Related to the Role of Attitude in Students' Cognitive and Affective Experiences with Reading***

This presentation focuses on research related to the role of attitude on students' achievement. The session will explore the influence of focused instruction, culturally responsive instruction, print type, and home literacy environment. A tool will be shared for measuring attitude.

Moore, Marilyn — National University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 5  
**Session Topic:** Other Areas of Education **Session Chair:** McLaughlin, Jacqueline

***Learning Outcomes of a Short-term Study Abroad Program in Cuba that Offers Research Experience in Environmental Policy and Structured Conservation Activities***

Short-term study abroad experiences are the most common type of study abroad programs. However, few pedagogical frameworks exist that assist faculty in developing programs with a research praxis, and little empirical research exists on students' learning outcomes who participate in such high-stakes programs. To address these gaps, two pedagogical frameworks were used to structure an embedded program in Cuba which focuses on environmental policy research and conservation. Participants' improvements in skills, knowledge, career augmentation, and global citizenship will be presented.

McLaughlin, Jacqueline — Pennsylvania State University  
Esparza, David — University of Texas at El Paso

***Agricultural Literacy in the Context of Agricultural Education: A Multi-Level Analysis of Elementary School Students and Teachers in Korea***

The purpose of this study was to discover influence factors on agricultural literacy of urban elementary school students in Republic of Korea. Hierarchical linear modeling method was employed in order to examine statistical difference of student level variables and teacher level characteristics, using 929 samples. 13.6% of teacher-level variable affected students' agricultural literacy. Student-level variables and teacher-level variable statistically affected students' agricultural literacy, though an interaction effect between them was not significant.

Jeong, Seongji — Seoul National University  
Choi, Su-Jung — Seoul National University

***College and University Libraries: An Online Graduate Course Developed Using Constructivism Theory and Active Learning Theory***

Librarians serve students, faculty, and scholars from multiple disciplines in academic libraries of all sizes, however, there are different needs for each library type. Graduate courses focusing on College and University Libraries are needed to prepare future academic librarians. An online course entitled, College and University Libraries, was developed using Constructivist Theory and Active Learning Theory in an American Library Association accredited Master of Library Science Program.

McElrath, Eileen — Texas Woman's University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Brockman, Gwen

***Counselors and Special Educators In Training: The Efficacy of Collaborative Efforts***

Study results of collaborative interactions among graduate students in Special Education and School Counseling in diverse urban university and, multiethnic inner city school environments will be shared. Three semesters of data regarding changing participant perceptions, along with scenarios, activities and shared learning experiences among participants will be presented.

Brockman, Gwen — California State University, Dominguez Hills  
Mellblom-Nishioka, Caron — California State University, Dominguez Hills  
Sullivan, Carol — California State University, Dominguez Hills  
Tang, Kimmie — California State University, Dominguez Hills

***Reinvigorating University Classroom Instruction: A Case Study of a New Professor's Efforts to Synthesize Academic Instruction with Contemporary Applied Work Competences***

This session will provide support to participants who are striving to implement instructional activities that conflict with traditional lecture oriented, test based formats. Stories will be provided that highlight a new professor's efforts to reinvigorate his teaching practices through the use of agile scrum principles. A theoretical analysis of the professor's teaching and learning activities along with a data analysis of his student learning outcomes will be shared to substantiate his pedagogical practices.

Bigley, Joel — California Baptist University  
Walters, Keith — California Baptist University  
Ferko, Doreen — California Baptist University

***From Dissonance To Harmony: A Collaboration of Choreography and Substance in Social Equality Consciousness Raising***

This paper focuses on the creation of a multidisciplinary interactive course combining social sciences (sociology in particular) and dance programs on college campuses. This work is extendable to all education levels and within communities. More specifically, this paper explores the results of providing students with introductory non-conventional community activist methodologies in understanding contemporary social justice issues.

Patrick, Le'Brian Alexander — Glendale Community College

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Miller, Nicole Kavner

***Unstorying: A Social-Emotional Learning Curriculum for a Kinder and Healthier School Community***

This follow-up to last year's paper presentation will provide some practical tools and strategies needed to implement Unstorying at school/university communities and organizations. Unstorying is a social-emotional learning process that helps to build a healthier school community by addressing several components: Identifying dysfunctional patterns, interpersonal dynamics, communication skills and strategies, conflict resolution, honesty, a focus on compassion and empathy, and a willingness to create a stronger school community for students, parents, faculty, and administration.  
Miller, Nicole Kavner — East Woods School/Montclair State University/Suffolk County Community College

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Kahili 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Starr, Rochelle

***Young Indigenous Women's Circle of Leadership: Creating space for Indigenous Language, Traditions and Ceremony***

This panel will describe the Young Indigenous Women's Circle of Leadership (YIWCL) program and its impacts on participants. YIWCL is an educational Cree immersion program whose objectives are to mobilize Indigenous languages and Indigenous knowledge transfer. YIWCL offers a unique pedagogical approach to Cree language immersion through traditions, ceremony, and knowledge. Furthermore, it is our hope that such pedagogies and program development ideas will inform Indigenous education and language policies currently under development in Canada and beyond.

Starr, Rochelle — University of Alberta  
Cardinal, Margaret — University of Alberta  
Auger, Darlene — University of Alberta  
Sinclair, Susan — University of Alberta  
Belanger, Maureen — University of Alberta  
Blair, Heather — University of Alberta

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Nava, Imelda

***Minority Women in STEM Fields: Exploring Experiences and Practices that Support a Transformative STEM Identity***

This study strives to better understand and support a transformational STEM identity in women, specifically, first-generation women of color. Through this understanding, potential implications for better supporting first generation female STEM majors are noted. Particular questions are addressed including: How can lived experiences define STEM Identities? How has current context negated or enhanced their STEM identity? How does the role of mentorship and leadership help develop STEM identity?

Nava, Imelda — UCLA  
Nava, Marco — LAUSD  
Chavez, Sandra — East Los Angeles College  
Nava, Román — San Diego State University

***An Analysis of STEM Learning Facilitation in Informal Educational Environments***

This study, part of a NSF project, researched the effectiveness of having personnel with little or no formal teaching background facilitating middle school level engineering design activities. Activities were implemented in 16 Boys & Girls Clubs in three states by facilitators, half of whom had no STEM background. Results include ease of program implementation and STEM knowledge gain by facilitators and youth.

Burghardt, M. David — Hofstra University  
Hecht, Deborah — CUNY Graduate Center

***The STEM of Academics is Physical Education***

Physical Educators have the opportunity to innovate and advance the educational environment where Science, Technology, Engineering, and Math (STEM) concepts can be actualized through a cross curricular approach utilizing classroom curriculum and PhysEd activities. Integrating STEM and PhysEd together provides learners the means to develop physical and mental competencies, nurturing exploration, and promoting growth academically and physically. The proposed session will focus on how PhysEd can STEM-ulate academic achievement.

Adkins, Megan — University of Nebraska- Kearney  
Hollman, Angela — University of Nebraska- Kearney  
Bice, Matthew — University of Nebraska- Kearney  
Rech, John — University of Nebraska- Kearney  
Becker, Betsy — University of Nebraska Medical Center

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Lehua  
**Session Topic:** Adult Education **Session Chair:** Christensen, Amanda

***Impacts of Delivering Finance Education Using Online Videos***

Educators can deliver research-based, reliable information online in new and engaging ways. Nineteen personal finance videos on topics such as budgeting, credit management, savings, personal allowance, holiday spending, and tips for newlyweds were peer-reviewed and shared via YouTube. The videos had 12,955 views in all 50 states and 27 countries. The positive impacts show how educators can successfully adapt peer-reviewed material and remain a relevant source of trustworthy information in the digital age.

Christensen, Amanda — Utah State University

MacArthur, Stacey — Utah State University

***Supporting Vulnerable Students: Techniques for Teaching Emotional Self-Regulation to Adult Learners in the Classroom***

Most educators can recount experiences with students who demonstrate emotional dysregulation impacting classroom dynamics and student learning. As social work educators, we need to provide trauma informed educational tools for instructors to aide students. In this presentation, we will describe the need to teach emotional regulation skills to students; identify pedagogical strategies for teaching emotional regulation in the classroom, and utilize emotional regulation tools to facilitate experiential learning activities.

Lewis, Jennifer — University of Southern California

Harper, Bianca — University of Southern California

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Nautilus 2

**Session Topic:** Operationalizing Social Justice in an Educational Leadership EdD Program: Perspectives from Practice - Panel **Session Chair:** Reyes, G.T.

***Getting Dangerous: A Principled, Values-Centered, Socio-historically Grounded, and Higher Purpose-Driven Approach to Transforming Educational Leadership***

Educational leadership programs tend to set student goals that emphasize management (Karpinski & Lugg, 2006; Lugg & Shoho, 2006; Shoho et. al., 2005) while lacking in creating the structural and cultural conditions to cultivate leaders for social justice (Miller & Martin, 2015). These programs contribute to the “dangerous ground” that Carter G. Woodson (1998) visibilized in the structure of schooling that creates inequity and inequality by design. As such, this paper stands in opposition to the conditions that create dangerous ground by illuminating the “dangerous work” (Ladson-Billings, 1999) of re-visioning the socio-political stance of a department of Educational Leadership at a higher education institution. Dangerous work destabilizes the beliefs and actions that create and recreate inequity in the first place.

Reyes, G.T. — California State University, East Bay

Dailey, Ardella — California State University, East Bay

***Operationalizing Social Justice in an Educational Leadership EdD Program through Assets-Based Writing Support***

Operationalizing social justice in EdD programs necessarily must include a critical examination of how to support student writing. With a proactive social justice approach, writing support should shift from a correctional, deficit stance, to a stance that emphasizes and builds on the assets that students bring into the program, and intentionally scaffolds their writing process to open doorways to the language of power. Drawing on socio-cultural theory (Vygotsky, 1978) and academic literacy frameworks, we created processes that emphasized student strengths, bridged to student funds of knowledge (Moll, et al, 1992), and highlighted existing writing skills. In addition, we problematized the genre of academic writing itself, creating spaces for student experience and voice. In this presentation, we discuss these processes, as well as findings from our examination of student response to these efforts over time, drawing on action research methods (Anderson, Herr, & Nihlen, 2007).

Hayes, Kathryn — California State University, East Bay

Gray, Mariama — California State University, East Bay

***Illuminating Unconscious Bias in Educational Leaders: Using an Interactive Survey to Improve Self-Reflection and Decision-Making***

This study presents the results of an interactive survey administered to illuminate bias in how people view “very good teachers” and how it can be used as a tool to promote self-reflection on deep, unconscious biases to improve the decision-making of education leaders. Recent research in cognitive science shows that facts alone usually won’t change someone’s fundamental worldviews or mindsets (Lakoff, 2014) and will often cause them to further cement their current thinking (Schermer, 2017). Instead, in education, unconscious mental models of what are good teachers and good schooling can override facts in deciding on what will likely be effective policies and practices (Haas, Fischman, & Brewer, 2014). Therefore, university faculty need to engage their students in activities that do more than discuss facts on schooling, teaching, and learning and teach future education leaders to do the same (Fischman & Haas, 2009). This presentation presents the results of administering a teacher photo rating survey with nearly 2,000 people and how the survey has been used to promote self-reflection that led to more effective decision-making.

Haas, Eric — California State University, East Bay

***Putting Theory to Work in Social Justice Research for Educational Leaders: A Critical Posthuman Perspective***

In this paper, the author describes a set of module activities about “Engaging Critical Theories in Designing Research for Social Justice” for educational leaders. Activities included examining model texts for the influence of theoretical ideas in planning/conducting/interpreting research; drawing on specific critical theories to analyze data sets; and conducting meta-analytic analyses to draw out implicit/explicit ways theoretical concepts shaped knowledge production. Theory, as an agentic non-human actor in research processes, was explored as an observational apparatus that co-produces phenomena (Barad, 2007). Drawing on student engagement and responses to the activities in the course, I argue that this process allows the researcher to theoretically locate themselves as a type of politics of location (Braidotti, 2013). These activities disrupted entrenched ideas that (human) researchers are objective, separate from the research, or that anything can be ‘found’ in data. It opened up notions that research processes are shaped by a continuum of human/non-human factors with distributed agency (Authors, 2018).

Strom, Kathryn — California State University, East Bay

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Bonner II, Fred

***Models of Success: Identifying Factors that contribute to faculty production of Minority STEM Graduates: Implications for HBCUs and Beyond***

As minority populations continue to increase, their participation in the STEM workforce will be critical to the health of our growing economy. Thus, one of the most important areas of focus should be on increasing minority STEM graduates. A significant facet of this is to understand the role faculty should play in preparing these students and assisting with their matriculation to graduation and ultimately their participation in the workforce.

Bonner II, Fred — Prairie View A&M University  
Marbley, Aretha — Texas Tech University  
Frizell, Sherri — Prairie View A&M University  
Smith, Stella — Prairie View A&M University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Hallam, Pamela

***Examining a University-Multiple District Sponsored Principals Academy from the Perspective of Principal Supervisors***

Report on the effectiveness of the Brigham Young University-multiple district (5 districts) sponsored principals academy from the perspective of both principals who have participated in the 2-year program and also their principal supervisors (data from two separate studies). The Principals Academy, has been operating since 2002 and has graduated over 400 principals and administrators.

Hallam, Pamela — Brigham Young University  
Boren, David — Brigham Young University  
Prater, Mary Anne — Brigham Young University

***Strategies for Maximizing the Effectiveness of Teacher Evaluations***

An extensive knowledge base exists supporting the positive contributions of teachers on student achievement. But what tools can schools use to maximize teacher performance? This paper will examine the topic of teacher evaluation as a means for maximizing teacher performance. It offers guidelines for constructing an evaluation system that incorporates best practices suggested by both research-based practice and practice-based research, while avoiding those practices that are known produce unintended and undesirable consequences.

States, John "Jack" — The Wing Institute

***Maximizing Teacher Performance through Teacher Coaching***

Despite significant investments into teacher preparation programs, induction, and ongoing professional development, many teachers continue to be ill-equipped to be effective teachers. Traditional methods including didactic training, discussion, demonstration, simulated practice and feedback do not result in teacher acquisition of skills that generalize to the classroom. By far the most effective strategy involves coaching. This paper will identify the critical components of coaching and make recommendations for coaching in the "real-world" education system.

Keyworth, Randy — The Wing Institute

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Green, Marybeth

***2019's Technology Tools and Tips for Educators***

Get your tech on for 2019 with this workshop on the best digital tools for teaching and learning. The presenters are university faculty experts on technology including a Blackboard certified trainer and UBTEch Fellow, and a Graduate Instructional Technology Coordinator. Topics will include tools like Thinglink, Google Tour Creator, Zeemaps, Quizlet Live, GoSoapbox, and many more. We will demo Google Slides Q&A, Camtasia Relay, Bitcoin Blockchain, security strategies and more.

Green, Marybeth — Texas A&M University, Kingsville  
Myers, Michael — National University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Janning, Michelle

***Global and Interdisciplinary Approaches to Teaching about Childhood, Families, and Schools in the College Classroom***

Pathways and needed resources for effective interdisciplinary and global approaches to college teaching about childhood, families, and education are presented. Narrative from the following experiences is included: incorporating an interdisciplinary and global lens in a pre-education advising program; teaching at a study abroad institute; applying concepts from global studies faculty seminars to the classroom; designing and co-teaching an interdisciplinary course in global childhoods; and designing a study abroad course on childhood and parenthood in Scandinavia.  
Janning, Michelle — Whitman College

***Lessons Learned from a 4-Year Longitudinal Interview Study at a Liberal Arts College***

The Whitman Study of Student Learning Experiences is a longitudinal research project that tracked students through four years at a liberal arts college. Seventy-five students were selected to be in the research study, and were interviewed at the beginning of their first year, and at the end of each academic year. This presentation will discuss seven key aspects of an undergraduate experience that contribute to student growth, learning, and development  
Christopherson, Neal — Whitman College

***Perceptions of Educational Leadership Faculty Regarding Open Access Publishing***

Currently, there is a dearth of research on educational leadership faculty members' perceptions regarding open access publication. The population for this descriptive study consisted of all educational leadership faculty members at the 98 University Council for Educational Administration (UCEA) institutions and affiliates. Our findings, which represent a wide cross-section UCEA institutions and faculty career stages, seem to indicate that educational leadership faculty members, like their colleagues in many other academic disciplines, are conflicted about the professional value and viability of open access publication.  
Richardson, Jayson — University of Kentucky  
McLeod, Scott — University of Colorado Denver  
Hurst, Todd — University of Kentucky  
Lingat, John Eric — University of Kentucky

***The Complex Layers of "Inward" Attitudes toward Speaking English and Globalization***

This study examined "inward" tendency toward intercultural interaction maintained by the Japanese university students. The study conducted six qualitative interviews to understand the factors that influenced their attitudes. The study revealed that multiple factors, such as modesty and relationships with other Japanese peers are intertwined and it was more complex than fear of foreignness.  
Banks, Sachie — Bunkyo University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Melser, Nancy Armstrong

***Soft Skills in a Hard World: Teaching Soft Skills to Teacher Education Majors***

Soft skills are the skills that are personal in nature and describe the characteristics of a good teacher such as communication skills, decision making skills, and teamwork/collaboration. This session will focus on how to teach the soft skills needed for today's classroom teachers.  
Melser, Nancy Armstrong — Ball State University

***Educated?***

Using Tara Westover's novel *Educated* as a springboard for thought and discussion regarding perception, presenters will highlight how themes such as mode of address and spaces for learning mirror complex themes facing educators. Themes addressed during the presentation may include, but not be limited to; use of curriculum as narrative, mode of address, alternative ways of "knowing", and impact of environmental factors on learners.  
Carter, Leisje — University of Calgary  
Fried, Shelley — University of Calgary  
Sedergreen, Melanie — University of Calgary

***'The Social Brain' - an Online Professional Development Module in Educational Neuroscience***

It is critical for teachers and students to know much more about their 'Powerhouse' – the brain. We have developed Educational Neuroscience online modules that are low cost as well as face-to-face PD for teachers on 'Neuroeducation'. In this session we will examine aspects of the first online module, 'The Social Brain' by viewing and discussing some of its multimedia resources used for PD. Also, how teachers wishing a higher qualification can achieve that using RPL.  
Teghe, Daniel — Central Queensland University  
Purnell, Ken — Central Queensland University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Purje, Ragnar

***Responsibility Theory® (A New Consideration in Neuroeducation)***

Responsibility Theory® is an applied immersive systematic brain-based systematic self-talk neuroeducation program that enhances positive student behaviors.  
Purje, Ragnar — Central Queensland University

---

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 4  
**Session Topic:** Educational Psychology **Session Chair:** Vadnais, Aimee

***Do Children Who Are Securely Attached to Their Parents Have Less Negative Reactions to Cyberbullying Than Children from Other Types of Attachments?***

Secure attachment is one of four types of attachment relationships and is characterized by a secure emotional bond between an individual and a significant relational other. Current psychological research has shown that individuals have optimal physical, psychological, and emotional health as well as success when they have secure bonds and connections to others. It is hypothesized that secure attachment between parents and their children is correlated with less negative reactions of children to cyberbullying than children with other types of parental attachment. These secure parental-child relationships thereby would serve as buffers to the negative effects of cyberbullying by providing resilient and protective factors.

Vadnais, Aimee — Azusa Pacific University  
Triplett, Tiffany — Azusa Pacific University  
Cochrane, Stephen — Alliant International University

***Teaching Methods on Science and Mathematics Subjects for Changing Learning Behavior***

For advancing science and technology, learning science and mathematics subjects in school education is an important issue. In Japan, the portion of high school students who avoid learning science and mathematics by selecting non-science course has been increasing since 1980s. In this paper, we will analyze factors those caused the students to avoid learning science and mathematics subjects, and examine the teaching method for changing their learning behavior.

Nishimura, Kazuo — Kobe University  
Yagi, Tadashi — Doshisha University  
Miyamoto, Dai — Doshisha University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Panel **Session Chair:** Perzigian, Aaron

***Media, Disability, and Pathways to Teacher Education***

Special education faculty from Western Washington University share their experiences developing and teaching a new GUR (general university requirement) course which introduces students to issues of disability portrayal in mass media (e.g., objects of pity, intersectionality of race and disability). The presentation will include discussion of curricula choices, presentation of media examples, introduction to major course themes, opportunities for audience participation, and examples of student (with and without disabilities) responses to features of the course.

Perzigian, Aaron — Western Washington University  
Hyatt, Keith — Western Washington University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Shimamura, Toyoko

***Development of Effective Teaching Methods and Materials for Q & A sessions in Academic Presentations Based on the Needs of Non-native English-speaking Scientists***

In addition to paper sessions, Q & A sessions pose particular difficulties to non-native English-speaking scientists, especially novices. As they are full of challenges such as unpredictable questions and conflicts of opinions, training programs to improve skills for Q & A sessions are urgently needed. This study aims to develop a pedagogy to strengthen skills for Q & A sessions using data collected from seven non-native English-speaking scientists and discusses effective teaching methodologies and materials.

Shimamura, Toyoko — Osaka University

***Measuring Japanese Learners' English Ability and Four Language Skills: The Role of Cambridge English: B1 Preliminary***

The CEFR matched Cambridge English: B1 Preliminary exam was incorporated into the curriculum in an effort to determine English 'four skill' proficiency for Junior College English departments students in Japan. Although results showed that proficiency was lower than expected, areas of need were discovered and initiatives able to be designed and implemented

Shiratori, Kingo — Hokusei Gakuen University Junior College  
Cotter, Matthew — Hokusei Gakuen University Junior College

***Language Development vs. Language Acquisition: The Role of the Brain in ELL Education***

Traditional second language development approaches are built on a misconception of how the mind categorizes and processes new knowledge. This presentation demonstrates an inclusive approach to ELL education, and examines the brain's role in acquiring language by processing context-rich neurobiological stimuli in the classroom.

Merideth, Chris — University of Portland

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 3  
**Session Topic:** Social Studies Education **Session Chair:** Leslie, Angela

***“Dead White Men, Presidents, and Generals”:* Content Analysis of Gender Representation in High School Government Textbooks**

This research focuses on the content analysis of the gendered inclusions and exclusions of female politicians and women of color as elected officials in K-12 government textbooks. Resources and information for gender inclusion in textbooks as well as a new conceptual framework of analyzing textbooks for gender and/or racial bias will be presented.

Leslie, Angela — California State University, Sacramento

***Choices and Challenges in Holocaust Education Today***

Because Social Studies educators and policymakers agree that Holocaust education should take place but often disagree on how, many turn to programs run by Holocaust museums and university-based centers as a way of offering the most appropriate and relevant Holocaust education. Yet how well do these programs succeed? Which practices work best? This research study will offer a multi-layered evaluation revealing which most deeply engage students, what outcomes they achieve, and how they are evolving.

Burghardt, Linda — Holocaust Memorial & Tolerance Center of Nassau County, N.Y.

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 5  
**Session Topic:** School Choice **Session Chair:** Sampson, William

***A Comparison of Student Discipline in American Charter Schools and Regular Public Schools***

This research compares student discipline in charter schools with that in regular public schools several American cities. It uses a multivariate approach to take into account the role of variables that might influence discipline.

Sampson, William — DePaul University

Gulasingam, Nandhini — DePaul University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Bloom, Jody

***You Are The Answer: How to Create a Culture of Service in Your Community***

Have you ever wondered why schools are becoming more isolated from their communities? Why aren't communities and schools co-investing in one another anymore? More importantly, how do we get that type of community cohesiveness back? Catherine and Jody have created programs that empower students to be the change leaders in their communities. This workshop will highlight why these programs are so beneficial and how to create and successfully implement a specific school-based program that fits your needs.

Bloom, Jody — Drexel University

Stines, Catherine — Drexel University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Levy, Nathan

***Powerful Strategies to Enhance the Learning of Gifted and Highly Capable Students***

This workshop, by noted *Stories With Holes* author Nathan Levy, explores numerous, proven ways to reach gifted learners in challenging ways. Participants will leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. A variety of successful teaching and parenting techniques relating to social and emotional needs will be shared. Bring your thinking caps and your funny bones to this dynamic presentation.

Levy, Nathan — Nathan Levy Books, LLC

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Workshop **Session Chair:** McGhee, Colleen

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

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

McGhee, Colleen — Maplebrook School

Rhee, Kunyong — Daegu University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Laskasky, Katie

***Collaborative Solution Discovery: An Imaginative, Human-Centered Problem Solving Process for Solving Impossible Problems in Math Education***

Declining student achievement in math across the U.S. seems like an impossible problem. What if we used a different problem solving paradigm? Implementing an innovative, collaborative, problem solving process, participants build authentic contribution from education stakeholders with diverse viewpoints, use research-based recommendations to define success in how students learn mathematics, develop context-sensitive solution options, and evaluate those options' adaptability. Join us to learn about the paradigm and engage in select problem solving tools.

Laskasky, Katie — Loyola Marymount University  
Clemmer, Katharine — Loyola Marymount University  
Acker-Ramirez, Cyndia — Loyola Marymount University  
Mirzaian, Tatiana — Wonderful College Prep Academy

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** King, Kendall

***The Politics of Language Education Policy Implementation: Minnesota (Not So) Nice?***

This presentation examines the policies, possibilities and paradoxes of new state-level, language and education policy (in the United States) to support multilingualism among youth. Findings reveal that with few exceptions, despite the many measures intended to increase support for K-12 language minority students' native languages, implementation has tended to focus narrowly on compliance. Our analysis unpacks how local discursive and cultural processes, including what is known as "Minnesota Niceness," produce these disconnects.

King, Kendall — University of Minnesota  
Bigelow, Martha — University of Minnesota

***Comparing Authentic Materials with non-Authentic Materials for Reading textbooks in University level EFL Classrooms in Japan***

The authenticity of teaching materials for EFL classrooms has been largely discussed. This paper compares students' attitudes towards authentic and non-authentic materials based on survey questionnaires. The expected outcome implicates that the students found authentic materials more difficult but agreed that the texts covered the latest international situations and topics more whereas they found non-authentic materials less difficult and agreed less that the texts covered the latest international situations and topics and news

Inoue, Aya — Aichi University of the Arts

***Reading and Media: Encouraging Critical Thinking and Choosing Quality Sources for EFL classrooms***

How can EFL teachers in Japan design materials to encourage relatively high proficiency students to do critical thinking? As a hypothesis we suggest a combination of reading assignments where the teacher provides questions about themed reading that are both about: 1.) comprehension and critical thinking combined with critical thinking questions, and 2.) outside assignments where students do a lot of reading and the grading metric of their assignment prioritizes critical thinking.

Toohey, David — Nagoya University  
Inoue, Aya — Aichi University of the Arts

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Scribe, Chris

***The Revitalization of – A Province Wide Approach to First Nation Science Success in Saskatchewan***

In 1972 a partnership between the Indian Government of Saskatchewan (Federation of Saskatchewan Indians) and the Indian Teacher Education Program (University of Saskatchewan) was established under the mandate of “Indian Control of Indian Education”. In 2014 FSIN & ITEP re-established their partnership under the FSIN First Nation’s Science Program. This Presentation will examine the realities facing Indigenous students and their disconnection to science as well as discuss the partnerships Indigenous science initiatives geared toward relevant Indigenous knowledge in science.

Scribe, Chris — University of Saskatchewan

Bluehorn, Rhonda — Federation of Sovereign Indigenous Nations

Morin, Myrtle — Federation of Sovereign Indigenous Nations

***Culturally-Sensitive Science Teaching (CSST): Conceptualizing Teachers’ Value within the eZiko Framework***

This paper suggests that to achieve science teaching and learning outcomes, a broad view of Culturally Sensitive Science Teaching (CSST), should consider a holistic perspective of social contexts which are culturally-driven. In this paper, we propose that by juxtaposing the theoretical framework of eZiko with the intersection of value in the science classroom, we create the sensibilities of a functional, yet untapped, CSST concomitant with situations within the African educational and schooling setting.

Ajayi, Eytayo Julius — University of the Witwatersrand, South Africa

Otulaja, Femi — University of the Witwatersrand, South Africa

Dukhan, Shalini — University of the Witwatersrand, South Africa

***Steps on Contrastive Phonological Analysis of Parikwaki (Arawak) and Brazilian Portuguese (Romance/Latin): Fostering Community-Based Projects for Palikur Language Maintenance and Sustainability Programs***

Parikwaki is a language spoken by Parikwene people in the Indigenous Land Uaçá in Brazilian Amazon. Parikwene also live in French Guiana. In Brazil, two other indigenous groups, Karipuna and Galibi-Marworno live in the same land. They maintain neighborly and amicable interactions and relationships. In progressing with Palikur community-based projects of Palikur language program for sustainability, projects goals and phases are in course. One of them is to strengthening domains of Palikur uses in their villages and schools as well as expanding Palikur language domain and uses outside their communities. Also, the domain of Portuguese uses in their villages is given attention as well and efforts are made to keep the domain of this language restricted in the villages. In addressing the phonological differences in terms of articulatory phonetics of both languages, this study reports phoneme inventories, characteristics of phonemes, distribution of phonemes, and phonotactics. This study considers the perspectives of basic linguistic theory, functional-typological and cognitive linguistic approaches for language description as well as for informing teaching/learning aiming at empowering Palikur learners of Brazilian Portuguese and Native speakers of Palikur in programs for language maintenance and sustainability.

Valadares, Simoni — University of New Mexico

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education **Session Chair:** Essien, Idara

***Promising Practices for Teaching Black Boys in Early Childhood Education: Perspectives from “Exemplar” Teachers***

This study employed a narrative research framework to investigate promising practices for working with Black males in early childhood education. Data from this study was derived from narratives written by teachers who had a documented record of success in teaching Black males, as evidenced through school-based assessment metrics.

Essien, Idara — San Diego State University

***Ascriptions of Intelligence for Black Boys in Early Childhood Education***

This study examined the nature of microaggressions in early childhood education, as documented by the parents of Black children. Data in this study are derived from 55 parents of Black children who contributed narratives describing their interactions and that of their children in early education.

Wood, J. Luke — San Diego State University

Essien, Idara — San Diego State University

***Transforming Early Childhood Education Through Culturally Sustaining Pedagogy***

My presentation will highlight how to effectively incorporate culturally sustaining pedagogy in an early childhood setting serving ages 0-5. I will introduce a framework that I developed which provides practical strategies early educators can implement into their learning environments immediately.

Ardrey, Tameka — Indiana University Purdue University Indianapolis

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Soli, Lori

***“Well!” What are you Waiting For? Embracing Personal and Professional Self-care as an Essential Component in Higher Education***

Implementing and modeling intentional self-care and wellness practices is paramount to being and staying an effective educator with the added benefit of better connecting with and engaging Millennial and iGen students. Adroit self-care practices promote student learning and may help assuage workplace challenges. Session participants will self-reflect on current practices and gaps, engage in three experiential self-care journeys, gain insight into the pitfalls of not practicing self-care, and learn strategies for infusion into curricular practices.

Soli, Lori — The Chicago School of Professional Psychology

Foster, Susan — The Chicago School of Professional Psychology

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Chaudhuri, Jayati

***How to Maintain Academic Integrity in Both Traditional and in an Online Environment?***

With the advancement of technology U.S. universities are offering increasing number of online classes those attracting students from across the world. As every advancement brings new challenges, it also raise the question how do we, the educators maintain academic honesty in an online environment? A special emphasis will be given to Quetext, ProctorU and Respondus – three widely different tools available to prevent academic dishonesty.

Chaudhuri, Jayati — California State University, Los Angeles

Madray, Amrita — Adelphi University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Tyler, Clifford

***How Effective is National University in Preparing Students to Be Educational Administrators and School Leaders?***

This paper will describe Educational Administration Fieldwork and Intern course experience, which supervises application of theoretical concepts in practical settings. It will also analyze student completed candidate program evaluations, completed by the student candidates, which evaluates the university effectiveness in preparing them to be successful school leaders. Fieldwork and intern course experience and accompanying courses will also be designed to prepare students for the state-mandated California Administrator Performance Assessment (CalAPA) for the 2019-2020 school year.

Tyler, Clifford — National University

Bustillos, Terry — National University

***Contextual Influences on School Principals: A Study in South African Schools***

The paper focussed on some of the external contextual influences that South African school leaders should take into consideration and that may have an influence on their professional activities. It concluded with recommendations for exercising school leadership based on cultural-historical activity theory

Botha, RJ (Nico) — University of South Africa

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Camara, Sakile

***Career and Leadership Readiness: Preparing Students and Professionals for Careers and Leadership with E-Portfolios***

This proposed research will use a case study method to understand e-portfolio use in two different settings: an academic class and IT employees at a healthcare facility. Three pedagogical approaches will be implemented in each context to aid e-portfolio users in designing and developing a professional online identity. These approaches will also help faculty and managers bridge a gap between technology, and career development. Sample portfolios will be on display.

Camara, Sakile — California State University, Northridge

Cooke-Jackson, Angela — California State University, Los Angeles

Beasley, Kathy — Adventist Health IT Solutions

Picarelli, Randi — California State University, Northridge

***Online Language Teaching: Good from far or far from Good?***

In this presentation, the audience will learn the research findings discovered in a qualitative study exploring the challenges and rewarding experiences of teaching online courses with particular discussion focused on issues of instructional design, professional development, and support from administrators and colleagues.

Cheng, Tsan-Jui — Defense Language Institute

***Designing a Built-in Module to Teach Study Skills in E-learning Materials***

In this research, we proposed a learner model to teach appropriate use of study skills in e-learning materials developed based on the “warp and woof” model. We designed a built-in module for general use in e-learning gaming materials to teach appropriate use of study skills based on our model. Furthermore, we developed sample e-learning materials to verify the educational effects of our strategies for teaching study skills, and conducted practice lessons.

Matsuda, Toshiki — Tokyo Institute of Technology

Ide, Miku — Tokyo Institute of Technology

***Connections Between Dual Enrollment Experiences and Science Degree Attainment: An Examination of Longitudinal Evidence***

The question of whether the benefits of dual enrollment for minority students include increased persistence in science fields has been largely unexplored. There is some evidence that programs designed to support students' transition from high school or community college into four-year institutions are particularly helpful for bringing minority students to college with an interest in STEM majors. This paper examines the relationship of participation in specific dual enrollment courses and subsequent science-related degree attainment.

Morgan, Dewayne — University System of Maryland

Shapiro, Nancy — University System of Maryland

***Moving Past Disconnected Hurdles: Empowering Graduate Students to Affect Positive Change Through the Thesis and Dissertation Experience***

This report focuses on efforts and innovative approaches to improve experiences for graduate students who are developing, conducting and completing master's degree theses and doctoral dissertations in the field of education. The presenters will focus on the need to significantly adjust the process and focus of the educational thesis and dissertation to better match the preparation and needs of students who are practitioners in order to help these students become stronger and better educators and leaders.

Roberts, Donna — Humphreys University

Riggs, Jim — Columbia College

***An Endeavor of Empowerment and Innovation***

This presentation will describe and demonstrate a model for futuristic thinking with a lens towards innovation. Engage in the story of how a department comprised of 8 distinct programs constructed a framework to analyze, plan and develop a department mission, vision, and goals. Hear about the use of distributive leadership to guide and facilitate these goals towards clear action plans with an eye towards empowerment and innovation.

Rodriguez, Sonia — National University

Pacis, Dina — National University

Traynor-Nilsen, Patricia — National University

Marron, Joseph — National University

Sewell, Glenn — National University

Padover, Wayne — National University

***Not Your Average Participation Method - Social Media Engagement for Graduate Students***

This presentation will provide an engaging and dynamic forum to discuss the experiences of incorporating Social Media (Facebook, Instagram and Twitter) as a means for formal evaluated participation in graduate education. Participants will gain valuable insight including a succinct literature review, conclusions from our program of research and exemplars from current courses. Instructions for academics contemplating using Social Media as a forum as well as student outcomes/satisfaction/data and online analytics will strengthen the presentation.

Lamarche, Kimberley — Athabasca University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Davis, Dottie

***Literacy Matters: The Critical Role of Teachers Impacting the Literate Lives of Students***

This presentation highlights the critical role for all teachers in developing effective twenty-first century literacy skills of students. Best practice in literacy research reports the powerful impact of the human mind during engagement of meaning-making literacy strategies for deeper thinking about ideas across all content areas. Literacy practices of analysis, synthesis, and evaluation allow the mind to think more deeply about ideas. This paper explores twenty first century literacy skills and accurate communication of assessment.

Davis, Dottie — Campbellsville University

***“Easier Said Than Done!”: Supporting English Teachers in Japan Through Teacher-Training Workshops***

This paper examines the issue of providing support for English teachers in Japan who are struggling to teach within the New Course of Study framework drawn up by the Japanese Ministry of Education, Sports, Science and Technology (MEXT). The presenters outline how they crafted a series of intensive teacher-training workshops (funded by MEXT) which were designed to help improve in-service teacher training for Japanese teachers of English at junior high schools and senior high schools in Japan.

Cripps, Tony — Nanzan University

Itaya, Hatsuko — Hokkaido Musashi Women’s Junior College

Miles, Richard — Nanzan University

O’Connell, Sean — Nanzan University

***Training Teachers to Manage Heritage Clashes in the Classroom***

As elementary classrooms continue to become more diverse, there is an urgent need to ensure that all teachers are able to manage classrooms with students from distinctly different cultural and linguistic backgrounds. The goal of this study is to investigate the effectiveness of empathy building strategies in training pre-service teachers to become self-aware of their own value systems and world-views, while also assisting them to understand the value systems and world-views of their students.

Johnson, Adrienne — Missouri Western State University

Ogbomo, Queen — Tennessee Technological University

***“It Takes a Village to Raise a Child”...Selela Village (Tanzania) to be exact!***

Through the use of PowerPoint and several photographs, presenters will share their experiences and lessons learned from studying disability and culture in Tanzania. What began as a wonderful study abroad opportunity in East Africa for pre-service teachers, quickly expanded to the opportunity to make real change for Maasai children with disabilities. Now that they are in-service teachers of special education, presenters will explain how this experience translates into culturally-relevant teaching practices in their own classrooms.

DeClouette, Nicole — Georgia College & State University

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Reinking, Anni

***Prepping Teacher Candidates for Difficult Conversations in the Field***

Preparing teacher candidates with protocols and helpful tips to handle and effectively engage in difficult conversations with families is essential, but missing from my teacher preparation programs. Therefore, one professor/researcher designed an experiential learning sequence that involved difficult conversations with parents/guardians electronically and in person. The overall purpose of this research study based on experiential learning was to develop a sense of agency for teacher candidates focused on having difficult conversations in their profession.

Reinking, Anni — Southern Illinois University-Edwardsville

---

**Time:** 9:45 - 11:15 AM / **Saturday** - 1/5/2019 / **Room:** South Pacific 4  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Bragg, Jedediah

***The Impacts of Sexuality in Education: Turning Adversity into a Strength***

Despite a broadened understanding of human sexuality, higher levels of social injustices are faced among sexual and gender minority individuals. The Centers for Disease Control and Prevention highlighted that 9th – 12th grade students identify as lesbian, gay, bisexual, or unsure of their sexuality face higher rates of adversity in educational settings. Therefore, educators should understand the potential size of this population, whom it impacts, how to build hope and highlight individual strengths to combat adversity.

Bragg, Jedediah — University of Oklahoma

Cribbs, Julie Miller — University of Oklahoma

Hellman, Chan — University of Oklahoma

Miller, Gloria — University of Oklahoma

Munoz, Ric — University of Oklahoma

Havig, Kirsten — University of Wyoming

Hanks, Heather — University of Oklahoma

# Roundtable Session

Presenters will have 25 minutes to lead a discussion with attendees. After the 25 minutes, attendees will have 5 minutes to select a new table. No audiovisual equipment will be provided for these sessions. They are meant to be discussions, not presentations.

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Coral III

## ***1. Inclusivity Matters: Cultivating Positive Learning Environments for Students of Color in STEM***

The experience of students of color in higher education encompasses a variety of institutional and social factors. These factors tend to guide and even dictate the directions that students of color take as they pursue their postsecondary degrees in STEM disciplines. The purpose of this roundtable discussion is to address some of the pressing issues that affect the academic progression of students of color in STEM disciplines.

Flowers III, Alonzo — Drexel University

Banda, Rosa — Texas A&M University Corpus Christi

## ***2. Culturally Responsive Teaching and the Student Teacher: Exploring How the Introduction of CRT Affects the Perceptions and Success of Candidate Teachers***

This roundtable will discuss research that is being conducted on the implementation of Culturally Responsive Teaching strategies with candidate teachers. The researchers are asking if CRT strategy introduction and targeted, individualized training assist these teachers in both changing their perceptions about students and if such strategies increase their ability to increase student agency and achievement.

Schlafly, Ashley — University of Houston

Butler, Dawn — University of Houston

Thompson, Amber — University of Houston

Ford, Haley — University of Houston

## ***3. Nevertheless, They Persisted: College Survivors of Academic Failures***

Why do some students persist in college, despite failing a course that is required for their majors? We conducted a phenomenographic study of the experiences of students who persisted in engineering after they had failed a required technical course. Our study may offer new reasons for why undergraduate programs should promote learning from failure.

Choi, Dong San — University of Illinois at Urbana-Champaign

Johnston, Amanda — Purdue University

Williams, Taylor — Purdue University

Loui, Michael — Purdue University

## ***4. Can We Hypothesize that a Positive Attitude toward Teamwork Always Ends with a Good Peer Feedback in Collaborative Learning?***

This study is to examine what factors are associated with the positive or negative peer feedback among students who have highly positive attitudes toward teamwork. For this study, the highest scored five university students from a questionnaire of student's attitudes toward teamwork are sampled.

Han, Shinil — Sungkyunkwan University

## ***5. ESL Learner Pragmatics and Back-Channeling Coding Schemes***

One frequently over-looked aspect of ESL pedagogy and proficiency assessment is learner pragmatic competence. The shortcoming is evident when evaluating the current back-channeling coding schemes. The current research project uses the body of ESL pragmatics research in conjunction with a learner-learner spoken English corpus to suggest a more comprehensive back-channel coding scheme.

Opitz, Timothy — Rikkyo University

## ***6. Integrating an Equity / Social Justice Framework into an EdD in Professional / Instructional Leadership***

The presentation presents a case study on equity and social justice integration in an EdD for Instructional / Professional Leadership. Key components are local to global contexts regarding collaboration and community to facilitate equity and social justice approaches to educator preparation for public education. Findings from 3 cohorts are shared.

White, Cameron — University of Houston

Hutchison, Laveria — University of Houston

## ***7. Exploring the impact of ePortfolios on work readiness and employability: A study of first year University students in Australia***

The aim of this research is to explore first year business students' view about using ePortfolios at Griffith University and examine how the use of ePortfolios in the business curriculum can improve student perceptions of work readiness and employability.

Shaw, Amie — Griffith University

McPhail, Ruth — Griffith University

Rothwell, Andrew — University of Loughborough

Moura, Kathryn — Griffith University

Longworth, Catherine — Griffith University

Boorer, Lenka — Griffith University

### **8. Co-Teaching to Enhance Principal Preparation Programs**

This roundtable discussion will focus on the co-teaching model, which has rarely been used in principal preparation programs, to develop high quality school principals. Experiential stories of three co-instructors will be highlighted to gain further insight about the innovative model connecting theory and practice for aspiring principals. In addition, participants will engage in findings from the co-instructors' experiential stories: strengths of the co-teaching model, supports and needs, and hindrances.

Sanchez, Jafeth — University of Nevada, Reno

### **9. California State Policy Decision Administrative Credential Assessment to Program Implementation**

The California Commission on Teacher Credentialing has identified what school administrators should know and be able to do entering their initial education administrator position. In 2018 a statewide performance assessment, the California Administrator Performance Assessment (CalAPA) was piloted. The objective of this case study is to examine the process and impact of moving from a state policy decision to implementation in the field.

Dailey, Ardella — California State University, East Bay

Winkelman, Peg — California State University, East Bay

### **10. Factors that Influence Middle School General Education Teachers' Attitudes Toward the Inclusion of IDEA Eligible Students Who Exhibit Disruptive Behaviors**

This session is an overview of research study, Factors that Influence Middle School General Education Teachers' Attitudes toward the Inclusion of IDEA Eligible Students Who Exhibit Disruptive Behaviors. Attendees will explore 8 factors that influence general education teachers' attitudes toward this population of students. Additionally, recommendations for K-12 educators and administrators will be shared. Participants will have opportunities to engage in Q&A, and access online materials.

Nelson, Catherine Hertzog — Drexel University

### **11. A Call for Community Action: Integrating Service Learning in Clinical Mental Health Counseling Programs**

The practitioner-scholar model used in counselor education programs seeks to provide students with the practical clinical knowledge needed to engage in professional practice. Service learning offers students the opportunity to practice skill development, advocacy, and social justice through public engagement during the first two years of study. Participants will explore best practice for including community-based service learning into counselor education programs. Benefits for increased student engagement, multicultural competencies, and client advocacy are addressed.

Hudson, Denita — The Chicago School of Professional Psychology

Decker-Fisk, Katie — The Chicago School of Professional Psychology

Foster, Susan — The Chicago School of Professional Psychology

### **12. Fostering a Collaborative Development of a Post-Secondary Education Program for Transition Students with Developmental or Intellectual Disabilities**

High school students in transition programs often watch their same age peers leave school and attend college. "College life" is almost exclusively denied for students in these programs. This session will outline the process followed in initiating a collaborative effort between Bellingham School District and Western Washington University to develop an inclusive program that offers transition students with intellectual or developmental disabilities opportunities to experience campus life.

Hart, Jeffery — Western Washington University

Hyatt, Keith — Western Washington University

### **13. Examination of a Mentor-Led, Field-Based, Cohort Model in Teacher Education**

The Mentor-Led, Field-Based, Cohort Model has guided the implementation of initial teacher education programs within our College of Education for almost 30 years. This presentation focuses on a proposed case study which will examine the model by collecting and analyzing both qualitative and quantitative data in order to better understand and articulate how the model impacts the development of professional educators.

Muschell, Lyndall — Georgia College & State University

Mizelle, Nancy — Georgia College & State University

### **14. Understanding Preschool Teachers' Experiences and Reflections of Dual Language Education and Drama Implementation**

This study examines preschool teachers' reflections of the impact of dual language education and drama implementation on students with disabilities in a dual language preschool classroom. We used culturally responsive pedagogy as a theoretical framework to conceptualize cultural and language differences as resources for learning. Preliminary findings showed that DL practices and the use of drama supported participation and learning of young students with disabilities by enabling embodied learning opportunities and allowing them to use their linguistic strengths.

Kilinc, Sultan — Arizona State University

Kelley, Michael — Arizona State University

### **15. Genome Findings and Enhanced Teaching/Learning**

Recent genome studies and imaging processes provide strong evidence that minds have idiosyncratic strengths in learning. With such a distinct learning footprint, each young mind will have gaps and strengths not matched in the rest of the children. Learning is not 'one size fits all' and the teaching challenge is not racing to the top but rather knowing each child. This presentation focuses on genome findings and practical applications in differentiating and empowering youth.

Astor, Angelica Marie — Northern Arizona University

### **16. Creating K-12 Curriculum using Open Educational Resources (OER): Reflections on Guiding Three Cohorts of Teachers through the Curriculum Design Process**

This session will describe the process and results of taking three cohorts of K-12 teachers through a grant-funded opportunity to use Open Educational Resources (OER) to develop curriculum for their classes. Attendees will look at the types of OER used, the types of curriculum developed, and methods for evaluating the quality of the curriculum. A resource list of OER options will be shared.

Bonnstetter, Rhonda — Southwest Minnesota State University

### **17. Leading Doctoral Students to Terminal Degree Success**

This session, Leading Doctoral Students to Terminal Degree Success, will provide participants (faculty mentors and doctoral students) tips to make it to the graduation platform timely and successfully. Faculty mentors' and doctoral student graduates' perceptions of factors that facilitated terminal education degree achievement, strategies employed, and obstacles overcome will be shared pursuant to the analysis of a mixed-methods study. Ways to avoid the "All-But-Dissertation (ABD)" label will be addressed.

Paquette, Kelli — Indiana University of Pennsylvania

### **18. Everybody Out of the Boat?**

Teacher Education programs across the nation are moving toward a co-teaching model for student teaching, abandoning what some called the "sink or swim" philosophy. At the same time, teacher shortages are pushing desperate districts and schools to put student teaching interns in front of their own classrooms before they know "how to swim." Where is the balance? What can be done to support students and student teachers thrown into the waters too early?

Rember, Betty Ann — Southern Utah University

### **19. Examining the Relationship of Perceived Communication Styles and Self-Efficacy during the Student Teaching Experience: A Quantitative Correlational Study**

The self-efficacy topic is relevant to teacher education in relation to student teachers, as well as mentors/mentees. Investigating ways to increase self-efficacy based on the research could improve teacher practices and influence student achievement.

Carbonaro, Phyllis — Arizona State University and Grand Canyon University

### **20. Building Young Learners STEM Skills and Practices**

Elementary educators can enhance critical thinking and problem solving skills in elementary children, by facilitating their learning of sound science and engineering practices.

Round table participants will engage in discussion about how integrating STEM skills and practices across content areas, emphasizing problem solving and critical thinking, will create a learning environment where students can explore relevant conditions in the natural world.

Wittwer, Peggy — Southern Utah University

### **21. A MindFULL of Stories**

Early childhood professionals can enrich the lives of young children by integrating carefully chosen picture books that focus on, demonstrate, or apply the basic principles of mindfulness. Participants will engage in discussion of appropriate titles on the topic of mindfulness and review a variety of flexible extension activities associated with mindfulness books. A list of new and older picture book titles will be distributed and discussed.

Gubler, Rea — Southern Utah University

### **22. Examining the Relationship of Managers' Formal Education and Innovation in the Supermarket Industry: A Quantitative Correlational Study**

The US supermarket industry exists within a complex and competitive environment. Small businesses are exiting the industry and large chains increase market share by acquiring mid-size chains. The purpose of the study was to examine of the relationship between Entrepreneurial Orientation (EO) and education/experience in the supermarket industry. The outcomes of this research provided supermarket leaders with information that educated managers recognize the higher potential for better performance, better use of EO activities specifically innovativeness.

Davidov, Lily — Rio Salado College and University of Phoenix

### **23. Preparing Culturally Competent Educators for Social Justice**

This roundtable session will explore an urban university's efforts to prepare teachers for teaching diverse student populations. The session will highlight curricular innovations and experiences that help candidates develop a deeper understanding of self and others and gain the skills, knowledge and dispositions for working effectively with all students, families and communities. Data and innovations presented will be able to inform policy and practice in urban teacher preparation.

Waddell, Jennifer — University of Missouri, Kansas City

### **24. Integrating Oral Histories into University Social Science Courses: Limitations & Strategies for Success**

The purpose of this roundtable session is to allow participants to discuss their experiences with the use of oral history assignments in their social science undergraduate classes as appropriate. Some possible themes for discussion will include, but will not be limited to the following: best practices for integrating an oral history project into course syllabi, parameters to consider in using such assignments, issues/strategies related to training students in questionnaire construction and narrative thematic analysis of completed interviews.

García, Alma — Santa Clara University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Atwell, Catherine

***Critical Thinking Instruction, Global Mindedness, and the International Baccalaureate in Saudi Arabia***

This paper will discuss the experiences of one school in eastern Saudi Arabia as it seeks to improve globally minded critical thinking instruction in humanities and social studies through adoption of the International Baccalaureate Middle Years Programme (IB MYP). The paper focuses on how teachers are balancing the requirements of inquiry-based pedagogy with respect for existing cultural and civic norms.

Atwell, Catherine — Marlborough School

***Creating an Inclusive Cybersecurity Curriculum***

Today, cybersecurity is key to any organizations' sustainability. However, it is a daunting task to secure the cyberspace where a vast spectrum of ever-increasing threats and innovative solutions fueling the drive for data, application, network, cloud, and user protection exist. However, the critical shortage of qualified cyber professionals is well-documented. Therefore, educating and training for cybersecurity professionals become issue du jour for private businesses, public organizations, and educational institutions.

Fustos, Janos — Metropolitan State University of Denver

Li, LiYing — Metropolitan State University of Denver

Zhu, Weiyong — Metropolitan State University of Denver

***Expanding Concept of Critical Thinking in 21 Century Classrooms: Contribution of Cultural-Historical Activity Theory (CHAT) and Sociocultural Perspectives***

Sociocultural perspective and CHAT (Cultural-Historical Activity Theory) has lots to offer to our understanding of the concept of "critical thinking" and its application in 21-century classrooms. Contributions of L.S. Vygotsky, A.R. Luria and E.V. Il'enkov will be discussed.

Gajdamaschko, Natalia — Simon Fraser University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** McCain, Terrence

***How Do Student's Perspectives Change After Participating in a Study Abroad Program? "BIL/TESL Students Tell Their Story"***

Our BIL/TESL program offers undergraduate BIL/TESL minors the opportunity to participate in a study abroad practicum. The purpose of this presentation is to analyze the impact such an experience has on their sense of self-identity (sense of self). Although they developed a sense of empathy toward the children in the schools and the local population, they tend to hold on to a sense of entitlement particularly with local conditions, available food, and cultural practices.

McCain, Terrence — Central Washington University

Noori, Lida — Central Washington University

***Is It Effective to Use L1 Semantic Elaboration for L2 Vocabulary Learning: A Pilot Study***

The purpose of this study is to determine whether self-generated elaboration using the participants' L1 facilitates the learning of the L2 target vocabulary. The participants were assigned to either Elaboration (n = 17) or List (n = 15) groups. Two types of tests (definition and reading) were conducted immediately after and a week after the activity. The results and the possible reasons will be discussed.

Iwata, Akira — Hokkaido Musashi Women's Junior College

***Meeting the Needs of English Learners: Shaping the Knowledge, Beliefs, and Attitudes of K-12 Teachers***

K-12 teachers in an in-service training program on teaching English learners reflected on their experience in the program. Qualitative analysis of teacher program reflection papers demonstrates that the teachers achieved a number of professional development benefits from the program and found the experience to be a positive one in their growth as an educator.

Kelch, Kenneth — Alliant International University

***The Effects of a Self-access Center on Language Learning: How to Encourage Students' Involvement Outside Classroom***

The effect of a self-access center on English language learning is a topic worth examining. This study investigates how a self-access center can contribute to improving students' test scores and oral fluency. To measure the effects of oral fluency, recorded interviews are analyzed. We will also discuss our challenges to maintain students' motivation for their continuous learning and to maximize the use of the center.

Ito, Tae — Toyota Technological Institute

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Harven, Aletha

***Protecting Black and Latinx Students from the Negative Psychological and Academic Consequences Associated with School Racism, Discrimination, and a Lack of Effective Administrative Support***

This presentation is for all educators, including school administrators, who want to understand the school experiences of today's Black and Latinx youth. First, scholars will discuss the results of two research studies on Black and Latinx students' race-related experiences in high school. Second, scholars will discuss effective strategies for addressing and protecting Black and Latinx students from the negative psychological and academic consequences associated with their race-related experiences in high school. This presentation is designed to provide high school teachers, administrators, and other school educators with current data on Black and Latinx students, as well as effective strategies for reducing racism and discrimination in their schools, so as to create a more inclusive school environment for the healthy functioning of Black and Latinx students.

Harven, Aletha — California State University, Stanislaus  
Murray, Terry — California State University, Stanislaus

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 5  
**Session Topic:** ESL/TESL - Workshop **Session Chair:** Cowart, Melinda

***Unaccompanied and Uncertain: Educator Responsibilities for Unaccompanied Alien Children at the Border***

With the increase of unaccompanied minors arriving along the U.S. Border daily, having experienced refugee-like situations including deprivation, separation, torture, loss of loved ones, starvation, and recruitment as child soldiers, educators are challenged to strongly advocate for the effective and equitable teaching of newcomer English language learners who arrive alone.

Cowart, Melinda — Texas Woman's University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

***Am I Soaring or Stuck: Using the Perceptions of Intentional Proficiency and Effectiveness Rating (PIPER) in Higher Education***

The Conscious Competence Model suggests that learning is comprised of emotional and cognitive abilities. Based on this model, the Perceptions of Intentional Proficiency and Effectiveness Rating (PIPER) is designed to build awareness related to one's ability to be intentional, proficient, and effective. Participants will explore the stages of conscious competence, how perceptions create opportunities and barriers to learning, and use of the Perceptions of Intentional Proficiency and Effectiveness Rating (PIPER) in teaching, remediation, and supervision.

Foster, Susan — The Chicago School of Professional Psychology  
Soli, Lori — The Chicago School of Professional Psychology

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Hayden-Baldauf, Erin

***At the Crossroads of Studenthood and Motherhood***

The politics surrounding the education of pregnant teens/adolescent mothers has long served as an obstacle to effectively addressing the needs of not only these young women, but the children they raise. This workshop will help participants do the following: consider the social/educational impact of bias against adolescent mothers; craft solutions to effectively meet the functional literacy needs of parenting students and the emergent literacy needs of their children; address concerns regarding SES performance gaps.

Hayden-Baldauf, Erin — St. John's University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Workshop **Session Chair:** Stower, Catherine

***Online Education Moving at Warp Speed: Tips, Resources, and Best Practices from Experienced Asynchronous Educators***

This workshop provides an opportunity to share strategies with university instructors teaching in asynchronous programs. Time-saving tips, techniques, and resources to provide enhanced teaching and learning experiences will be the center of the discussion. As the creation and implementation of online teaching strategies can be time consuming, most instructors crave practical techniques that have been demonstrated to enhance their teaching process. Attendees will leave with practical techniques and resources to facilitate their online teaching experience.

Stower, Catherine — The Chicago School of Professional Psychology  
Erickson, Doreen — Capella University  
Kriz, Kerri-Lynn — Capella University  
Eldredge, Kristy — The Chicago School of Professional Psychology

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Clark, Quintana

***Fostering Culturally Relevant Education through Agricultural Life Sciences Learning Experiences***

This paper describes how a contextually-based educational approach connects culturally-relevant pedagogy, community engagement, and career exploration to teach STEM through problem-solving for enhanced learning experiences among middle school students.

Clark, Quintana — Purdue University  
Esters, Levon — Purdue University  
Knobloch, Neil — Purdue University

***The Influence of NASA's High School Aerospace Scholars (HAS) Program on Students' STEM Attitude and 21st Century Skills***

NASA's High School Aerospace Scholars (HAS) program is an out-of-school-time (OST) STEM program that encourages and inspires Texas high school students to pursue STEM degrees and careers. The purpose of this research study was to investigate the effects of the HAS program on student's attitudes toward STEM and 21st century learning skills. This study also determined the effectiveness of the HAS program from the perspective of the students' parents and the HAS program facilitators.

Bliss, Timm — Oklahoma State University  
Demirci, Ersin — Harmony Public Schools

***Healthy Homes Curriculum for Middle School Students***

This workshop will present a pilot Healthy Homes Curriculum for Middle School Students. The five modules included in the curriculum are intended to teach students about the eight key components to a healthy home, including water quality, asthma and allergy triggers, lead, and radon. This workshop will introduce educators to the curriculum modules, provide strategies for navigating and implementing the lesson plans, and share results of the pilot program.

Kirby, Katherine — North Carolina State University  
Allen, Kimberly — North Carolina State University  
Kirby, Sarah — North Carolina State University

***Strategies Impacting Student Engagement in an Undergraduate Science Classroom Through Diversity in the Classroom Practices***

This paper presents strategies to engage students in large enrollment introductory science courses at the undergraduate level. Many students take the introductory science course to fulfill program requirements. We will discuss with examples of in-class activities which are build based on the theoretical framework of scientific teaching. We have used the following tools, clicker questions, brainstorming, case studies/context based approaches and team based cooperative learning in the in-class activities to promote student engagement and diversity.

Chatterjee, Suparna — New Mexico State University  
Banerjee, Surya Jyoti — New Mexico State University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Lehua  
**Session Topic:** Language Education - Workshop **Session Chair:** Childs, Kamshia

***Changing the Language: Teaching Literacy Engagement and Relevance Through Social Media and Popular Culture***

This presentation will explore best practices and strategies that give relevance to learning by incorporating students' social-culture, social media, and technology to learn "traditional" literacy skills. Learn to further engage students in literacy tasks and walk-away with a wealth of resources to "change the language" of the classroom environment. Attend this session to work collaboratively to explore conversations and activities that can be used to translate academic language to meaningful experiences with language arts curriculum.

Childs, Kamshia — Kansas State University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Measurement and Evaluation - Panel **Session Chair:** Stebick, Divonna

***It's All About to Change: Implications of Reforming Grading and Assessment within a Public School District***

Presenters will share the results of a multi-year, single district grading reform process. This case study of four elementary schools, one middle school and one high school with approximately 4,700 students and 300 teachers evaluates the grading and assessment practices that were implemented and the challenge and assets of a major implementation within a school district. This case study provides insights from multiple stakeholders, including; teachers, students, parents, and administrators.

Stebick, Divonna — Gettysburg College  
Hartman, Daniel — South Western School District  
Pilarcik, Megan — South Western High School

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 2  
**Session Topic:** Elementary Education **Session Chair:** Melser, Nancy Armstrong

***Transition to Teaching Program: Roads Traveled and Lessons Learned***

The Transition to Teaching Program at Ball State University has gone through many changes and has finally arrived at its destination. Find out how this program started, changed, and became the project that it is today.

Melser, Nancy Armstrong — Ball State University

***Recess and Standardized Testing: Implications for Development, Learning, and Policy in K-6***

The focus of current educational policy increasingly centers on accountability, achieved by mandating curricular standards and utilizing high stakes standardized tests. Although the intention of such practices is to reduce the achievement gap and improve education, the effects have consequences for children's overall development. In particular, in an effort to increase instructional time spent preparing for and completing standardized tests, children are experiencing reductions in the frequency and duration of recess in grades K-6.

Essler-Petty, Shannon — College of St. Benedict/St. John's University

Bohn-Gettler, Catherine — College of St. Benedict/St. John's University

***Socioeconomic, Racial, and Gender Gaps in Children's Social/Behavioral Skills: Do They Grow Faster In School Or Out?***

I test whether SES, racial, and gender gaps in children's social and behavioral skills increase faster when in school versus out. Among a nationally representative sample of kindergartners followed until the end of second grade, I find no evidence that gaps grow faster during school periods.

Downey, Douglas — Ohio State University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education **Session Chair:** Ralston, Nicole

***The Potential to Meet District Needs and Build Capacity of Practitioner-Scholars through Partnership***

A new model of research-practice partnership between a university, a non-profit organization, and six school districts strives to both provide high-quality, district-driven program evaluation research and build capacity of practitioner-scholars who complete this research. This qualitative research attempts to better understand the potential of this collaboration to meet both objectives successfully.

Ralston, Nicole — University of Portland

Smith, Rebecca — University of Portland

Waggoner, Jacqueline — University of Portland

***Governance in Higher Education Institutions: An Agency Theory Perspective***

This research contributes to the current empirical literature on governance in higher education institutions in several ways. It posits that HEIs are not immune to agency problems and face at least three agency tensions: between HEIs' top management team members and other stakeholders, among internal HEIs' stakeholders, and between internal and external HEIs' stakeholders. Hence, this study is a step forward from the classical examination of agency tensions in the business context, and it contributes to the growing literature that explicitly considers the need of good governance structures and practices in HEIs.

Restrepo, José-Manuel — Colombian Ministry Trade

Trujillo, María-Andrea — CESA School of Business

Guzmán, Alexander — CESA School of Business

***Students Are Not Consumers but Learners***

Students are members of a community, a social institution in which learning is a vital and reciprocal exchange among people. To view learning as a commodity, such as items produced in industry, devalues the purpose of learning and the effect it has on the progress of the community structure. Researchers present the idea that students are not consumers but learners.

Davenport, Elizabeth — Alabama State University

Howard, Betty — Alabama State University

Patterson, Shelby — Alabama State University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Gabriel, Kathleen

***Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap Underserved Students***

Faculty can play a major role in student retention and success. At a time when the numbers of underrepresented students – minority, first-generation, low-income, and unprepared students – are increasing, it is even more essential for faculty to use evidence-based instruction (EBI) geared toward reaching all the students in their classrooms, while still maintaining high standards and expectations. This workshop will explore EBIs as well as inclusive practices that promote a positive learning environment for all.

Gabriel, Kathleen — University of California

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education - Workshop **Session Chair:** Horowitz, Marcel

***Developing the Social, Emotional and Physical Health of California 4-H Youth***

The University of California 4-H Youth Development Program provides experiential educational programming to children ages 5-18 through school enrichment, after-school programs, and clubs. One priority area is the development of the social, emotional, and physical health of the children it serves. During this workshop we will share the various methods and materials used by UC 4-H to develop better sleep habits, stress management and mindfulness practices, nutrition, positive relationships, fitness, safer environments, and more.

Horowitz, Marcel — University of California, Cooperative Extension

Iaccopucci, Anne — University of California Agriculture and Natural Resources

Espinoza, Dorina — University of California

Brian, Kelley — University of California

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Hosseinali, Taiebeh

***Plickers to Assist Formative Assessment in the Classroom***

Formative assessment is an important part of learning in any educational setting or presentation. Technology can assist instructors to collect immediate feedback for improvement of learning. Plickers is a simple technology tool that lets educators collect real-time formative assessment data without the need for student devices. During this fun and interactive session, participants will learn how to design and use Plickers in any classroom and presentation. Usage of a laptop can facilitate the understanding of the demonstration.

Hosseinali, Taiebeh — Lincoln Land Community College

***CyberecoSTEM: An Investigation into Using Robotics to Teach Food Webs to Second Graders.***

To foster curiosity and appreciation for wildlife and the environment, techniques beyond standard textbook examples are necessary. This research tested an interdisciplinary problem-based environmental curriculum for second graders involving wildlife, landscape ecology and robotic programming in the Texas Coastal Bend. After receiving instruction on local animals, students demonstrated their understanding of local food web interactions by programming Bee-Bot robots to navigate the landscape using special mats representing the South Texas landscape.

Green, Marybeth — Texas A&M University, Kingsville

Torres-Conkey, April — Texas A&M University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Atkins, Celeste

***Everybody Knows You in a Small Town: Contingent Faculty at a Rural Community College***

A case study currently in progress that explores the experiences of and attitudes towards adjunct faculty at a rural community college. This research fills a void in the current community college and contingent faculty literature as it focuses exclusively on a rural community college which are rarely studied. The author hypothesizes that work satisfaction may be greater for contingent faculty at rural community colleges and seeks to understand factors affecting work satisfaction.

Atkins, Celeste — University of Arizona

***Study Abroad: Faculty Tips to Guide International and Domestic Student Interaction***

This paper intends to provide faculty with tips to help guide international students' participation in the classroom. Because Chinese students often study abroad in large groups, this group will be a main focus. The authors explore the benefits to all students studying at US universities – international students studying abroad in the US and domestic students studying in their home country.

Barclay, Allen — Northern State University

Mather, Amber — Northern State University

***Navigating the Field of Sequential Graphic Literature in French Medieval Studies***

It can be challenging to engage students in medieval literature, especially in a foreign language. Yet there are many ways to make them forget the academic reason behind the professorial discourse. Whether authentic medieval sequential arts, modern adaptations, or historical novels, the use of Graphic novels fits perfectly for an era which was mainly expressed by the orality and the image. This paper is about such a course, "Millennial's in XIVth century Paris".

Bourdier, Juliette — College of Charleston

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Prater, Mary Anne

***Instructional Coaching for Teacher Educators***

Instructional coaching is a model used predominately in K-12 schools, but infrequently in higher education. Instructional coaching involves a skilled coach providing instructional support to novice and experienced teachers to improve their teaching. This presentation describes a model used to prepare teacher educators to be better coaches to university students and other university faculty.

Prater, Mary Anne — Brigham Young University

***Non-Traditional Students' Experiences of Lecturers and Younger Students' Attitudes Toward Them: Fostering a Transformative and Inclusive Culture***

The qualitative case study investigated how non-traditional student teachers experienced the attitudes that lecturers and younger students exhibited toward them, with the goal of establishing the effect these attitudes had on their social, emotional, academic and intellectual well-being. Data collected from a purposive sample using focus group interviews revealed that university spaces need to be transformed to enabling teaching-and-learning spaces that accommodate students from all age groups.

Sosibo, Zilungile — Cape Peninsula University of Technology

***Transfer of Knowledge in a Science Methods Course: Does Retrieval Practice Help?***

Retrieval practice has been shown to produce statistically significant differences in student performance both in lab and classroom settings. We wondered how the use of retrieval practice in an elementary science methods class may impact student knowledge and the transfer of that knowledge into tasks requiring application.

Nollmeyer, Gustave — Eastern Washington University

Baldwin, Kathryn — Eastern Washington University

***Recruiting and Preparing the Next Generation of California's Bilingual Teachers***

This mixed-methods increases our knowledge base about bilingual teacher recruitment and preparation and examines how we and others may tap into California's Mini-Corps as a pool of potential bilingual teachers in this critical teacher-shortage era. Using a community cultural wealth model, we worked alongside Mini-Corps to identify the assets that graduates of the program would bring to teacher education programs as well as needed supports that would increase their retention.

Jimenez-Silva, Margarita — University of California, Davis

Ruiz, Nadeen — University of California, Davis

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Beal, Sarah

***Developing the Teacher Educator***

The primary formal measures used by teacher educator faculty to assess their effectiveness have been student course evaluations. To allow teacher educators to receive multiple iterations of feedback, we have developed frameworks and protocols to allow teacher educators to learn from their colleagues and teacher candidates in ways that foster a culture of learning and transparency.

Beal, Sarah — Texas Tech University

---

**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 4  
**Session Topic:** Educational Psychology - Workshop **Session Chair:** Lowe, Aisha

***Creating Academic Environments of Acceptance and Belonging***

In order to learn, our students must first be psychologically and emotionally present. Research has demonstrated that the nature of the academic environment impacts students' academic goals, beliefs about their intelligence, and their academic performance. For students of color, there is the added impact on their susceptibility to stereotype threat perceptions and racial identity. In this interactive session, we will discuss strategies for building a strong sense of belonging and acceptance for all students.

Lowe, Aisha — American River College

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education **Session Chair:** Morin, Alexandre

***Social and Academic Functioning Differences Among Students with Low Levels of Cognitive Abilities***

The main objective of this series of four longitudinal studies was to assess the extent to which various indicators of psychosocial (internalizing and externalizing disorders, self-esteem) and academic (motivation, emotions) would differentially develop across samples of adolescents with low, relative to average-to-high levels of cognitive functioning. Unexpectedly, our results showed, after ascertaining psychometric equivalence in measurement, very limited differences across samples. Implications for research focusing on populations with low cognitive functioning will be discussed.

Morin, Alexandre — Concordia University  
Dubé, Céleste — Concordia University  
Tracey, Danielle — Western Sydney University  
Arens, A. Katrin — German Institute for International Educational Research  
Pekrun, Reinhard — University of Munich & Australian Catholic University  
Ciarrochi, Joseph — Australian Catholic University  
Craven, Rhonda — Australian Catholic University  
Maïano, Christophe — Université du Québec en Outaouais

***Evaluating the Impact of an Empathy-Infused Cultural Responsivity and Cultural Competency Intervention on Student Discipline***

This work in progress builds on pilot research examining the positive impact intense structured professional development has on improving teachers' cultural responsivity and cultural competency (CRCC) in the classroom, and how teachers' use of CRCC impacts student discipline. Specifically, the research questions are, (1) can a 12-week intervention for teachers significantly improve their cultural responsivity and cultural competency when working with students from CLD backgrounds and (2) does that translate into improved student disciplinary outcomes?

Snodgrass, Lisa — Purdue University  
Whitford, Denise — Purdue University

***Stepping in, Stepping out: How One Group of Elementary Pre-service Teachers Came to Understand High-Leverage Teaching Practices While Participating in a State-Wide CEEDAR Initiative Centered in an Urban Clinical Partnership School***

Along with university faculty and school personnel, 24 pre-service teachers spent a year studying literacy methods in a high-poverty urban elementary school focusing on high-leverage practices in general and special education. Conference participants will have the opportunity to engage in debate and dialogue about community-engaged scholarship in clinical partnership settings, build a developing understanding of literacy teaching learning progressions, and reveal how we (as a community) support the preparation of elementary teachers.

Norton-Meier, Lori — University of Louisville  
Lingo, Amy — University of Louisville  
Cooper, Justin — University of Louisville

***The Impact of a Literacy Strategies Course Taught in a Public-School Setting on Teacher Candidates and Students with Severe Emotional Behavioral Disorders***

This presentation describes the impact of a literacy strategies course on teacher candidates and students with Emotional Behavioral Disorders. Each class session included a classroom portion where teacher candidates learned a specific literacy strategy. After learning the strategy, the teacher candidates were given the opportunity to instruct students with EBD on the literacy strategies within the context of reading books with the students.

Wills, Stephen — Georgia College and State University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Moore Jr., Eddie

***White Privilege 101: Getting in on the Conversation***

The impact of power, white privilege, white supremacy and systemic oppression on critical institutions such as education needs to be honestly and openly explored in a safe, mediated environment. Examine how to be a leader in using the recent surge in racial incidents as teachable moments and how to digest and respond to critics through a critical lens.

Moore Jr., Eddie — The Privilege Institute

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Wheeler, Sassy

***Increasing Educational Opportunity through Intensive, Strategic Writing Professional Development: Resisting Formulaic Writing Instruction for Underserved, Low-income Students***

Adaptable writing strategies allow teachers to push back against mandated, formulaic, prescriptive writing instruction by exploring a renewed perspective of the canon, the element of choice, and different genres through authentic writing. In this workshop, participants will experience moving a piece of writing from poem to narrative to an argument. Results of a study of urban secondary teachers who engaged in this process which impacted and influenced their teaching of writing will also be shared.

Wheeler, Sassy — Louisiana State University  
Sulentic Dowell, Margaret-Mary — Louisiana State University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Kahili 1  
**Session Topic:** Business Education **Session Chair:** Thombs, Michael

***Designing and Delivering Educational Content in Programs for Persons with Different Abilities***

A program called "Learning Unlimited" at Salve Regina University, Newport Rhode Island USA is in its 41st year of operation. Program administrators serve a local community of persons with different abilities by inviting participants to campus for 2-hours a week for 12 weeks and present custom curriculum that conforms to a specific theme. This year's theme for the 2017-2018 academic-year is Compassion.

Thombs, Michael — Salve Regina University  
Tillman, Amy Anastasia —

***Using the Art of Origami to Help Persons with Disabilities***

This paper describes an undergraduate business studies project that uses the art of origami to help serve as an exercise or way to deal with stress and teach critical life values for persons with developmental and intellectual abilities.

Conroy, Shawn — Salve Regina University  
Moots, Alex — Salve Regina University  
MacDonald, Emily — Salve Regina University  
Thombs, Michael — Salve Regina University

***Facilitating Peer Assessment within the Learning Management System (LMS) in Online Accounting Courses***

This paper will document the process of facilitating Peer Assessment using the Learning Management System (LMS) Blackboard Ultra Group in online accounting courses. This is very helpful for assessment purposes as it streamlines the data collection.

Lightner, Sharon — National University  
Fajardo, Consolacion — National University  
Ellis, Joyce — National University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Davis, Antoinette

***Why is Calculus so Important in Leading a Person to a Career in STEM?***

Calculus has been regarded as a difficult subject for many years. Many people would say that this sequence of courses is the determiner on whether a person will pursue a career in STEM or not. Confidence has a lot to do with whether students will pass these courses or not.

Davis, Antoinette — CSU-Global

***STEM Students' Identity Construction Process: A Qualitative Collective Case Study***

This paper describes a collective case study investigating (1) how STEM students respond to training and mentoring in their labs and construct meanings about their own identities in relation to their lab environments and experiences, and (2) in what ways these experiences are reshaping STEM fields to be more inclusive and motivate students' interests in pursuing careers in STEM. The findings and implications are discussed.

Donaldson, Leona — Drexel University

***The Scientific Method: Wherein Be Mathematics, A Linguistic Artform Neither Necessary Nor Sufficient?***

The presentation moves through several matters regarding the role(s) of mathematics in Science: (a) Mathematics, a Linguistic Artform is Not Science; (b) Is Mathematics Not Necessary for Science? ; (c) Is Mathematics Not Sufficient for Science? ; (d) Does Knowledge of the 'Scientific Method' Itself the Limitations of Mathematics' Role? ; (e) Why is Mathematics Deemed a Requisite Element in Educational Curricula, Both Secondary and Tertiary?

Mihram, G. Arthur — Author/Consultant  
Mihram, Danielle — University of Southern California

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Amireault, Valérie

***Linguistic, Academic and Social Integration: The Case of Immigrant Adolescents in Montreal (Canada)***

The objective of this research project is to better understand what newly arrived immigrant students in Montreal (Canada) think of the welcome classes (classes d'accueil), created to ease their integration into the French school system. The participants (11 high school students) viewed their experience in this class as useful for their eventual integration into a regular classroom, despite the fact that they had little or no contact with French-speaking students at school.

Amireault, Valérie — University of Quebec in Montreal

Arias Palcio, Sara — University of Quebec in Montreal

***Instruction of Sport-Specific Interpreting Strategies in Interpreting Lessons: Pedagogical Proposals Based on an Ethnographical Study on Baseball Interpreting***

This paper examines the issue of providing practical interpreting lessons for foreign language learners who hope to interpret during sports events. International sports events cannot be successful without contributions from interpreters. The author presents the findings of ethnographical research on Nippon Professional Baseball and Major League Baseball (Itaya, 2017a; 2017b). The interpreting strategies adopted by professional sports interpreters offer pedagogical implications to those who provide and receive interpreting training.

Itaya, Hatsuko — Hokkaido Musashi Women's Junior College

***Recognizing the Need to Teach Waseieigo in English Classes***

This is a report of a survey to clearly understand if Japanese students consider waseieigo, which refers to English words coined in Japan, to be English and if it should be taught in English classes. The results suggest that Japanese learners consider waseieigo genuinely English, and they need help in accurately understanding it to avoid misunderstandings.

Ito, Yukiko — Tokyo Denki University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Schumacher, Jane

***Ho`oponopono: Using Hawai`ian Practice to Resolve Conflicts in School Communities***

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

Schumacher, Jane — University of Phoenix

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Reinking, Anni

***Innovation in Early Childhood Teacher Programs: Engaging Teachers in Virtual Learning to Highly Impact Practice***

Utilizing virtual reality in teacher preparation programs is innovative and transformative, as shown through research. Participants in the session will view the virtual reality simulation, learn about the impact, and engage in critical discussion of how this innovative technology provides the ability to coach and reach a plethora of teacher candidates.

Reinking, Anni — Southern Illinois University-Edwardsville

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Counselor Education **Session Chair:** Rakich, Sladjana

***School Counselors' Application of Solution-Focused Brief Counseling: An Overview of Theory, Practice, and Implications for Counselor Education***

Solution-Focused Brief Therapy (SFBT) has become a popular approach used in business, social policy, education, criminal justice services, child welfare, and counseling (Institute for Solution-Focused Therapy, 2017). In education, Solution-Focus Brief Counseling is a common practice school counselors use when working with students to solve problems. This paper will review the solution-focused approach to counseling and problem-solving, present the major tenants of solution-focused brief counseling, and examine how school counselors and educators use solution-focused brief therapy in schools to guide students toward solutions

Rakich, Sladjana — National University

Martinez, Danny — National University

***Prevention: A Critical Element of Counselor Education***

The field of counseling, from its very inception, has distinguished itself by focusing on prevention, wellness, building strengths, development, and empowerment. However, with the latest revision of the CACREP standards (2016) the field of counseling has moved further away from requiring or emphasizing prevention. This article discusses the need for prevention as a focus of a solid counselor education training program and provides ideas for integrating prevention education and training within the counselor education model.

Garrett, Marta — USMC

***Culturally Responsive and Socially Just Counselling: A Conceptual, Applied Practice, and Pedagogical Model for Teachers and Learners***

The culturally responsive and socially just (CRSJ) counselling model is designed specifically with teaching and learning in mind. Combining an interactive e-text and an open source, online teaching and learning guide facilitates a constructivist learning process, where learners can move seamlessly between conceptual/theoretical principles, experiential learning activities (which include multimedia, interactive, applied practice, exploratory, arts-based, and self-reflective processes), and applied practice examples. Learning pathways are created that are flexible, nonlinear, recursive, and learner-driven.

Collins, Sandra — Athabasca University

***Examining Bullying Practices in Schools***

Bullying is a behavioral issue that has been affecting many students in schools today. This behavior is exemplified in the forms of verbal and nonverbal attacks, some of which are direct and include physical harm to the victim. Other forms are verbal which involves name calling, insults or threats being directed at the victim that may also involve emotional bullying where the victim's emotions are targeted. Other forms of bullying may be indirect where the harm does not only affect the persons who are bullied but affects the person who initiate and practices the action.

Gardiner, Carl Lloyd — Prairie View A&M University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Hairston, Kimetta

***From Faculty to Leadership: Perspectives and Strategies on Becoming an Aspiring Leader in Higher Education***

During this session the presenter will provide experiential strategies on how to become an aspiring and successful leader in Higher Education, as she shares her leadership skills and journey as a 2018-2019 American Council on Education (ACE) Fellow. She will share her challenges and aspirations at a PWI and an HBCU and how to become a leader in Higher Education from Department Chair to Assistant Dean and shadowing (2) University Presidents and their Cabinet Members.

Hairston, Kimetta — Bowie State University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Burleigh, Cheryl

***Education Leaders' Perceptions of Faculty Ethical Decision Making: Awareness, Learning, and Change***

Education leaders are charged with the task of upholding an ethical working and learning environment. Observations of the processes faculty at their school site employ in ethical decision making throughout the school day led to a deeper understanding of school culture, thus creating a systemic change. This exploratory case study based on systems thinking grounded in the stories shared by education leaders not only revealed the education leader's perceptions, but also awareness, learning, and change.

Burleigh, Cheryl — University of Phoenix

***Developing a Leadership Pipeline through Dynamic K-12/University Partnerships***

With the aim of providing a reliable and sustainable pipeline of future leadership talent, Western Washington University and K-12 partners are working together to identify and prepare administrators with the skills necessary to meet the unique needs of their students, families and communities. Partnerships highlighted include the: Highline School District (Burien, WA) Leadership for Language Learners Partnership; and the Abbotsford (British Columbia) School District International Leadership Development Partnership.

Bruce, Tim — Western Washington University

Larsen, Don — Western Washington University

Hunter, Joseph — Western Washington University

Aller, Warren — Western Washington University

Robertson, Wayne — Western Washington University

McKay, Angus — Abbotsford (British Columbia) School District

Penner, Duane — Abbotsford (British Columbia) School District

Levings, Ian — Abbotsford (British Columbia) School District

***The Effects and Perceptions of Teachers and Administrators on the Teacher Evaluation Programs: Its Impact on Their Effectiveness in the Schools and Implications for Student Achievement***

This proposal will provide a succinct description of the legislative initiative requiring the development and implementation of teacher evaluation systems in the U.S. States and school districts. During the session a discussion will focus on current teacher evaluation models used in their State and districts, and changes that have evolved since the inception of their teacher evaluation model. Participation in a in a discussion with the presenter will be encouraged.

Cosimano, Michael — California State University, Bakersfield

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Fortner, Kitty

***Bridging the Gap Between Education and Technology?***

This presentation addresses the gap regarding how teacher education programs prepare pre-service teachers to integrate technology into their teaching. This presentation will highlight data pertaining to the usage and integration of technology using the SAMR model. This preliminary research project was designed to gather data that will offer insight into the current state of education technology usage at a four-year universities.

Fortner, Kitty — California State University, Dominguez Hills

Kol, Koda — California State University, Dominguez Hills

***Development of Problem Extraction Tool for Debugging Practice Using Learning History***

I actually did a programming lesson and found that there were several students who cannot understand error messages. The edit history visualization system that we previously proposed accumulates all the source code of the process that is being modified until the program is completed. We thought that by automatically extracting the source code containing errors from all the source code, we could let learners practice correcting the mistakes. We developed a tool to realize it.

Umezawa, Katsuyuki — Shonan Institute of Technology

Nakazawa, Makoto — Junior College of Aizu

Goto, Masayuki — Waseda University

Hirasawa, Shigeichi — Waseda University

***Food as a Human Rights Issue Explored through the Lens of Education, Art, Human Ecology, and Diverse Technologies***

Authors discuss developments of an innovative pedagogical model based on case study research about human rights education. Students' new media projects provide Art and Human Ecology examples dealing with food in terms of safety, weapon and land, and food security issues. Meaningful curricula and innovative pedagogy are developed using contemporary technologies. Key to the studies are creative teaching and learning about digital technologies at higher education levels and also integrating human rights issues into curricula.

Cap, Orest — University of Manitoba

Black, Joanna — University of Manitoba

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Clamme, Shay

***POPing the Pedagogy: Methods for Implementing New Teaching Pedagogy in the Classroom.***

The study examined the impact of faculty-student bonding among rural university students in Indiana. The theoretical framework for this study was developed from work published by David Yeager who found that university students, who had strong interpersonal bonds with their faculty, typically had higher grades. According to David Yeager's research the assumption that a trust bond is the crucial component for successfully delivering critical feedback.

Clamme, Shay — Indiana University East  
Parker, M. Michaux — Indiana University East

***Leadership and Collaboration: How Committee Chairs in Higher Education Collaborated to Utilize Technology to Improve Teaching and Learning Outcomes***

Although the idea of collaboration is not new in higher education, the demand for the ability to effectively collaborate has increased. Recently, the chair of the distance education division and the chair of student learning outcomes came together to utilize their leadership acumen to collaborate and provide digital access and opportunity for faculty training to enhance teaching, learning, and outcomes.

Cartagena, Alyson — Rio Hondo College  
Senk, Jodi — Rio Hondo College

***Turning a Mountain into a Molehill: The Challenge of Discussing Racism in the PWI Environment***

In this paper, the author will define racism as well as the conditions that make it difficult for Black scholars to discuss racism at Primarily-White Institutions (PWIs) and Historically-White Institutions (HWIs). By building on Florence Kluckhohn and Fred Strodbeck's (1961) Value Orientation Theory, the author discusses how understanding the time orientations of students can help guide classroom discussions on racism, thereby making these discussions more effective.

Chaney, Cassandra — Louisiana State University

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 2  
**Session Topic:** Educational Psychology - Workshop **Session Chair:** McAlister, Michael

***Deepening Awareness: The Integration of Mindfulness Practices in United States High Schools***

Findings relating to a promising practice will be discussed and then applied in this workshop for those interested in exploring the benefits of mindfulness practices in organizational settings. Attendees will come away from the workshop with a knowledge of what mindfulness practices are, how they can be used, and how their use can support the well-being of all stakeholders within an organization

McAlister, Michael — University of Southern California

---

**Time:** 1:15 - 2:45 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 4  
**Session Topic:** Academic Advising and Counseling **Session Chair:** Retrum, Jessica

***Innovations in Advising for a New Generation: A Life Span & Integrated Interdependent Approach***

Presentation of a study of an innovative model that intersects academia, student services, enrollment management, and budgeting so that student and teaching needs are equally considered and attended to program functions and strategic planning. Presenters will report on pilot study results, explain plans for more rigorous testing of the model, and explore various topics that will engage attendees such as factors in model effectiveness and strengths and challenges of the student lifecycle integrated interdependent approach.

Retrum, Jessica — Metropolitan State University of Denver  
Middleton, Amy — Metropolitan State University of Denver

## Poster Session

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Coral III

***A Model of Vicarious Traumatization: Vulnerabilities and Buffers Impacting Therapists-In-Training***

This research project aims to understand how vicarious traumatization (i.e., repeated exposure of clinicians to the fear, pain, and/or terror that accompanies clients' trauma stories) may impact student clinicians. Study results indicated that internalized shame predicted vicarious trauma among therapist trainees, which is a novel finding. Educational and training-oriented implications will be discussed for this finding as well as other meaningful variables, including organizational support, personal counseling, and the impact of trauma-based readings and discussions.

Harris, Danica — Texas Woman's University  
Kazyaka, Kristin — Texas Woman's University  
Patel, Sapna — Texas Woman's University  
Porter, Courtney — Texas Woman's University  
Rubin, Linda — Texas Woman's University

### ***A Comparison of Disability-Specific Accommodations for Graduate Students in Online Courses***

This presentation will report the experiences of graduate students with disabilities receiving accommodations in online courses based on their disability classifications. Specifically, the similarities and/or differences between and among graduate students with varying disability classifications who receive accommodations in online courses will be highlighted.

Terras, Katherine — University of North Dakota

Anderson, Sarah — Mayville State University

Grave, Shannon — University of North Dakota

### ***Triple Loop Learning: A Front-Line Promotion Within a Transactional Model***

My paper revitalizes loop learning theories and examines the deeper level of enhancing Front-Line Managers' cognitions. It will serve as an expansion of the benefits of Triple-Loop Learning with transactional organizations.

Vigil, George — Pepperdine University

### ***Dis/ability in Children's Literature: How to Use Literary Fiction with Pre-service Teachers to Increase Empathy and Understanding***

Morrison and Rude (2002) contend that reading literary fiction that portrays characters with disabilities is a more effective means of preparing educators to teach individuals with special needs than the use of textbooks alone. This poster session will address how to use literature in an Introduction to Special Education course to foster empathy and understanding.

Esteves, Kelli — Butler University

### ***An Online Graduate Inclusive Early Childhood Education Program at a Southwestern University***

The purpose of this presentation is to introduce to conference attendees the rationale for the existing ECE online graduate program. The presenters will also discuss in details of the organization and development of this alternative online approach for the degree of Masters of Education (M.Ed.) in ECE in a southwestern state of the United States.

Nguyen, Neal Nghia — Florida Atlantic University

Gelfer, Jeff — University of Nevada, Las Vegas

### ***Closing Equity Gaps through Data-Driven Adaptive Program Design***

In this poster, I discuss the effectiveness of a flexible and adaptive program design that addresses the equity gaps among undergraduate students. The outcome is based on five focus group discussions that were conducted among undergraduate research methods students ( $n = 100$ ). This poster illustrates the importance of the adoption of a flexible and adaptive program design that is based on identified students' needs and geared specifically toward closing the equity gaps.

Okpala, PaulChris — California State University, San Bernardino

### ***Identifying Psychosocial Determinants of the Development of Passion Among Elite Level Hockey Players***

Although a rapidly accumulating body of research exists on the determinants and consequences of harmonious and obsessive passion (see Vallerand, 2015), few studies have yet explored the processes involved in the development of both types of passion. The purpose of the present study is to investigate the psychosocial determinants of the development of passion among elite level hockey players.

Plouffe, Jacques — Université du Québec à Chicoutimi

Lalande, Daniel — Université du Québec

Roussel, Marc Antoine — Université du Québec à Chicoutimi

Hébert, Etienne — Université du Québec

### ***The Development and Maintenance of Passion for Sports Among University Level Coaches***

This study addresses passion for sports among university level coaches. The term "passion" has been a part of the vocabulary in sports contexts for years, however not many coaches and athletes are aware of its development and maintenance over time.

Plouffe, Jacques — Université du Québec à Chicoutimi

Lalande, Daniel — Université du Québec

Roussel, Marc Antoine — Université du Québec à Chicoutimi

Hébert, Etienne — Université du Québec

### ***Summer Coding and Robotics Enrichment: A Case Study***

This case study explores the use of robotics and coding to help low income students learn 21st century skills. Integrated into the coding and robotics program are reading and math. Finally, a qualitative review of the program is presented.

Obillo, Kevin — Pepperdine University

Villa, Liza — Santa Ana Unified School District

### ***Computer Assisted Instruction (CAI) Benefit Online Math Testing***

My presentation will seek to understand how CAI and traditional math instruction can lead to higher assessment scores for students with disabilities. It will also examine if CAI can also help students with disabilities retain more math information as well as be used as an intervention tool also.

Her, Malia — Garden Grove Unified School District

### ***Is EFL Reading Motivation Different from EFL Learning Motivation?***

The present study examined the relationships between reading and learning motivation among Japanese university students in an EFL setting, using a modified version of the Motivation for Reading Questionnaire and a learning motivation scale. The results support the existence of strong links between intrinsic and extrinsic reading and learning motivation. These findings suggest that reading and learning motivation in the EFL context are two constructs potentially sharing each other's features, although they are considered domain-specific.

Matsumoto, Hiroyuki — Hokkai Gakuen University

### ***Rationale and Design of the Transforming RN Roles In Primary Care (TRIP) Program***

Nursing workforce projections for the next decade forecast an unprecedented need for nurses in primary care. This poster details our work in progress training Bachelor's of Science in Nursing (BSN) students in the provision of team based care in community settings. The first student cohort will enter the Transforming RN Roles In Primary Care (TRIP) program in fall 2018. This poster reviews work in progress on the TRIP program including rationale, design and evaluation plans.

Beebe, Lora — University of Tennessee Knoxville  
Mixer, Sandra — University of Tennessee Knoxville  
Raynor, Hollie — University of Tennessee Knoxville  
Wheeler, James — University of Tennessee Health Science Center

### ***Incorporating Secular Leadership Resources into Educational Administration Courses for Faith Integration***

This poster session will highlight secular leadership sources and how they can be incorporated into educational administration leadership courses for Faith Integration purposes.

Loose, William — Azusa Pacific University

### ***Development of a Comprehensive Emergency Nurse Training Program***

For eight weeks, new emergency room nurses participated in an innovative emergency room training program to improve clinical outcomes for patients. The program featured live lectures, simulations, case studies, online interactive collaboration, and hosted experienced registered nurse guest speakers. Furthermore, the new RNs were given an opportunity for direct patient care experiences in the same week. The results of the study showcase an effective transition of the new nurses to emergency care.

Downing, Hazel — Hawaii Pacific University

### ***Virtual Field Trip—Quantum Leap***

To complement actual field trips, the virtual field trip student assignment was created in which each student contacts the owner of a farm or nursery and visits the agricultural enterprise for an individual tour. The student interviews the owner about the operation, takes pictures, and gives a talk and a written report about the farm or nursery.

Kobayashi, Kent — University of Hawai'i at Mānoa

### ***The Proximity of Trails Near Schools: What is the Impact on Physical Education and Academic Activities as well as Student Interest***

There can be many benefits to having a comprehensive walking and biking trail system within a community. How would a trail system impact a schools physical education program or academic offerings? This study will consider the impact of a closely located trail with regards to the physical education and academic offerings of a school system.

Jones, Ches — University of Arkansas

### ***Diagnostic View of U.S. Math Education in Teaching Fractions for Students with Mathematical Difficulties***

We aim to identify whether students received appropriate educational benefits by analyzing the efficacy of fraction intervention when compared to standard instruction for students who severely struggle in mathematics including those with disabilities. This study provides a diagnostic view of the current state of U.S. mathematics education in the area of fractions and insights for future directions about fraction instruction, particularly focusing on students with disabilities.

Hwang, Seok Yoon — Daegu University  
Hwang, Jiwon — California State University, Bakersfield

### ***Stemming on STEM: STEM Education Framework for Students with Disabilities***

The authors discuss issues related to STEM and students with disabilities. These issues include (1) traditional views of STEM education, (2) the importance of STEM education, and (3) students with disabilities performance in STEM. The authors posit a framework for STEM education for students with disabilities and promote the incorporation of the arts to increase students' STEM knowledge and achievement.

Hwang, Jiwon — California State University, Bakersfield

### ***Parental Involvement to Foster Student Engagement During Primary-Secondary Transition: Perceptions of Parents and Their Adolescent at Risk of Dropping Out***

This study wished to palliate the lack of knowledge about parental involvement during primary-secondary transition (PST) to prevent dropping out of school with a general research goal: identify the types of parental involvement that foster engagement among students at risk of early school leaving during the PST. The results of this study highlight four types of parental involvement that foster engagement: academic support, academic socialization, parent-teacher communication and parental supervision.

Duval, Joëlle — Université du Québec à Chicoutimi  
Larivée, Serge J. — Université de Montréal  
Dumoulin, Catherine — Université du Québec à Chicoutimi

### ***Inclusive Practices for Students with Autism in Activities***

This poster presentation will assist site staff and administrators with strategies to reach and connect all students with activity programs on campus, while modeling true equity. Inclusive practices will be presented for connecting students who have Autism (and other disabilities) in a way that celebrates their diversity and enriches the school experience for all! Direct and scaffolded instructional methods for teaching social skills and the Hidden Curriculum will be presented with an emphasis on school climate.

Makapugay, Juliet — Menifee Union School District/California State University, San Bernardino

### ***Effects of Emotional Expression Training on Junior High School Students***

In the present study, we examined the effects of emotional expression training on junior high school students in Grade 1 and 2. The training was implemented over six sessions. The results suggested the amount of emotional vocabulary of students improved, but the mere acquisition of emotional vocabulary did not improve emotional intelligence.

Tsukahara, Nozomi — Waseda University

Takano, Koji — Waseda University

### ***The Relationship Between Visual Skills and Reading Achievement of Third - Fifth Grade Students***

A correlational research design was used to examine and describe the relationship between visual processing abilities and reading comprehension scores of students enrolled in third through fifth grade. The following research question were used to guide this study: What is the relationship between visual processing ability and reading comprehension scores among students enrolled in third through fifth grade?

Valadez, Corinne Montalvo — Texas A&M University Corpus Christi

Spaniol, Frank — Texas A&M University Corpus Christi

### ***Improving Pre-service Teacher Learning Outcomes: A Service-Learning Project at a Homeless Shelter***

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

Zelenka, Valerie — Fort Hays State University

### ***Developing Early Literacy Skills with Bilingual Families***

This presentation focuses on the importance of developing early literacy skills in the first five years of life. It also demonstrates how parents, family members, educators, and the community can help children grow and develop these skills through various strategies.

Amado, Jazmina — California State University, Fullerton

### ***Development and Effectiveness Verification of Educational Materials Which to Provide Opportunities for Cooperative Learning***

The purpose of this research was to develop educational materials to observe cooperative learning. The materials were "Who's the criminal? Game". In the experiment, we observed 6th grade children playing the game with cooperative learning elements. Then the children wrote about their interaction with others on worksheets. We examined the accuracy of the worksheet in capturing the details of the activity.

Enta, Masahiro — Waseda University

### ***A Collaborative Comparative Study of Psychological Resiliency of Parents of Autistic Children in California, USA and Poland - Educational Implications***

Resiliency in families with special needs children such as autism, can be challenging and need to be considered in the educational plan of the child in order to insure academic success. The ability of the family to adapt to an unexpected diagnosis of a child can alter family dynamics in many ways and should be addressed. This research study examined the characteristics related to resiliency in the areas of communication and satisfaction within the family.

Novak, Jean — San Jose State University

Gerc, Krzysztof — Jagiellonian University

### ***The Abilities of Social Simulation in Educating Future Health Professionals on Adverse Childhood Experiences (ACEs) and Trauma Informed Care (TIC)***

ACEs training can be aligned with the educational needs of medical and allied health students. Simulations are well-suited to provide feedback on performance while also providing education on topics of importance in health care delivery. Medical Residents and students from medicine, nursing, and physical and occupational therapy participated in a seminar and simulation related to ACEs. Results indicate this training had significant positive increases in understanding the importance of ACEs and TIC in clinical settings.

Randall, Ken — University of Oklahoma

Cribbs, Julie Miller — University of Oklahoma

Bragg, Jedediah — University of Oklahoma

Isaacson, Mary — University of Oklahoma

Miller, Gloria — University of Oklahoma

Wen, Frances — University of Oklahoma

Jelley, Martina — University of Oklahoma

Coon, Kim — University of Oklahoma

Rodriguez, Kristen — University of Oklahoma

Hanks, Heather — University of Oklahoma

### ***Development of a Survey to Investigate Study Abroad Destination Choice***

This study comprises two complementary efforts to produce a high-quality survey instrument to investigate the factors that influence students while selecting their study abroad destination using the cognitive interview and pilot testing methods. By completing these study phases, the research team will produce a tool for collecting high-quality data that significantly informs our understandings of undergraduate students and guides programming designed to counsel students through their study abroad experience.

Nguyen, Nam — Washington State University

Gotch, Chad — Washington State University

### ***Using Essential Questions, Fiction, and Field Experiences to Develop Pedagogical Tact in Preservice Teachers***

Van Manen (1991) described pedagogical tact as “an improvisational skill and grace in dealing with others...the ability to act quickly, surely, and appropriately in complex and delicate circumstances” (p. 125). It is hearing, feeling, and respecting students (Van Manen, 1991). Such tact is considered “unlearnable” (Van Manen, 1991, p. 8), yet teaching it is exactly what teacher educators are tasked to do. Specific strategies to develop pedagogical tact are presented.  
Peacock, Amber — Randolph-Macon College

### ***Applying Theory to Practice: The Impact of a Leadership Theories Course on D.Ed. Students' Leadership and Professional Practice***

This presentation will report preliminary findings of study that describes how the participants' leadership and professional practice were influenced by the content of a Leadership Theories course. The first course in the Doctor of Education (D.Ed.) in Administration and Leadership Studies Program, Leadership Theories engages students in learning leadership theories, approaches, characteristics, and skills. Students apply course content to real-world leadership situations to promote their growth and efficacy as leaders.  
Laverick, DeAnna — Indiana University of Pennsylvania

### ***Preparatory Power Posing: Quantifying Stress and Test Performance of First Year Medical Students***

This pilot study investigates whether adopting a high-power pose before an examination can help to decrease stress among first year medical students and to help individuals perform better. The results suggest that high-power poses help individuals perform better during examinations. Results can potentially indicate a new way for medical students to manage their stress and to increase their confidence before examinations.  
Mitchell, Catherine Elizabeth — University of Central Florida  
LoRusso, Eric Michael — University of Central Florida  
Sönmez, Sevil — University of Central Florida

### ***Effects of Professional Development on Teacher Efficacy and Agency***

Teachers often engage in mandated professional development (PD) activities; however, they are often regarded as single, decontextualized events. Progress on a two-year-long teacher development program in Japan, and funded by the US Department of State, will be presented. Preliminary findings indicate that multiple treatments over a longer period seem to have corollary effects on teachers' own perceptions of their efficacy and agency.  
Hale, Chris Carl — Akita International University

### ***Fostering Intercultural Competence through Problem-Based Learning: A Case Study of a Socioculturally Modified Curriculum in Japanese Higher Education***

In our ever-changing world where populations are becoming more and more diverse, teaching a second language is not enough. We need to help our students develop the skills needed to understand, accept, and appreciate a wide range of cultures by finding the otherness inside themselves. This poster session looks at a case study conducted at a Japanese university to show the effectiveness of a socioculturally-modified, problem-based EFL curriculum modification in terms of students' intercultural competence.  
Elam, Jesse — Meiji Gakuin University

### ***Special Admit College Athletes: Academic Outcomes, Perceptions, and Strategies for Success***

Results of a three studies of services and outcomes for academically at-risk college student athletes. Studies were a) a comparison of special and general admit academic progress and perceptions of advisement services, b) the multi-year academic impact of athlete-specific Summer Bridge for incoming athletes, and c) academic strategies used by high-GPA student athletes. We conducted the study over two years at a large NCAA Division I university in the western U. S.  
Gibb, Gordon — Brigham Young University  
Erbe, Ashlynn — Brigham Young University

### ***ExploreU Summer STEM Program for Middle School Girls***

ExploreU is an annual STEM summer program for middle school girls. The program is designed to help young girls learn math and computer science skills while having fun. During the program, students use Scratch software to analyze patterns and learn the fundamentals of programming. Participants also learn about Geometer SketchPad, Prime Numbers, Fibonacci Sequence, Fractals and Cryptography. This program teaches important mathematical and computational ideas while helping students to think creatively, reason systematically, and work collaboratively.  
Kleiman, Elizabeth — Mount Mercy University  
Stehnova, Jitka — University of Chicago

### ***Undergraduate Students' Perceptions of Effective Instructors and Their Teaching Behaviors***

University students are able to consistently delineate behaviors of effective instructors and associate instructional strategies with their own academic achievement and success. As long-time learners exposed to a wide array of teachers, they have intimate knowledge of the day-to-day instruction in a course. Using an open-ended survey, a qualitative study was conducted to solicit undergraduate students' perceptions of the strategies their university instructors used to support student success. The data collected through that survey will be shared and discussed.  
Ormsbee, Christine — Oklahoma State University  
Robinson, J. Shane — Oklahoma State University

### ***The Effects of Physical Exercise on Stereotypic Behaviors in Autism: A Meta-Analysis***

Our research conducted a meta-analysis on the effects of physical exercise on stereotypic behaviors in individuals with autism. Ten articles (N = 67) met all inclusion criteria. The ten articles produced an overall effect size of  $d = -.456$ . This demonstrates that physical exercise does decrease stereotypic behaviors in individuals with autism. This meta-analysis also assessed the effects of physical exercise on stereotypic behaviors across 16 primary moderators and four peripheral moderators. No significant statistical differences ( $P \leq .1$ ) were present within any of the primary and peripheral moderators  
Tarr, Christopher William — Slippery Rock University  
Rineer-Hershey, Ashlea — Slippery Rock University  
Larwin, Karen — Youngstown State University

### ***Diversity and Tendency of Children's Activities on Kindergarten School Buses***

This research aims to clarify the diversity and tendency of children's activities on a school bus operated by a kindergarten using a qualitative analysis of cases. One hundred fourteen cases were obtained through an observation survey on the bus for roughly one year. After organizing these cases using qualitative text analysis, six main types of on-bus activities, and the tendency to engage in them according to the route of the bus, became clear.

Sakai, Aiichiro — Miyagigakuin Women's University

### ***Equine Intervention for Veterans and First Responders***

This poster/video will demonstrate program development of an equine-human intervention to reduce anxiety and enhance self-confidence in adults. Key areas addressed are why use horses? How do we engage participants? Role of the horse trainer and psychologist. Research evidence we have that this program reduces anxiety and enhances confidence and helps teach emotional regulation.

Haney, Colleen — University of British Columbia

Buchanan, Marla — University of British Columbia

Grimes, Katie — University of British Columbia

### ***The Impact of Peer Mentors on Student Performance in Introductory STEM Courses: The Mentors' Perspective***

Considerable attention has been given to the possible salutary impact of peer mentors on student performance in college-level STEM courses. However, little work has employed peer mentors to investigate their own impact on such performance. This poster will summarize a series of small investigations conducted by peer mentors involved in introductory Biology and Chemistry courses at a two-year and a four-year college.

Johnson, Patrick — Queens College

Valad, Jennifer — Queens College

Avila, Sabrina — Queens College

Fraboni, Michelle — Queens College

Fernandez, Eva — Queens College

### ***A Pilot Test of a Self-Guided, Home-Based Intervention to Improve Condom-Related Sexual Experiences, Attitudes, and Behaviors Among Young Women***

This intervention was designed to improve women's experience with condoms as part of a mutually pleasurable and safe sexual activity. Drawing on the sex therapy and a theoretical approach, college women were assigned home-based behavioral exercises involving the practice using at least five different condoms and three different lubricants on their own. A repeated-measures evaluation designed indicated that condom-use errors and problems decreased, condom-related attitudes and self-efficacy improved, and condom-protected sex was rated more positively.

Yarber, William — Indiana University, Bloomington

Milhausen, Robin — University of Guelph

Beavers, Karly — Public Health Educator

Ryan, Rebecca — Indiana University School of Public Health-Bloomington

Sullivan, Margaret — Public Health Educator

Vanterpool, Karen — Indiana University School of Public Health-Bloomington

Sanders, Stephanie — Indiana University, Bloomington

Graham, Cynthia — University of Southampton, UK

Crosby, Richard — University of Kentucky

### ***Incorporating Multicultural Education into a Church Bible Study Group***

This research examined the application of a multicultural education curriculum within the context of a church Bible study group. Case study methodology was used and findings were analyzed through the lenses of critical race theory and critical Whiteness studies. Implications for teaching and curriculum development is discussed.

Iseminger, Shalyse — Purdue University

### ***Family Experiences and Language Choices in Bilingual Children with Autism Spectrum Disorder (ASD)***

Family Experiences and Language Choices in Bilingual Children with Autism Spectrum Disorder (ASD) investigates the relationship between language environments and the impact on family dynamics based on language choices given by health and educational professionals. The study aims to better understand the effects speaking more than one language to children with ASD can foster positive family relationships and promote effective educational learning.

Jalalian-Chursky, Krystle — Seattle Pacific University

### ***An Investigation of the Cognition to Routines of Elite Japanese Collegiate Student-Athletes***

This study investigated 184 elite Japanese collegiate student-athletes' cognition of routines and found a significant correlation between the athletes who conducted the routines and their performance level. 91 athletes had their own routines and most of them used the routines to relax, psych-up, concentrate, get a high performance, and relieve anxiety, even though only 36 athletes received lectures about the routines. Many also answered they ate the same or favorite food as a routine.

Ubukata, Ken — Ryutsu Keizai University

Kurosawa, Sakumi — Ryutsu Keizai University

Hara, Masashi — Ryutsu Keizai University

Hamano, Taisuke — Ryutsu Keizai University

Kojima, Naho — Ryutsu Keizai University

Obayashi, Mayumi — Ryutsu Keizai University

### ***The Effects of Pre-Performance Routines for Young Japanese Rhythmic Gymnasts***

This research investigated the effects of routines for 15 young female Japanese rhythmic gymnasts. Two questionnaires were conducted to examine whether there were differences between before and after the routines. Their parents also participated to find out the changes in performance. After conducting the routines, they felt their mental, physical and technical aspects for their performance had positively changed. Most parents answered that their children positively changed after the routines as well.

Ubukata, Ken — Ryutsu Keizai University  
Kouno, Marina — Ryutsu Keizai University  
Ohgane, Makoto — Ryutsu Keizai University  
Onozaki, Takaaki — Ryutsu Keizai University

### ***Experiences of Gifted Education Teachers with a Summer Enrichment Program (SEP)***

I will present my examination of the experience of gifted education teachers who attained training at a summer enrichment program (SEP) at University of Northern Colorado. Through using a case study methodology, I investigated in-depth how these training experiences influence the professional practices of these teachers and their instructional practices in their regular classroom. The presentation will provide an overview of evidence of the influences of SEP with an evaluation of the materials and resources.

Mohammed, Amra — University of Northern Colorado

### ***Tools to Engage Pre-Service Teachers in Meaningful Reflections***

This presentation will include tools supervisors and cooperating teachers can use to record data on pre-service teachers in the areas of culturally responsive pedagogy, praise, questioning, proximity, and time-on-task. The data collected using these tools allows pre-service teachers to reflect deeply and forms goals for specific areas of their practices.

Cromwell, Raven — Marietta College  
Lowe, Adrienne — University of Utah

### ***Effects of Teacher's Training Programs: Focus on STEM/STEAM Education at Japanese Elementary Schools***

In this research, we aimed to analyze the effect of teacher training programs for primary schools that address awareness of programming education in the field of STEM/STEAM education for the first time. Thirty-one elementary school teachers completed questionnaire surveys (before and after training) on self-efficacy when using ICT for programming education. The results indicated that teachers became more aware that they could be taught to effectively use computers when children engaged in collaborative learning.

Kitazawa, Takeshi — Tokyo Gakugei University  
Koizumi, Shunki — Tokyo Gakugei University  
Morita, Yusuke — Waseda University  
Setozaki, Norio — Nagasaki University  
Tsuji, Hiroko — Meiji Gakuin University

### ***The Effectiveness of "Shadowing" on Pronunciation Instruction for Japanese Learners of English in a Junior College***

This study investigates if "shadowing" can provide Japanese learners of English, junior-college students, with enhancement in their awareness toward English pronunciation and with improvement in their prosody sense. Six parts of this study will be explained in details displaying actual data obtained: (1) Literature Review (pronunciation instruction in Japan, the effectiveness of shadowing) (2) Method (participants, learning materials, procedure of the training using shadowing, data) (3) Findings (4) Discussion (5) References (6) Appendix

Shiota, Kazuko — Ikuei Junior College

### ***A Preliminary Analysis of Learners' Lexical Network Changes***

It is widely acknowledged that one of the important aspects of the lexical knowledge is how words are organized into a structured whole. In our previous studies, we have developed procedures to explicate the structural nature of the lexical knowledge, or to profile lexical networks inherent in various types of texts. In the present study, applying these procedures, we are to compare learners' lexical knowledge before and after undertaking extensive reading tasks.

Aotani, Noriko — Tokai Gakuen University  
Sugino, Naoki — Ritsumeikan University  
Koga, Yuya — Meiji University  
Fraser, Simon — Hiroshima University  
Shojima, Kojiro — The National Center for University Entrance Examinations

### ***A Novel Assignment: Digital Book Club Spans Courses and Increases Understanding for Education Assistants in Training***

This innovative online story based assignment spans two courses in a rural college program designed to develop understanding and empathy among future Education Assistants. Working together, students choose from four titles and join a digital book club. Weekly discussions allow for in-depth exploration of sensitive issues and the development of a final creative capstone project shared with local school districts and showcased with the author attending and offering feedback.

Green, Jane — Selkirk College  
Thiessen, Lisa — Selkirk College  
Nicholson, Lorna Schultz — Novel Author

### ***Practical Study of Media Literacy Education Using Life Insurance as a Teaching Material***

This study thus aimed to develop and apply a practical media literacy education program to nurture the "power to read information" and analyze the results. The participants were college students' who read information regarding life insurance.

Sakai, Kyohei — Toyo Eiwa University  
Shiota, Shingo — Shizuoka University

### ***Trial Study for the Development of SNS Version of Social Skills Training Material***

This research project was aimed at developing a social media version of social skills training material for children with special needs. An SNS-based method of communication skills training was developed, and the content was exposit to junior high school students.

Shiota, Shingo — Shizuoka University  
Hashizume, Misaki — Shizuoka University  
Takase, Kazuya — Shizuoka University  
Katsumura, Mei — Shizuoka University  
Sakai, Kyohei — Toyo Eiwa University

### ***Using Physical Programming Teaching Materials to Develop Programming Education for Elementary School Students***

This research project was aimed at developing physical teaching tools for programming that can be used easily, even by those from lower grades in elementary school. The results of the questionnaire survey administered to the students at the elementary school showed that there was an improvement in attitudes toward logical thinking and creativity among the children.

Takase, Kazuya — Shizuoka University  
Sakai, Kyohei — Toyo Eiwa University  
Kobayashi, Keita — Urawa Lutheran School  
Shiota, Shingo — Shizuoka University

### ***Combatting Cyberbullying and Cyberbullicide in Higher Learning***

The cyberbullying phenomenon has become destructive in higher education environments leading to detrimental psychological outcomes in students and educators. Students who have experienced cyberbullying have dealt with detrimental symptoms such as anxiety, depression, suicide, and dropping out of school. The following poster presentation will provide a visual representation of strategies for the reduction and prevention of cyberbullying incidents in higher education.

Siwajian, Hasmek — Pepperdine University  
Fraizer, Lani — Yunus Center Asian Institute of Technology

### ***The Violence and Suicide Prevention Initiative***

The presentation will discuss the result of the violence and suicide prevention initiative aimed to have a comprehensive, cost-effective intervention to reduce violence, aggression and depressions among vulnerable student populations while increasing their self-efficacy, well-being, and social adjustment skills. Participants will experience a shift in awareness, attitudes, and behaviors that promotes greater self-understanding and serve to reduce risk factors. Ultimately, this project seeks to improve academic achievement and a university experience and culture.

Safapou, Cherie — San Francisco State University  
Daghighi, Abdol — Walden University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Blackmon, Odie

### ***Teaching Songwriting: Traditional Music Theory vs. Creativity***

Reading and writing traditional music notation have become outdated in popular music songwriting. As a professional songwriter working with songwriting students in the classroom, I have found that replacing traditional notation with the “Number System” and visual and playing based instruction allows students to learn at a faster pace and retain more information. Applying playing based methods of teaching theory to songwriting students with instruments in hand fosters greater and more efficient creativity. As a result, mastering music theory is no longer treated as a prerequisite for song creation; the two become interconnected skills, and songwriting students learn as they play.

Blackmon, Odie — Middle Tennessee State University

### ***Maker-Spaces in the Engineering Curriculum***

The concept of university maker-spaces (sites for creative production in the arts, the sciences, and engineering) is relatively recent, dating back to roughly 2001 at MIT. There is currently limited empirical research available on the assessment, impact, and sustainability of establishing such maker-spaces on academic campuses (particularly in disciplines such as engineering). This paper reviews the research relating to maker-spaces, and provides a preview of the development of USC Viterbi’s Baum Family Maker-Space.

Mihram, Danielle — University of Southern California

### ***“Changing Diapers”: An Examination of 21st Century Protestant Seminary Curriculum in the U.S.A. as Preparation for Pastoral Ministry***

Most seminary graduates do not survive the “people business” of pastoral ministry. In a 2000 study of 117 Protestant seminaries in America, the author found no seminaries that were providing sufficient training in the essential people skill areas of leadership development, conflict resolution, and disciple making. In this study, the author asks if the diaper is still empty or if the messy business of intentionally developing people has improved since the last study.

Phillips, Kevin — Columbia University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Holt, Jerry

***Teaching Geography Through Literature: Willa Cather's Novels and the Nebraska Prairie***

The presentation explores how the novels of Willa Cather can be used to illustrate elements that relate to geography instruction. In particular, the presentation explores the physical landscape, agricultural geography, and changes to the landscape as a result of human intervention. Cross-disciplinary integration of materials between teachers of literature and the social sciences is explored.

Holt, Jerry — Florida A&M University

***Transdisciplinary Approaches Towards Sustainable Development: The Transformative Role of Education***

This paper is an attempt to analyze how universities can begin addressing these needs through problem-based research that can be realistically implemented by active participation and engagement with the local community, as the immediate circle of influence that can be affected by initiatives of the universities. The nature and methodologies of these engagement efforts and how they support co-creation, co-production and collaboration of knowledge is an important process that should be looked at.

Diwa-Acallar, Johanna — Partnerships for the Environmental Management of the Seas of East Asia (PEMSEA)

***Autoethnography on Indigenizing***

In 2017 I taught a Research Designs survey course for a Master of Education program in Educational Leadership titled Restarting Relationships, which stressed the importance of Dialogue in times of organizational disruption. Surprisingly, one third of the students selected Autoethnography as the methodology for their Capstone projects. I wrote Autoethnography on Indigenizing in order to function as a participating advisor. This presentation relates my paper to the advisement process and evaluates the resulting student products.

Johnson, Larry Colvin — Simon Fraser University

***Millennial Madness: Following Live News Moment by Moment***

The new standard for journalists constructing news is to use social media websites like Facebook and Twitter as megaphones to share their conclusions widely. This is not the journalism of Edward R Murrow or Walter Cronkite or Woodward and Bernstein but it is more transformative allowing bloggers to be reporters and define their own "news forms" in real time in a society that continues to convulse with news from President Trump's twitter feed.

Amster, Sara-Ellen — National University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education **Session Chair:** Endo, Hidehiro

***Homemaker vs. Breadwinner: Examining Gender Ideology in Japan***

In Japan women are far from reaching a level of equity seen in other parts of the world. The goal of this presentation is to examine to what extent gender inequality ideology is entrenched in undergraduate Japanese students' thinking by answering the following research question: How do issues of gender ideology entrenched in Japanese society for generations affect today's university students' assumptions toward their unconscious beliefs about their gender role in the work force?

Endo, Hidehiro — Akita International University

Miller, Paul Chamness — Akita International University

***Analysis of Overseas Career Training Activities***

The purpose of overseas career training is to cultivate human beings who can actively participate in global society, act actively themselves, and think in society's relationship through experiences. Even universities are required to cultivate foundation for workers and global human resources. I analyze the activities of overseas career training conducted at our university as a case.

Hori, Mayumi — Chuo University

***The Intersection of Equity, Disparities and the Multi-Dimensions of Family and Youth Engagement***

This presentation will demonstrate how the use of effective engagement strategies can be a mechanism for counteracting disparities many student of color experience. It will introduce the multi-dimensions of engagement (MDE). I will demonstrate the power of weaving MDE to create physically, psychologically and emotionally supportive school environments. It will demonstrate how focusing on the use of best practices in engagement can yield students' academic success, positive social and emotional development and high staff morale.

Farrell, Alice — Olive Branch Clinical and Consulting Services, LLC

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Fenton, Diana

***Exploring Changes in Pre-service Teachers' Views of Engineering Design Using 3D Printing***

This session will examine the research on the views of pre-service elementary education majors through the introduction of an engineering design process with 3D printing. Recommendations for further practices for integration of 3D printing and the engineering design process in pre-service teacher preparation will be discussed.

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

***A Case for Using Science to Teach Reading and Mathematics***

Research findings from a project entitled NURTURES suggests that PreK-3 students who engage in science inquiry have higher achievement in reading, early literacy, and mathematics than their peers who do not receive high quality inquiry at school. A summary of research supporting a case for using science to teach literacy and mathematics will be summarized. The audience will be engaged in a conversation regarding opportunities and barriers to PreK-3 science teaching.

Czerniak, Charlene — University of Toledo

***Learning Outcomes for a Co-Requisite GE Statistics Course for Underprepared College Freshmen***

This session provides comparative data regarding student learning outcomes from a standard general education statistics course. Sections containing students identified by multiple measures as being college ready are compared to sections containing students identified as underprepared for college mathematics coursework. Underprepared students are required to participate in supplemental developmental support, as mandated by an Executive Order of the California State University. Analysis and discussion of the comparative data will be offered.

Ford, Richard — California State University, Chico

***Exploring Computer Vision Technology – Hough Transformation - Using Scientific Software in the Perspective of STEM Education***

The Adaptive Hough Transformation is a faster and more adaptive method of detecting circles compared to its Standard counterpart. In this session, I will discuss the details of the Adaptive Hough Transformation as well as its potential applications for facilitating an easier learning of abstract concepts through a hands-on approach.

Park, Joshua — Yongsan International School of Seoul

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Raffaele, Claudia

***Comprehensible Visual Input: Using Drawings in Real-Time to Teach Spanish***

Bilingualism provides undeniable benefits. This study examines the effects of teaching Spanish utilizing comprehensible input in the form of real-time drawings on students' academic performance and attitude toward learning a second language.

Raffaele, Claudia — University of Portland

***Investigation on Effectiveness of Mobile Application for Summary Speaking Task for Producing Sentence Structures***

In the previous studies, we have developed Mobile Application for Summary-speaking Task (MAST) in order to help language learners concentrate on grammatical encoding when speaking a text's summary by themselves and to improve their oral fluency. The purpose of this study is to investigate the kinds of sentence structures that learners become able to speak without repair after using MAST. Experimental results showed some tendencies and implications.

Nakaya, Kae — University of Tokyo

Murota, Masao — Tokyo Institute of Technology

***A Contrastive Study of Criticizing Discourse in English and Japanese Live football Commentaries and its Application in Language Learning and Teaching***

The aims of this paper are to analyze what kinds of cognitive resources English and Japanese commentators refer to when criticizing players in live football commentaries, and to examine what they consider as the cause of the players' errors in events. The author also attempts to show that sports media discourse can be used as an instructional material for language learning and teaching.

Tatara, Naohiro — J. F. Oberlin University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Carr-Stewart, Sheila

***Post-Secondary Education as a Treaty Right in Canada***

Britain and later Canada entered into treaties with Indigenous or First Nations peoples across present day Canada. The treaties promised a variety of commitments from recognizing the traditional lands of Aboriginal peoples in the 1750s to treaties which included the right to education in each of the Numbered Treaties, 1871 to 1911. This paper provides research on the commitment to the treaty right to education in each of the Numbered Treaties.

Carr-Stewart, Sheila — University of Alberta

***From Urban to Rural: Preparing Teachers for Indigenous Education***

This presentation features a teacher preparation program originally created to prepare teachers for the complex challenges of urban teaching that is now expanding to include the rural villages of Alaska. As a clinically-based model, teacher candidates are embedded in these most challenging school contexts for acclimation to the harsh realities of teaching where few are inclined to go and even fewer stay. The stunning parallels teaching in these two distinct venues are underscored and explored.

Finney, Mary Jo — University of Michigan-Flint

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership **Session Chair:** Gettridge, Frank

***The Principal, the Achievement Gap and Children's Literacy Initiative: A Promising Practice***

Through a lens of critical race theory, this study presented a promising practice, while examining the knowledge, motivation, and organizational assets possessed by principals who successfully closed the literacy achievement gap. This study used a mix-methods approach consisting of surveys, interviews, and document analysis to validate assumed knowledge, motivation, and organizational assets. Twenty principals from four cities, including Chicago, Illinois; Philadelphia, Pennsylvania; Newark, New Jersey; and Houston, Texas participated.

Gettridge, Frank — University of Southern California

***A Longitudinal Study of the Effect of California's Student Transfer Achievement Reform Act on a California Community College Transfer Student Population into a Regional California State University in Central California***

The Student Transfer Achievement Reform Act was enacted to increase the number of students obtaining Associate and Bachelor's degrees in California. This research will focus on the central region of California, which will include the post-secondary relationship of Bakersfield College and California State University, Bakersfield, to investigate the effectiveness of this Act generally, and specifically across the demographic characteristics of sex, race, and socioeconomic status.

Hylton, Kathleen — California State University, Bakersfield  
Street, Brian — California State University, Bakersfield

***Massachusetts Homeschool Policy: A First Look at Data***

Massachusetts Homeschool Policy: An Interpretative Analysis of Homeschool Regulation: This "First Look at the Data" presentation will provide a preliminary analysis of 407 Massachusetts district homeschool oversight policies. These policies have been collected to create a state-wide homeschool policy database that frames how homeschool regulation functions in Massachusetts. This timely and relative topic is part of a doctoral thesis that will uncover meanings, provide deeper understandings, and explore insights relevant to homeschool regulation.

Freed, Lauren — University of Massachusetts, Dartmouth

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Educational Psychology **Session Chair:** Li, Qingxia

***Integration of Math into Biology by Reciprocal Course Content Exchange Through Peer Partnership Learning Community***

The primary objectives of this project are to: (1) further develop and test pedagogical linkages between biological and mathematical concepts; (2) develop, test, and refine the assessment instruments; and (3) test the acceptability and efficacy of a fully integrated biology-math curriculum on student performance and attitudes.

Li, Qingxia — Fisk University

Gross, Tomas — Western Kentucky University

***The Role of Psychological Need Frustration in Test Anxiety among First Generation Students***

Within the framework of Self-Determination Theory, we hypothesized that lack of satisfaction and frustration of psychological needs for autonomy, relatedness, and competence would predict higher levels of test anxiety among 102 adolescents attending a school offering unique programming for students who are the first generation in their families to pursue post-secondary education. Results indicated that need frustration predicted higher levels of test anxiety both within and across time throughout the school year.

Molnar, Danielle — Brock University

Zinga, Dawn — Brock University

Janssen, William — Brock University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Henderson, DeAnna

***Identifying Unique Psychological Accommodations for Service Members and Veterans in Higher Education***

Service members and veterans are a growing population in higher education and often have accommodation needs that differ from other college students with disabilities. With the increased number of veterans returning to the classroom, faculty, staff and administrators are faced with distinctive challenges to help these students succeed (Shackelford, 2009). Presenters will identify psychological accommodation needs of service member and veteran student. Additionally, appropriate accommodations for this population will be provided.

Henderson, DeAnna — University of Phoenix

Patterson, Dannette — University of Phoenix

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education **Session Chair:** McGillis Hall, Linda

***Examining the Applicability of a US Entry to Practice Examination for Licensing Canadian Nurses***

The objective of this study was to compare pass rates between Canadian and US writers of the nurse licensing exam and identify any emerging patterns or trends that may require further attention. Results call into question the applicability of the NCLEX for assessing entry to practice for registered nurses in Canada as well as the need for a licensing examination by graduates, post successful completion of a Nationally accredited nursing education program.

McGillis Hall, Linda — University of Toronto

***Tracking the Transition from a Canadian to an American Licensure Exam for Registered Nurses: A Case of Contextual Disconnect***

In January 2015, Canadian nursing students transitioned from a Canadian licensing exam to the National Council Licensure Examination for registered nurses (NCLEX-RN), which originates within America. Within this presentation we examine the challenges experienced by students and faculty specific to Canadian nursing education and health care. This is followed with a discussion of the strategies implemented to support baccalaureate nursing students to be successful with this exam change.

Petrovic, Kristin — Athabasca University

Lane, Annette — Athabasca University

Doyle, Emily — Athabasca University

Corcoran, Lynn — Athabasca University

***Teaching Medical Students How to Use Electronic Tools for Clinical Practice Through Lecture Gamification***

In clinical rotations, medical students are required to search up information for clinical queries; however, they may be less motivated to practice these skills in lectures as they are not on active clinical duties. To increase student motivation and engagement, a gamified lecture was created and trialed. The following year, changes were made to the game based on student feedback. This session will discuss benefits, challenges, and the process of creating a game-based lecture.

Premji, Zahra — University of Calgary

Seto, Anthony — University of Calgary

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Human Resource Development **Session Chair:** Mihara, Kozi

***“Innovation Creation Thinking” for Creativity Development***

“Innovation creation thinking” is developed based on the study of thinking process of needs and seeds. This paper aims to introduce a theory of “Innovation creation thinking” and to show the effectiveness of this method.

Mihara, Kozi — Chiba Institute of Technology

***ATLAS Instructional Design***

The ATLAS Instructional Design Framework is based on established cognitive principles; emerging neuropsychology techniques; and powerful, evidence-based learning strategies to direct and manage workplace learning experiences. Session participants will learn how to apply the ATLAS Instructional Design Framework to effectively create workplace training programs, to foster heart-centric leadership, and to cultivate practices that encourage employees to step into their personal power, to own their decisions, and to competently and consistently deliver on expectations with confidence.

McNeil, Rita — ATLAS Learning & Performance Consultants

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Conway, DeeDee

***Job Characteristics Model as Related to Effective Teaching Practices of Engineering Faculty in Higher Education***

This is a work in progress for future research. This paper seeks to analyze the various job characteristics defined by the Hackman and Oldham model in order to identify motivators for improving performance in teaching at a research university. The goal of the paper will be to inform institutions on methods to encourage faculty in the area of improving teaching practices through key intrinsic motivations.

Conway, DeeDee — Southern Methodist University

***Strategies to Developing Graduate Student Career Preparation for the Academy and Beyond***

This paper discusses the use of innovative learning experiences to prepare doctoral students to be more competitive in careers as education such as researchers, faculty, administrators, and extension educators.

Cropps, Torrie — Purdue University

Esters, Levon — Purdue University

***First-Generation College Students: Facilitating Student Success and Social Justice***

This presentation will focus on first-generation (FG) college students, or students who will be the first of their family to attain a 4-year college degree. It will (1) analyze my university's experiences, including barriers and lessons learned, with a variety of FG student programming and (2) summarize the findings from an on-going research study of FG college graduates who are working in professions that serve working class and/or poor communities.

Dean, Paul — Ohio Wesleyan University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Brock, Patricia Ann

***Is the New J6Case Study Design Efficient and Effective? What Teachers Say***

When teaching adults, we know that engagement, authenticity and relevancy are essential factors to andragogical learners. Meaningful interactions encourage effective outcomes. While the case study approach includes these motivational factors, the deconstruction of traditional cases have been too time-consuming in an already overfilled teacher education course or PD session. A more time efficient and effective model needs to be created. Thus, welcome to the J6Case Design!

Brock, Patricia Ann — Pace University

***Growing Your Own Special Education Teachers Through an Alternate Route Program***

This paper details the process undertaken to develop and implement an alternate route for a large district in eastern Washington to grow its own special education teachers. Special education in this area is plagued by teacher shortages and high turnover. By growing its own teachers in partnership with a regional university this district hopes to fill needed positions by teachers who will stay.

Haskins, Tara — Eastern Washington University

Henning, A. Suzie — Eastern Washington University

Potter, R. Lance — Eastern Washington University

***Different Methods and Design of Teaching Chemistry***

Cooperative learning and concept maps may help students discuss problem information through interpersonal discourse, and this may enhance a higher level of thinking. Interaction stimulates students to put forward and order their thoughts, and to understand the ideas or questions of their peer learners. This study deals with the application of cooperative and concept mapping to the teaching and learning of chemistry with high school students.

Alsubhi, Alaa — University of Toledo

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 3  
**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 for building those relationships necessary for excellence in the classroom (successful students).

Sikora, Doris — Western Kentucky University

---

**Time:** 3:00 - 4:30 PM / **Saturday** - 1/5/2019 / **Room:** South Pacific 4  
**Session Topic:** Counselor Education **Session Chair:** Bernes, Kerry

***Career Education Implementation into the Grade 4 English Language Arts and Health & Life Skills Curriculum: Teaching Foundational Career Planning Skills***

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 4 students in Alberta participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for Health and Life Skills and English Language Arts were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

***Teaching Career Planning Skills at the Grade 3 and 4 Level: Cross-curricular Career Education Implemented Within Alberta's English Language Arts and Health and Life Skills Curriculum***

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 3 and 4 students in Alberta participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for Health and Life Skills and English Language Arts were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

***Addressing Wellness and Wellbeing in Counselor Education Programs***

Effective classroom strategies for addressing counselor wellness, including the use of questionnaires for assessing students' current level of wellness and areas needing improvement, as well as the creation of a personal wellness plan will be discussed. Mindfulness exercises will be highlighted as an experiential component of the learning process as well as wellness case scenarios and role plays to assist students in understanding clients' health concerns and identifying ways to create successful wellness treatment plans.

Williams, Susan — National University

***Integrating an 'Ethic of Care' with Digital Storytelling: Young Women Exposed to Dating Violence Reflect on Their Workshop Experience***

Finding novel ways to interrupt patterns of violence and abuse in early intimate partnerships is critical to young women's wellbeing and quality of life. Although there are many alternatives for prevention and intervention in this area, digital storytelling holds particular promise as a unique and empowering method-as-intervention. This paper will discuss the process of engaging young women who have been exposed to dating violence in a digital storytelling workshop, and profile their reflections on the impact of this experience.

Martin, Stephanie — University of Saskatchewan

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Denton-Brown, Nick

***The Opportunity Myth: What Can 4000 Students Teach Us About School?***

Come hear about The Opportunity Myth, TNTP's national report, where you'll discover what TNTP learned after spending a year in schools around the country – observing more than 1,000 hours of instruction, rating the quality of more than 5,500 assignments, and gathering more than 28,000 in-the-moment student surveys. You'll learn more about the quality of students' daily academic experiences, how students themselves perceive those experiences, and how we can continuously improve the quality of those experiences.

Denton-Brown, Nick — The New Teacher Project

Cooley, Nichole — The New Teacher Project

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Harada, Rie

***A Study Exploring Contemporary Japanese University Students' Motivation toward Living as Interculturalists***

This research explores contemporary university students' values and attitudes toward living as interculturalists by conducting a questionnaire. It also explores which life events empower students to live as interculturalists, and helps them to appreciate diversity. The results also clearly reveal the voices of contemporary university students, suggesting how university language teachers can contribute to the development of these learners' interculturalist views by understanding their metacognitive aspects, which is an invisible aspect for language teachers.

Harada, Rie — Rikkyo University

***Language Teacher Evaluation through Reflective Practice***

When language teachers and supervisors adopt a collaborative approach to teacher evaluation through reflective practice the burden is shared by both. This can be achieved by moving the teachers through a Framework for Reflecting on Practice that has 5 stages: philosophy, principles, theory, practice and beyond practice. After this, teachers put the contents in a teacher portfolio so that both supervisor and teacher can discuss these for the purposes of teacher evaluation and professional development.

Farrell, Thomas — Brock University

***The Conflict Between Dream and Reality : The Great Gatsby***

As language is a part of culture, the ultimate aim of studying a foreign language is not just to be able to communicate naturally with the speakers of the language but also to understand the target culture. It is important to choose a suitable teaching material that provides understanding of and insight into the target culture. Clayton's film of The Great Gatsby would appear to be suitable as cultural educational material.

Kim, Ok-Rae — Korea National University of Transportation

***Next Level Study Abroad: Glocal Engagement in Project-Based Learning***

For two consecutive academic years, Hirosaki University students have been engaging with Kona residents in a glocal (think global act local) manner, in order to exchange infrastructure and longevity strategies to improve both Aomori and Hawaii communities. Adding a six-month preparation course for February 2019 has empowered students to be organizers, rather than simply participants, upping the stakes. A chronicle of strategies and case studies will be provided to elicit feedback/suggestions from other professionals.

Berman, Shari Joy — Hirosaki University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education **Session Chair:** Cerni, Tom

***Closing the Gap: Thinking Styles and Academic Performance Among Senior High School Students***

This study examined how the rational and experiential systems according to the Cognitive-Experiential Theory (CET) can influence academic performance. Data collected examined the relationship between CET information-processing systems and English Higher School Certificate (HSC) results. A total of 377 Year 12 students in Sydney, Australia, completed a demographics questionnaire, Constructive Thinking Inventory (CTI) (Epstein, 2001) and the Rational/Experiential Multimodal Inventory (REIm) (Norris & Epstein, 2011). Results and implications of the findings are discussed.

Cerni, Tom — University of Sydney/The Scots College, Sydney

***The Main Determinant of Wage Differential Between Vocational High School Tracks***

This study demonstrates the difference of labor outcome between technical vocational high school graduates and the other vocational high school graduates. Based on YP (Youth panel) data of individuals graduated from upper secondary vocational high school, this Study provides (1) empirical evidence of individuals' labor market outcome across 10 more years and (2) the determinants of labor market outcome gap between technical track and others.

Ha, Jae-Young — Seoul National University

Choi, Su-Jung — Seoul National University

Bae, Suhyun — Seoul National University

***Expanding Bilingualism and Biliteracy through a Student-Centered Culturally Relevant Pedagogy in Secondary Schools: An Innovation Gap Analysis***

Bilingualism and multilingualism prove efficacious for learners through a range of cognitive, academic, and cultural benefits and affords an expansive breadth of economic opportunities. In 2017, California passed Proposition 58, the Education for a Global Economy (EdGE) Initiative, which became the impetus for igniting the value of and actionable efforts to incorporating dual and multilingual learning programs across California at increasing rates.

Lee, Jamie Michelle — University of Southern California / Global Ed Execs

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 5  
**Session Topic:** Other Areas of Education **Session Chair:** Park, Hyoung-Bin

***Development and Application of Morality Test Tool for North Korean Refugee Adolescents as a Culture Cohort***

For North Korean refugee adolescents settled in South Korean society to establish their identity and heal their minds, it should start with the awareness that it is urgent to come up with a better plan to consider their characteristics and the experiences when escaping from North Korea. This study aims to develop educational programs that take the refugee adolescents' differences into consideration and to study the programs' effects through understanding the refugee adolescents and noticing their moral characteristics.

Park, Hyoung-Bin — Seoul National University of Education(S.N.U.E)

***A Journey to the UN Commission on the Status of Women Through the Lens of Two Educators***

This presentation will share the journey of 2 educators selected as UN delegates to the Commission on the Status of Women. Hear about the work of the commission, the voices of women globally and the epiphanies learned that impact the work of educators worldwide.

Pacis, Dina — National University

Porter, Susan — National University

***Using Social Justice Mentoring to Enhance the Graduate School Experiences of Women and Underrepresented Minorities***

This paper describes the construct and benefits of social justice mentoring for women and underrepresented graduate students and how a mentoring program aligns itself to meet the goals of what constitutes as social justice mentoring in graduate education.

Allen, Brandon — Purdue University

Cropps, Torrie — Purdue University

Hester, Ulyssa — Purdue University

Esters, Levon — Purdue University

***Dangerous Journeys – Dangerous Times: Portrayals of Undocumented and Unaccompanied Youth in Young Adult Literature in the Era of Trump***

This paper focuses on the portrayal of undocumented or unaccompanied youth in contemporary realistic young adult fiction published during the Trump presidential campaign and into his first year of office (2016-2018). Using critical multicultural analysis (CMA) selected text are analyzed and critiqued to explore how character identities are formed and emerge, how texts are constructed, and how language/discourse are used. This paper also seeks to explore the importance of using contemporary realistic YA texts.

Salas, Rachel — University of Nevada Reno

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

***Goldielocking to Big Bad Wolfing: Understanding Generational Microaggressions in Academia***

As the generational composition of academia evolves, the clear, reciprocal, and binding responsibility to the learning process evolves, often leading to intentional or unintentional microaggressions. Through a series of literary character analyses, participants will explore the complexity of generational microaggressions and the role of psychological contracting in developing microaggressions, participate in experiential activities leading to courageous conversations about generational microaggressions, and develop a new transgenerational lexicon to discuss microaggressions in a nonthreatening way.

Foster, Susan — The Chicago School of Professional Psychology

Soli, Lori — The Chicago School of Professional Psychology

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Levy, Nathan

***How to Reach Hard to Reach Students and Children Suffering From Trauma***

This presentation will address the challenges of working with students who appear unmotivated, frustrated, and resigned to experiencing failure. In this session, activities will be demonstrated that increase the motivation and achievement of students, and creative ideas will be offered to help break the cycle of discouragement that many students face. Developing a culture where ALL kinds of students will develop skills for learning and a willingness to participate will be addressed.

Levy, Nathan — Nathan Levy Books, LLC

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Kahili 1  
**Session Topic:** Business Education - Panel **Session Chair:** Baldovinos, Diana

***College Student Leadership: Is There an Overconfidence Effect?***

My presentation will cover an overview of the purpose of my study, literature review, theoretical frame work, methods, research question, results and discussion. I seek to overall have a conversation with collogues and professional scholars amongst the overconfidence, and leadership in education.

Baldovinos, Diana — Washington State University

Keck, Julie — Washington State University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Ma, Lili

***Modeling and Control of a VEX Robot***

This paper describes the modeling and control of a robot built using the VEX robotic kit. The constructed robot was used as the robotic platform in an undergraduate robotic course for teaching subjects on both autonomous mobile robots and robotic manipulator. Complete process of modeling, analysis, simulation, and experiment are presented. The project helped students to learn science and engineering principles, as well as strengthening their interdisciplinary skills.

Ma, Lili — New York City College of Technology

Ma, Gloria — Wentworth Institute of Technology

***STEM Labs as an Ethnographic Field of Study***

This paper describes a research study into (1) how diverse STEM labs are structured, (2) how STEM labs work, (3) what makes a lab 'a lab,' (4) what justifies STEM labs as a field for study, and (5) why it is important to study STEM labs from gendered, raced, classed, global, sociological, and anthropological perspectives. The findings and implications are discussed.

Kelly, Kristy — Drexel University

Donaldson, Leona — Drexel University

***Positive Impacts of a Collaborative Outdoor Education Project***

This paper details the process undertaken to develop and implement a successful cooperative outdoor education project between a public middle school, local conservancy organization, national agency, and university teacher education program. It shows the positive impact on all partners.

Potter, R. Lance — Eastern Washington University

Baldwin, Kathryn — Eastern Washington University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Fukaya, Keisuke

***A Study on Active Learning in Language Education***

We conducted an actual education in British primary school and introduced Jishobiki (JB), which is an already successful educational method in Japan to use dictionaries effectively with tagging, as a way to learn English as a native language. By interviewing the teachers who tried the method, we found that JB can improve students' motivation in the context of active learning, and also we can apply JB to language educations other than Japanese and English.

Fukaya, Keisuke — Chubu University

Yoshikawa, Tatsuo — Keio University

***Designing EFL Lessons That Promote Students' Active Engagement***

The presentation introduces an alternative way to design lessons with teaching materials that elicit output from false-beginners at a university in Japan. How the lessons and materials were designed and implemented will be reported followed by reflections of the instructor and students

Nyui-Kozuka, Akie — Sugino Fashion College

***Redesigning a Spanish Reading Course as an Online Course***

This session describes the implementation of pedagogical strategies (such as a Flipping the Classroom and synchronous online delivery of instruction) used to redesign a Spanish reading course to accommodate 60 students in each section—compared to the 35 being served in previous semesters—while preserving reliable pedagogical practices. This work also includes information regarding the redesign impact on teaching and learning, challenges for students and instructors, as well as lessons learned and redesign tips.

Boyer, Alba — California State University, Sacramento

Mayberry, Maria — California State University, Sacramento

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Steinhauer, Evelyn

***The Canoe Beside the Big Ship: An Aboriginal Teacher Education Program Navigating the Waters through Indigenous Pedagogies***

The Aboriginal Teacher Education Program at the University of Alberta seeks to increase the number of Aboriginal and non-Aboriginal teachers with a foundational understanding of Aboriginal worldview, histories and perspectives. Since 2002, ATEP has experienced success with over 220 teacher graduates. Graduates are prepared to guide their classrooms with the mandated Province of Alberta Teacher standards as there ATEP experience is imbedded with Indigenous knowledge systems, pedagogies and experiential learning.

Steinhauer, Evelyn — University of Alberta

Wolfe, Angela — University of Alberta

Steinhauer, Patsy — University of Alberta

Madden, Brooke — University of Alberta

Cardinal, Trudy — University of Alberta

Steinhauer, Noella — University of Alberta

Peltier, Sharla — University of Alberta

Higgins, Marc — University of Alberta

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Youhne, Mia

***How to Increase Father Involvement in the Lives of Young Children***

In most recent years, fathers have become more engaged and passionate about parenting and spending time with their children. Parents, especially fathers should learn how to play an active role in their child's life. The purpose of this proposed presentation is to present instructional approaches and strategies that will effectively help fathers to become involved in their children's lives and to play an active role in children's education.

Youhne, Mia — Keimyung University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education - Panel **Session Chair:** Blake, Donovan Griffin

***The Nurturing of Social Emotional Learning at HBCU's***

From this presentation participants will learn to define social emotional learning (SEL). The panelist will provide the framework of social emotional learning. Participants will learn how social emotional learning impacts academic performance. The panelist will share how attending a Historically Black College or University (HBCU) supported their social emotional learning needs and led to their success.

Blake, Donovan Griffin — Bowie State University

Bracey, Diamond — Bowie State University

Scott, Carl — Bowie State University

Peele, Kyndall — Bowie State University

Martin, Shanice — Bowie State University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Darvas, Janet Wakefield

***Get Out of the Grading Bog: Effective, Efficient, and Engaging Grading through Front-loading, Minimizing, and Web 2.0 Tools***

Get Out of the Grading Bog: Effective, Efficient, and Engaging Grading through Front-loading, Minimizing, and Web 2.0 Tools workshop provides a no-nonsense look at how to bring grading practices into the 21st Century, engage learners through web 2.0 tools, and meet grading deadlines without sacrificing quality feedback. When instructors provide positive engagement, students are more likely to retain information, complete the class, and submit end of course surveys.

Darvas, Janet Wakefield — Grand Canyon University

Maher Palenque, Stephanie — Grand Canyon University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration - Panel **Session Chair:** Gray, Mariama

***I Teach Them to Treat Students Like I Want Them to Treat Our Children: Black Faculty Discuss Transformative Principal Preparation***

This panel of four African-American faculty members from three U.S. universities will facilitate a discussion about the challenges and strategies of preparing educators to lead U.S. public schools. The discussion will center the experiences of Black/African-American faculty who teach pre-service administrators from racial and economic privilege, and the strategies of educational leadership that guide our work.

Gray, Mariama — California State University, East Bay

Dailey, Ardella — California State University, East Bay

Ononuju, Ijeoma — Northern Arizona University

Roebuck Sakho, Jacqueline — Lewis & Clark University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Loboschefskey, Rebecca

***Tips and Tricks to using Google Classroom***

This workshop focuses on exposing teachers on the creation and implementation of their own Google Classroom Site and Google Classroom.

Loboschefskey, Rebecca — California State University, East Bay

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Warthe, D. Gaye

***The Use of Simulation Learning to Evaluate Social Work Practice Competence in Undergraduate Education***

Field education is the signature pedagogy of social work education. However, the artificial separation between schools of social work teaching the foundations of practice, theoretical frameworks and ethics and the lack of standardization in field education settings, supervision, and evaluation suggest that the competencies of graduates may vary significantly. Integrating standardized simulation learning into social work education offers opportunities for students to demonstrate the achievement of practice competencies and to be evaluated on demonstrated skills.

Warthe, D. Gaye — Mount Royal University  
Choate, Peter — Mount Royal University  
Guthrie, Brian — City University of Seattle  
Adams, Gina — Mount Royal University

***Effects of Flipped Learning on Japanese Undergraduate Students' Global Learning***

The purpose of this research is to investigate the effects of flipped learning on Japanese undergraduate students' global learning. The research participants were 15 undergraduate students, who took the global education course in the academic year 2018 at a Japanese university. The data such as pre/post-test, a questionnaire, reflective notes, and other academic work were collected and analyzed qualitatively and quantitatively to examine the effects of the flipped learning approach employed in the course.

Kasai, Masataka — Kansai Gaidai College  
Morita, Takehiro — Kansai Gaidai University

***Efficacy of Flipped Classroom in Undergraduate Epidemiology Course: A Quasi-Experimental Study***

The efficacy of flipped class in epidemiology course was assessed. Results show that overall grade in the course changed from B average to A- before and after implementation of flipped pedagogy. Prevalence of agree/strongly agree significantly increased pre-post implementation, for students reporting they wanted to take additional epidemiology courses, self-efficacy, and usefulness of epidemiology in professional practice. Flipped class maybe an effective pedagogy to implement where class time can be more valuably spent on application.

Becerra, Monideepa — California State University, San Bernardino  
Mshigeni, Salome Kapella — California State University, San Bernardino

***Tortoise or the Hare: How Finish Order Relates to Performance on Exams and Quizzes.***

Our research first documented how finish order could serve as a model for prediction of performance on exams and quizzes. When our results showed that the best performers were typically finishing before more than half the class, we conducted an additional experiment to see if setting one submission time would ease any pressure from seeing the first finishers submit and thereby produce better test performance.

Schafer, Shaun — Metropolitan State University of Denver  
Bisio, Kenn — Metropolitan State University of Denver

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Woods, William

***Mental Burnout, Attrition and Administrative Support among Incoming Special Education Teachers: What Can Be Done?***

Attrition rates among incoming special education teachers is at an alarming rate. This paper addresses the issue with the intent to start a dialogue that may lead to a resolution that will allow teachers to stay in the classroom longer. Based on the data, many things can be done at the district level to address this issue and help the new teachers. This can also benefit the students in the classroom as well.

Woods, William — University of Nevada, Las Vegas

***Improving Novice Math and Science Teachers' Use of Formative Assessment in High-need Classrooms: A Design Project***

This paper reports on a work-in-progress, describing the rationale and first stages of a design experiment intended to improve novice STEM teachers' use of formative assessment as they teach in inquiry and problem-based settings. The paper briefly reviews the literature, describes the research methodology, and explains the importance of the research.

Coomes, Jacqueline — Eastern Washington University

***Addressing Teacher Shortages Through a Rural Grow Your Own Program***

This paper details the process undertaken to develop and implement a grow your own teacher route to certification for candidates in rural Washington. This area is plagued by teacher shortages and high turnover. By growing their own teachers rural districts hope to fill needed positions by teachers who will stay.

Potter, R. Lance — Eastern Washington University  
Haskins, Tara — Eastern Washington University  
Henning, A. Suzie — Eastern Washington University

***Determining Capacity to Prepare Teachers to Meet the Needs of Complex Learners and English Learners within General Education Classrooms***

The paper presents the results of a study examining how a teacher education program in northern California preparation program is currently preparing teachers to meet the needs of English learners and students receiving special education services. We also asked teacher education faculty to identify professional development needed that would enable them to better infuse knowledge about these populations into general education teacher education courses. Results and programmatic recommendations will be shared.

Jimenez-Silva, Margarita — University of California, Davis  
Sparapani, Nicole — University of California, Davis

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Panel **Session Chair:** Abbott, Janet

***Rising to meet the teacher shortage by working together with local partners to address the demand for STEM and Special Education teachers in secondary education: A panel discussion on how a local partnership in California between San Diego State University and the Sweetwater Union High School District inspires alumni to return to their home district as classroom teachers***

Panelists from San Diego State University (SDSU) and the Sweetwater Union High School District (SUHSD) will discuss how they introduced a unique teacher education initiative named R.I.S.E. to recruit and employ local alumni from both institutions to teach in the SUHSD. The SUHSD is the state of California's southernmost secondary school district bordering in parts with Mexico. It serves a large, diverse, student body of more than 42,000 students in grades 7 through 12.

Abbott, Janet — San Diego State University  
McCully, Lisa — San Diego State University

---

**Time:** 8:00 - 9:30 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 4  
**Session Topic:** Music Education **Session Chair:** Kruja, Mira

***Analysis of Cryptograms, Symbolism, and Artistic Imagery in Preparation for Performing Art Piano Music***

The focus of this paper is to analyze the innovative use of artistic imagery, intriguing use of musical cryptograms, and imaginative use of musical symbolism in preparation for performing art piano music. PowerPoint slides and sonorous excerpts from author's CD *Æterna* will be used to demonstrate analysis that reveal Schumann's artistry in using musical elements to create some of the most extraordinary fantastic imagery as represented in his *Carnaval Op. 9*.

Kruja, Mira — Alabama A&M University

***Examining How a Sistema-Inspired Music Program Supports the Development of Students' Learning Skills***

This paper discusses examines how participation in a Sistema program affected the development of students' learning skills as compared to a control of their peers. Findings indicated that the learning skills of the Sistema students improved or stayed the same while those in the control group generally got worse. At the time of the study all students were part of a new school, thus participation in the Sistema program may have supported this transition while also reinforcing learning skills.

Brook, Julia — Queen's University  
Cui, Anja-Xiaoxing — Queen's University  
Fry, Victoria — Queen's University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Hamel, Erica Jean

***Problems That Matter: Student-led Investigations of Complex, Real World Issues***

Preparing young students to navigate the complexities and challenges of the 21st Century requires curricular opportunities that foster development of global competencies such as collaboration, communication, critical thinking and creative problem solving. First and second grade teachers will share authentic learning experiences to spark student engagement and meaningful decision-making through investigations of messy, real world problems; and describe opportunities for students to grow into leaders and active agents who can make a real difference.

Hamel, Erica Jean — Northern Arizona University  
Torres, Carla — Northern Arizona University  
Stutler, Susan Lee — Northern Arizona University

***Effects of a First Year Research Component in an Undergraduate Class***

Through a research project, undergraduate students enrolled in a first year class benefit from understanding the research process, linking research with concepts, and improving both their academic and professional skills. However, the longer term effects for students' affirming selection of major and future career planning is likely only noticeable after students are exposed to research several times.

Guo, Xulin — University of Saskatchewan  
Loy, Kara — University of Saskatchewan

***Deep Reflection and Connection: Indigenist data synthesis***

This presentation will look at traditional means of coming to know as practiced by the Muskeko-ininwak/Nehiyawak (Cree people) in Western Canada. These practices incorporate the processes of deep reflection and connection. The presentation will address how the traditional practices informed and guided the presenter and research teams in several research projects. The presentation will close with a briefly discuss on indigenism, reflexivity and oppression in relation to knowledge development work with Indigenous peoples.

Hart, Michael Anthony — University of Calgary

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Hibiscus 2  
**Session Topic:** Art Education **Session Chair:** Gilderbloom, John Hans

***Chromatic Homes: The Secret Sauce to Neighborhood Vibrancy***

Bright, vibrant, intriguing, and unique, chromatic homes are speckled across the world's landscape. These historic houses and buildings are saturated with colors – often highlighting decorative woodwork and architecture—to enhance, revive, and regenerate various neighborhoods and communities. John I. “Hans” Gilderbloom explores and celebrates the appeal of these captivating houses in *Chromatic Homes*: Gilderbloom will present a short 25 minute Power Point with 182 pictures in the book arguing that painting a home in bright colors provides a homeowners and a neighborhood with new "confidence" that regenerate a neighborhood that is vibrant, joyful, sustainable, and loveable. Highlighted in gorgeous detail are the relevance of the homes' styles and colors as well as their history—many believed to have been around for decades in American cities such as Louisville, Cincinnati, San Francisco, New Orleans, and Miami, and around for centuries in far-flung places such as Havana, Cuba, Venice, Italy, and Moscow, Russia. Gilderbloom reveals how renewing and updating historic homes has the ability to transform and galvanize a community, and these houses serve as creative havens for artists, writers, and musicians: author Alice Walker wrote *The Color Purple* in one of the most famous chromatic homes in San Francisco, and Mark Twain wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer* in a spectacular “painted lady” in Hartford, Connecticut. Filled with 182 engaging and eye-catching photos of homes all across the nation and the world. Autographed copies are available at a special conference discount of just \$23.

Gilderbloom, John Hans — University of Louisville

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Lipske, Robert David

***Distributed Practice in ESL Settings: Optimal Spacing for Student Retention of New Information***

In ESL, we teach English to our students; however, how do we more effectively teach them to retain new information? One potential technique to aid in student retention has been the use of distributed practice (aka spaced learning); however, optimal gap length between review sessions (in an ESL context) is unclear and will be discussed.

Lipske, Robert David — University of Hawai'i at Mānoa

***Effects of Early L2 Education on Attitudes Toward Learning and Attained Proficiency of Secondary School Learners***

The authors investigated how different English learning experiences in the past can affect the attitudes toward English learning and English proficiency of secondary school learners. The participants were 218 junior high school students having either two years' or six years' L2 learning experiences. The results of the study revealed that students with longer learning experience tended to evaluate their past English learning as more effective. There was no difference in L2 proficiency between the groups.

Ishizuka, Hiroki — Hokkaido University of Education

Kibler, Ronald — Komazawa University

***Influences of Research Paradigmatic Differences on the Use of First-Person Pronouns in Research Articles in the Field of Information Systems***

We will report the results of analysis of how first-person pronouns (we, our, us) are used in research articles with two different paradigms in the field of information systems. A corpus of 40 articles taken from two of the major journals in the field of information systems was constructed. Frequencies, discourse functions and distribution patterns across the RA were investigated to reveal how paradigmatic differences influence the first-person usage in RAs.

Kawaguchi, Keiko — Shibaura Institute of Technology

Ota, Harumi — Nihon University

Ohta, Ritsuko — Keio University

Ito, Tae — Toyota Technological Institute

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Neese, Courtney

***Place-based Education: Using Location to Leverage Learning***

Learn how to engage students in place based projects that help them deepen their learning while creating change in their community. When you break through the four walls of your classroom, there is an endless world of possibility.

Neese, Courtney — The Hill School

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 3  
**Session Topic:** ESL/TESL - Workshop **Session Chair:** Cowart, Melinda

***From War to the Classroom: Exploring and Interpreting the Educational and Psychological Journey of Newcomer English Language Learners in U.S. Schools***

Lessons learned from previous refugee resettlement projects can assist educators and administrators in understanding and addressing the needs of newcomer refugee English language learners. An assessment of linguistic, affective, cultural, and academic factors that impact second language acquisition will be shared.

Cowart, Melinda — Texas Woman's University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Moore Jr., Eddie

***The Guide for White Women Who Teach Black Boys***

This workshop introduces *The Guide for White Women Who Teach Black Boys*, created to support White Women to engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female teachers and Black men and boys, this workshop will facilitate discussion and activities designed to generate new avenues of reflection and action for White teachers.

Moore Jr., Eddie — The Privilege Institute

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Workshop **Session Chair:** Stretch, LoriAnn

***Virtual Clinical Training Center – Using Technology to Reach Underserved Communities while Training Future Practitioners***

Thanks to the advancements in technology and security, educational institutions are now able to offer fieldwork experiences at a distance. The presenters will discuss the Virtual Clinical Training Center (VCTC), an integrative telebehavioral health program, which trains student counselors to provide telebehavioral health services to medically underserved populations. Participants will receive recommended steps to creating a technology-based clinical training program, as well as ethical, legal, and technical resources.

Stretch, LoriAnn — The Chicago School of Professional Psychology

Harris, Rodney — The Chicago School of Professional Psychology

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** McAlister-Shields, Leah

***Infusing Culturally Responsive Pedagogy Across a Secondary STEM Education Preparation Program***

This session will explore the instructional practice of culturally responsive pedagogy (CRP) and provide a glimpse of the integration and evolution of the use of CRP in a Secondary STEM Educator Preparation Program. The planning and implementation process of the use of CRP across Secondary STEM education courses will be highlighted. Utilization of activities and course instructional resources will be provided to support faculty of Educator Preparation Programs implementation of CRP in their classrooms.

McAlister-Shields, Leah — University of Houston

Evans, Paige — University of Houston

Manuel, Mariam — University of Houston

Stokes, Donna — University of Houston

Craig, Cheryl — Texas A&M University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Lehua  
**Session Topic:** Adult Education - Workshop **Session Chair:** Cavanagh, Jillian

***Vocational Learning and Workers with Intellectual Disability***

The study examines the vocational education and training (VET) opportunities and workplace learning experiences of diverse group of workers with intellectual disability (WWID) at two case study sites. Findings demonstrate that VET interventions are driven by management and their continued support of WWID. The study found that planned interventions enhance levels of independence, and create a positive impact on education at work, and WWID self-worth and sense of belonging.

Cavanagh, Jillian — La Trobe University

Meacham, Hannah — Monash University

Bartram, Timothy — RMIT Melbourne

Pariona-Cabrera, Patricia — RMIT Melbourne

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Foundations **Session Chair:** Smith, Matthew

***The Hampton Rosenwald School and the Wyoming Valley Grammar School: Frank Lloyd Wright's Progressive Vision for Education***

This qualitative study examines Frank Lloyd Wright's progressive vision for education through his innovative architectural designs for the Hampton Rosenwald School in Virginia and the Wyoming Valley Grammar School in Wisconsin. In keeping with Wright's longstanding philosophy of organic architecture, his public school buildings were designed to promote the academic, artistic, ethical, physical, and social development of students in harmonious and inspiring environments with sustained support from teachers, staff members, parents, and the local community.  
Smith, Matthew — Tennessee Tech University

***How the Media Portrays Bullies in Movies and Television, Targeting an Adolescent Audience***

Bullying is an ongoing concern in the community and especially in the schools. Schools have taken proactive steps to reduce and eliminate bullying. However, movies and television often portray bullies as characters that adolescents emulate. This interactive session looks at some of the most notorious bullies in the media, from Butch in the 1930's Little Rascals, to Scut Furkus in Christmas Story and Angelica Pickles in the animated series, Rugrats.  
Karell, David — National University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Mombourquette, Carmen

***Exploring Instructional Leadership: Superintendent Perspectives***

In this workshop we will describe the process and utility of using Generative Dialogue, inquiry guided professional growth plans, and regular system leader visits to schools to facilitate school leader instructional leader development in the attainment of competencies inherent in the Leadership Quality Standard. Participants will leave the session with a theoretical and practical understanding of what two Alberta superintendents are coming to know as Generative Leadership.  
Mombourquette, Carmen — University of Lethbridge  
Adams, Pamela — University of Lethbridge

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Stockbridge, Kevin

***Queer Knowings: Deconstructing the Norm through Shared Poetry***

This workshop explores the possibilities that art-based research can have for knowledge creation in the classroom. It derives from a collaborative student-teacher research project intended to queer normative ways of knowing self and the world. The presenters will explain and engage attendees in the use of shared poetry as a pedagogical tool. The session will end with a dialogue on the practical use of this methodology within a curriculum.  
Stockbridge, Kevin — Chapman University  
Asato, Kyler — Chapman University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Lebrun, Marcel

***Navigating Student Anxiety in the Classroom (K-12 and College Campus)***

Anxiety is on the rise in America. Students are experiencing anxiety at Alarming rates leading to drop out, increased drug and alcohol use, depression, suicidal ideation and unsuccessful classroom experiences. Faculty and staff are often inexperienced or unable to help student experiencing mental health issues. The workshop will provide a variety of tools, activities and interventions to support these students by empowering educators and support staff to intervene effectively and quickly.  
Lebrun, Marcel — Plymouth State University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education - Panel **Session Chair:** Randall, Ken

***Using Social Simulation to Teach Medical & Allied Health Students about Adverse Childhood Experiences (ACEs) and Trauma Informed Care (TIC)***

ACEs training can be aligned with the educational needs of medical and allied health students. Simulations are well-suited to provide feedback on performance while also providing education on topics of importance in health care delivery. Medical Residents and students from medicine, nursing, and physical and occupational therapy participated in a seminar and simulation related to ACEs. Results indicate this training had significant positive increases in understanding the importance of ACEs and TIC in clinical settings.

Randall, Ken — University of Oklahoma  
Cribbs, Julie Miller — University of Oklahoma  
Bragg, Jedediah — University of Oklahoma  
Isaacson, Mary — University of Oklahoma  
Miller, Gloria — University of Oklahoma  
Wen, Frances — University of Oklahoma  
Jelley, Martina — University of Oklahoma  
Coon, Kim — University of Oklahoma  
Rodriguez, Kristen — University of Oklahoma  
Hanks, Heather — University of Oklahoma

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Lee, HyunKyung

***Self-Directed Learning (SDL) and Technology-Mediated Collaborative Learning (TMCL) in Higher Education: A Pilot Study of a Group Project's Effects on SDL Competencies in Korea***

Given self-directed learning (SDL) and collaborative learning (CL) using technology are important in higher education, it is necessary to consider what relationships are between SDL and CL using technology in university classes. The presentation provides the results of a pilot study regarding students' perceptions of self-directed learning (SDL) competency and technology-mediated collaborative learning (TMCL) in higher education.

Lee, HyunKyung — Hankuk University of Foreign Studies  
Mori, Carolyn — Tokyo International University

***The Educational Benefits and Challenges of Mobile Messaging Applications***

The purpose of this study was to investigate what technologies are being voluntarily appropriated by university students and for what academic purposes. The data analyzed include student interviews, online student interactions, and digital documents from an English-medium macroeconomics course at a university in Tokyo, Japan. Findings will provide evidence of how student uses of Web 2.0 technology contributed to the achievement of course objectives, as well as the new challenges faced by teachers and students.

Yasuda, Raymond — Soka University

***The Design and Architecture of MLAS: A Web-based System for Mathematics Education***

The presentation will give an overview of a Web-based system for teaching mathematics for middle school students in NE Ohio. It will also highlight its features and capabilities. Feedback from users will also be shared with audience.

Khasawneh, Samer — Walsh University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Diwa-Acallar, Johanna

***Universities and Healthy Oceans: Building Capacity on the Ground for Implementation of SDG14 through Synergies and Partnerships***

This case study presents a strategic approach to building the skills of a critical mass of Integrated Coastal Management (ICM) leaders and practitioners in the East Asian Seas that include mobilizing universities and research institutes in increasing technical support available on the ground, providing scientific inputs from experts advice in focus issues in various phases of ICM cycle and building capacity and skills to replicate and scale up the ICM practice.

Diwa-Acallar, Johanna — Partnerships for the Environmental Management of the Seas of East Asia (PEMSEA)

***Demystifying Social Media for Academics***

Academics have been slow to adapt social media and that this may impact a student's ability to communicate in the modern world. This presentation will provide an introduction to the commonly used social media outlets and help guide new adopters both in the academic and clinical practice environment with the appropriate and ethical use of available technology. Concrete strategies and tools for incorporating Social Media into education as well as clinical practice settings will be introduced.

Lamarche, Kimberley — Athabasca University

***A Study on Strengthening the Content of Higher Education Based on the era of Sustainability 2.0***

If the 1.0th generation of Sustainability emphasized the coexistence of the two values of economy and environment in the late 20 Century, it entered the 2.0th century by adding social fairness to it again for the better future. In particular, the remarkable achievement of contemporary science and technology has expanded the autonomy of citizens, it should be able to actively reflect in higher education what could further strengthen the expansion in order for leading to decline its side-effect .

Dho, Seung-youn — Kwang-woon University

***Exploring Graduate Students' Perceptions of Using Social Media in Higher Education Coursework***

Social media provides new opportunities for faculty to connect with students who already spend large amounts of time using technology as part of a collaborative learning environment. Links have been identified between social media use and intermediate goals that lead to greater student success. This study examined the perceptions, attitudes and experiences that graduate students hold about the pedagogical use of social media to support learning, academic engagement, and academic performance in higher education coursework.

Udeh, Kimberly Holiday — Drexel University

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Esteves, Kelli

***Preparing Pre-service Teachers for Response to Intervention***

Response to Intervention (RTI) is a school-wide approach to help educators address the needs of all learners. The multi-tiered structure is an intentional framework that provides for the delivery of high-quality, flexible, and differentiated instruction based on students' academic readiness, needs, interests, and learning preferences. This paper session will address strategies for integrating RTI applications across a K-6 undergraduate teacher preparation curriculum that is aligned with INTASC principles.

Esteves, Kelli — Butler University

***Teacher Educator Technology Competencies: An Introduction***

The 2017 National Education Technology Plan set forth a call for teacher educators to improve the technology skills of teacher candidates through the infusion of technology in teacher education programs. The researchers of this study addressed the call by utilizing the Delphi method with 18 national and international teacher educators and educational technology experts to develop the Teacher Educator Technology Competencies (TETCs). This presentation introduces the TETCs and the methodology used to develop the TETCs.

Graziano, Kevin — Nevada State College

Foulger, Teresa — Arizona State University

Schmidt-Crawford, Denise — Iowa State University

Slykhuis, David — University of Northern Colorado

***Distance Tutoring as a Means to Foster the Development of Student Teachers' Presence in Teaching***

Teachers need to be present to have genuine instructional impact. Yet, student teachers would not feel prepared to teach and would need more opportunities to practice and professionally develop before they are actually required to teach a class. Experimenting new ways of carrying out tasks brings teachers to change their practice (Garet et al., 2001). This paper looks at how distance tutoring can help future L2 teachers improve their presence in teaching.

Gazaille, Mariane — Université du Québec à Trois-Rivières

Nolin, Andréanne — Université du Québec à Trois-Rivières

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Carino, Anna

***Promising Practices for Novice Teacher Onboarding Programs***

This session will share promising practices to consider when creating or refining novice teacher onboarding programs. Implementing these practices will help support novice teachers as they are navigating their first years of teaching.

Carino, Anna — Avondale Elementary School District

Freeman, Misha — Avondale Elementary School District

---

**Time:** 9:45 - 11:15 AM / **Sunday** - 1/6/2019 / **Room:** South Pacific 4  
**Session Topic:** Educational Psychology **Session Chair:** Khramtsova, Irina

***Mindfulness through Body Awareness: An Action Research Project***

The present action research study will investigate the effectiveness of a two-week mindfulness training involving three techniques: counting breath, emWave biofeedback, and progressive muscle tension/relaxation. Mindfulness will be measured before and after the intervention through the Five Facet Mindfulness Questionnaire. A content analysis of the participants' responses to open-ended questions about their experiences will reveal whether the intervention was beneficial, and if yes, which mindfulness techniques were the most helpful.

Khramtsova, Irina — Arkansas State University

Carver, Leea — Arkansas State University

Crittenden, Madalyn — Arkansas State University

Daniele, Shelby — Arkansas State University

Huynh, Diana — Arkansas State University

Glascook, Patricia — Arkansas State University

***Does Emotion Coaching and Teaching Emotional Intelligence Skills to Elementary-Aged Children Reduce School Bullying?***

Emotional intelligence (EQ) involves several skill sets, including emotional self-regulation, active listening, self-awareness, relationship building skills, self-motivation, and empathy. EQ can be taught to students through emotion coaching. Current psychological studies show that high EQ can lead to improved learning, quality peer relationships, and high academic success and can have positive long-term impacts as well, both in future employment and romantic relationships. It is hypothesized that children who learn EQ skills through Emotion Coaching will be less likely to bully other children due to a greater sense of self-awareness, empathy for others and emotional self-regulation. Concurrently, students who have high EQ skills would be less likely to be impacted by school bullying since they would have greater self-confidence and emotional resiliency.

Vadnais, Aimee — Azusa Pacific University

Triplett, Tiffany — Azusa Pacific University

Cochrane, Stephen — Alliant International University

***Teaching Elementary School Students to Solve Problems through an Educational Game***

The purpose of this study was to create a prototype educational game for social skills education and to evaluate this game through practical application with elementary school students. Our aim was for the students to experientially learn about ways to solve problems and build consensus by implementing this educational game in SSE classes. In order to achieve the purpose, after the students played the game, we explained how the game relates to real consensus building.

Okada, Yoshiko — Shibaura Institute of Technology

Matsuda, Toshiki — Tokyo Institute of Technology

# Keynote Address

---

**Time:** 11:30 AM - 1:00 PM / **Sunday** - 1/6/2019 / **Room:** Coral 3 Ballroom

## Inoa Hawai`i

### *How Traditional Hawaiian Place Names Sustain and Spark an Interest in Culture*

The worldview of Native Hawaiians was the understanding of their relationship to the place where they lived, that they were stewards of their environment, the lands, the oceans and the heavens in both a spiritual and practical sense. A traditional ‘ōlelo no‘eau (proverb), expresses the relationship between humans and their connection to the land:

***“He ali‘i ka ‘āina he kauwā ke kanaka;  
the land is a chief, man is its servant”***

(No. 531, Mary Kawena Pukui, 1983)

Hawaiian place names provided generational ancestral knowledge, and was not just a name, but an entire *mo‘olelo* or story providing historical context or literary significance. Often times imbedded in the names are *kaona*, or hidden meanings, layered histories that provide the root connection to the genealogy and origins.

Kumu Jon Kuahiwi Moniz will provide a visual description and explanation on why traditional Hawaiian place names should be used and valued over “easy to pronounce” nick-names, and how these place names validate place, validate cultural practices and validate one’s cultural identity.

Jon Kuahiwi Moniz is currently an instructor of Hawaiian Studies at the University of Hawaii Kapiolani Community College and serves as the Cultural Resource Manager at Kualoa Ranch on O‘ahu. He has over 25 years of experience instructing Hawaiian Studies to both students and the community; securing resources and implementing cultural programs and place based lessons. As a dedicated educator for the Department of Education, the Kamehameha Schools and the Nānāikapono Community School Museum, he has guided his students to succeed by inspiring them with an insatiable passion for their culture. He continues to serve as the Waianae Coast Historian/Educator and in his spare time is a talented musician, ordained minister and business owner.



---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Magro, Kerry

***Defining Special Needs: From Nonverbal to Ed.D Candidate***

In this presentation you will hear from someone who was nonverbal until 2.5 and now today is a professional speaker who travels the country interviewing students impacted by a diagnosis via the Facebook Page A Special Community (over 140,000 followers) and has given 60 scholarships for students with autism to go to college. In his session he will provide case studies from students with special needs on what they want educators to know.

Magro, Kerry — New Jersey City University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Matsuo, Kanako

***Development of MS Word Integrated Tools for Creating ESL/EFL Teaching Materials - A Report Focusing on Text Visualization and Teaching Material Creating Tool for Students' pre-study***

We will introduce MS Word integrated tools for creating ESL/EFL teaching materials. The tools have the following four functions: authentic materials collection on the Internet, text difficulty analysis, paper medium or/and website quiz and assurance test creation support, and evaluation. We aim for realizing all the four functions available from the Microsoft Word menu. In this paper, we will focus on a text visualization tool and a teaching material creating support tool for students' pre-study.

Matsuo, Kanako — National Institute of Technology, Kumamoto College

Tsutsumi, Yutaka — Kumamoto Gakuen University

Matsuno, Ryoji — Prefectural University of Kumamoto, Japan

***Perceptions of Peer Feedback and Feedback Quality in ESL Graduate Writing***

In this presentation, the audience will learn the research findings discovered in a mixed methods study exploring ESL graduate students' writing and their peer feedback quality. The audience will be able to take away with them the suggested ideas for the future instruction and practice of ESL writing and peer feedback.

Cheng, Tsan-Jui — Defense Language Institute

***A Neurocognitive Study on the Digital Game-based Learning of English Phoneme Distinction by ESL Children in Korea***

This study investigated the effect of a digital game-based learning of English phonemes by ESL 6th graders in Korea by examining their brain responses. A digital game was created for practicing the distinction of three pairs: /m/ vs. /n/, /e/ vs. /æ/, and /l/ vs. /r/. The students played the game for 10 minutes two times per week for four weeks. The results revealed the change of MMN (Mismatch Negativity) for /l/ vs. /r/ distinction.

Lee, Sun-Young — Cyber Hankuk University of Foreign Studies

Lee, Sung Eun — Seoul National University

Park, Joo Hyun — Neuronetism

Kim, Beom Joo — Game Diary

Choi, Junghye Fran — Walden University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 3  
**Session Topic:** Reading Education **Session Chair:** Lightner, Sarah Campbell

***Igniting Dialogue: Textual Features that Engage Adolescent Readers in Critical Literacy Practices***

Using ethnographic methods, this study explored the ways adolescent students responded Critical Companions, texts used to supplement and support students' critical reading of young adult novels (focal texts). Findings indicated that students responded to specific textual features of the Critical Companions when connecting them to the focal texts and their cultural resources. Therefore, these features were productive for generating dialogue and critical readings of the focal text and the students' worlds.

Lightner, Sarah Campbell — West Chester University

***If You Can't Find the Book You Want – Write It! Lessons Learned Publishing a Digital Text on Literacy***

This paper discusses the pros and cons of e-books in education. Our first view of the online version of our e-textbook Strategic Literacy (2017) was overwhelming. There were amazing images that entertained, captivated, and educated students in a unique and powerful way. It spells out how prospective authors can find a publisher, and it details the experiences of the authors in publishing an interactive e-textbook.

Kirtley, William — Central Texas College

Kirtley, Patricia — Independent Scholar

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 5  
**Session Topic:** Higher Education - Panel **Session Chair:** Endrijonas, Erika

### ***Strengthening Working Families***

Strengthening Working Families (SWF) is a partnership between two award-winning departments at Los Angeles Valley College: Workforce Training and the Family Resource Center. It provides holistic social services to students and workforce-training participants. SWF is one of ten workforce-training programs in the country honored as a Bellwether Award finalist. It has also been recognized by the Aspen Institute and serves as a national model for replication.

Endrijonas, Erika — Los Angeles Valley College  
Hoffman, Andra — Los Angeles Community College District  
Marriott, Doug — Los Angeles Valley College  
Roosevelt, Marni — Los Angeles Valley College  
Angel, Amber — Los Angeles Valley College  
Mullen, Adrienne Ann — Los Angeles Community College District

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Vowell, Julie

### ***What's the Big Idea? A Glimpse into Current Themes for Elementary Science Educators***

This workshop will emphasize current pedagogical themes that are considered to be important for elementary science instruction. Themes will be discussed in both small and large groups for professional growth during the first part of this workshop. The second part of this workshop will focus on having the participants apply their knowledge by creating collages demonstrating what the current themes might look like in the classroom.

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

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Kahili 1  
**Session Topic:** Business Education **Session Chair:** McCluskey, Thomas

### ***Enhancing Organizational Change: A Case Study of How Implementing Kotter's Eight Steps for Successful Change Turned a Stagnant Venture into a Profitable Business***

A case study presentation of how Kotter's Eight Steps for Successful Change were used to turn Conceive Media from a money-losing venture into a profitable business in one year. The presentation will take attendees through the steps of change and foster discussion on how to initiate changes in higher education institutions.

McCluskey, Thomas — Pepperdine University

### ***Designing and Delivering Educational Content for Bitcoin, Ethereum, and Blockchain Technologies***

This paper addresses key issues that curriculum designers face when developing new courses that deal with Bitcoin, Ethereum and Blockchain Technologies. Bitcoin (Circa January 3, 2009) introduced a new and disruptive paradigm that impacts many fields such as finance, economics, cyber security, networks, and privacy. A Turing-Complete programming language called Ethereum (launched July, 2014) extends the capabilities of Bitcoin that allow programmers to design, write, test, and deploy special units of code called "Smart Contracts."

Thombs, Michael — Salve Regina University  
Anastasia Tillan, Amy — Salve Regina University  
Rys, Steven — Salve Regina University

### ***The Trolley Problem: An Instructional Module***

This paper presents a four-phase instructional approach for integrating the Trolley Problem into a Principles of Management Class. The results of an instructional experiment assessing the effectiveness of the module, in terms of enhancing student moral awareness and moral intentions, will also be presented.

Salvador, Rommel — California State University, Fullerton

### ***Exploring the Role of Agency Within an Entrepreneurial University: Evidence from a Scottish Business School***

Universities are integral to regional economic development (Cohen et al 2002), adopting a dual role around innovation and entrepreneurship. Moving from the Humboldtian view of higher education (Benneworth and Cunha 2015) to the triple-helix approach (Etzkowitz and Leydesdorff 2000), they became competitive rather than collaborative, institutions (Marginson 2011) increasingly entrepreneurial and innovative (Guerrero et al 2016:552). We introduce a model and evidence of an entrepreneurial university engaging with its entrepreneurial ecosphere.

Talbot, Steve — University of the West of Scotland  
Tarbert, Heather — University of the West of Scotland  
Burns, Allan — University of the West of Scotland

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Hernandez, Andres

***Student Perceptions About Participation in Co-Curricular Engineering Projects - an Institutional Study at Cal Poly San Luis Obispo***

Co-curricular engineering projects can be key experiences for forming personal and professional skills and traits, but little data is available on why students choose to participate or not. A survey of students at Cal Poly San Luis Obispo was designed to explore student experiences and perceptions about involvement in co-curricular projects. Preliminary results highlighted attitudes influenced by gender and racial/ethnic identity - information that can help remove barriers to participation for groups underrepresented in engineering.

Hernandez, Andres — California Polytechnic State University, San Luis Obispo

Moore, Linda — California Polytechnic State University, San Luis Obispo

Doig, Graham — California Polytechnic State University, San Luis Obispo

***Teacher Training to Support GeoSTEM Education for Language Learners***

National Geographic Explorer, Karen Guerrero, will present past, present, and future research on providing PD for K-12 teachers of language learners and the effectiveness of language-supported GeoSTEM lessons. The mixed-methods study included research on the PD provided to participating teachers and effect of lessons taught in their K-12 classrooms measuring teacher efficacy and student achievement. Treatment and control groups were assessed using observation, pre and post surveys, and lesson and standardized assessments.

Guerrero, Karen — Arizona State University

***Increasing the Participation of Students with Disabilities in Computing and Engineering***

Individuals with disabilities are underrepresented in computing and engineering professions and many professionals in these fields are not trained in how to design products that are accessible to this population. More can be done to make engineering and computer science curriculum accessible to students with disabilities, to encourage them to pursue these fields, and to include accessibility-related content in computing and engineering curriculum. This presentation will share strategies for postsecondary educators that show promise for increasing the participation of individuals with disabilities in computing and engineering fields and benefiting these fields with their perspectives and expertise.

Burgstahler, Sheryl — University of Washington

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Lehua  
**Session Topic:** Language Education - Workshop **Session Chair:** Linse, Caroline

***Creating Language Rich Linguistic Landscapes and Audioscapes***

The aim of this session is to help language educators develop strategies for using linguistic landscape and audioscape content as an instructional tool. Workshop participants will identify a context, determine which linguistic landscape and audioscape could occur in that context and then using mp3 discs and LED lights will create appropriate linguistic landscapes and audioscapes. The workshop concludes with a discussion of the skills different groups of learners can gain from the content developed.

Linse, Caroline — Queen's University, Belfast

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Kagawa, Naomi

***Endeavor to Measure the Educational Effect of the International Programs to Nurture Globally Competent Educators***

This research is an initiative to develop an international education program that is designed within the teacher education curriculum. The objective of this research is to empirically verify the educational effect of the program on students' learning as educators.

Kagawa, Naomi — Shimane University

Wong, David — Michigan State University

***Evaluation Models and Measurement Issues***

There will be a series of three presentations in this paper session. (1) Evaluation Issues in Assessment of Navy Technical Training; (2) Evaluation Issues in Assessing Cognitive and Affective Outcomes in Games; (3) Evaluation of Magnet Schools

Baker, Eva — University of California, Los Angeles/CRESST

O'Neil, Harold — University of Southern California

Wang, Jia — University of California, Los Angeles/CRESST

***Measuring Interdisciplinarity***

There has been increasing interest in teaching students in an interdisciplinary fashion in order to prepare them for the future interdisciplinary societal issues that they will need to address. But how do we measure the effectiveness of such interdisciplinary science programs, and what evidence can we collect to demonstrate the interdisciplinary thinking in our students? In this presentation we will discuss our ongoing efforts to measure interdisciplinarity in our first-year science students.

Addison, Christopher — University of British Columbia

Charbonneau, James — University of British Columbia

Dubois, Patrick — University of British Columbia

Roberson, Nathan — University of British Columbia

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education **Session Chair:** Dean, Prem

***Fundamental Foundations in Early Childhood Development***

At its core, there are three pillars critical to supporting a healthy foundation in early childhood development: ethics, innovative pedagogy, and a nourishing educational environment. Quality educators embrace characteristics that build upon these fundamentals. This presentation explores these versatile characteristics along with relevant literary and philosophical context.

Dean, Prem — National University

***Early Childhood Educators' Application of Their Character Strengths to Workplace Challenges***

This paper reports research findings into how early childhood educators in a large urban city in the northeastern United States participated in a positive psychology intervention in which personal character strengths were used to address workplace challenges. Most frequently used character strengths by the educators, as well as a success rate in resolving challenges, are reported. Implications for professional development and research are discussed.

Donaldson, Leona — Drexel University

Haslip, Michael — Drexel University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Counselor Education **Session Chair:** Walters, Nicole

***School Violence from the Perspectives of Those on the Front Lines: The Lived Experiences of Educators***

Teachers and administrators are on the front lines of school violence incidents. How is this affecting the climate in the schools and classrooms? Administrators, counselors, and teachers were surveyed related to their perspectives of school violence issues and the results will be presented in this presentation.

Walters, Nicole — University of St. Thomas

Kiekel, Jean — University of St. Thomas

Flores, Serena — University of St. Thomas

***Ensuring Competency Development in Counsellor Education Through Learning Outcomes Tracking, Course Mapping, and Authentic Assessment***

Learning outcomes assessment is an emergent priority in higher education, which fits with the emphasis on competency-based learning in counsellor education. This instructional design model for graduate curriculum development walks the course writer through overall program level competency mapping to course level learning outcomes charting, to development of authentic assessment processes, and finally to the tracking of learning outcomes attainment. Counsellor educators are accountable for the competency of graduates, which necessitates sound, planful curriculum design.

Collins, Sandra — Athabasca University

Yasynskyy, Yevgen — Athabasca University

Wong, Gina — Athabasca University

Nuttgens, Simon — Athabasca University

***Examining the Impact of Family Life Coaching on Student Academic Success***

This study measures the impact of coaching middle school students and their parents for academic success. This mixed-methods study tested the efficacy of coaching youth and their families in a school setting. Results show that family life coaching is an effective method to foster academic success.

Allen, Kimberly — North Carolina State University

Randle, Karen — North Carolina State University

Kirby, Sarah — North Carolina State University

***Professional School Counselor Identity: Are There Still Mixed Messages?***

Professional identity is a continual evolving process in both the attitude and shaping of the professional school counselor. The primary barrier to defining roles and responsibilities of professional school counselors is often the weariness of the school organization, as they are notorious for resisting change. This presentation will explore how this resistance needs to be confronted if school counselors are to break out of their often, limited roles to achieve a more homogeneous identity.

Rodriguez, Sonia — National University

Rakich, Sladjana — National University

Morgan, Ronald — National University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Mathison, Bev

***Eudaemonia: What does it mean to 'Flourish' in Academia?***

This workshop will offer an opportunity to investigate, discover, rediscover, and elucidate their experiences of 'living well and doing well' in the workplace. Along with hands-on activities and shared experiences, participants will emerge with ideas and ways of infusing flourishing into courses, committees, and collegial conversations.

Mathison, Bev — Mount Royal University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Kurth, David

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

This study will examine sitting administrators' perceptions of current district building administrator evaluation processes to determine: 1. Whether those processes reflect CCTC required university preparation content. 2. If the processes currently in place are perceived to effectively support and promote school administrator growth in the skills needed to successfully lead schools in the ongoing process of school improvement.

Kurth, David — National University

Sewell, Glenn — National University

***Professional Written Communication: Analyzing the Writing of Future School Leaders***

Given the evolving role of the principal and the diverse needs of schools and communities, students studying to become a school leader are under more pressure than ever before. Future school leaders need to have all the necessary skills to serve as instructional leaders and effective communicators. This research seeks to gain a greater understanding of the writing skills and abilities of current students enrolled in a masters' degree program in Educational Leadership.

Krimbill, Elisabeth — Texas A&M University - San Antonio

***Mentoring New Administrators Through Conflict***

This paper advances important information about mentoring as a viable option to supplement common deficits in training fledgling administrators have when it comes to dealing with conflict and creative problem-solving.

Hughes, Thomas — Northern Arizona University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Distance Education **Session Chair:** Mitchell, Carlton

***An Overview of a Comprehensive Plan to Facilitate Persistence to Degree Completion and Increase Retention of Online Student Populations***

The information presented in this paper was taken from recent research into the efficacy and design of a comprehensive support system for post-secondary distance learners. Data collected on integrating a number of support mechanisms into an overall strategic retention initiative has pointed to the necessity of each component discussed in this paper.

Mitchell, Carlton — Letourneau University

***Use of Literature to Explore Online Global Classroom Nursing Students Experiences with Autism: India and the US***

In the spring of 2018 two colleges of nursing [United States and India] offered several nursing courses as Global Classrooms uniting students in a virtual environment. One of the assignments given to both cohorts of students [American BSN completion students and Indian graduate students] in a Global Health course was to read and reflect upon the novel *Curious Incident of a Dog in the Night Time*. As Global Classrooms [GC] are discussed in more detail elsewhere in these proceedings, this paper briefly describes Global Classroom pedagogy and then goes on to review qualitative findings from a variety of student sources including their reflective papers, faculty-student discussions, and online discussion forums.

Greene Ryan, Jane — Drexel University

Donovan, Jane — Drexel University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Wong, David

***Why Do U.S. and Japanese Universities Want to Become More Global: The Importance of Understanding the “Real” Reasons***

When universities strive to become more "international", the "official" reasons usually focus on making students better people and the world a better place. The "real" reasons more likely concern threats to the university's economic health or public reputation. This session will use specific examples from U.S. and Japanese universities to illustrate the hidden forces that drive internationalization effort. Implications for faculty committed to global education of their students are discussed.

Wong, David — Michigan State University  
Kagawa, Naomi — Shimane University

***Men's Experiences of Dating Violence in Post-Secondary***

Dating violence has been studied on post-secondary campuses since the early 1980s; however, there is a lack of research on men's experiences. This conference presentation will provide an overview of current research on dating violence on post-secondary campuses, review policies and programs available in a sample of 88 Canadian campuses, and discuss a proposed study to examine men's experiences including the help seeking behaviours and gaps and barriers experienced by men who do seek help.

Warthe, D. Gaye — Mount Royal University  
Choate, Peter — Mount Royal University  
Carter-Snell, Cathy — Mount Royal University

***Exploring Student Anxiety Related to Practical Exams in a University Health Sciences Program***

Practical exams are often a new and stressful experience for Occupational Therapy students. The purpose of this study was to assess the level of anxiety and stress students experience related to their first practical examination known as an Objective Structured Clinical Examination (OSCE). In this presentation, preliminary baseline data will be shared and educational implications discussed. As well, the early stage designs of an OSCE virtual reality environment will be presented.

Mulholland, Susan — University of Alberta  
Esmail, Shaniff — University of Alberta  
Roduta-Roberts, Mary — University of Alberta  
Werther, Karin — University of Alberta  
Concannon, Brendan — University of Alberta

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Huang, Yi

***Pathways to Professions (P2P): Preparing Highly Effective Workforce for Inclusive Excellence***

With the foci on academic innovation and community transformation, the Pathways to Professions (P2P) initiatives aim to improve quality and value of education while increasing access and success through competency-based pathways for seamless transitions from pre-professional preparation to career advancement. The principal investigator will share insights on current efforts and lessons learned on the P2P initiatives funded by state, federal, and private agencies.

Huang, Yi — Coppin State University

***Data Explorations in Ecology: Supporting Science Teachers' Focus on Data in Secondary Classrooms***

The Data Explorations in Ecology Project was a professional development effort designed to support secondary science teachers in implementing instruction focused on data literacy. The research associated with this effort was designed to help understand the extent to which the teachers focused on data literacy practices in their teaching and identify factors that supported or constrained their efforts. The findings highlight key considerations in supporting teachers in implementing NGSS aligned instruction focused on data practices.

Irish, Tobias — University of Hawai'i at Hilo  
Berkowitz, Alan — Cary Institute of Ecosystem Studies  
Harris, Cornelia — Cary Institute of Ecosystem Studies  
Brewer, Carol — Praire Ecotone Research Group, LLC

***A Phenomenological Study of Pre-service Teacher Perceptions of Children in Poverty and Families that are Poor***

This presentation will disseminate results of a phenomenological study of the perceptions that pre-service teachers harbor about children from poverty and families that are poor. Two distinct ideological underpinnings emerged from the data of the participants, as well as evidence of participants' endorsing specific stereotypic myths regarding why people are poor.

Johnson, Susan — Mercyhurst University

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Nelson, Thomas

***Writing for Publication: Maximizing Opportunities for Success***

The purpose of the workshop will be to help inform prospective authors in ways that will help enhance their chances of successfully preparing and submitting scholarly manuscripts for both editorial and peer review. We will examine strategies that maximize opportunities for acceptance in professional journals.

Nelson, Thomas — University of the Pacific

---

**Time:** 1:15 - 2:45 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 4  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Doyle, Emily

***It Is Not Just About the –ISMs, It Is Also About the –INGs: Social Justice in Counsellor Education and Practice***

Often –ISMs are taught in counselor education related to Social Justice, but without linking them to practical strategies that can be translated into specific counselling practices (doing-INGs). Workshop participants will be invited to consider implications of highlighted limitations in current teachings, and introduced to alternate ways to conceptualize and engage in socially just counselling practices. Participants will be guided through a process of conceptual mapping intended to inform practice and inform advocacy for change.  
Doyle, Emily — Athabasca University

---

## Poster Session

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Coral III

***Can Social Media Be A Space For Learning? Collaborative Knowledge Construction investigation In A WhatsApp Group***

This study presents how a group of 202 female doctoral students who are Saudis and study at the US communicate each other and investigate whether their online interaction can be an application of social construction of knowledge theory or not. Analysis of around 500 utterances using two rubrics — the CMC act taxonomy (Herring et al., 2005), and the IAM model of knowledge construction (Gunawardena et al., 1997) – revealed evidence of all phases of knowledge construction.  
Alsaif, Manal — Indiana University

***Educating College Students and Community Members Through the use of Social Justice Simulation***

Oklahoma residents have high rates of poverty, incarceration, pregnant and parenting teens, intimate partner and family violence, health disparities, and unique issues faced by racial and ethnic minority communities. Social justice simulations were embedded into the curriculum, as well as available to a wide array of community partners. The school has multiple simulation activities to share and describe including experience developing scenarios, assignments, and evaluation rubrics, SP training, debriefing, simulation technology, and large-scale group simulations.

Miller, Gloria — University of Oklahoma  
Cribbs, Julie Miller — University of Oklahoma  
Bragg, Jedediah — University of Oklahoma  
Wells, Steve — University of Oklahoma  
Randall, Ken — University of Oklahoma

***The Recognition of Incongruent Collocations by Japanese EFL Learners  
- Some Implications from the Analysis of Learners' Vocabulary Size***

This presentation explains the results of an experiment that investigated the effects of two different learning methods for Japanese EFL learners' learning of incongruent collocations. Although the overall study results suggested that there was no significant difference between the experimental and control groups, more in-depth analysis revealed the outcomes differed depending on learners' vocabulary size. This was considered valuable as a point of departure for further discussion on effective vocabulary learning.

Davis, Emi — Kwansei Gakuin University / Otemon Gakuin University

***Assessing Students' Level of Geometric Reasoning and Using in to Plan for Instruction***

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

Fox, Thomas — University of Houston-Clear Lake

***Enhancing E-Learner Engagement by Using Narrative Fiction in Online Nursing and Health Disciplines Courses***

Instructional strategies rooted in the arts enhance e-learner engagement through increased interaction, social presence, and sense of community (Perry, Janzen, & Edwards, 2012). This purpose of this research is to begin to explore the positive effects of one type of arts-based instructional strategy (those that employ narrative fiction such as clips from television dramas or movies, photovoice and photo montage, music lyrics, and e-journals using weblogs) on student engagement within nursing and other health disciplines.

Perry, Beth — Athabasca University  
Edwards, Margaret — Athabasca University  
Hack, Regan — Athabasca University

***Try to Remember, Never Forget: A Brandman University-Wide Interdisciplinary Event with Ruth Sax, Holocaust Survivor and Community Advocate***

In Spring 2018, Brandman University welcomed Ruthie Sax, Holocaust Survivor and Community Advocate, to speak to faculty, staff and students about her experiences during the Holocaust. Participating faculty collaborated ahead of time to integrate this webinar into course curriculum within the themes of each individual course. This poster session will describe the planning, execution, and integration of this event, including learning outcomes and student work samples.

Lincoln, Tami — Brandman University

***"The Young Man Knows the Rules, but the Old Man Knows the Exceptions": L2 Learners' Sensitivity to Partial Rules in English Wh-questions***

Presentation of two experiments examining Japanese L2 learners' knowledge of partial rules in English wh-questions. The presentation includes discussion of the theoretical background (Chomsky 1957, Ross 1967, Culicover 1999, Duffield 2018), outline of the method, and results and analysis

Duffield, Nigel — Konan University

Matsuo, Ayumi — Kobe College

***Relationship Between Assertiveness and Burnout Among Female Novice Nurses***

We aimed to clarify details of the relationship between assertiveness and burnout among female novice nurses.

This study reinforced the importance of assertiveness education for novice nurses.

Suzuki, Eiko — International University of Health and Welfare

Takayama, Yuko — Tokyo Healthcare University

Nakazawa, Saori — Saitama Medical University

Shiomi, Naoko — International University of Health and Welfare

Kunii, Juuna — Japan University of Health Sciences

***An Exploratory Study of STEM Teachers' Understanding and Practices Using Problem-Based Learning for Middle School Students***

This presentation will define the importance of preparing students for the 21st century. Educators will identify how they use 21st-century learning skills such as creativity & innovation and critical thinking & problem-solving skills in curriculum, instruction, and assessments by using the problem-based learning approach.

Almuqati, Adhwa Abdullah — Concordia University Chicago

***How Should Canadian Nurse Educators Respond to the Truth and Reconciliation Report? Incorporating Principles of Social Justice in the Education of Indigenous Students***

The release of the Truth and Reconciliation report (2015) in Canada resulted in calls to action to promote healing between Indigenous and non-Indigenous peoples. The calls to action addressing both health care and post-secondary educational institutions challenge nurse educators; specifically, how can we meaningfully operationalize educational strategies with Indigenous students? Within this poster presentation, we suggest using a social justice lens and offer strategies to assist Indigenous students in their nursing education.

Lane, Annette — Athabasca University

Petrovic, Kristin — Athabasca University

***Building Family Science Professionals: Towards a Reflexive Process Through Student's Development of a Philosophy Statement***

This poster explores the potential for undergraduate students' professional development through the use of a philosophy statement process. Adapted from the educator preparation literature, a philosophy statement may be one way for family science professionals to develop a foundation to practice, and an orientation to one's own specific practice within their specific career context. We argue the application of developing one's philosophy statement for family studies undergraduate students to develop professional identity and practice.

Martin-Cuellar, Ashley — University of New Mexico

Jaquish, Andrea — University of New Mexico

***The Importance of an Interdisciplinary Approach in Graduate Work in Developmental Science***

The purpose of this study is to determine the importance of an interdisciplinary approach in Developmental Science. We will investigate what it means to be "interdisciplinary" according to Developmental Science graduate programs, by examining program definitions, goals, and coursework. We will also survey current graduate students to determine the importance of an interdisciplinary approach when deciding what graduate program to attend as well as their perceptions of the interdisciplinary focus of their particular program

Blodgett Salafia, Elizabeth — North Dakota State University

Johnson, Emma — North Dakota State University

***Establishment of Core Competencies for Students as Preliminary Researcher***

The purpose of this study is to determine what core competencies preliminary researchers should have for future scientists. For this purpose, we conducted surveys and interviews with experts in science education and gifted education. As a result, we found six cognitive competencies and six non-cognitive competencies. Based on these competencies, we diagnosed the current status of science education (gifted education) in Korea and discussed some implications for improvement of core competencies

Kim, Heekyong — Kangwon University

Lee, Bongwoo — Dankook University

***Improving Integration of Basic Science into Clinical Medicine: VICE (Vertical Integration into Clinical Education) Activity – A Pilot Project***

The integration of basic science into clinical clerkships is lacking. We developed a basic and clinical science integrated session for 3rd year medical students enrolled in OB-Gyn/Pediatrics Block. The activity was well-received by the students and presented an opportunity for students to practice application of basic science knowledge to solving clinical problems.

Cervantes, Jorge — Texas Tech University Health Sciences Center El Paso

Baatar, Dolgor — Texas Tech University Health Sciences Center El Paso

Dudrey, Ellen — Texas Tech University Health Sciences Center El Paso

Lyn, Heidi — Texas Tech University Health Sciences Center El Paso

Wojciechowska, Joanna — Texas Tech University Health Sciences Center El Paso

Sambalingam, Devaraj — Texas Tech University Health Sciences Center El Paso

Herman, Lynn — Texas Tech University Health Sciences Center El Paso

### ***Measuring Learner-Initiated, Self-Directed MALL in the Japanese University Context***

The purpose of this poster presentation is to describe the process by which the researcher modified and revalidated a survey of self-directed, out-of-classroom, mobile-assisted language learning (MALL) for application in the Japanese higher education context. This session will be beneficial to educators and researchers with an interest in MALL and can serve as a guide for anyone concerned with the process of adapting existing survey instruments to one's unique research context.

Mills, Daniel — Ritsumeikan University

### ***Beyond the Academic Word List: Using the Wikipedia Corpus to Create a Field-specific Vocabulary List for University EFL Students***

The aim of the study was to create a field-specific vocabulary list for EFL students majoring in psychology at university. The first part of the study outlines the creation of different psychology-specific wordlists using the Wikipedia Corpus. The second part focuses on identifying the most useful of these by comparing each of them against the General Service List, the Academic Word List, and a field-specific keyword list created from a corpus of psychology textbooks.

Thomas, Dax — Meiji Gakuin University

### ***Informing Educational Technology Policy and Funding Through Needs Assessments: A Longitudinal View of Professional Development Needs of Teachers***

This poster will show the longitudinal results of six administrations of a biennial state-wide needs assessment of educational technology and will discuss the policy and funding implications for the 2019 legislative session. We will focus on the findings regarding the professional development of teachers, how they have changed over time, and what that means for funding and policy decisions that will be made in the 2019 session.

Ewing-Taylor, Jacque — University of Nevada, Reno

Taylor, Danny — University of Nevada, Reno

Thornton, Bill — University of Nevada, Reno

### ***Developing a Student Run Radio Show at a Tribal Community College***

We are a small public tribal community college on 2.9 million acres on the Mexican border. We were approached by the Tohono O'odham's radio station and asked to create a 2 hour radio show once a week. This poster shares our journey of an important communication vehicle on the reservation. We have developed a Society of Radio Engineers to teach students how to become DJ's and produce radio shows.

Eberhardt, Kristin — Tohono O'odham Community College

### ***Developments of Motor Control Function in Primary School Ages and Junior High School Ages***

The authors developed a novel method to measure the performance of motor control function. The task is called as Visual Synchronization Task. This research measured whole pupils with the visual synchronization task in a primary school and a junior high school. This paper presents the model of the developments of motor control function in primary school ages and junior high school ages.

Aoki, Kyota — Utsunomiya University

Fukuda, Norio — Kita Elementary School of Kanuma City

Shibata, Tetsuro — Utsunomiya University

Harada, Koji — Utsunomiya University

### ***Advocacy, Activism and Power: Building a Collaborative Cross-Disciplinary Community Partnership Program***

Research has documented the effectiveness of incorporating service learning into post-secondary education. In this poster, we present data from a qualitative study of professors and students who discuss moving from a "service learning" to "community partnership" (CP) orientation, whereby teachers, students and administrators in an established program work closely in long-term relationships with organizations within the college's local community. Respondents discuss opportunities and challenges of building and coordinating a three-course "intensive" community partnership program with faculty from differing academic disciplines, and the enhancement of student learning tackling a single focus from different disciplinary perspectives.

Lewis, Linwood — Sarah Lawrence College

### ***So, you think you know what online learners want in an online class? Think again.***

The purpose of our poster/demonstration is to highlight the discrepancies between what 242 online learners perceive and report about their learning experiences versus what teachers and facilitators think they want and need. Our research goal is to understand what students identify as best practices and barriers in their online classes to improve online learning through faculty education. Our study's purpose, design, methodology, and results will be displayed on our poster using smart art and infographics.

Graham, Jennifer — Northern Maine Community College

Nelson, Lynne Manion — Eastern Maine Community College

### ***Choking and Slumping in Sport Among Quebec Elite College Golfers***

Choking and slumping in sport are two phenomenon that are misunderstood by majority of people. With this study, elite college golfers were asked to give their own definitions. They were also asked to talk about their feelings, thoughts and sensations during a period of choking or slumping.

Roussel, Marc Antoine — Université du Québec à Chicoutimi

Plouffe, Jacques — Université du Québec à Chicoutimi

### ***EatFit: A Goal-Oriented Curriculum That Challenges Adolescents to Improve Their Eating and Fitness Choices.***

The University of California Cooperative Extension program has an award-winning nutrition and fitness curriculum for adolescents. EatFit includes the latest Dietary Guidelines for Americans, fitness recommendations, and includes education on media literacy and development of life skills. During these nine lessons, youth learn through self-selected goals how to improve a specific dietary and fitness habit that is based on individualized student feedback. Materials are driven by the social-cognitive theory, research tested, and used nationally.

Horowitz, Marcel — University of California, Cooperative Extension

Shilts, Mical — California State University, Sacramento

Townsend, Marilyn — University of California, Davis

### ***Social Media and AI in Higher Education: From the Instructor's Perspective***

Researchers conducted a survey of business law instructors to determine if and to what extent they used social media in their courses and how effective they felt social media was for student learning. Additionally, researchers asked whether and to what extent these instructors had encountered instances of academic dishonesty by students using social media in their own courses; and, what measures they had taken and found to be effective in addressing instances of academic dishonesty.

Cole, Michele — Robert Morris University  
Swartz, Louis — Robert Morris University  
Shelley, Daniel — Robert Morris University

### ***How Can We Expect Smartphones as Reference Tools?***

The paper will explore how students deal with unknown words and how dictionaries provide useful information by conducting several surveys. Although less and less people use paper dictionaries or portable electrical dictionaries these days, we may be able to expect the possibilities of online dictionaries accessed via smartphones. They can use such dictionaries more effectively after a certain amount of instruction.

Otsuka, Misa — Jissen Women's Junior College

### ***Japanese preschool teachers' mathematical instruction during morning "Asanokai" meetings***

This study investigates how preschool teachers develop mathematical understanding in young children through morning meetings called "Asanokai." I identified four types of mathematical activities and observed how teachers incorporated mathematical thinking into these activities.

Uragami, Moe — Kurume University

### ***Diffusion Process of Oral Methodology by the Japanese Deaf Oralism Diffusion Society from 1925 to 1938***

This study traces the organization and activities of the Japanese Deaf Oralism Diffusion Society from its inauguration in the year 1925 to its incorporated founding in the year 1931, until the establishment of the organization in the year 1938 sourced by research in the archives of the institutional journal Oral Education for the Deaf; the study highlights how a foundation was created for enlightenment on and diffusion of the oralism method.

Okumura, Noriko — Seitoku University

### ***Classroom Behaviors of Instructors and Students in Introductory Math Courses: A Comparison of Four-Year and Two-Year Colleges***

Before redesigning introductory math courses at a four-year and a two-year college, trained observers conducted a series of classroom observations. This poster summarizes the results of the observational analyses while highlighting key behavioral differences at the two institutions. The impact of observational results on subsequent course redesigns are also highlighted. This work was conducted as part of a large-scale research project designed to enhance the numbers of under-represented minorities enrolled in STEM majors.

Johnson, Patrick — Queens College  
Valad, Jennifer — Queens College  
Avila, Sabrina — Queens College  
Fraboni, Michelle — Queens College  
Fernandez, Eva — Queens College  
Johnson, Helen — Queens College

### ***Beyond Social Complexion***

Human life experiences are acquired or learned through formal and informal education. Individuals degree of formal education and informal education differ but both types of learning contribute to the root of the social system. Currently, social influence reveals individuals formal and informal education lack the appetite of social and cultural aspects to address differences. Rather than create solutions to share the embodiment and human value of one race.

Reyes, Alberta — Consultant

### ***A longitudinal study of language proficiency and motivational changes for Japanese elementary and secondary school students in the Japanese EFL context***

The study was a five-year longitudinal study to see Japanese elementary and secondary students' proficiency and motivational changes throughout the course in the use of the mixed method of quantitative and qualitative design. In July 2012 and February 2017, proficiency tests and questionnaires were administered to 22 students, aged between 10 and 15 years old. In this presentation, I will describe the syllabus design and also the result of statistical analysis.

Nishida, Rieko — Osaka University

### ***Graduation Research in Japanese Higher Education: Case of Social Sciences***

The purpose of this presentation is to introduce graduation research in Japanese higher education into an international academic discussion. Graduation research in Japan has a long tradition, and it is prevalent even today regardless of sector and selectivity of universities. This study focuses on graduate research in the fields of social sciences and considers assessments of the outcomes of them.

Kushimoto, Takeshi — Tohoku University

### ***Where do Japanese Kindergarten Teachers Sit during Lunch Time?***

I asked Japanese kindergarten teachers about their views on meals eaten with the children to clarify the questions noted above in this study. Based on these observations and interviews, we can say Japanese teachers regard lunch breaks as a time when everyone can talk together; it is not only a time for eating.

Ito, Yu — Shujitsu Junior College

### ***Designing an Online Writing System for Promoting Collaborative and Autonomous Learning***

This study presents the description of a writing system under Web-based collaborative environments designed to develop university students' English writing skills. The system also provides automated text analysis which enables students to recognize their active vocabulary. It was used in a writing course at a Japanese university and data was collected from both text analysis and a questionnaire. The results indicated that it could promote collaborative and autonomous learning to help develop students' writing skills.

Kushima, Chizuko — Tsuda College

Kamiya, Noboru — Chiba University

Kishi, Yasuhito — Shoin University

### ***I Feel Young, I Feel Alive, I am Discovering a New World – Life Transitions and Identity Construction of Adult English-Language Learners***

The purpose of this study was to explore perceptions of adult English-language learners' life transitions and identity construction resulting from their experience in noncredit (ESL) programs offered at a community college. The basic interpretive qualitative research method was used to understand participants' perspectives. As the results of this study indicated, adult English-language learners' experiences in the ESL program offered at Midwestern Community College (pseudonym) played a significant role in their identity construction and life transitions.

Gutowska, Renata — Elgin Community College

### ***Outcome Based Assessment for Engineering Program Accreditation: A Role for the External Evaluator***

This poster will discuss accreditation of engineering education programs in the United States and propose a framework that could be used to improve the success in receiving and maintaining that accreditation. Engineering program accreditation is through an Outcome Based assessment with a heavy reliance on Continuous Improvement. An external evaluation could lend credibility to the Continuous Improvement documentation, and thus enhance accreditation outcomes.

Taylor, Danny — University of Nevada, Reno

Ewing-Taylor, Jacque — University of Nevada, Reno

### ***An Examination of a First-Year Support Program on Underrepresented Minority Stem Major Students Persistence***

The authors will present analysis of a first-year support program aimed to increase STEM major persistence for underrepresented minority students. Preliminary data suggests significant gains in student first to second-year retention, GPA, and unit completion. A full regression analysis will be performed after the fall semester start.

Paschal, Jaimi — California State University, Bakersfield

Lam, Charles — California State University, Bakersfield

### ***An ICT-Utilized Management of Extracurricular Activities Using Project Based Learning Method in a Junior College in Tokyo***

This study examines the effects and possibilities of extracurricular activities using Project Based Learning (PBL) method in a junior college in Tokyo. For the purpose of overcoming drawbacks such as reducing time for other essential activities, our college's activities took advantage of ICT tools and skills. In the presentation, exploring a new ICT-utilized management which involves more students and colleges will be proposed.

Mita, Kaoru — Jissen Women's Junior College

Otsuka, Misa — Jissen Women's Junior College

### ***Effects of a Program for Improving L2 Writing Skills and Confidence in a Japanese Women's Junior College: An Explanatory Study***

This presentation explores how three-way corrective feedback (computer-assisted feedback, native teacher's feedback and outsourced feedback) affects students' writing for a global student forum, which was conducted for a mandatory general English class at a junior college in Japan. The pre- and post- writing examinations and questionnaires were completed by the students. The questionnaires were examined statistically using a text mining tool for the purpose of exploring factors for improving L2 writing skills and confidence.

Mita, Kaoru — Jissen Women's Junior College

Kubota, Yoshie — Jissen Women's Junior College

### ***Horticultural Experiential Learning through Poinsettia Fundraising Sales: Lessons Learned***

TPSS Department students started growing their own poinsettia plants from cuttings instead of purchasing finished plants from local wholesale nurseries for resale, resulting in higher quality plants and very successful plant sales. Collaboration with the Experimental Topics and Special Topics classes was worthwhile, with students gaining hands-on experience in growing, marketing, sales activities, and consumer feedback. Students gained valuable leadership and mentoring skills in addition to a strong sense of pride and accomplishment.

Teng, Emily — University of Hawai'i at Mānoa

Corpuz, Aleta — University of Hawai'i at Mānoa

Perez, Kauahi — University of Hawai'i at Mānoa

Kobayashi, Kent — University of Hawai'i at Mānoa

### ***Language Learning with Interactive Whiteboards: Learners' Perceptions, Preferences, and Interests***

Focusing on use of interactive whiteboards in the classroom, this study reviewed the background of ICT and how it has been added to education, and reported the result of a questionnaire distributed to learners to examine 1) the extent of their familiarity with the use of an interactive white board in class and; 2) which learning activity they preferred; and 3) if use of the interactive whiteboard influenced their comprehension, concentration, and perception.

Fujiwara, Ai — Meisei University

### ***Curriculum in Japanese Higher Education: Cases of Engineering and Agriculture***

The purpose of this presentation is to clarify the curriculum in Japanese higher education. In this presentation, we focus on engineering and agriculture, and clarify a ratio of the liberal arts subjects and major subjects. After that, we clarify a ratio of a required subject.

Harada, Kentaro — Shimane University

Kushimoto, Takeshi — Tohoku University

### ***Faculty Development in Higher Education: Strategies that Support Effective Teaching***

The faculty development centers found on university campuses are commonly tasked with the mission of improving student learning through the enhancement of instructors' teaching (Schwartz & Haynie, 2013). Yet, the overall system of higher education is not typically conducive to structures of transformative professional development. Strategies for providing substantive faculty development will be described.

Dickey, Kristi — Oklahoma State University

Morris, Gina — Oklahoma State University

### ***NextGen STEM Teacher Preparation and Education for Sustainability (EfS): From Framework Development to Landscape Analysis***

This presentation will provide a general overview of a statewide effort for STEM education, The NextGen WA project, and will focus specifically on the progress of one NextGen WA working group, Education for Sustainability (EfS). A framework of EfS guiding principles and pilot data of the framework implemented by the EfS working group will be discussed.

Baldwin, Kathryn — Eastern Washington University

Berger, Michael — Washington State University Vancouver

Egger, Anne — Central Washington University

Gear, Edward — Western Washington University

Holmlund, Tamara — Washington State University Vancouver

Morrison, Judith — Washington State University Tri-Cities

Nolet, Victor — Western Washington University

Rollwagen-Bollens, Gretchen — Washington State University Vancouver

Nollmeyer, Gustave — Eastern Washington University

Watson, Francene — Washington State University Pullman

### ***Development of New Teaching Materials for Satellite Imagery Analysis***

We aimed to develop a new method of teaching satellite imagery analysis in visible light, with the goal of enhancing educational materials and scientific literacy. We posited that this method would be a useful tool in professional education programs of applied information and communications technology (ICT). Their feedback helped us improve our instruction model through problem-solving, and we anticipate that our hue/contrast-enhancement technique will be a new development in teaching applied ICT.

Kambe, Junko — Edogawa University

Obara, Yuji — Edogawa University

Yamaguchi, Toshikazu — Edogawa University

Tamada, Kazue — Edogawa University

Matsuda, Toshiki — Tokyo Institute of Technology

Nagashima, Umpei — FOCUS

Aoyama, Tomoo — Edogawa University

### ***“Industrial Women” in Japan***

This research focuses on women who learn (learned) industrial education curriculum in secondary or post-secondary education in Japan and is an attempt to explore new problems and issues of industrial education from their experiences. Through analyzing the narratives of female students studying at technical high school and vocational school, new issues on the relationship among the industrial education curriculum, vocational teachers' behavior, graduates' career and gender norm will be suggested.

Ogawa, Mitsuhiro — Ehime University

### ***Engagement in the 'Incredible Years' Program Designed to Promote School Readiness: The Role of Child, Parent and Family Characteristics***

This study examined several child, parent, and family characteristics as predictors of engagement in a parent training program promoting school readiness (Incredible Years). Results showed that involvement in sessions was the engagement-related dimension best predicted by the set of predictors, followed by homework completion and satisfaction. Characteristics of children, parents and family influence engagement in the program and therefore must be considered when the goal is to improve parents' engagement in order to promote school readiness.

Bédard, Samantha — University of Sherbrooke

Letarte, Marie-Josée — University of Sherbrooke

Lemelin, Jean-Pascal — University of Sherbrooke

### ***Developing a Scale for Measuring “Identity Adaptation (Oriai)” in Schizophrenia Patients - Towards Teaching of Identity Adaptation(Oriai)***

The purpose of this research is to develop its evaluation scale for towards teaching of identity adaptation (Oriai) with people with schizophrenia living in the community. Thirty questionnaires on "identity and adaptation" were created.

Setoguchi, Hitomi — Shumei University

Suzuki, Eiko — International University of Health and Welfare

Nakazawa, Saori — Saitama Medical University

Shiomi, Naoko — International University of Health and Welfare

Takayama, Yuko — Tokyo Healthcare University

Kinouchi, Chiaki — Iwate University of Health and Medical Sciences

### ***Fishing for Educational Effectiveness and Student Motivation Using Game-Based Learning***

One of the challenging economic topics to teach university students is the “tragedy of the commons”. This economic problem refers to a situation where there is a divergence between individual and social well-being in the context of a common pool resource (fisheries). We explore the effectiveness of an economic game (“Fish for Beans”) in teaching students about common pool resources, reasons why many of them are overexploited, and potential ways to avoid the “tragedy”.  
Trandafir, Simona — University of Rhode Island

### ***Development of the Model for Information Education to Cultivate ICT Problem-Solving Abilities***

In this article, I propose “guidelines for information education,” created to cultivate ICT problem-solving abilities that society demands of students. This is what I developed as a member of the Japan Universities Association for Computer Education (JUICE). A bachelor's degree education aims to foster the ability to reflect, judge, and act in diverse ways, so as to think subjectively and derive the best solutions.

Tamada, Kazue — Edogawa University  
Kambe, Junko — Edogawa University  
Yamaguchi, Toshikazu — Edogawa University  
Obara, Yuji — Edogawa University  
Yagi, Tohru — Edogawa University  
Matsuda, Toshiki — Tokyo Institute of Technology

### ***Optimistic Learners More Correctly Remember Sentences Than Words***

Optimism is generalized favorable expectancy for future. The present study investigated if optimistic learners produce less memory errors as compared with pessimistic learners. Participants were assessed their optimism and memory errors. The results showed that the amount of memory error was less when learning words were presented in a sentence (e.g., he drove the bus slowly) than when learning words were singly presented (e.g., slowly). Importantly, this effect was especially observed in optimistic participants.

Nabeta, Tomohiro — Kyushu Women's University

### ***The Modern Knowledge-Based Society and the Current Labor Market for the Graduates from the Late Secondary School in Japan***

This research focuses on the modern knowledge-based society and the current labor market for the graduates from the post secondary school students in Japan and is an attempt to explore new issues of ‘school to work’ from analyzing the statistics and the narratives of the teachers teaching at the post secondary schools. Through this process, the unfound problems concerning ‘school to work’ between the modern knowledge-based society and the education will be supposed.  
Oba, Tomokazu — Osaka University of Commerce, Japan

### ***Validating the Japanese version of the Psychological Capital Questionnaire***

This presentation is a report in an ongoing study on developing the Japanese version of Psychological Capital Questionnaire (PCQ). The PCQ is an indicator of a positive orientation toward individual ways of thinking as well as behavioral patterns in the fields of organizational behavior and human resource development. The results of the surveys will be revealed in the poster presentation.

Kubota, Yoshie — Jissen Women's Junior College

### ***Development of a Virtual Learning Tool for Spatial Ability Training in STEM Education: A Pilot Study***

We developed a virtual learning environment (VLE) to study spatial figure in mathematics domain, and evaluate it on effectiveness, usefulness, and interface design. The VLE to spatial figure interactively was developed using a game development platform. Learners can be in a virtual environment with head-mount display, also see cutaway view of a figure interactively using controllers. The results showed that the VLE effects on imaging, can motivate students, and is useful in mathematics class.

Morita, Yusuke — Waseda University  
Miyanishi, Yukako — Waseda University  
Kitazawa, Takeshi — Tokyo Gakugei University  
Setozaki, Norio — Nagasaki University  
Tsuji, Hiroko — Meiji Gakuin University  
Egusa, Ryohei — Meiji Gakuin University  
Nagahama, Toru — Waseda University

### ***Recruiting and Retaining Teacher Leaders through ECU's College of Educations Living-Learning Community***

The Education Living-Learning Community at ECU was designed to give first-year Education students a unique residential learning experience that connects faculty, staff, and classroom learning with Residence Life, to ease the transition into the University and contribute to their success within the College and beyond. Explore ideas for developing and sustaining a living-learning community to support student recruitment and retention as well as program design and ideas, and University buy in methods and partnerships.

Covington, Vivian — East Carolina University  
Manning, Dionna — East Carolina University

### ***Effects of Korean After-School Programs with Secondary School Students: A Meta-Analysis***

The purpose of this study was to investigate effects of after-school programs conducted in Korean secondary schools through meta-analysis. 25 eligible primary studies were obtained through a systematic literature review and were coded. An overall effect size was computed while subgroup analysis and meta-regression were also conducted. The overall effect size for all studies was .434, and it was a small-to-medium effect size. Subgroup analysis showed statistically significant differences by moderating variables.

Yoon, So Hee — Korea National University of Education  
Jang, Bong Seok — Chungcheong University

### ***Development and Evaluation of Food Presentation Function in Food Education Support System***

We developed a food education support system using MySQL and PHP that can be used in a web browser. This system have provided a function to show nutrient intake and advice, for food selected by objects. By carrying out food education classes using the food education support system, consciousness improvements to the participants' eating habits were observed.

Omura, Shuhei — Tokyo Denki University

Nakayama, Hiroshi — Tokyo Denki University

Fujikura, Junko — Women Nutrition University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development **Session Chair:** Howard-Bostic, Chiquita

### ***Breaking Resistance: Pedagogy for Educators who Teach Race***

The theory of breaking resistance addresses student learning about race, racial differences, and racial inequality. The goal is to explore resistance to, withdrawal from, and anger about the idea that structural racial inequality is a persistent and significant issue. The resistance breaking process involves three points of critical reflection about social forces and individual life chances from multiple standpoints (Haddad & Lieberman, 2002; Mildred & Zúñiga, 2004). Learners will also be able to distinguish multiple social problems, situations, and related social facts (George & Williams, 2018).

Howard-Bostic, Chiquita — Shepherd University

### ***Citizen Science with Kombucha***

What can a symbiotic colony of bacteria and yeast (SCOBY) in kombucha teach us about cooperation? This presentation describes an experiment that engaged students in a citizen science project using the popular fermented drink Kombucha. The fermenting process of this nutrient-rich beverage allows students to explore cooperation at the microbial level. Kombucha forms a microbial ecosystem where bacteria and yeast cooperate to create a protective barrier (SCOBY) against harsh environmental changes and invading pathogens, while allowing other microbes to remain as members of the ecosystem. Manipulating the environment in which SCOBY develops provides an opportunity to explore cooperation and conflict in a living ecosystem.

Lavigne, Trisha — Glendale Community College

Worthy, Lisa — Glendale Community College

### ***Psychology and Culture - OER Materials for Undergraduates***

There is currently a lack of specific OER content for undergraduate cultural psychology courses despite growing recognition that diversity training and education regarding sociocultural issues in academia and the workplace are necessary. Three faculty members received a learning grant to remix and reuse existing OER materials developed for psychology and created new content which emphasized cultural universals and culturally specific constructs in psychology. Materials will be shared with attendees.

Worthy, Lisa — Glendale Community College

Lavigne, Trisha — Glendale Community College

Romero, Fernando — Glendale Community College

### ***Development of an Educational Curriculum and Teaching Materials of IoT and HEMS utilizing Node-RED***

With the widespread of the IoT, interest in the education of building HEMS (Home Energy Management System) is increasing by the faculty of engineering. A wide range of technology is required for building the system with multiple IoT equipment. Therefore we developed a curriculum and teaching materials for students not specialized in IT by utilizing Node-RED, a flow based visual programming tool. The usefulness of the curriculum and teaching materials was confirmed on real lectures.

Kumakura, Yusuke — Kanagawa Institute of Technology

Fujita, Hiroyuki — Kanagawa Institute of Technology

Kaneko, Sayo — Kanagawa Institute of Technology

Hamamoto, Moe — Kanagawa Institute of Technology

Sugimura, Hiroshi — Kanagawa Institute of Technology

Isshiki, Masao — Kanagawa Institute of Technology

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Maxfield, Jeffery

***Emergency Services Leadership: The Lived Experience***

This qualitative phenomenological study set forth to discover the lived experience associated with being a leader. The coding and data analysis process revealed multiple themes from the words of the participants. The implications of this study address the lived experience of leadership. It also adds to academic leadership theory and assists in developing a pathway for strengthening leadership development and education.

Maxfield, Jeffery — Utah Valley University

Russell, Eric — Utah Valley University

Noll, Gary — Utah Valley University

***Integrating Information Literacy into Special Education Courses in a Post-Truth Era***

Special education and library faculty regularly collaborate to infuse information literacy competencies into undergraduate and graduate level courses. Learning outcomes have included: locating, evaluating, and the ethical use of sources in student assignments. Faculty noted an increase of student use of non-scholarly/credible sources. The topic of autism and vaccinations repeatedly lead to sources generating unsubstantiated claims and misinformation. Instruction was successfully altered to strengthen information literacy skills in a fake news/post-truth era.

McKay, Jennifer — University of Alaska Anchorage

Wells, Cassie — University of Alaska Anchorage

James, Krista — University of Alaska Anchorage

***Centering Race, Centering Us:***

***Cultivating Consciousness, Voice and Black Thought in the Language Classroom***

This working paper describes African American college students' learning experiences in year-long series of English courses with a Black female professor. The learning community centers on intentional and deliberate pedagogical practices, which are: 1) building voice through engagement in race talk and reflection; 2) learning to read, annotate and explore meaning in racial texts; and 3) utilizing racial texts to build academic writing skills. In addition, this study describes the role that culturally-embedded pedagogical practices play in shaping consciousness about race and academic skill development.

William, Lisa — Sacramento State University

Hall, Nyree — Sacramento State University

Robinson, Malaysia — Sacramento State University

***Learning and Seeking Advice via the Web: A Business Communication Case Study in A City in Japan***

The purpose of this research is to analyze the role that service counters play to regional societies in Japanese cities in terms of communicating with residents. The research method involved analyzing the data of the city's service counters for the past 10 years. As a result, it has been shown that the city functions as a recipient of inquiries for which the applicable jurisdiction is unknown, thereby possibly resulting in greater satisfaction toward the city.

Kurata, Noriko — Suwa University of Science

Kurata, Yuko — Kansai Gaidai College

Hori, Mayumi — Chuo University

Ohashi, Masakazu — Chuo University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education **Session Chair:** Allen, Brandon

***Recognizing the Value of Historically Black Land Grant Universities***

This paper describes the role of historical and current trends associated with disproportionate underfunding of Historically Black Land Grant Universities and the successes in the education and graduation of African American students at these institutions despite the funding challenges.

Allen, Brandon — Purdue University

Esters, Levon — Purdue University

***Animals in the Classroom: The Effects Animals Have in Child Development***

Interest is growing in establishing animal-facilitated lectures in school settings to promote learning, life-enhancing skills, and encourage child development. This qualitative study shows the positive effects that having an animal in the classroom can have on students.

Ellena, Michelle — Pepperdine University

Huntley, Lauren — Pepperdine University

***Cuban Education within the Realm of the United Nations' Goals***

The United Nations created the Millennium Development Goals and the Sustainable Development Goals in order to eradicate some of the world's most pressing issues, particularly in developing nations. The second MDG and the fourth SDG are centered around creating attainable and quality education for all. Cuba has taken a unique approach to tackling illiteracy and accomplishing the goals set in motion by the United Nations.

Dau, Stephanie — Pepperdine University

Ellena, Michelle — Pepperdine University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Kahili 1  
**Session Topic:** Elementary Education **Session Chair:** Raskauskas, Jenn

***“Why don’t we just write?”: The Socialization of Writers in Second and Third Grades***

Drawing on data from a larger qualitative study focused on second and third grade children’s and their teachers’ conceptions and negotiations of authorship and ownership, I examine how children are socialized by teachers and peers in a second grade classroom and a third grade classroom into ideas about what counts as writing, good writing practices, and collaboration.

Raskauskas, Jenn — West Chester University

***How to Assess Japanese Elementary Pupils’ English Ability Using Can-Do Statements***

The research paper investigated the effectiveness of implementation of originally developed Can-Do statements. To develop Japanese elementary school pupils’ literacy skills, Can-Do reflection sheet consisted of 4 scales was newly utilized to reflect their performance. The results will be shared.

Izumi, Emiko — Kyoto University of Education

Tabuchi, Mayumi — NotreDome Elementary Schools

***“Ask Me and I Will Tell You”: Gifted Boys Perceptions of Self and School***

This paper highlights my ethnographic study of gifted boys in elementary school. My objective was to understand how boys’ self-perceptions as learners relate to their view of the academic and social school environments. Findings include how boys feel about themselves within the school context and implications for teachers to address their social and emotional needs.

Watts, Jessica — Oklahoma State University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Wilson, KiMi

***The Gatekeepers: Educational Leaders and Their Impact on Black Boys’ Math and Science Identities***

Educational leaders (teachers and administrators) play a vital role in shaping K-12 schooling which provides Black boys access to quality math and science education, leading to STEM participation. How three gatekeepers experienced K-12 math and science teaching and learning in their educational journey becomes insightful and influential in how they operationalize math and science for Black boys in a low-income school community.

Wilson, KiMi — California State University, Los Angeles

***STEAMing Through the Summer: An Art and Robotics Informal Learning Experience***

In this session we describe a university-art museum partnership that combined subject matter experts to create an engaging STEAM summer learning experience for young adults. Participants used Arduino kits to learn about coding and incorporated robotic elements into three art projects: a painting, a kinetic sculpture, and a decorative mask. Through the art projects participants learned about different media, different techniques, and were exposed to pieces in the museum collection as examples of techniques they could use in their works

Roberts, Thomas — Bowling Green State University

Schnepf, Jerry — Bowling Green State University

Crabtree, Hannah — Toledo Museum of Art

Daniels, Sara — Toledo Museum of Art

***Building STEM Education on a Sound Mathematical Foundation***

It is important to recognize the importance of addressing STEM fields in PK–12 education and affirm the essential role of a strong foundation in mathematics in a STEM education program. In addition to integrative experiences connecting the disciplines of STEM, students need a strong content foundation with both mathematics and science to succeed in STEM fields and to make sense of STEM-related topics in their daily lives.

Schrock, Connie — Emporia State University

***Team-Based Learning in a Large STEM Class? Yes, It Can Be Done!***

Are you seeking to engage students in a large STEM class? Learn how team-based learning can allow you to actively engage your students and encourage higher levels of cognitive learning from your students during class. Lessons learned after multiple iterations of incorporating TBL in a large STEM undergraduate course will be shared.

Shryock, Kristi — Texas A&M University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Yamauchi, Darlene

***The Barriers and Inroads to Translanguaging: A View from the Japanese Tertiary Context***

The pressure to produce a global workforce in Japan has led to a shift in English classes from a General English focus to Content and Language Integrated Learning (CLIL). In a CLIL approach, much debate surrounds the use of the students' L1 in this case Japanese in L2 instruction(English). This interactive presentation builds on previous studies qualitative studies utilizing data to offer insights into what is often described as the 'elephant in the room', L1. The session will allow and invite participants from all language instruction areas to exchange their own experiences and opinions on L1 integration into instruction for the promotion of active learning.

Yamauchi, Darlene — Toyo University

***Why Should We Utilize Natural Conversation Corpus to Second Language Education? : From the Viewpoint of Usage-Based Pragmatic Analysis***

We first introduce the purpose of our developing the BTSJ Japanese Natural Conversation Corpus (ver. 2018), which has compiled 333 conversations with recordings and transcriptions. Then, we show the results of the analyses of sentence-final politeness levels and particles according to the settings and relationships between speakers, because these factors are crucial for smooth communication in Japanese. Finally, we discuss why natural conversation corpus and usage-based pragmatic analyses are important in the second language education.

Usami, Mayumi — National Institute for Japanese Language and Education

***The Motivational Effects of Project-based Film-making Activity***

This study reports the impact of a project-based film-making activity on the English learning motivation of Japanese EFL students. The results of the two-year projects showed that the film-making project had a significant positive impact on students' motivation and attitudes towards English learning.

Yoshimura, Masahiro — Setsunan University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Karaka-Clarke, Te Hurinui Renata

***Kei Tua o te Pae: Improving Engagement in Online Synchronous Programmes***

This presentation explores the adaptation of Te Whare Tapa Whā model to improve levels of student engagement in synchronous online te reo Māori programmes.

Karaka-Clarke, Te Hurinui Renata — University of Canterbury

***Weweni Ezhichegewin: Good Pathways in Collaborative Indigenous Education Research***

This paper examines how collaborative community-based participatory research between municipal government, university, school boards and the Indigenous community can inform understanding pathways in Indigenous education. This research demonstrates how collaborative linkages can enhance and strengthen processes of change in Indigenous education and effectively respond to Canada's Truth and Reconciliation Commission's Calls to Action to address the legacy of Residential Schools.

Manitowabi, Darrel — Laurentian University

Matheson, Catherine — City of Greater Sudbury

***Creating a Digital Library - Capturing Indigenous Stories***

This session looks at the work of fifteen Capstone students at Mount Royal University in enhancing their understanding of Indigenous ways of knowing, and capturing Indigenous stories through the creation of a digital library. The digital library is built around interviews and stories from Indigenous elders and knowledge keepers from various tribes within the southern Alberta region.

Foggo, Richard — Mount Royal University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership **Session Chair:** Mancuso, Maureen

***Assessing Teaching and Learning Quality and the Student Experience: The View from Ontario***

Many jurisdictions, including the UK, Australia, USA, and Canada, have been engaged in developing metrics to demonstrate the quality of teaching and learning and the student experience. Approaches have differed depending on specific local concerns, such as access and equity, or retention and completion rates. This presentation will focus on the efforts of the Ontario university system to identify and develop quality metrics associated with teaching and learning and the student experience.

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

***Seven Principles for Making Learning Work: A Gottman Adaptation***

Using Gottman's work backed up by Nelson's Positive Discipline research I've adapted The Seven Principles for Making Marriage Work to Seven Principles for Making Learning Work with usable real world applications. Emotionally safe environments not only help nurture kids in their learning but also aid in enforcing healthy attitudes and behaviors. This will not only help children later in life as adults but also assist teachers and parents in creating cooperative and responsible children.

Oliveira, Brandee Nicole — North Carolina State University

***Leading Higher Education with Results that Last***

With all of the challenges facing higher education today, how do leaders create an environment that promotes excellence and productivity? This session includes a set of leadership principles and practical applications that will allow the institution's leaders to promote a positive work climate where the top performers are encouraged, middle performers are mentored and developed, and low performers are separated out and eventually leave due to the intolerable gap in performance that is created.

Peters, Joseph — Georgia College

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Wolfe, Scott

***Speaking with Conviction: Diminishing Student Anxiety to Increase Class Participation***

Specializing in Communication Studies and education, this 90-minute workshop will aid educators worldwide in increasing student participation in class discussions and as well as confidence during presentations. About 3-4 activities will be presented that instructors can utilize in their classrooms, focusing mainly on (1) diminishing the fears that hold students back from participating and (2) creating more confident and refined speakers. During the workshop, attendees will get their feet wet with run-throughs of each activity.

Wolfe, Scott — California State University, Northridge  
Gevorkian, Monique — California State University, Northridge

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Smith, Kentina

***Not Blank Slates: Culture Lives in the Classroom***

Student populations are becoming more diverse involving differences in ethnicity, race, experience, age, socio-economic status, family dynamics, educational backgrounds, religious and political affiliations, sexual orientation, gender, physical abilities, hobbies, interests, dislikes, and perceptions. We will examine how culture potentially impacts teaching, learning, communications, viewpoints, and misconceptions. This interactive session will address diversity awareness, cultural competence, and culturally responsive practices.

Smith, Kentina — Anne Arundel Community College

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Rasmussen, Kari

***I Can't Believe I Taught the Entire Day (Without a Discipline Referral)***

Tired of disciplining the same little faces in your office every week? Help teachers recapture the hours of instructional time wasted on ineffective classroom discipline and reduce behavior challenges by 50%-70%. Setting high expectations and teaching appropriate behaviors can turn those critical moments wasted on non-educational conflicts into invaluable teaching time. Learn proven strategies to help classroom teachers reduce disruptive behavior, keep students on task, and allow administrators more time for leading education.

Rasmussen, Kari — ECO Teaching

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Distance Education - Panel **Session Chair:** Wofford, Donald

***Distance-delivered Versus On-ground Programs: Master's Level School Psychology Key Assessment Measures***

Alliant International University's Master's School Psychology program has evolved from a primarily on-ground delivery model to a distance delivery model. A search of the literature shows there is a paucity of research comparing outcome measures of graduates from the two delivery models. We are proposing a research study that will allow Alliant to determine if there is a significant difference on 3 key assessment outcome measures on the graduates from each delivery model.

Wofford, Donald — Alliant International University  
Fisher, Steve — Alliant International University  
Adams, James — Alliant International University  
Parks, Carlton — Alliant International University  
Ryerson, Thomas — Alliant International University  
Akridge, Evangeline — Alliant International University  
Monetti, Martha — Alliant International University  
Cochrane, Stephen — Alliant International University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Shreve, Marilou

***Trends of Perception and Attitudes of Teamwork Throughout a Nurse Practitioner Program. Graduate Nurse Practitioner Student's Perceptions and Attitudes of Teamwork in the Clinical Setting***

Effective teamwork is important to providing quality patient care. Perceptions and attitudes of teamwork affect the learning experience of graduate nurse practitioner students. It appears perceptions and attitudes of teamwork scores correlated to one other. Attitudes of teamwork scored higher than perceptions in all but one category over a three period in five different cohorts of students. Perception scores increased over time while attitude scores remained relatively constant.

Shreve, Marilou — University of Arkansas  
Jarrett, Anna — University of Arkansas

***From Deciding to Move Online to Implementing That Decision – A Case Study of One Small University's Decision to Create Online Graduate Programs and the Challenges and Opportunities Discovered Through the First Year***

This presentation continues a discussion of a graduate-only university's history of attempts with distance, hybrid and online education, but from the perspective of lessons learned over the first year of implementation. Ideally, this presentation will provide a roadmap for other institutions interested in fully investing of going from truly traditional to delivering fully online degrees within one year, providing guidance and lessons learned from a year of real-world experience.

Thomas, Michael — Claremont Graduate University

***Innovating Solutions to Overcome The Challenges of Distance – Examples From a Health Sciences Masters Satellite Program***

A Health Sciences Masters University program launched a Satellite program 300 km away from Main Campus. The presence of the Satellite program 1) forced innovative solutions to overcome the challenges of distance, 2) has been a catalyst for improvements to the overall teaching and learning and, 3) the small size of the Satellite program provided unforeseen opportunities. This presentation will provide a six year retrospective looking at key innovations and learnings.

Mulholland, Susan — University of Alberta  
Esmail, Shaniff — University of Alberta

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Thindal, Jin

***Want to Increase Student Engagement? It's Simple: Use Popular Music***

Engaging students actively in their learning process is a constant struggle. This interactive workshop details an approach that teachers can use to increase student engagement. Using popular music as a pedagogical tool enhances students' experience of the learning process, making it more meaningful and rewarding. This workshop demonstrates practical strategies with theoretical background and provides an overview of resources, such as sample lesson plans and curricular activity, to support teachers who otherwise would not use popular music in their classroom.

Thindal, Jin — Simon Fraser University

---

**Time:** 3:00 - 4:30 PM / **Sunday** - 1/6/2019 / **Room:** South Pacific 4  
**Session Topic:** Educational Psychology - Workshop **Session Chair:** Xiong, Ellina

***Data Literacy for Equity: Layering Questioning Lenses for More Comprehensive Data-Based Solutions***

The workshop is designed for educational leaders and practitioners, and focuses on the intersection of data literacy and equity. Data literacy is an essential skill to develop for state education departments and school districts adopting MTSS. The workshop aims to deepen participants' knowledge in using a multi-modal multi-source approach that layers theoretical lenses when analyzing student outcome data. In doing so, educators will arrive at solutions that take into account the complexity of student outcomes.

Xiong, Ellina — University of Minnesota

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Magro, Kerry

***I Used to Be Bullied for Having Autism: Here's When It Stopped***

Bullying can be a lifelong concern for our loved ones with developmental disabilities. This presentation will offer a first-hand account of a young man who was bullied as he was growing up on the autism spectrum. He will share tips for educators and students to take a stand against bullying.  
Magro, Kerry — New Jersey City University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL - Workshop **Session Chair:** Howard, Atyani

***Building Powerful Classrooms for ELLs through Culturally Responsive Family Engagement***

Developing powerful home-to-school partnerships with the families of English Language Learners helps ensure that families have the resources they need to be strong advocates for their children and to support learning at home, particularly in the realm of literacy. Participants will receive concrete guidance for how to assess the effectiveness and responsiveness of current engagement efforts and improve the integration of family engagement to strengthen their literacy program.  
Howard, Atyani — The New Teacher Project

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Iolani 3  
**Session Topic:** Reading Education - Workshop **Session Chair:** Midcalf, Lisa

***Vocabulary Instruction That Works: How to Become an Effective Teacher of New Words***

This interactive session introduces effective vocabulary strategies that will motivate your students to become better readers. Attendees will be given a hands-on experience with vocabulary instruction and will leave with vocabulary strategies that can be implemented immediately into any content area for any grade level.  
Midcalf, Lisa — Francis Marion University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Iolani 5  
**Session Topic:** Other Areas of Education **Session Chair:** White, Cameron

***Internationalizing Education: Kosovo as a Case Study for the 21st Century***

This paper investigates internationalizing of education through Kosovo as a critical case study and suggests the need to better contextualize the issues and investigation of global connections. The project focused on teaching and advising a new education doctoral cohort on international education and qualitative methodology. It also included consulting on doctoral program development. The initial experience occurred in Fall 2017 and continues through online follow-up at present, with additional international experiences planned for the future.  
White, Cameron — University of Houston

***Leadership Development Through Sport***

This paper is based on a multi pronged, action research study into leadership development through sport with one National Sport Organization and 3 schools, a regular K-12 school, a Chinese sport school, and a Canadian sport school.  
Walinga, Jennifer — Royal Roads University

***A Queer Spirit: The Metaphysics of Activism the Intersection of Teacher Identity, Queerness, and Faith in Catholic Schools***

This paper derives from an action research project with queer Catholic school teachers. The original intention of the project was to identify ways power and oppression affect queer teachers. The importance of spirituality for these teachers in Catholic contexts, especially as they worked for justice, was an unexpected but profound discovery. This paper explores the ways these teachers incorporate and reinterpret faith as they negotiate educational spaces in which coming out can mean termination.  
Stockbridge, Kevin — Chapman University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Wolfe, Scott

***Childrearing Challenges Custodial Fathers Face***

This paper is about non-cohabitating fathers. It focuses on the challenges these types of fathers have and the communication impact on their children. It educates by bringing light to a growing issue in society, and these issues cross several disciplines.

Wolfe, Scott — California State University, Northridge

***A Cross-discipline Approach to Assessing the Intercultural Competencies of Students in an Agriculture Diversity and Social Justice Course***

Recognizing the responsibility of Agriculture as an academic discipline to respond to challenges of globalization, diversity, and social equity issues, this study assessed the effectiveness of the interventions in a diversity consciousness raising course. The impact of the experiential and reflective interventions was measured in a pre-/post-test design with the Intercultural Development Inventory. Findings and implications of the findings, including the fit of the IDI for this context and limitations of the study are discussed.

Snodgrass, Lisa — Purdue University

Morris, Pamala — Purdue University

Acheson-Clair, Kris — Purdue University

***Beyond the Surface: Non-Cognitive Factors that Contribute to the Academic Success of African American Males***

Grounded in social cognitive theory, the purpose of this study was to explore critical factors that promoted academic success among Black males who held at least one advanced degree and were currently serving as leaders within educational institutions. A phenomenological qualitative research design was employed, and data were collected from observations, individual interviews, and correspondence between the lead researcher and participants. Four themes identified critical factors that promoted educational attainment of advanced degrees among participants.

Scott, Lawrence — Texas A&M University - San Antonio

***Music and Worship Education in the West: Exploring the Structure of Sacred Music Certificate and Bachelor's Degree Programs at United States Colleges and Universities in the West and the Perceived Needs of Practitioners***

The principle objective of this paper was to explore the state of sacred music education and practice in the Western United States. This mixed-methods study examined sacred music certificate, bachelor's, and master's degree programs at United States colleges and universities in the West. By examining the configuration of the programs and the necessities of church music practitioners, recommendations were developed to improve current curricula and structure.

Plenty, J. Anthony — Butler University

Johnson, Sr., LaMont — North Carolina Agricultural and Technical State University

Benton, Darius — University of Houston-Downtown

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Panel **Session Chair:** Lingenfelter, Marcus

***Enhancing Capabilities for Unobstructed Educational Matriculation across International Jurisdictions: An OPLAN for School Districts Serving Military-connected Students***

Service Secretaries across the U.S. Armed Forces recently recognized education as a top-tier quality of life factor impacting mission readiness. Military-connected students experience on average nine transitions during their PreK-12 matriculation due to frequent Permanent Change of Station (PCS) of their parent(s) as a function of military service. Panelists representing perspectives from policy to practitioner will present an operational plan which ensures unobstructed learning for students through the delivery of high-quality, scalable, blended programs that connect international jurisdictions.

Lingenfelter, Marcus — Edmentum, Inc.

Imai, Cherise — Military Interstate Children's Compact Commission (MIC3)

Wheeler, Jerrod — Knob Noster Public Schools, Missouri

Stout, Rick — Onslow County Public Schools, North Carolina

Alford, Sean — Aiken County Public Schools, South Carolina

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Panel **Session Chair:** Bourdon, Erica

***Supporting the Journey of the Remote, Northern Adult Learner***

This panel session will explore the supported pathway of an adult learner at Yukon College from in-take to successful course/program completion. This presentation will focus on 3 main pillars of support: a) a tailored and accessible Adult Basic Education program; b) a flexible and engaging academic support centre; and c) a new eLearning mentorship model.

Bourdon, Erica — Yukon College

van Kessel, Janna — Yukon College

Biggin-Pound, Steve — Yukon College

Skarnulis, Megan — Yukon College

LaRochelle, Lori — Yukon College

Langbakk, Brent — Yukon College

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Guerrero, Karen

***STEM + Social Studies = Success! Explore more than 50 Free STEMSS Lessons that Support Diverse Learners in the K-12 Classroom***

Investigate innovative lessons created by teachers for teachers while gaining knowledge about addressing the academic and linguistic needs of language learners through the integration of social studies and STEM. Participants will walk through the use of 10 specific STRATEGIES in engaging STEMSS lessons while walking away with access to over 150 lessons that will ensure all students in the classroom are successful.

Guerrero, Karen — Arizona State University  
Jimenez-Silva, Margarita — University of California, Davis  
Barker, Andrea — Mesa Public Schools  
Caughlin, Ashley — Cartwright School District  
Navarrete, Natalie — Isaac School District  
Sanchez-Cordova, Mayra — Isaac School District

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Paterson, Rab

***Project Based Creativity with Creative Commons***

This presentation highlights the results of a Challenge Based Learning project undertaken over a semester at an International Baccalaureate (IB) school in Tokyo. The students were all Japanese returnees on the first year of their IB Diploma program and the class was an English Expression class designed to provide them with further English language practice. So this project combined the language work with content based activities to deepen their familiarity with Creative Commons concepts.

Paterson, Rab — Toyo University

***School Writing in the 'Science Register': Implications for the Instruction of English Learner Students***

This paper highlights the critical functions that multiple levels of language play in scientific writing in general and, specifically, in the thinking, development, and expression of scientific literacy among school-age children; this is a central challenge for English learner students. A case study of an adolescent is given, which is followed by a discussion of implications for practice, theory, educational policy (e.g. Next Generation

Science Standards) and both formative and summative assessment.

Wilkinson, Louise — Syracuse University

***Pathways to Become Competent in English: Analysis through Developmental Model of Linguaculture Learning (DMLL)***

The study analyzed the process in which Japanese students acquired practical English through world-trend survey assignment conducted in Tokyo. The students randomly interviewed foreign visitors about things that were trendy in their countries. The study employed the Developmental Model of Linguaculture Learning (DMLL) to understand the progress that the students made while conducting the survey

Banks, Sachie — Bunkyo University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Nautilus 1  
**Session Topic:** Human Resource Development - Workshop **Session Chair:** Lienau, Maureen

***Work-Life Balance versus Work-Life Integration***

Integrating participatory activities, this workshop will explore 21st century perspectives of work-life balance versus work-life integration. Participants' will examine their own work-life and ways to create a healthy balance.

Lienau, Maureen — Ashford University  
Eggleston, Margaret — Capella University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership - Panel **Session Chair:** Peterfreund, Alan

***Using Research-Practitioner Partnership (RPP) to Implement Computer Science Education in K-12***

The past few years has seen a concerted effort to significantly expand access to Computer Science education in K-12 schools. A current NSF program (CSforAll RPP) is based on the principle that a stronger and long-term partnership between researchers and education practitioners can potentially be more effective at both scaling and sustaining new curricula. This panel will present the progress and challenges being faced by four of the projects funded as part of this program.

Peterfreund, Alan — SageFox Consulting Group  
Bhattacharya, Debasis — University of Hawaii Maui College  
Richardson, Debra — University of California, Irvine  
Denner, Jill — Education, Training, Research (ETR)  
Green, Emily — Education, Training, Research (ETR)

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 1  
**Session Topic:** The Use of Films in the Educational Scene - Panel **Session Chair:** Ima-Izumi, Yoko

***"I am a CAT" and its Film Adaptation***

The motif of love between humans and robots with artificial intelligence shows a whole new face in the films of the 21st century. The border between humans and robots is almost broken down, and the way such an act of breaking down is depicted differs from culture to culture. This presentation will clarify differences in the conceptualization of the border between humans and robots by comparing several A.I. films made in different cultures.

Ima-Izumi, Yoko — University of Tsukuba

***The Friendship among Immigrants in Chinese and American Films***

This presentation examines two immigration films, *Picture Bride* (1995, U.S.A.) and *Full Moon in New York* (1990, China), to clarify that, despite the differences in the cultural background, both films equally convey the significance of friendship. I will explore the meaning of "friendship" illustrated by the filmmakers, who show that favorable changes in an immigrant's life are triggered by "friendship."

Zhang, Lin — University of Tsukuba

***The Marital Life in Two Film Versions of "I Am a Cat"***

*I Am a Cat* (1905-6) by one of the most renowned Japanese novelists, Souseki Natsume, has been adapted into film twice. The films depict the marital relationship of the protagonist and his wife with great differences from the original novel as well as from each other. I will clarify where such differences come from by focusing on the "cat" or the clue to understanding the human couple.

Zhang, Xiaomin — University of Tsukuba

***Bullying at School in Japanese Films***

Films about school bullying were vigorously made in Japan in the 1980s, in which the protagonists were always the bullied victims who had an intention of revenge. But in the 2000s and after, the protagonists have significantly changed from the victims to those who have nothing to do with the bullying act. In this presentation I will clarify why people who are not concerned should become protagonists in the bullying films of the 21st century.

Zhang, Yujuan — University of Tsukuba

***The Representation of the Family in Japanese Films***

The World War II affected Japanese diet, and the films made in the 1950s depicted eating in Japan as a mixture of the traditional food culture and the influence of the Western eating habits. This presentation will explore the ways in which the diversity in food cultures is illustrated in two Japanese post-war films: *Broken Drum* by Kinoshita (1949) and *Early Summer* by Ozu (1956).

Wang, Shuang — University of Tsukuba

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Paterson, Wendy

***Wine and Whine: a Case Study on Mentoring Support for Women in Higher Education***

Learn about 'really talkin' among women and the research supporting the approach for aspiring women leaders. In job alike 'wine and whine' focus groups, discuss and problem solve the many issues related to women in higher education leadership roles. These shared experiences will provide a common foundation to guide women in becoming competent, respected, and powerful leaders.

Paterson, Wendy — SUNY Buffalo State

Chicola, Nancy — SUNY Buffalo State

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Haughton, Aaron

***Principal Leadership and Turning Around the Underperforming School***

Provides an overview of the presenter's own dissertation research focusing on findings identified through the qualitative study of ten principals and the practices employed to exit Program Improvement status during No Child Left Behind.

Haughton, Aaron — Mojave Unified School District

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Medina, Andrea

***Digital Fabrication and the Impact on Middle School Students' STEM Attitudes***

This workshop will provide a discussion of statistical data on the impact on middle school students' STEM attitudes after a one-week summer camp in a Fab Lab, or digital fabrication laboratory. Research was conducted on middle school students in six summer camps over two summers at California State University, Bakersfield Fab Lab; the only Fab Lab within the entire California State University system.

Medina, Andrea — California State University, Bakersfield

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Hernandez, Jill

***Atrocity in the Archives: Philosophy Graduate Pedagogy and the Concrete***

The atrocity paradigm in normative ethics spurs citizens to action against apathetic, patriarchal, or despotic systems of power which facilitate atrocious harm, and argues that we are morally responsible when we do not prevent atrocities when we are able. This project extends her work into the classroom, through the UTSA Special Collections archive, to use the atrocity paradigm as a way to teach graduate students how to identify the systemic conditions under which atrocities occur. Hernandez, Jill — University of Texas at San Antonio

***African-American Student Participation in Study Abroad: Factors and Influencers that Impact the Decision to Participate***

Across American higher education, participation by African-American students in study abroad is often lower than participation by other groups. This exploratory case study examined factors and influencers that impact the decision to participate at a research university (23,000 student) in the central United States. The findings indicated that financial intricacies, institutional communication methods, and family/friend considerations significantly impact the decision-making process. Based on the findings, implications are drawn and recommendations are offered.

Wanger, Stephen — Oklahoma State University  
Breslin, Michael — Oklahoma State University  
Griffiths, Fred — Oklahoma State University  
Wu, Tong — Oklahoma State University

***Successful Implementation of International Service Learning without Crossing a National Border***

This research investigated the impact of domestic intercultural service learning projects on Japanese university students' intercultural competence. Quantitative and qualitative data revealed that students developed their intercultural competence as a result of engaging in service learning activities with Taiwanese students in rural Japan. Research findings, as well as recommendations to implement successful domestic service learning projects are presented.

Ujitani, Eiko — Nagoya University of Foreign Studies

***Roadmap to Improving EPI Scores: Case Study of a School of Education Performance Improvement on the Michigan's Educator Preparation Institution (EPI) Standards***

The session will identify strategic steps leadership at Concordia University Ann Arbor School of Education (CUAA SOE) took to address corrective action scoring on their annual report card as measured by the Michigan Department of Education. Strategic steps commenced by systematically mapping low scores to problematic programming and then developing targeted methodologies aimed at enhancing outcomes.

Harris, Sandra — Concordia University Ann Arbor

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Linton, Kirk

***Research Practice Partnerships in Schools: Teacher Professional Learning, Agency, and Identity***

Research Practice Partnerships (RPPs) are an emerging practice in Canada and internationally. In RPPs, researchers and teachers collaborate to address complex problems of practice in school settings. This case study will examine an RPP between the Werklund School of Education, the Galileo Educational Network Association, and a Calgary school district to develop an understanding of how teachers learned in an RPP, how their professional identity was impacted, and how they experienced agency through design-based professional learning in context.

Linton, Kirk — Werklund School of Education  
Brown, Barb — Werklund School of Education  
Jacobsen, Michele — University of Calgary

***What Do I Think and Do about Inclusive Education and Classroom Management of Emotional and Behavioral Difficulties: Portrait of Preservice Teachers***

This paper session exposes results from a research project on preservice teachers' beliefs and classroom management practices for emotional and behavioral difficulties students. Participants, 1475 preservice teachers enrolled in a teacher education program, answered a questionnaire including measures on attitudes about inclusive education, perception of control/self-efficacy about managing difficult behavior, willingness to include, educational practices and influence of campus courses/field experience. Results are discussed in accordance with the theory of planned behavior (Ajzen, 2012).

Massé, Line — Université du Québec à Trois-Rivières  
Gaudreau, Nancy — Université Laval  
Verret, Claudia — Université du Québec à Montréal  
Lessard, Anne — Université de Sherbrooke  
Nadeau, Sandy — Université Laval

***Characteristics of Effective Place-Based Teachers: Place-Based Secondary Teacher Education Candidates' Definitions***

Place-based teacher education focuses on preparing teachers to be mindful of who they are relative to the place they are, as well as to practice place-based education with their own students. Yet, how do teacher candidates understand what it means to be an effective place-based teacher? This session shares the characteristics of effective place-based teachers that secondary teacher candidates find most salient, as well themes that emerge from their initial definitions of these characteristics.

McLeman, Laura — University of Michigan-Flint  
Knight, Suzanne — University of Michigan-Flint

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Panel **Session Chair:** Sulentic Dowell, Margaret-Mary

***Quality Mentor Teacher Training: Preparing the Under-prepared for a Year-long Student Teacher Residency Requirement***

Mentoring pre-service teachers into the teaching profession is complex, multifaceted work. Transitioning from a semester-long student teaching experience to a year-long experience resulted in a situation where mentor teachers, viewed as important partners in the field, felt under-prepared. In this study, researchers investigated the dispositional shifts of 108 teachers who participated in an intensive, semester-long mentor teacher training program as a Flagship University responded to rapid state-level policy shifts in student teaching requirements.

Sulentic Dowell, Margaret-Mary — Louisiana State University

Wheeler, Sassy — Louisiana State University

DiCarlo, Cynthia — Louisiana State University

---

**Time:** 8:00 - 9:30 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 4  
**Session Topic:** Art Education - Workshop **Session Chair:** Hipp, Jamie

***Arts Integrated Coursework for Preservice Teachers: Extremely Effective Yet Scarce***

Teacher education programs often limit compulsory arts experiences to an overview of the visual arts and/or music, however, research confirms that theatre and dance strategies improve learner motivation, engagement, and retention. In this highly participatory and experiential session, participants will increase both confidence and efficacy with the performing arts of theatre and dance. Takeaways include confidence and self-efficacy with best arts integration practices in the teacher education setting, numerous arts-integrated lesson activities and assessment adapted to curricular needs, and a toolbox of differentiated arts integration strategies for immediate use in teacher preparation programs.

Hipp, Jamie — Louisiana State University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Blackmon, Olivia

***Deep Academic Learning Intelligence (DALI): A System for Personalized Learning***

This session will provide the system and method for using controlled virtual student grouping, dynamic regrouping, and Deep Academic Learning Intelligence (DALI). The use of these three interventions provides a successful approach to advising and counseling to scale personalized learning opportunities and improve student academic outcomes.

Blackmon, Olivia — George Mason University

***Differentiated Instruction in Action: Integrating Layered Curriculum into Foreign Language Course***

In this interactive presentation, the author demonstrates how to integrate a layered curriculum into a basic/intermediate foreign language course to enhance learning outcomes of individual learners. The presentation particularly focuses on how topics and activities chosen for weekly theme-based curriculum could unfold differently through tiered lessons and culminating tasks that address different learner needs. The participants will engage in various hands-on activities and apprehend creative ideas and examples for differentiated curriculum which they will be encouraged to apply in their classrooms.

Bae, Gyseon — Defense Language Institute Foreign Language Center

***“Keep it Free” - OER Materials Designed for Statistics in Psychology***

Do you like the instructor resources provided by publishers, but feel uncomfortable with the cost of textbooks and are not satisfied with current OER (Open Education Resources) options for psychology students? This presentation is for you. Faculty from Glendale Community College, Glendale AZ will present content from specifically designed OER materials for an Introduction to Statistics course that is currently being taught at our community college. In addition to materials and content, evaluation and student outcome data will be shared.

Worthy, Lisa — Glendale Community College

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Brooks, David

***Initiating Intercultural Competence for Reluctant Language Learners***

This paper describes an intercultural competency (ICC) training methodology, developed for a Japanese university setting. Metacognitive inculturation (MI) employs explicitly-planned, mutually-actualized, teacher-mediated instructional strategies for inculcating foreign language students into a new classroom meta-culture, thus fostering acquisition of ICC. While culture-specific in genesis, MI could hold promise for revitalizing other intercultural competence training programs.

Brooks, David — Kitasato University

***Current Pedagogical Implications of Interlanguage***

This presentation reports on a completed conceptual research study that analyzes the theory of interlanguage as it relates to the learning and teaching of second languages (L2). It explores the current relevance and usefulness of the construct of interlanguage, identifies new pedagogical implications of this theory, makes recommendations for L2 teachers, and proposes some innovative instructional techniques and learning strategies that can help L2 learners achieve mastery at all the levels of communicative competence.

Cervatiuc, Andreea — University of British Columbia

***Different Techniques and Approaches for ELLs***

English language teachers need to use different techniques and approaches in order to teach all students effectively. A variety of teaching strategies and an understanding of which strategies are best for particular students can help teachers to know which teaching methods will be effective for their class. Good teachers know their students and carefully choose methods for teaching the English language. There are of course different techniques and approaches of teaching English. The techniques or approaches used by a teacher will depend on the skills or information the teacher would like to convey to the students.

Aldujayn, Norah — University of Toledo

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Iolani 3  
**Session Topic:** Libraries and Learning Commons **Session Chair:** Higgins, Silke

***Integrating Sociocultural Theory in the Information Literacy Classroom: A Review and Analysis of the Pertinent Literature***

The presentation provides an introduction to the concept of integrating sociocultural theory into the multicultural (information literacy) classroom. The aim is to spread awareness about the benefits of teaching and supporting such classroom environments, and create an exchange among the attendees about their experiences. The accompanying literature review and analysis paper serves as a starting point for those seeking to incorporate aspects of sociocultural theory into their multicultural (information literacy) classroom environments.

Higgins, Silke — San Jose State University

***Teaching Digital Scholarship in Academic Libraries***

This presentation will discuss the challenge of teaching digital scholarship in an academic library setting, using examples from the McGill University Library and the Concordia University Library in Montreal, Quebec. To support students working on digital scholarship-related research projects, workshops were developed at both libraries on the subjects of text mining, text analysis and data visualization. This presentation will provide advice for other libraries developing similar digital scholarship workshops or classes.

Groenendyk, Michael — Concordia University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Iolani 5  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Evans, Suzanne

***Joyful Learning: Promoting Happiness and Wellbeing as Essential Components of Learning***

A growing body of research indicates that schools are the principle place for promoting happiness /wellbeing and that children experiencing happy emotions are better problem solvers, collaborate better and perform better on cognitive tests. The science of happiness provides solid data that happiness is positively correlated with motivation and academic achievement. In this workshop, participants will understand what happiness is, the science of happiness, the intersection with positive psychology and strategies for developing happiness /well-being.

Evans, Suzanne — National University

Howarth, Margaret — National University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Hastings, Tom

***Social Movement Research: Violent Flanks***

When a civil resistance movement experiences episodes of violence, why does that happen and what are the consequences? If the leadership hopes to keep the movement nonviolent, how can it do so? What if a movement is infiltrated by covert agents? What are the effects of such infiltration? Can a resistance movement inoculate itself against the effects of the "radical" or violent flanks?

Hastings, Tom — Portland State University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Espinoza, Dorina

***Bullying: How to Distinguish from Harassment and How to Be an Ally.***

This workshop will help educators understand what is bullying and distinguish bullying from harassment. Participants will learn what youth tell adults they need when they are bullied and how to be an ally. All participants will have the opportunity to work in small groups to identify types of bullying and practice using ally strategies.

Espinoza, Dorina — University of California  
Miller, JoLynn — University of California  
Iaccopucci, Anne — University of California Agriculture and Natural Resources  
Horowitz, Marcel — University of California, Cooperative Extension  
Brian, Kelley — University of California

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Workshop **Session Chair:** Waldron-Soler, Kathleen

***Addressing the Shortage of Special Education Personnel in Rural School Districts: A Model School Psychology Program***

Our workshop will present a model school psychology program that has successfully assisted rural school districts to fulfill their needs for school psychologists. Participants will learn about current research on effective online instruction in higher education programs and how our program implements these elements. Recommendations for the creation of online programs to train special education personnel will be presented.

Waldron-Soler, Kathleen — Eastern Washington University  
Ruby, Susan — Eastern Washington University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Trent, Kristen Pennycuff

***Digging Deep Into Science Literacy***

Explore, experiment, and analyze your way through Common Core State Standards' literary demands and the content of Next Generation Science Standards with research-based strategies for K-12 for teaching close reading and technical writing developed as part of a Math Science Partnership grant with four rural school systems.

Trent, Kristen Pennycuff — Tennessee Tech University  
Suters, Leslie — Tennessee Tech University  
Ogbomo, Queen — Tennessee Technological University  
Wendt, Stephanie — Tennessee Tech University  
Moore, Kelly — Tennessee Tech University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Lehua  
**Session Topic:** Adult Education - Panel **Session Chair:** Cribbs, Julie Miller

***Using Simulation to Train Counselors for High Risk Situations: Improving Competence in Programming for At-Risk Kids***

Operating in 15 states, Camp Hope America focuses on children exposed to interpersonal violence. Through didactic lecture and simulation new camp counselors were trained for high risk situations including disclosure of abuse and cutting, and de-escalation of disruptive behavior. Analysis of data demonstrated counselors' self-report knowledge and confidence in recognizing and reporting physical & sexual child abuse, self-harming behaviors, de-escalation, and their ability to enhance campers' hope had significantly improved from pre-training to post-training.

Cribbs, Julie Miller — University of Oklahoma  
Bragg, Jedediah — University of Oklahoma  
Miller, Gloria — University of Oklahoma  
McLeod, David — University of Oklahoma  
Hellman, Chan — University of Oklahoma  
Wells, Steve — University of Oklahoma  
Pharris, Angela — University of Oklahoma  
Miller, Christina — University of Oklahoma

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Marcos, Teri

***Engaging Academic Optimism to Maximize Equity in Student Learning Within Low SES Schools: A California Study***

This presentation reports findings of 144 California educational leaders' and teachers' views about the effects academic optimism has on supporting equitable growth in student learning within ten low SES schools. Hoy, Tartar, & Woolfolk-Hoy (2006) examined academic optimism as a demonstrable second order construct of successful urban schools. This presentation compares the findings of Hoy, et al, to California educators' perceptions of academic optimism's impact on equitable growth in student learning across student groups.

Marcos, Teri — National University  
Wise, Donald — Fresno State University  
Loose, William — Azusa Pacific University  
Belenardo, Susan — University of California, Irvine  
Padover, Wayne — National University

***Growing Parent Trust: Teacher Strategies from a Special Educator***

An elementary special education teacher shares her successes in building, nurturing, and sustaining trust with parents. Attendees of this session will leave with strategies to pursue a relationship with parents before school starts while identifying the coping strategies parents engage as the primary caregivers of students in special education.

Hays, Kristi — Chino Valley Unified School District

***The School Breakfast Program: A Correlational Study of PL 111-296 on High School Freshmen Attendance at a Comprehensive High School in Los Angeles***

A high school teacher shares findings of his correlational investigation into the effects of the implementation of the national School Breakfast Program on freshmen attendance at a comprehensive high school in Los Angeles County, CA. Attendees of this session will leave with an understanding of how PL 111-296 contributed to increasing freshmen attendance within a decade long trend of declining enrollment for freshmen at the school.

Marcos, Ryan — Bonita Unified School District

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Darling, Sharon Vasser

***Mapping Our Way to Literacy***

The presenter will provide a PowerPoint presentation describing how concept mapping can facilitate both teaching and learning in early childhood education. The many benefits of concept mapping, including visual-spatial and sequential learning, cognitive organization, clarification, conceptual relationship, and evaluation will be discussed. Further discussion will include the benefits of concept mapping with diverse learners.

Darling, Sharon Vasser — Marietta College

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education **Session Chair:** Williams, Lorne

***Influencing Teaching Competence in Post-Secondary Classrooms: Findings for Preparation and Support***

This presentation will describe results of a study that explored the events that highly-rated university instructors perceived to impact their teaching practice. Five 'influencers' will be discussed that have implications for the preparation and enhancement of teaching competence in university settings.

Williams, Lorne — University of Lethbridge  
Adams, Pamela — University of Lethbridge

***A research-informed approach to enhancing assessment feedback within Sport, Exercise, and Health Sciences***

This paper reports on an assessment action research project within a School of Sport, Exercise, and Health Sciences in a UK University. Research-informed and evidence-based ways to impact assessment choices, student learning transitions, and to support the future scaling-up of effective assessment and feedback approaches at discipline, school, and university level were considered. The process of resource creation and development, and the critical evaluation of the fitness for purpose of assessment feedback practices are explored.

Waring, Michael — Loughborough University  
Evans, Carol — University of Southampton

***Faculty Members' Accounts of Experience in Communities of Practice in Higher Education***

I will share work in progress on a practitioner-based research thesis undertaken to complete my studies in Higher Education (EdD) at the University of Liverpool. The purpose of this inquiry is to understand communities of practice membership through an in-depth exploration of how academics in a university perceive their social learning experience in these groups. Your critical questions and suggestions are sought as I refine this study and progress through data analysis to thesis completion.

Wilson-Mah, Rebecca — Royal Roads University

***Paradoxical Intention and Student Writing Anxiety***

The composition program of Stephen F. Austin University has considered and engaged the issue of student writing anxiety. Our original findings and presentation at the CCCC's (2009) will be measured in the light of ten years of program development and intervention. The original methodology and anxiety evaluation will be repeated in the fall of 2018 in order to determine whether a set of five interventions have positively affected student anxiety levels.

Whatley, Sue — Stephen F. Austin University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Phelps, Yvonne

***Engaging Higher Education Faculty Through Collaborative Scholarship Activities***

Supporting faculty engagement and professional development is a top concern for colleges and universities especially in today's academic environment. Between Universities competition for strong adjunct faculty and an enhanced regulatory environment that requires proven faculty scholarship organizational support in this area is critical. This workshop will inform and explore options that both meet the enhanced requirements and support and encourage faculty engagement.

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

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education **Session Chair:** Jarrett, Anna

***Measures of Success: Research in Graduate Nursing Education***

These are longitudinal assessments of interprofessional collaboration presence and implementation; student attitudes and perceptions; enticements to be preceptors, and informatics skills attainment evolution over three years at clinical facilities where doctor of nursing practice (DNP) students practice with and learn from their preceptors. Using a Mutually Beneficial Framework as a guide, the study's aim is to increase interprofessional collaboration (IPC) and education (IPE) with community partners, preceptors, and students and measure those outcomes.

Jarrett, Anna — University of Arkansas  
Shreve, Marilou — University of Arkansas

***Managing Alzheimer's and Dementia for the Caregiver Course***

Currently, 16 million family members and unpaid caregivers provide 18.4 billion hours of care to persons with Alzheimer's valued at \$232 billion. However, costs extend to caregiver's increased risk for stress and negative mental and physical health outcomes. The Managing Alzheimer's for the Caregiver Course targets the caregiver with little health experience teaching techniques of patient management. It is an interactive experiential course and includes simulation of dementia symptomology promoting participant empathy.

Cornely, Helen — Florida International University  
Hoires, Carolina — Social Work Programs

***Exploration of Health and Physical Activity Opportunities for Home School Children in Rural Populations***

Higher education faculty from the Midwest region of the US, in the curricular area of health and physical education, understand the disparities within rural communities. Researchers will collaborate with the rural community to assess current home school children's overall health. Assessing the entire health and wellness of the child, allowing researchers to evaluate the biophysical side of development. The project combines the Community-Based Participatory Research approach, Health Belief Model framework, and Logic Model.

Adkins, Megan — University of Nebraska- Kearney  
Rech, John — University of Nebraska- Kearney  
Worrell, Vicki — Emporia State University  
Nelson, Tracy — South Dakota State University  
Deutsch, Joe — North Dakota State University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Huffman, Lisa

***Infusing Augmented Reality & Virtual Reality Experiences in Educator Preparation***

This presentation will focus on how one university educator preparation provider is infusing AR and VR into candidate training to provide safe areas to practice newly learned skills, imagine new ways of thinking and teaching, and to build candidate confidence. Examples will be demonstrated and audience members will have the opportunity to directly interact and participate with materials.

Huffman, Lisa — Texas Woman's University  
Figueroa, Jorge — Texas Woman's University  
Myers, Diane — Texas Woman's University

***Measuring What Readers See in News Page Design***

This paper presents a study, using eye tracking technology, conducted to teach students about news design and layout in various mediums. The students, being the subjects themselves, viewed various layout design delivering the news from traditional print layouts to websites using text, audio and video as eye tracking technology captured their viewing patterns. The results provided reflective and transformational learning for the students as well as designers in the news production industries.

Jennings, Christopher — Metropolitan State University of Denver  
Schafer, Shaun — Metropolitan State University of Denver

***Construction of E-Learning System for Programming: Factorial Analysis for Comprehension Level***

In this report, we construct and provide “E-learning system for programming” for programing learners. The purpose of our research, extract patterns of mistakes that are prone to occur when beginners write source code, as a preparatory stage for learning content creation. Also clarify the contribution rate by multiple regression analysis with the mistake patterns as explanatory variables and comprehension as objective variables.

Kuma, Yuko — Shonan Institute of Technology  
Saito, Tomohiko — Shonan Institute of Technology  
Sasaki, Tomoyuki — Shonan Institute of Technology  
Umezawa, Katsuyuki — Shonan Institute of Technology  
Hirasawa, Shigeichi — Waseda University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Heron, Andrea

***Stories of Journeying Through University into the Workforce: Experiences of Indigenous Women***

This study aims to understand factors that helped and/or hindered the academic success and persistence of Indigenous women who have recently graduated from university and transitioned into the workplace. By listening to these Indigenous women’s stories of journeying through university towards their careers, we hope to better inform the work post-secondary institutions are doing to address reconciliation, Indigenization, and decolonization.

Heron, Andrea — Mount Royal University  
Pidgeon, Michelle — Simon Fraser University  
Ksionzena, Jennifer — University of Calgary  
Miller, Janet — Mount Royal University

***Identifying Six Threats to the Freedom of Education Academies***

The purpose of this presentation is to identify six common and prevalent threats to the academies and the faculties that have been admitted to those academies. Upon identifying threats and providing examples from each of the categories, there will be discussion on how to prevent future assaults to the integrity of the academies.

Holt, Brett — University of Vermont

***International Higher Education: Towards a Conceptual Model for Voluntarism Programs to Foster Graduate Students’ Success as Leaders***

Despite the recognition of benefits of voluntarism in the United States, there is a lack of discussion of its relevance in students’ organizations in the higher education institutions, particularly related to graduate students’ professional development and academic pursuits in higher education, as well as the value of voluntarism and its strong tie to students’ success and leadership. This paper addresses a case study: a voluntarism program was designed with seven major dynamic and conceptual components for improving services in higher education for graduate students’ and by its extension, fostering students’ success and leadership in academia with local and global perspectives.

Valadares, Simoni — University of New Mexico  
Lewis, Glenda — University of New Mexico

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Peck, Marcia

***Learning While Black: Power and Control in the Education of Black Children in the Southern United States***

This paper presentation will focus on the education of Black students in one section of the southern United States as viewed through the lens of student teachers' observations in the classroom. Student Teachers' observations point to a culture of power and control based in the fear of uncontrolled black bodies as well as low expectations for academic achievement.

Peck, Marcia — Georgia College & State University  
Vice, Betta — Georgia College & State University

***What Do I Think and Do About Inclusive Education and Classroom Management of Emotional and Behavioral Difficulties: Portrait of Preservice Teachers***

This paper session exposes results from a research project on preservice teachers' beliefs and classroom management practices for emotional and behavioral difficulties students. Participants, 1475 preservice teachers enrolled in a teacher education program, answered a questionnaire including measures on attitudes about inclusive education, perception of control/self-efficacy about managing difficult behavior, willingness to include, educational practices and influence of campus courses/field experience. Results are discussed in accordance with the theory of planned behavior (Ajzen, 2012).

Nadeau, Marie-France — Université de Sherbrooke  
Massé, Line — Université du Québec à Trois-Rivières  
Gaudreau, Nancy — Université Laval  
Verret, Claudia — Université du Québec à Montréal  
Lessard, Anne — Université de Sherbrooke  
Nadeau, Sandy — Université Laval

***Teaching Mathematics in a Problem-Based Setting: A Case of an Elementary Pre-service Teacher***

This case study investigate an elementary pre-service teacher's experience teaching mathematics in a problem-based setting.

Nguyen, Giang-Nguyen — University of West Florida

***Games People Should Play***

Active learning, learner - centered pedagogy and problem solving are all part of Teaching Games for Understanding (TGfU) that can assist any educator in any situation (hence why this is more than one stream). This will be an active workshop using the principles of TGfU as a teaching tool and it will require you to participate in the games (skill does not matter). After each game is played, critical discussion around the problem-solving and decision-making process will be invited. The aim of the workshop is to show how using games with intention can be part of anyone's teaching practice and not just limited to the physical education teachers.

Fried, Shelley — University of Calgary

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Childs, Kamshia

***"P.E.E.P.S" Addressing Parent and Community Involvement Courses Within Teacher Education Programs***

This presentation will share research and work in progress on the availability of parent and community involvement courses within teacher education programs across the United States. Participants will investigate the development of "P.E.E.P.S" as a proposed university course for pre-service teachers and dissect the course. Attend this session to learn about the lack of training that new teachers experience in working with parents and have conversations that will add new knowledge.

Childs, Kamshia — Kansas State University

---

**Time:** 9:45 - 11:15 AM / **Monday** - 1/7/2019 / **Room:** South Pacific 4  
**Session Topic:** Counselor Education - Workshop **Session Chair:** James, Natalie

***Navigating the Human Herd: Interpersonal Strategies for Professional Success***

This workshop guides participants to identify their unique goal for working in the field of education and combine that desire with current research on human behavior as a means of manifesting best practice. Together we will explore how the nervous system, attachment issues, daily stress, and residual traumas within our selves and the populations we work with impact our professional decision-making and often impede our goals. We will develop new strategies for improving our craft and connecting with even the most challenging students.

James, Natalie — Oregon State University

# Roundtable Session

Presenters will have 25 minutes to lead a discussion with attendees. After the 25 minutes, attendees will have 5 minutes to select a new table. No audiovisual equipment will be provided for these sessions. They are meant to be discussions, not presentations.

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Coral III

## ***1. Take a Professor to Prison: Perspectives from Faculty***

Presenters will discuss a yearlong seminar format class provided to incarcerated women provided by university faculty. The round table discussion will include a) an overview of the seminar class, b) materials used in the seminar class, and c) perspectives and feedback from participating faculty. This seminar was an extension of educational services provided as a result of a long-standing collaboration with the state department of corrections.

Shippen, Margaret — Auburn University  
Derzis, Nicholas — Auburn University  
Curtis, Rebecca — Auburn University  
Fleming, Christine — Auburn University

## ***2. Unmasking the Noise Within: Applying the Cognitive Behavioral Model to Musical Artists***

This paper integrates music, mental health, and education from the lens of an artist. It will serve to guide educators and mental health clinicians how to apply the Cognitive Behavioral Model and its processes to their work with musical artists in helping them to decrease their emotional and creative roadblocks utilizing an inside out approach.

Gill, De Vida — Pepperdine University

## ***3. Teaching the WHY as Well as the HOW of the Closed Basketweave Ankle Tape***

The discussion explores the reasons for the specific procedures involved in the closed basketweave ankle tape. Especially, the anatomy of the ankle in relation to the taping procedures is examined, and how each element of tape application applies to protection of the ankle. Discussants have the opportunity to participate in actual taping of ankles, if desired.

Holt, Jerry — Florida A&M University

## ***4. Tw(y)ce-Exceptional: Gifted African American Males in P-12 Education***

This presentation will expose researchers to a new conceptual framework (Tw(y)ce-Exceptional) that is based on four key theoretical frameworks (Intersectionality, Nigrescence, Scholar Identity, and Stereotype Threat). These frameworks are used synergistically to scaffold Tw(y)ce Exceptionality—used to explain how race and minority status are treated as a disabling condition that ultimately thwarts the academic growth and potential of gifted African American males.

Bonner II, Fred — Prairie View A&M University

## ***5. Methods Makeover: Redesigning a Teaching Methods Course to Develop Pedagogical Thoughtfulness and Professional Discernment in Teacher Candidates***

A methods class was redesigned to develop candidate's pedagogical thoughtfulness and professional discernment. Rather than a traditional textbook, students (1) explored a teacher's memoir, blogs, and student-selected professional development books; (2) studied team writing; and (3) collaboratively created an online toolkit. Methodological content was embedded in constructivist learning activities. The redesign resulted in a model that demonstrates the three-dimensional intersection of critical complexities teachers must navigate. Materials, assignments, and the model are presented.

Peacock, Amber — Randolph-Macon College

## ***6. Exploring the Potential of Student-Directed Learning: Using Student Autonomy to Build Student Agency and Success Among Vulnerable Populations***

This roundtable will explore the idea of using student-directed learning to increase student agency, engagement and achievement in the classroom. We will explore how current student-directed learning programs globally that are being used and whether or not access to this type of learning should be expanded within the United States, specifically with vulnerable populations.

Schlaflly, Ashley — University of Houston  
Hutchison, Laveria — University of Houston  
McAlister-Shields, Leah — University of Houston  
White, Cameron — University of Houston

## ***7. What About Me? Exploring Second Language Teacher Candidates' Literacy Experiences***

This presentation will provide the findings of a qualitative study of a group of second language teacher candidates' literacy experiences and how their experiences shape their literacy practices in urban classroom.

Hung, Yun-Ting — Metropolitan State University

## ***8. Successes and Frustrations with the Individualized Education Program (IEP)***

The purpose of the session is to provide a forum for participants to share their experiences in IEP meetings. This session will provide an opportunity to discuss challenges and successes as to development of inclusive and meaningful IEPs. The ultimate goal is to obtain information from parents that will help the presenter develop a free, interactive on-line resource for parents learn about the IEP process with a focus on inclusive programming.

Hyatt, Keith — Western Washington University  
Perzigian, Aaron — Western Washington University

### **9. Supporting Faculty Teaching in Higher Education: The Learning Covenant Teaching Academy (LCTA)**

This session will highlight the successful implementation of a semester-long college faculty teaching academy. Attendees will also discuss ideas for relevant topics and design for a teaching academy at their own campus.

Eaton, Lynn — University of Mary Hardin-Baylor

### **10. Meeting Standards Using a Growth Mindset**

This Roundtable presentation will describe a longitudinal study from a regional comprehensive university in the Pacific Northwest that implemented a standards-based growth model to assess teacher candidates' competency and mastery of professional educator standards. Data from 479 candidates in 6 cohorts will be discussed, along with implications for teacher education programs and K-12 schools.

Haskins, Tara — Eastern Washington University

Shaffer, Shelly — Eastern Washington University

### **11. Learning About Societal Inequalities in a College Culture Exchange**

Four years research on a community college classroom culture exchange between introductory sociology students and ESOL/International students revealed benefits to sociology students in gaining cultural awareness, personal development/communication skills, application of a global perspective to career plans, and general contributions to students' communities. Secondary analysis of the research responses revealed students' greater emphasis regarding gender inequality compared to economic or racial inequality. Discussion reviews results and welcomes insights or explanations.

McMurry, Melody — Portland Community College

### **12. The Latina in the Superintendent's Office**

Networks of women have a profound effect in the increase of presence for women in leadership. This discussion examines the importance of social capital and networking for Latina's wishing to access to leadership roles. This study desegregates the experiences of distinct Latinas in the superintendency. The strategies depicted in this discussion will provide women tactics to promote themselves as leaders in male dominated fields.

Rodriguez, Sonia — National University

### **13. Study Abroad for Beginners: Perspective on Maximizing Benefits from a Short-Term Experience**

This roundtable discussion highlights the challenges and rewards encountered during our department's first study abroad experience. We will share ideas for successfully planning and implementing a meaningful and impactful study abroad.

Colles, Colleen — MSU Denver

Nyhus, Ruth Ann — MSU Denver

### **14. Is There A Future For U.S. Colleges of Education?**

This session is focused on whether state legislators are passing legislation that affects public school educators in a negative way, which then causes potential college of education students from going into the education profession. The discussion will be initiated by sharing the results of interviews with potential college of education students and current teachers thinking of leaving the profession.

Conklin, Cheryll — Michigan Education Association

Clark, Suzanne — Michigan Education Association

### **15. The Impact of Responsive Partnership Strategies on The Satisfaction of Co-Teaching Relationships In Early Childhood Classrooms**

This presentation will discuss a research study on the use of Responsive Partnership Strategies to increase teacher satisfaction with the co-teaching relationship. Six strategies designed to increase collaboration in the classroom will be discussed.

DiCarlo, Cynthia — Louisiana State University

Hulin, Caroline — Baton Rouge Public Schools

Grantham-Caston, Michelle — Louisiana State University

### **16. Now You're Talking: Using VoiceThread for Teaching and Learning**

Roundtable participants will explore VoiceThread, an interactive, digital tool for teaching and learning. Specifically, they will be introduced to the features of VoiceThread and participate in a discussion of the ways that one professor utilizes VoiceThread to promote substantive discussion, provide scaffolding and encourage collaboration among graduate students in various teacher education courses. Roundtable participants will determine how VoiceThread exemplifies the theories and best practices that inform teaching and learning in their own fields.

Flihan, Sheila — The College of St. Rose

### **17. Authentic Assessment: A New Way to Make Meaning from Purpose-Powered Personalized Learning**

This roundtable discussion will introduce a variety of tools and innovative methods that are used to capture and preserve student experiences where standardized assessment metrics are not particularly useful. It will then invite participants to share their own practices (tools, methods, designs), and discuss practicality, expertise required, and applicability in various learning environments. A record of the discussion will be created using our latest methods and will be made accessible in a dynamic way.

Kato, Hiroo — Visible Learning Designs

Patterson, Sam — Echo Horizon School

### **18. Seeing is Believing: Recruiting Future Educators with Augmented Reality**

This roundtable will share how one university educator preparation provider is infusing Augmented Reality and Virtual Reality into teacher education recruitment to increase engagement, to demonstrate our why, and to help potential candidates imagine new ways of thinking and teaching. Examples will be demonstrated and the audience will have the opportunity to directly interact with materials, while also sharing ideas for recruiting more teacher education students.

Huffman, Lisa — Texas Woman's University

Figuroa, Jorge — Texas Woman's University

Myers, Diane — Texas Woman's University

### **19. *Experiential Andragogy in an Online Learning Environment: Student Empowerment Through Self-Directed Action***

Intrinsic factors are among the most powerful motivators for adult learners. Experiential learning can be particularly engaging for online learners who are able to apply academic learning in their home communities with the benefit of instructor support and guidance. Two case studies of undergraduate students' work engaging in health advocacy as part of an online course will demonstrate the potential for a flexible, self-directed assignment to lead to student empowerment and sustained community action.

Miller, Jordan — Arizona State University

### **20. *Providing Supervision in the Age of Social Media: Enhancing Supervisee Development***

The field of higher education has been dramatically impacted by technology. This trend has had major implications especially for supervisors who prepare practitioners in teacher education, social work, psychology and counseling. This roundtable presentation will discuss the role of supervision in preparing educational professionals for a digitally enriched learning environment. It will discuss the concept of supervision, and the impact of technology, especially the appropriate use of social media on and for supervisee development.

Lewis, Jacqueline — Minnesota State University, Mankato

Mishak, Debra — Winona State University

### **21. *Using Drama Strategies as Tools for Learning in Third-Grade Classrooms***

This study examined six third-grade teachers' and one special education teacher's experiences and reflections of the impact of drama integration into their activities on their students. We used the disability studies in education perspective and cultural historical activity theory as frameworks. The preliminary findings showed that the drama practices supported inclusive learning for all students, including students with disabilities, by enabling different ways of participation (e.g., showing and acting) and collaboration among students.

Kilinc, Sultan — Arizona State University

Kelley, Michael — Arizona State University

Adams, Korbi — Childsplay Theatre Company

Millinger, Jenny — Childsplay Theatre Company

### **22. *Transitioning from Student to Teacher: New Teachers' Perceptions of Preparedness to Teach***

This roundtable will discuss research that is being conducted on new teachers' sense of preparedness as they transition from the teacher preparation program at a large urban university to their first year of teaching. This study will go on to follow these teachers through their first year as teacher of record to analyze if their sense of preparedness changes.

Butler, Dawn — University of Houston

Thompson, Amber — University of Houston

### **23. *Introducing Literacy Mentoring into Primary Teacher Preparation in Mozambique***

We are engaged in a multi-year project, in collaboration with the Ministry of Education in Mozambique, designed to enhance the quality of practice-based experiences for preservice teachers in literacy. In this session, we will report on the findings from our pilot work at one Teacher Training College where we have been supporting the literacy mentoring work of a group of 48 preservice teachers working with primary aged students in the local Annex School. The data we are gathering will be used to continue our design work for the mentoring program and expand the project to three additional Teacher Training Colleges in the coming year (2019-2020). This project is supported by funding from the Canadian government facilitated by two implementing partners: CODE Canada (<https://code.ngo>) and Associação Progresso.

Sailors, Misty — University of Texas at San Antonio

Hoffman, James — University of Texas at Austin

Sitoe, Alcina — Progresso

Modesto, Heloisa — CODE Canada

Pearson, P. David — University of California, Berkeley

### **24. *Lessons Learned from Literacy Leaders***

This session, Lessons Learned from Literacy Leaders, will provide participants the opportunity of hearing voices of five experienced and recently-retired elementary school teachers to the main qualitative research question of "How do recently-retired Kindergarten to Grade 4 elementary school teachers perceive literacy instruction to have evolved during their long-term careers?" Educational literacy trends and issues that have transpired during the past forty+ years will be shared, along with advice for newly-hired teachers or teacher candidates.

Paquette, Kelli — Indiana University of Pennsylvania

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Iaccopucci, Anne

### ***UC 4-H Mindfulness Project***

UC 4-H Healthy Living Initiative provides expanded learning opportunities to youth in out-of-school time that address health in the holistic sense - physical, social and emotional health. Mindful practices combine each of these domains. This session will introduce participants to the UC 4-H Mindfulness Project, current research on positive youth outcomes associated with mindful practices, and pilot data from 4-H curricula and resources developed by the University of California, Agriculture and Natural Resources.

Iaccopucci, Anne — University of California Agriculture and Natural Resources

Lewis, Kendra — University of California

Soule, Katherine — University of California

Horowitz, Marcel — University of California, Cooperative Extension

Espinoza, Dorina — University of California

Brian, Kelley — University of California

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Pavlov, Vladimir

***Complex Grammar Concepts Made Easy with Visuals***

The paper demonstrates how pictures drawn by instructors on a class board can help ESL or EFL students understand the elements of a sentence or a clause and how to explicate the difference between clause elements and parts of speech. The second part of the presentation focuses on some of the most difficult grammatical concepts of English: morphological categories of the verb, that, we believe, can be efficiently explained and taught with simple visuals.

Pavlov, Vladimir — University of Wisconsin-River Falls  
Stetsenko, Elena — University of Minnesota

***Developing an Online Language Exchange Program: A Student Perspective on the Pilot Study***

Online language exchange has been widely used in Europe to provide students with the opportunity to use the foreign language in authentic communication with native speakers. However, in Japan, it is still a relatively new approach. Our research group is striving to set up a simultaneous learning program with partner universities and we have just conducted a pilot study. This presentation will focus its results and the next step to take.

Patko, Agnes Anna — Kyoto University of Foreign Studies

***Simultaneous Creation of Meaning, Expression, and Pleasant Surprise in L2 Interaction***

This presentation introduces a few improvisational, collaborative second language (L2) activities which most learners, children and adults alike, find refreshingly enjoyable and helpful. In so doing, it discusses that in order for learners to be genuinely interested in L2 interactional process, activities need to be structured in the way the participants create/perceive new meanings, rather than just manipulate linguistic items to achieve known meanings. This presentation shows activity videoclips and transcripts for discourse analysis.

Sannomiya, Haruko — Daito Bunka University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education **Session Chair:** Howman, Robert

***Developmental Achievement versus Standardized Growth: Common Curricula & The Not So Common Student***

How do educators effectively meet the individual needs of highly diverse students in this era of standardization? Individualized instructional strategies and measures of student achievement were employed in two team-taught classes. Several incoming students had low reading levels, were credit deficient, and had a history of truancy. By the end of the academic year, student participation was at a maximum, truancy was rare, academic performance rose considerably, and behavior interventions were reduced by half.

Howman, Robert — Winona State University  
Livieri, Corey — Rock River Charter School

***Latent Profile Analysis on Experience in a Competency-based Curriculum: Focused on Secondary School Students in Korea***

This study explored the relationship between profiles for experience in a competency-based curriculum and six core competencies of secondary school students using data from '2017 KEDI Survey Research on Student Competencies'. For this study, latent profile analysis and MANOVA were conducted to classify 2,775 students in Korea and to identify differences in competencies among groups. The findings suggested some implications for promoting secondary school students' competencies in Korea.

Kil, Hye Ji — Chungbuk National University  
Baek, Sun Geun — Seoul National University

***Success and Struggle: Academic Achievement of International Students at American Private High Schools***

In this study, we utilize survey data to describe the categorical and quantifiable factors associated with international students at American private high schools that fall into either category of

success or struggle. In addition, a deeper narrative of the background, environment, relationships and daily choices of select international students will be presented to nuance the patterns evidenced in the data.

Kim, Eugene — Concordia University Irvine  
Kim, Eun Chu — Crean Lutheran High School

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Iolani 5  
**Session Topic:** Counselor Education - Workshop **Session Chair:** James, Natalie

***Anxiety, Trauma, and Emotional Dysregulation: Where Learning Stops***

This workshop provides introductory education on the neuroscience behind the human stress response and coping behavior. Participants will explore various ways in which anxiety, trauma, and everyday stress triggers the autonomic nervous system in students of all ages, negatively impacting learning outcomes. Tools for increasing resiliency and guiding the development of healthy emotional regulation will be provided.

James, Natalie — Oregon State University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Phillips, Marianne

***What? Symmetry in Nature!***

This workshop has been developed using the 5E lesson cycle to engage participants in observing and constructing their knowledge and understanding of patterns of change such as symmetry. Participants will work in cooperative learning groups as they engage in inquiry based activities to observe, classify, question, infer, and communicate their understanding of how change can create recognizable patterns. These activities integrate science with other curriculum subjects in a multidisciplinary approach.

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

Vowell, Julie — Texas Wesleyan University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Hudspeth, Edward

***Medicated Traumatized Minors: Educator Advocacy for Students***

This workshop guides educators in a brief exploration of brain development, neurobiology, and psychopharmacology as they interact in children and adolescents. Educators will explore their roles as advocates for medicated minors as well as the ethics of their involvement and support for medicated minors.

Hudspeth, Edward — Southern New Hampshire University

Foster, Susan — The Chicago School of Professional Psychology

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education **Session Chair:** Davis, Antoinette

***Effectively using Screen Recorders (like Screencast-o-Matic) to Promote Student Participation***

Screen Recorders have been used for many years to record various items. But now, screen recorders can be used to record short videos of content that can be sent out to students. These videos are helpful when you are working in online and distance environments and students want videos that were created to help them to master the information.

Davis, Antoinette — CSU-Global

***What do Students Have to Say about Stress in Online and Traditional Learning Environments?***

This study explored to what degree design and modality of course delivery determine student perception of learning stress in both online and face-to-face learning environments. Adverse effects of stress upon individuals has been widely studied, however there is scant research regarding the relationship between course design and perceived stress in disparate learning environments.

Bentz, David — Eastern Oregon University

***Online Learning Management Systems: Balancing Asynchronous vs. Synchronous Content***

Currently, there are two basic modalities of online academic courses—those that are primarily synchronous and those that are primarily asynchronous meaning the instructor and students are together in real time, in the former, and other than real time in the later. This paper and presentation will explore and discuss the research on each of these, to include a combination of both, to determine which, academically, is the most effective.

Beckwith, E. George — National University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Jiang, Yingtao

***Effect of Innovative Introductory Course Design on First-Year Undergraduate Engineering Students' Success***

This study will investigate the effectiveness of the first-year experience course, particularly in what ways undergraduate students can develop their knowledge, skills, and disposition of engineering and their own metacognition and self-regulated learning. Using quantitative survey and qualitative self-reflection data, the findings will explain what first-year undergraduate students need to learn, how they have learned, and how the course content influences their success including their engineering skill, will, and self-regulation in strategic learning.

Jiang, Yingtao — University of Nevada, Las Vegas  
Kachroo, Pushkin — University of Nevada, Las Vegas  
Kennedy, Jennifer — University of Nevada, Las Vegas  
Zhang, Shaoan — University of Nevada, Las Vegas  
Li, Chengcheng — University of Nevada, Las Vegas

***Minority Students' First-Year Undergraduate Experiences with Engineering Learning in an Introduction Course***

Using Learning and Study Strategies Inventory Scales (3rd edition), this study investigates the minority undergraduate students' experiences with engineering learning and examines how the introduction course enhances their developed strategic learning in three components: skill, will, and self-regulation. Additionally, this study examines minority students' learning opportunities and challenges in engineering education. This study will contribute to the research in first-year experience in engineering education and minority students' success in engineering education.

Li, Chengcheng — University of Nevada, Las Vegas  
Zhang, Shaoan — University of Nevada, Las Vegas  
Jiang, Yingtao — University of Nevada, Las Vegas  
Kachroo, Pushkin — University of Nevada, Las Vegas  
Kennedy, Jennifer — University of Nevada, Las Vegas

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Lehua  
**Session Topic:** Language Education - Workshop **Session Chair:** Schoenberg, Marlene

***Apraxia in Asian Adults: Case Studies of ESL & Speech Pathology Collaboration***

This presentation discusses case studies of undiagnosed developmental apraxia in 5 professionals from China and Vietnam and compares their speech patterns to control subjects without this speech disability. These differential diagnosis results help explain why some Asian adult ESL students have greater difficulty with pronunciation skills. Collaboration between ESL teachers and speech pathologists can accelerate these students' progress in speaking English.

Schoenberg, Marlene — Accent Wisdom

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Foundations - Workshop **Session Chair:** Lee, R. Karlene McCormick

***Effective Assessment Data Management: An Iterative Process***

There is an array of assessment data available to educators. However, the value of this data is limited due to the challenges of comparing across results for more informed analyses. The Michael & Susan Dell Foundation with a variety of education agencies is exploring methods to compile data for visualization using a unified data model. Through facilitated activities, participants will explore lessons learned, examine use cases, and develop strategies for the future.

Lee, R. Karlene McCormick — NewLeaf LLC

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Ruby, Susan

***Collaborative Crisis Preparedness and Response: Lessons from a School Shooting***

Our workshop provides best practices for schools to collaborate with multiple agencies to prepare for and respond to school crises. We introduce and summarize critical components of the National Association of School Psychologists' PREPaRE curriculum (Brock et al., 2016) and FEMA's National Incident Management System. We include lessons learned following a school shooting in fall 2017 and provide a model of collaboration between schools, mental health organizations, and local first responders that our community established.

Ruby, Susan — Eastern Washington University  
Ruby, Darrell — Providence Sacred Heart Medical Center and Children's Hospital

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Educational Psychology **Session Chair:** Stapleton, Peta

***Emotional Freedom Techniques (EFT) to Reduce Academic Fear in School Students and Improve Psychological Symptoms with 12-Month Follow-Up***

Long-term, scholastic underachievement can result in decreased mental and physical health, lesser professional achievement and income, unemployment, and relationships with negative peers. Recent research has suggested the possible effectiveness of a novel stress management approach called Emotional Freedom Techniques (EFT), in reducing academic fear in students and improving scholastic outcomes.

Stapleton, Peta — Bond University

***Content and Language Integration in the Language Classroom in the Japanese University EFL Context***

The content learning based upon the ideas of CLIL (Content and Language Integrated Learning) was integrated to the language classroom. The study describes a half-year long course of CLIL based language learning to see if students' intrinsic motivation and self-efficacy can be changed by educational interventions. In this presentation, I will describe how I integrated the content and language in the syllabus design and also the presentation projects. The result of statistical analysis will be described.

Nishida, Rieko — Osaka University

***The Impact of Primary School Students' Self-Concept in Mathematics on Expected Performance, Actual Performance, and Their Attribution***

The researchers plan to explore the impact that students' self-concept has on their expected performance in mathematics, their actual performance in mathematics, and their causal attribution of the outcome. This longitudinal study used results of 245 3rd and 4th grade students' responses to an academic self-concept questionnaire (SESSKO) to determine the impact that the self-concept has on the dependent variables.

Otto, Barbara — University of Koblenz-Landau

DiLoreto, Melanie — University of West Florida

***Using Eriksonian Stages of Development to Understand Levels of Decision Making***

Objective of the presentation/paper is to understand and implement best practices in supporting not only children, but adults, in overcoming the agony of making difficult decisions that possibly cause stagnation, inactivity and indecision when confronted with choices that must be made in order to propel one's life forward. Methodology will be a survey completed by participants to determine 1) any roadblocks to decisions, 2) groups impacted by their decision, 3) reaction(s) made by their decision.

Keough, Penelope — National University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Pipe, Laura

***Nobody Taught Me That: Preparing Teachers for the Inclusive Classroom***

Educational institutions have struggled to prepare faculty to create more inclusive environments, (un)intentionally creating barriers to learning for many students. Through the creation of Graduate Teaching Fellowships for Inclusion, UNCG supported instructors in a mentoring program for developing and teaching courses with equity and inclusion themes. In this workshop, participants will learn more about the program and develop practical strategies for inclusive teaching in their own setting.

Pipe, Laura — University of North Carolina at Greensboro

Stephens, Jennifer — University of North Carolina at Greensboro

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education - Workshop **Session Chair:** Parker, Lara

***Innovation and Transformation in Health Education: IBook's and iPads in Critical Care Nursing***

The faculty of a Critical Care Nursing Program is transforming the boundaries of health education by creating course modules as iBook's and providing them to students on iPads. Used in distance, classroom, simulation and clinical learning contexts, this innovative approach engages students by enabling the integration of multimedia alongside theory discussions supporting interactive learning and developing the highly specialized skills of critical inquiry and clinical decision making, thus preparing graduates to navigate complex situations.

Parker, Lara — British Columbia Institute of Technology

Ladha, El — British Columbia Institute of Technology

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Pira, Rahim

***Promoting the Social Inclusion of Students with Autism Spectrum Disorder via Mobile Technologies in the Classroom***

Many students diagnosed with Autism Spectrum Disorder (ASD) have difficulties with communicating and interacting socially with their peers. My doctoral research will explore how mobile technologies provide increased opportunities for the social inclusion of students with ASD in the classroom. Thus, this research will provide educators, school psychologists, parents, and other stakeholders with practical insights into the implementation of mobile technologies in the classroom in order to promote the social inclusion of students with ASD.

Pira, Rahim — University of Calgary

***Analysis of Usage Report of Teacher Resource Website on Sharepoint***

In this session, the presenter shares his action research on the usage of web-based teacher resource portal. The author presents a process of developing a web-based lesson plan portal on SharePoint platform, faculty usage of the lesson plan resources, limitations of the web-based portal, and suggestions on how to improve both technical tools (e.g., interface design, navigation tool, etc.) and contents (quality of the resource materials on the portal, relevance, applicability) of the portal.

Park, Jaemin — Defense Language Institute Foreign Language Center

***Development of a System to Support Learning by Video Annotation on Portable Mobile Device and Verification of a Function to Support Reflection Activities***

This study developed a system ( VOVAM : visual-online video annotation for mobile devices ) that supports video annotation on portable mobile devices for education of non-face to face.

And we verify a function ( marker overlap playback function ) that enable reflection activities. We found that the marker overlap playback function assisted learners to visually understand during reflection activities, even where the markers from evaluators were displayed on portable mobile devices.

Kurata, Shin — Nagasaki University

Fujiki, Takashi — Nagasaki University

Murota, Masao — Tokyo Institute of Technology

***The Effects of Using a Chatbot System for Pre-service Teachers' Teaching Practice***

The aims of this study are to determine preservice teachers' self-efficacy, their confidence in dealing with students, specifically who are difficult or easy to deal with, and the value of specific aspects of teaching experience. This article also explicates the possibilities and challenges of a teaching simulation program that pays particular attention to the conversational method that uses a conversational virtual agent system (called chatbot), which is expected to provide preservice teachers with teaching experience.

Song, Donggil — Sam Houston State University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Phillips, Bill

***Helping Students Become Deep Learners: A Guide for Educators***

A discussion will be facilitated on deep learning strategies that help students think deeply, reflect, and apply knowledge to real world situations. A rubric will be provided to help educators think about and perhaps add to their repertoire of teaching strategies.

Phillips, Bill — Eastern Kentucky University

***Investigating the Peer Review Process in English-For-Specific-Academic-Purposes (ESAP) Courses in Singapore (Work-In-Progress Report)***

This study investigates the nature of the peer review process in the undergraduate English-for-specific-academic-purposes (ESAP) courses in Singapore. The preliminary findings suggest that the most frequent comments provided are content-related, followed by language-related and other types of comments, but "suggestion-provided" content-related comments should further be encouraged. This study also allows us to understand how students from different fields (e.g. hard science vs. social science) perform in peer review process.

Hsieh, Yi Chin — Nanyang Technological University

Hill, Christopher — Nanyang Technological University

***PAWsitve Outcomes Through Interactive Service Dog Education: The Professor Paws Project***

Service dogs increase independence and improve quality of life for their partners, yet service dogs are often misunderstood. The purpose of the Professor Paws Project is to provide interactive service dog education for future health care professionals at the University of Oklahoma Health Sciences Center and in the community. This presentation will provide an overview of the Professor Paws Project, its purpose, and results of research to date.

Isaacson, Mary — University of Oklahoma

Worley, Jody — University of Oklahoma-Tulsa

***To Interim or Not to Interim? The Challenges and Opportunities of Interim Senior-Level Administrative Appointments***

Due to unexpected vacancies or failed searches to fill senior-level administrative positions in higher education, institutions are faced with the option of making interim appointments. Based on a review of the literature and the author's own experience as a university president, interim dean and interim provost, this presentation will consider the potential advantages, and challenges associated with interim senior-level administrative appointments in higher education.

Hynd, George — University of Tennessee at Chattanooga

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Rippard, Kelly

***Using Digital Reflection In An Undergraduate, Instructional Technology Course For Pre--service Teachers***

This interactive presentation given via a digital infographic from Canva will focus on a qualitative research study being conducted in a senior instructional technology course for pre--service teachers. Undergraduate participants completed weekly open--ended reflections via Google Docs and a cumulative written reflection paper. Data is being analyzed using the phenomenological approach. Hopefully, this research will suggest one effective way to help pre--service teachers gain a deeper appreciation as well as skill for reflection and metacognition.

Rippard, Kelly — Old Dominion University

***Preparing the Next Generation of Students for the Future***

The educational system must shift the focus from what students learn to how well students can apply knowledge to break barriers, chart their own paths in life and ignite career passions and interests. As educators redefine the learning environment through technology and innovative teaching strategies, they must prepare students to meet changing workplace expectations by teaching them how to learn, compete and collaborate in a new global scenario.

Poirier, Sandra — Middle Tennessee State University

***The Effect of Student Demographics on the Perceptions of Teacher Behaviors and the Classroom Environment***

This study examined the perceptions that students have of their teachers and their learning environment. The study utilized a large sample of 3rd, 4th, and 5th grade students and analyzed the data through descriptive and inferential statistics. Results of the analysis suggest that, male, African American, and struggling students have lower perceptions of teachers and the classroom environment. Implications of these findings are discussed.

Schmidt, Marcelo — Texas Tech University

Zhang, Shuang — Texas Tech University

Franco-Westacott, Michelle — Texas Tech University

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Delano-Oriaran, Bola

***Preparing Pre-Service Teachers for Diverse Classrooms: Engaging Teacher Preparation Programs to Adopt the Authentic Culturally Engaged Service-Learning Approach***

This workshop focuses on the need for teacher education programs to disrupt their traditional approach to teacher preparation and shift into engaging pre-service teachers in required service-learning opportunities that are culturally authentic, community-based and engaged, humbling, specific and relevant. This session will engage participants in the ACE service-learning framework as a best practice in preparing teacher candidates for diverse classrooms. Steps using this framework will be outlined to support teacher educators in adopting this framework.

Delano-Oriaran, Bola — St. Norbert College

---

**Time:** 11:30 AM - 1:00 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 4  
**Session Topic:** Academic Advising and Counseling - Workshop **Session Chair:** Lee, Wanda

***Writing Your First Book: From Proposal Through Publication***

Ever wonder about writing a book on a subject you are passionate about? This interactive workshop will take participants through the stages of writing a book: initial concept, writing a proposal and signing a contract, the actual manuscript writing, the final editing and publishing process, and author involvement after the book is published. Participants are invited to bring their book ideas and, if desired, their computers to begin the book proposal development process.

Lee, Wanda — San Francisco State University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development **Session Chair:** Sergeev, Aleksandr

***Implementation of the Robotic Vision into the Simulation Environment***

Modern industrial robots employ a variety of technologies to enhance their ability to perform certain tasks. Although robotics play an essential role at a variety of manufacturing facilities, there is currently no accessible and free software that can give students the opportunity to learn concepts of industrial robotics without purchasing expensive, complex, proprietary software packages. This paper discusses NSF sponsored project to develop an engaging, free, and open-source robotic training software aimed at helping students learn the basics of programming robotic arms as well as concepts of robotic vision systems.

Sergeev, Aleksandr — Michigan Technological University

Kuhl, Scott — Michigan Technological University

Druschke, Vincent — Michigan Technological University

Hooker, Joshua — Michigan Technological University

***Embedding 21st Century Skills in Curriculum and Programs: Preparing Students for Career Success and Obtaining Employment***

Students enrolling in college have goals of obtaining the education, knowledge, and training necessary to begin a career and attain employment, but have little awareness of the additional “soft skills”, also known as 21st Century Skills, that are necessary, and often required, to become viable employees. Obtaining such skills, along with digital badge credentials for their resume and LinkedIn accounts, provides employers with more valuable, work-ready professionals.

Senk, Jodi — Rio Hondo College

Cartagena, Alyson — Rio Hondo College

***Strategies for Childhood Education in Web Development Skills***

Internet Academy’s instructors’ experiences of teaching computer programming to both adults and children of compulsory education age indicate that computational thinking programs at the compulsory education level should place priority on the understanding of the algorithms that underlie computer programming. We propose a three-step learning process of learning centered on the real-time comparison of visual and textual code, enabled by the use of visual programming tools.

Suzuki, Kenji — Internet Academy

Kayama, Hitomi — Internet Academy

Yamada, Hiroki — Internet Academy

Ooka, Kazuo — Internet Academy

Isshiki, Masao — Kanagawa Institute of Technology

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Farrell, Alice

***Integrating the Youth Engagement, Empowerment & Enhancement Social Emotional Learning Curriculum in Secondary Schools***

The Youth Engagement Empowerment & Enhancement Social Emotional Learning curriculum which was created by Dr. Alice Farrell and the development process will be shared. The foundational pillars are servant leader, service learning and project based strategies and interdisciplinary team support. Participants will have opportunities to discuss the curriculum within the context of the universal design framework and integration. The flexibility built into the curriculum to ensure inclusion of all youth with also be discussed

Farrell, Alice — Olive Branch Clinical and Consulting Services, LLC

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Priselac, Stephen

***A STEM Professional Development Workshop: Finding “Patient Zero” by Building and Using Evidence-Based Mathematical Models***

Roll up your sleeves and perform as an actual scientist or engineer while studying an outbreak of a potentially deadly pathogen using mathematical data analysis and modeling. Participants will learn strategies being used in a rigorous and exciting after-school STEM initiative. This workshop will provide a variety of hands-on, inquiry and design mathematical instructional methods utilizing effective assessment strategies.

Priselac, Stephen — National Center for the Advancement of STEM Education (nCSE)

Priselac, Nancy — National Center for the Advancement of STEM Education (nCSE)

Pyzdrowski, Laura — West Virginia University

Pyzdrowski, Anthony — California University of Pennsylvania

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Lomotey, Kofi

***Landing a Job in Academia: What to do Before, During & After the Interview***

Recent graduates from doctoral programs often go into interviews for academic positions totally unprepared. As a result, they typically leave a lot on the table. These losses are not just lost salary dollars; they include numerous non-monetary benefits about which they are just unaware. Too often, seasoned academics make similar mistakes because they, too, are unprepared to make the most of the search, interview and negotiating processes. In this workshop, I will offer guidance on issues to consider before interviewing for an academic position, during the interview and in the all-important negotiating process. Ample time will remain for discussion and questions and answers.

Lomotey, Kofi — Western Carolina University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education **Session Chair:** Doering, Aaron

***Toward User-Driven Adventure Learning: Combining Inquiry-Based Adventure with Technology-Enhanced Learning***

Adventure has been incorporated into education in multiple ways throughout history. When blended with technology, it provides an opportune forum for scaffolding students and teachers alike through the process of inquiry. This paper offers an overview of how adventure has traditionally been employed in formal and informal education, discusses the differences between adventure education and adventure learning, shares research conducted on the role of adventure in an adventure learning program.

Doering, Aaron — University of Minnesota  
Henrickson, Jeni — University of Minnesota

***A Phenomenographic Exploration of Trust in Online Learning Teams in an RN-BSN program***

The aim of this study was to explore the lived experience of developing trust in students engaged in virtual teams in an on-line two semester RN-BSN program. The results indicated more similarities than variances each participant's team experiences. Initially, the participants expressed concerns about how teams could function in an online environment. Overtime the participants conveyed a developing sense of trust with their team, expressing positive experiences that they subsequently incorporated in their workplace.

Wiggs, Carol — University of Texas Medical Branch, Galveston

***Community-Based Research in Rural India: A joint India-US Academic Partnership***

This presentation describes the early stages of a community-based research project which is part of our on-going, ten-year academic partnership. While basic, accurate global health data is needed in order to inform NGO as well as government-funded programs designed to improve the health of a given vulnerable population accurate data is remarkably hard to come by. Numerous stumbling blocks prevent the gathering of accurate data including access to vulnerable communities because of distance and community mistrust as well as a historic dearth of researchers willing to work in remote areas. Working in collaboration with our graduate nursing students this academic project aims to gather the data needed to inform care needed by seven remote rural villages in northern India.

Greene Ryan, Jane — Drexel University  
Viswanath, Lehka — Akal College of Nursing

***Self-Efficacy of Pre-service Early Childhood Teachers Participating in an Online Environment versus a Traditional College Setting***

This study evaluated the levels of self-efficacy between pre-service teachers who received instruction in a combined format of face-to-face and in an online learning environment, as compared to those who received instruction in a traditional college setting. The research reviewed which factors impacted self-efficacy in both of these groups, comparing student's overall performance during their course of study. Potential areas of additional support were considered that could increase the levels of self-efficacy for pre-service teachers.

Risacher, Mary — Southwest Minnesota State University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Meyers, Bud

***Measuring Opportunities to Learn Mathematics and Science in a Mathematics and Science Partnership Program***

The purpose of this study was to describe the measurement and monitoring of change in opportunities to learn mathematics perceived by students in a New England middle school participating in a U. S. Department of Education Mathematics and Science Partnership Program (MSP) beginning in 2015. Further, the study sought to determine the relationship between perceived change in opportunities to learn in student performance on a standardized measure of mathematics achievement.

Meyers, Bud — Lighthouse Evaluation

***Partners Learning Through Place: Researching the Facilitation and Impact of Experiential and Place-Based Education Within a School-University Partnership***

The purpose of our research is to investigate how educators' experiences in field studies with community partners can inform an interdisciplinary educational program (STEM/EXPO-Experiential Place-based Outdoor) based on a curriculum of place. Learning from place emphasizes a relationship with the land, something deeply respected in Indigenous communities but absent from much of place-based education. Our project seeks to close this gap by considering varying perspectives of place as it informs STEM/EXPO and teacher education pedagogy.

O'Connor, Kevin — Mount Royal University

***Framing STEM Success: Professional Development to Promote Teaching STEM Units and Lessons***

The presenters will share the STEM professional development journey of K-9 classroom teachers in Hilo, Hawaii. It includes findings of data collected using a STEM classroom observation protocol, a science efficacy questionnaire, and professional development pre- and post-surveys. Examples of STEM learning experiences in the various grade levels (aligned to both the Hawaii Content and Performance Standards and the Next Generation Science Standards) will be shared as well.

Pinner, Pascale Creek — Department of Energy  
Ray, Jan — University of Hawai'i at Hilo

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Lehua  
**Session Topic:** Adult Education **Session Chair:** Mirmontahai, Ashraf

***Supporting a Sense of Belonging among Immigrant Learners***

The presentation will report results of a small study conducted by a non-profit immigrant serving organization in collaboration with independent researchers. The study addresses the link between a sense of belonging and improved learning outcomes by exploring the factors that facilitate the development of a sense of belonging in the classroom among immigrant adult learners.

Mirmontahai, Ashraf — Saskatoon Open Door Society  
Kim, Tatiana — Independent Researcher  
Poncelet, Evan — University of Saskatchewan  
Saleh, Lavin — Saskatoon Open Door Society

***Identity & Lifelong Learning In Older Adults: A Qualitative Exploratory Research Study***

This exploratory research study highlights views of lifelong learning from two groups of individuals in late adulthood in the midwestern United States. Both formal and informal learning venues are explored. Six comparative findings and five qualitative themes are proposed supporting the idea that as the life-span continues to increase for individuals living in the U.S., implications arise for those involved in the journey of lifelong teaching and learning.

Stockton, Jamie — DePauw University

***Online Accounting Education for Nontraditional Learners***

In the current economic climate, accounting for a second career looks promising with the job outlook surpassing the average for all occupations according to Bureau of Labor Statistics. Obtaining quality education is a first step for the career switching, nontraditional learners to prepare for a successful transition to accounting careers. This paper discusses teaching strategies and ongoing efforts needed to support nontraditional learners to achieve successful academic outcomes in an online accounting course.

Lee, Nammy — University of Virginia

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Olsen, Danny

***The Quest for Higher Response Rates: Prize Draw Incentive Strategies at a Large Research University***

This presentation focuses on research since 2011 at a large research university that utilizes prize draw incentives in the quest for higher response rates from surveys to students and alumni. Research has included varying prize draw incentives including iPads, smart watches, varying cash valued gift cards, etc. Results will be shared including up to a 15% increase in response rates, as well as lessons learned, and thoughts moving forward in survey research in higher education.

Olsen, Danny — Brigham Young University  
McClendon, Richard — Brigham Young University

***Building Teacher Assessment Capabilities to Improve Instrument Quality and Teacher Marking Reliability***

Teacher assessment literacy and capabilities are critical in improving assessment instruments and teacher judgments on the standards of achievements by students. In this session the new system of 'Endorsement' of assessment instruments and 'Confirmation' of teacher marking used by the 20,000 teachers of Grades 11 and 12 in Queensland, Australia is examined. We will discuss how these processes enhance teacher assessment capabilities and provide richer feedback to students to have opportunities to meet achievable challenges.

Purnell, Ken — Central Queensland University

***Library Contributions to Student Success Through Predictive Analytic Tools***

Addressing student retention and graduation rates have been identified as a top priority by state universities across the United States. Libraries are an important campus entity that contribute to student success and retention. However, it has always been a challenge to provide hard evidence to their contribution. Consequently, more libraries are using predictive analytic tools to measure student engagement. This paper presents a case study, highlighting the implementation process, unforeseen institutional challenges, and possible solutions to using a large scale collaborative assessment tool.

Megwalu, Anamika — San Jose State University  
Borchard, Laurie — San Jose State University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 2  
**Session Topic:** Elementary Education - Workshop **Session Chair:** Richards, Karen

***Strength Based Schooling- Why It Is Important***

Focusing on student strengths, not areas of deficit at school can improve students' happiness, self-esteem, energy and vitality levels.

Strength based schooling also improves students' stress levels, resilience, engagement and development.

This workshop explores the research around strength based schooling and delves into some case studies of what can happen if strengths are not harnessed, particularly for elementary school boys. It presents cases where it has worked to change the lives of students and discusses some practical ideas for teachers and schools.

Richards, Karen — Catholic School Sydney  
Shepherd, Nicole — Catholic School Sydney

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Art Education - Workshop **Session Chair:** Darby, Mizgon Zahir

***Full STEAM Ahead! An Arts Forward Approach to STEM Education***

Educators are often scrambling to fit art into existing STEM lessons and call it STEAM. Art is frequently an afterthought in this process and is only added to existing STEM programs. The purpose of this workshop is to activate attendees in designing art forward science lesson activities. Attendees will collaborate in teams to design their own art activity to teach a STEM lesson.

Darby, Mizgon Zahir — Art in Action

Luong, Tony — Art in Action

Pittman, Jason — Art in Action

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Soli, Lori

***Looking Beyond the Glass: Using the Johari Window for (Self) Assessment in Higher Education***

Key elements of excellent teaching and learning can be located in the capacity for faculty and students to develop self-awareness and to give and provide feedback. These dispositional cornerstones facilitate establishing personal boundaries, exploring prejudices, developing goals and enhancing critical thinking skills. The Johari Window is an assessment tool to assist with developing and maintaining these critical skills. This session will provide an experiential opportunity for educators to explore varied uses of the Johari Window.

Soli, Lori — The Chicago School of Professional Psychology

Foster, Susan — The Chicago School of Professional Psychology

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Lomotey, Kofi

***Research on African American Women Principals: What We Know***

In this review, I consider research on black female principals for the period beginning in 1996 and ending in 2017, using 51 research reports obtained from dissertations, journal articles and a book chapter. In the review, I highlight the methodological and conceptual traits of these studies that serve as the conduit for singling out overstressed approaches as well as highlighting the most significant gaps in research on black female principals.

Lomotey, Kofi — Western Carolina University

***Latina Administrators in California Public Schools: A Narrative Study***

The purpose of the study is to develop an understanding of the challenges faced and barriers overcome by Latina administrators in public education. Three streams of literature were selected as a foundation to the proposed research: (1) social identity; (2) confluence of intersectionality; and (3) psychological capital relating to Latinas and their pursuit of the role of administrator.

Sandoval, Diana — Drexel University

***Building Learning Organizations: Emulating Business Organizational Structures in Academic Environments***

Administering academic institutions by adhering to common business principles and organizational structures can provide a template for effective leadership and management practices. Applying these corporate ideologies in academic environments offers a roadmap for effectual learning outcomes and positive pedagogical institutional paradigms.

Marashi, Kareem — Chapman University

***What Did School Principals Say about Special Education?***

School principals' perceptions on their knowledge, skills and leadership roles in providing special education services are investigated and analyzed. Results show that their understanding of special education is related to their practice, while age, gender, school levels are not correlated with their practice. Leadership programs in higher education including special education content are needed and will be discussed.

Sun, Anna — Rowan University

Xin, Joy — Rowan University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Lorenzetti, Diane

***Peer Mentorship in Graduate Education: An Exploration of Form and Function***

This paper presentation reports on the findings of an exploration of experiences and outcomes associated with graduate student peer mentoring relationships. Through our mixed methods study, we found that peer mentorship promotes positive learning environments in graduate education, and enhances developmental outcomes across academic, psychological, and social learning domains. In this presentation, we also report on best-practices to guide the development of institutional-level efforts to support and enhance the quality of peer mentoring relationships.

Lorenzetti, Diane — University of Calgary

Oddone-Paolucci, Elizabeth — University of Calgary

Clancy, Tracey — University of Calgary

Jacobsen, Michele — University of Calgary

Lorenzetti, Liza — University of Calgary

Nowell, Lorelli — University of Calgary

Freeman, Gina — University of Calgary

***Scientific Literacy for All: A Case Study Teaching Science to Women Who Are Incarcerated***

Although there is a need for all people in the United States to possess scientific literacy in order to make informed decisions in everyday life, there are not many college level courses that focus on teaching people that are incarcerated basic science practices. This qualitative case study explored the challenges and benefits of teaching a science course at a state correctional facility for women from the perspective of the instructor and the students.

Luera, Gail — University of Michigan-Dearborn

***Community Development, Education, and Community Engagement: Movement Toward Change***

This research provides an examination of the Historic Midtown Project in Gary, Indiana, and U.S.A. This is a sixteen-year research project to affect socioeconomic change in the Gary, Indiana. This paper highlights the research process, implementation of dual credit courses resulting from community engaged research and community economic development. This research is funded by a Historic Preservation Grant from the Historic Landmarks Foundation of Indiana, the Indiana Humanities Council and the National Endowment for the Humanities.

Jones, Earl — Indiana University

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Shealey, Monika Williams

***A Call to Action: An Educator Preparation Program and a Community Collaborative Take on Diversifying the Teacher Workforce***

One of the most persistent issues facing public education is the need for highly effective diverse teachers. The presenter will describe a unique partnership between the university, College of Education, and a P-12 collaborative devoted to addressing this issue. The presenter will share key elements of the program, ongoing data collection and analysis efforts, and implications for policy, research and practice.

Shealey, Monika Williams — Rowan University

***How Do We Talk About Teachers' Emotional Work?***

This presentation will examine how we talk about teachers' emotional work. We will consider the regulatory power of prevalent discourses and normative representations.

Sedergreen, Melanie — University of Calgary

***Lessons from Beginning Teachers: A Study Exploring the Effectiveness of Beginning Urban Teachers***

This presentation will explore a study examining the impact of an urban teacher preparation program on the feelings of preparedness and teaching practices of program graduates. Exploring data from 22 beginning teachers, the presentation will respond to the research question, "How do successful beginning teachers in urban schools conceptualize their teacher preparation programs?" Findings and participants stories can inform teacher preparation programs by highlighting specific program features and experiences that impact graduate's teaching practice.

Waddell, Jennifer — University of Missouri, Kansas City

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Hernandez, Ana

***Teacher Candidates Regain Home Language: A Retrospect of Restrictive Language in Schooling***

Session analyzes experiences of teacher candidates in becoming bilingual/biliterate during the 18 years of California's ban on bilingual education in public schools. It examines the candidates' bilingual identities during their schooling years and how they regained their native language despite the odds. Narratives highlight their struggles while in K-12 English-only education. Session discusses how candidates leveraged linguistic peace and equity after the passing of CA's Proposition 58 - allowing non-English languages for instruction.

Hernandez, Ana — California State University, San Marcos

---

**Time:** 1:15 - 2:45 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 4  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Mayorga, Mary

***Ethics and Wellness: It's Effects on Competency***

Review of ethical responsibilities that pertain to a counselor's therapeutic competency (effectiveness) that can be affected by counselor's level of wellness behavior.

Mayorga, Mary — Belmont University

deVries, Sabina — Texas A&M University - San Antonio

Wardle, Ann —

Hicks, Janet — Belmont University

---

## Poster Session

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Coral III

***Research Participant Selection in Early Childhood Special Education Single Case Studies***

There are two purposes to this systematic review. The first is to describe the demographic makeup of the individuals who participated in single case research design studies published in the Journal of Early Intervention and Topics in Early Childhood Special Education from 2014 through Spring 2018. The second is to compare the demographic makeup of these participants to federal data on the population of young children with disabilities who received services under IDEA Part B.

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

Buchter, Jennifer — University of Nevada, Las Vegas

Clark, Christine — University of Nevada, Las Vegas

Nelson, Leslie — University of Nevada, Las Vegas

Gelfer, Jeff — University of Nevada, Las Vegas

***Improving Learning Outcomes during Student Nurse Preceptorship.***

A BSN preceptor student is exposed to clinical experiences with an assigned RN preceptor at a given healthcare specialty. Each specialty provides a unique insight into the hospital setting. However, students may miss out on emergency care experiences connecting to specific learning outcomes of the BSN program. The results of this case study found preceptor students having positive learning experiences with the use of additional simulations to broaden the curriculum of the preceptorship program

Downing, Hazel — Hawaii Pacific University

***STEM Supplemental Instruction at San Francisco State University, a Large, Urban, Hispanic-Serving Institution***

SFSU has developed a successful STEM Supplemental Instruction (SI) program over the past 20 years in the College of Science & Engineering. Analysis of nearly 20,000 students in over 500 class sections has informed the development and maturation of the SI program. Data is presented for the relative performance of students by gender and race/ethnicity.

Bayliss, Frank — San Francisco State University

Rath, Kenneth — SageFox Consulting Group

Peterfreund, Alan — SageFox Consulting Group

***Living with Uncertainty: Understanding the Obstacles DACA Students Face in Higher Education***

This study explores the obstacles and challenges that DACA students in higher education encounter throughout their academic careers. Using a mixed methods approach, this study documents the stories of undocumented university students. It outlines the struggles they encountered to enter higher education and the challenges they face to complete their degrees. This study also addresses the types of support that students note increase their odds of success in higher education.

Valadez, Mercedes — California State University, Sacramento

***Giving Kids with ADHD an Equal Opportunity to Learn***

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

Zelenka, Valerie — Fort Hays State University

***Flip Teaching Approach of Education of AVX Programming using Web Applications***

Web applications for learning AVX (Advanced Vector Extensions) programming are developed for education using flipped classroom approach and the effectiveness of the applications are evaluated by using preliminary experiments. Our web applications consists of three types of programming exercises.

Wakatani, Akiyoshi — Konan University

Maeda, Toshiyuki — Hannan University

### ***Simulation Based Training: Preparing Camp Counselors for Extreme Reactions from At-Risk Campers***

Operating in 15 states, Camp Hope America focuses on children exposed to interpersonal violence. Through didactic lecture and simulation new camp counselors were trained for high risk situations including disclosure of abuse and cutting, and de-escalation of disruptive behavior. Analysis of data demonstrated counselors' self-report knowledge and confidence in recognizing and reporting physical & sexual child abuse, self-harming behaviors, de-escalation, and their ability to enhance campers' hope had significantly improved from pre-training to post-training.

Cribbs, Julie Miller — University of Oklahoma  
Bragg, Jedediah — University of Oklahoma  
Miller, Gloria — University of Oklahoma  
McLeod, David — University of Oklahoma  
Hellman, Chan — University of Oklahoma  
Wells, Steve — University of Oklahoma  
Pharris, Angela — University of Oklahoma  
Miller, Christina — University of Oklahoma

### ***A Multimodal Analysis of Saudi Arabic Television Commercials***

This study examines Saudi Arabic TV commercials from a pedagogical perspective as input for learners of Arabic as a foreign language. It focuses on the use of figurative language, specifically personification and metaphor, and how cultural artifacts in the advertisement interact to compose the message. The results of the study will contribute to the literature on language education in general, including ESL/EFL pedagogy.

Alsalem, Nuha Khalid — Ball State University

### ***Involvement in Promoting the Professional Development of Newly Graduated Nurses – from the Perspective of Senior Nurses***

The purpose of this study is to understand the involvement of senior nurses in promoting the professional development of newly graduated nurses.

Nakazawa, Saori — Saitama Medical University  
Suzuki, Eiko — International University of Health and Welfare  
Takayama, Yuko — Tokyo Healthcare University  
Setoguchi, Hitomi — Shumei University  
Kinouchi, Chiaki — Iwate University of Health and Medical Sciences  
Shiomi, Naoko — International University of Health and Welfare

### ***Variables Influencing the Behavior Management Practices Implemented by High School Teachers toward Students with Behavioral Difficulties***

This research explores variables influencing the use of classroom practices to manage behavioral difficulties by high school teachers. Participants (N = 903) were recruited by email and answered to the survey on a web portal. The use of proactive practices is influenced by many variables, while the use of reactive practices appears to be particularly influenced by the number of students presenting behavioral difficulties integrated in their classroom.

Massé, Line — Université du Québec à Trois-Rivières  
Nadeau, Marie-France — Université de Sherbrooke  
Gaudreau, Nancy — Université Laval  
Verret, Claudia — Université du Québec à Montréal  
Lagacé-Leblanc, Jeanne — Université du Québec à Trois-Rivières

### ***The Effect of Gender Priming on Self-Reports***

Our research examined the effect of gender priming and of gender of the experimenter on participants' responses to gender-relevant and gender-neutral questions. Gender-relevant questions included topics on substance use, emotions, and sexual activity, to which prior research has shown men and women respond differently.

Platts, Cory — Glendale Community College  
Clark, Ashley — Glendale Community College  
Worthy, Lisa — Glendale Community College  
Boninger, David — Glendale Community College

### ***The Inevitability and Implications of Utilizing Multiple Technology Platforms in K-12 Learning Environments, and Its Relation to Emerging Assessment Practices***

This poster will present a snapshot of the variety of technology platforms that school teachers are using in K-12 school environments, and its relation to innovative assessment practices. While schools and teachers benefit from streamlining their work through simplified systems, the constant emergence of new technology programs and designs only adds to the complexity of available options that enrich the learning experience of students. Implications and best practices are explored.

Kato, Hiroo — Visible Learning Designs  
Patterson, Sam — Echo Horizon School

### ***Innovations in Health Care Education: Professor Paws Project - Interactive Service Dog Education***

Service dogs are often misunderstood which leads to barriers, yet service dog education is not typically included for students in allied health degree programs. The purpose of this study was to quantify the impact of interactive service dog education on allied health students' understanding and perceptions of use, benefits, ownership, and rights of service dog users. This poster will summarize the study.

Isaacson, Mary — University of Oklahoma  
Worley, Jody — University of Oklahoma-Tulsa

### ***Designing a Course for Learning the Basic Usage of Artificial Intelligence and Critical Thinking***

This presentation includes the course design and students' perceptions of using Artificial Intelligence (AI). The main objectives in this course were to gain the basic knowledge of usage of AI, and to learn how to build the corpus data. It was master's level course at Polytechnic University of Japan (PTU). AI was first introduced to the course. The students actually built training data for the AI system that help search appropriate vocational training.

Handa, Junko — Polytechnic University of Japan

Arame, Maki — Polytechnic University of Japan

Fukae, Hirotada — Polytechnic University of Japan

### ***5 “Common Sense” Ways to Support Hawaiian Education: A Message from Hawaiian Educators to the World***

This presentation features critical insights from an ongoing discussion amongst Hawaiian educators (teachers, professors, parents, community-members) on ways to support Hawaiian-led educational initiatives that are focused on the health, well-being, and prosperity of Lāhui Hawai'i. Presented are “common sense” ways in which the often well-intentioned Hawaiian Education supporter may contribute in meaningful, informed, relative, and respectful ways to support Hawaiian education.

Cashman, Kimo Alexander — University of Hawai'i at Mānoa

Kuhahiko, Eomailani — University of Hawai'i at Mānoa

### ***A New Transition of Information Studies on Japanese Secondary Education - Analyzing of Difference of Old and New Government Course Guidelines and a Qualitative Analysis of Implementation Contents***

In this study, text mining was conducted on the previous two information studies courses of study, and changes were analyzed. The results quantitatively demonstrate a shift from computer science concepts such as “computer” and “database” toward more socially oriented content using words such as “problem solving”, “humans,” and “communication.” This conforms with the 21st century skills approach, and can be viewed as contributing to the development of students' social skills.

Kobayashi, Masanao — Takushoku university

Watanabe, Yuki — Tokyo University of Science

Inaba, Rieko — Tsuda University

Tatsumi, Takeo — The Open University of Japan

Ohtaki, Yasuhiro — Ibaraki University

Hasuike, Takashi — Waseda University

Ugawa, Tomoharu — Kochi University of Technology

Nakamichi, Noboru — Fukuyama University

Watanabe, Shinya — Muroran Institute of Technology

Kida, Takuya — Hokkaido University

Yamamoto, Yoshifumi — Hyogo Prefectural Education Training Institute

Onishi, Kei — Kyushu Institute of Technology

Matsuura, Toshio — Osaka City University

Ishikawa, Hiroshi — Tokyo Metropolitan University

### ***Effect Analysis about High-Speed Presentations of Educational Video with Synthetic Speech***

This study clarified the effect of hi-speeded educational video utilizing synthetic speech. In the experiment, 40 university students were shown video in 4 conditions: actual speed-synthetic speech, double speed-synthetic speech, actual speed-normal speech, and double speed-normal speech. Our main finding was that whereas the perception of normal speech as strange tends to be affected by the speed factor, the perception of synthetic speech as strange does not tend to be affected by that factor.

Nagahama, Toru — Waseda University

Morita, Yusuke — Waseda University

### ***Positive Classroom Management in Vocational Education: Effects of a Teachers' Inservice Training Program***

This paper presents the results of the main effects of the Positive Classroom Management Training Program in Vocational Training Education. Consisting of five training workshops, this program addresses classroom management, motivation, differentiated instruction, management of misconduct and problematic classroom behaviors. Based on a mixed research approach, the results show positive effects on the development of self-efficacy beliefs in classroom management and intervention practices for students with special educational needs.

Gaudreau, Nancy — Université Laval

Carrier, Geneviève — La Capitale School Board, Quebec, Canada

Nadeau, Marie-France — Université de Sherbrooke

### ***Comparison between Performances of Ability Estimators Used in Item Response Theory***

In this study, we performed a series of simulations to compare the performances of respondent's ability estimators, which are maximum likelihood estimator (ML estimator), maximum a posteriori estimator (MAP estimator), and expected a posteriori estimator (EAP estimator), used in Item Response Theory (IRT) analysis. Simulation results showed that EAP estimator was superior to the others in terms of the accuracy of estimates: bias and root mean square error of the estimators.

Todo, Naoya — University of Tsukuba

### ***Effects of Specifying Contents of Positive Reappraisal on Emotion Regulation***

The purpose of this study was to experimentally investigate the effects of specifying contents of positive reappraisal on negative and positive affect. Participants were 51 undergraduate and graduate students in a Japanese university, and they were randomly assigned to the free reappraisal group or the specified reappraisal group. The results suggested that the specified reappraisal group showed increased positive affect and reduced depression compared with the free reappraisal group.

Oikawa, Megumi — Tokyo Gakugei University

Suzuki, Miori — Tokyo Gakugei University

### ***Exploring of Longitudinal Changes and Factors Affecting the ICT Technical Support on University Using Latent Growth Curve Analysis***

We tried analyzing the actual situation of ICT utilization in higher education in Japan using latent growth curve analysis model. The data of all examinations for specific higher education institutions in Japan were acquired in 2010, 2013 and 2015. For this time, we estimated the average pattern of secular change of technical support system among the actual situation of ICT utilization, and extracted influence factors on aging change of technical support system.

Inaba, Rieko — Tsuda University

Takahira, Mieko — Rissho University

Tsuji, Yasuhiko — The Open University of Japan

Taguchi, Mana — Kyoto University

### ***The Influence Of Family Environment Factors And Class Climate On The Risk Of High School Dropouts In A Perspective Oriented Towards School Resiliency***

This research describe the relationship between parenting style, parental participation in school follow-up, the classroom climate perceived by students and the risk of dropping out of high school students in a perspective oriented towards school resiliency. Participants are students of a high school located in a disadvantaged socio-economic district in the province of Quebec, some of which are part of a resiliency process. A mixed methods design has been used.

Nadeau, Sandy — Université Laval

Lessard, Anne — Université de Sherbrooke

Deslandes, Rollande — Université du Québec à Trois-Rivières

### ***Ecological Analysis of the Conditions Surrounding the Inclusive Education of Students with Emotional or Behavioural Disorders in Primary School***

This research aim at documenting school stakeholders points of vue concerning favourable and unfavourable conditions for the inclusion of students with emotional and behavioural disorders in primary school in the province of Québec. Interviews to ascertain conditions were conducted with 58 school staff including teachers and non-teaching staff (special education assistant, psychologists, psychoeducators, administration) in 5 primary schools. Content analysis was conducted in line with the ecological of Bronfenbrenner (1979).

Verret, Claudia — Université du Québec à Montréal

Gaudreau, Nancy — Université Laval

Massé, Line — Université du Québec à Trois-Rivières

Nadeau, Marie-France — Université de Sherbrooke

### ***How Do Children Use Symbols in Childcare Situations? - Focusing on the Appearance of Pictures, Letters, and Numbers***

The purpose of the present study was to clarify when and how children use symbols in childcare situations. It became clear that symbols such as letters and numbers were used from 2 years old and that many children began using symbols from 3 - 4 years old. In addition, it was suggested that children used symbols in children's original expression before writing accurate letters and numbers.

Yamada, Mayo — Fukuyama City University

Asakawa, Atsushi — Kanazawa University

### ***Comparison of the Effects of Introducing ICT in Universities Education in Each Fiscal Year and University's Scale***

Based on the inventory surveys conducted in FY 2011, 2013, and 2015 of ICT Usage Education of all higher education institutions in Japan, we focused and analyzed a the difference in the scale scores of the 4 factors, which were "Increasing the university's brand power", "Improving educational methods", "Educational effects", and "Cost reduction", from "the effect of Introducing ICT in university education" item in each university size and each fiscal year.

Tsuji, Yasuhiko — The Open University of Japan

Takahira, Mieko — Rissho University

Inaba, Rieko — Tsuda University

Taguchi, Mana — Kyoto University

### ***Strategies for Preventing Burnout Among Japanese Male Nurses - from a Viewpoint of Mental Health Education in the Workplace***

This study aimed to examine factors related to burnout among Japanese male nurses working in hospitals. We examined 178 male nurses who had provided valid responses for the questionnaire. The factors were "Irritation," "Will to continue working," "Sense of work fulfillment," "Doing much housework," and "Assertiveness." Mental health education and training in the workplace aimed at reducing "feelings of irritation" and increasing "sense of work fulfillment" or "assertiveness" could help prevent burnout among them.

Takayama, Yuko — Tokyo Healthcare University

Suzuki, Eiko — International University of Health and Welfare

Kinouchi, Chiaki — Iwate University of Health and Medical Sciences

Setoguchi, Hitomi — Shumei University

Nakazawa, Saori — Saitama Medical University

Shiomi, Naoko — International University of Health and Welfare

### ***Japanese Early Childhood Teachers' Turnover Intention and Job Satisfaction***

Recently, nursery school and preschool novice teachers tend to resign earlier. As a result, it's hard to improve the early childhood teachers' professionalism. In such situation, the turnover among early childhood teachers is a serious issue. This study examines to reveal Japanese early childhood teachers' turnover intention and job satisfaction

Ueyama, Rutsuko — Fukuyama City University

Takasawa, Kenji — Fukuyama City University

Yamada, Mayo — Fukuyama City University

### ***Relations Between Professional Identity and Intention to Discontinue Employment for Nurses Working in University Hospitals in Metropolitan Area***

This study aims to identify details of relations between professional identity and intention to discontinue employment for nurses working in a university hospital in a metropolitan area. In the present study, there was no statistical relationship between the professional identity and the intention to discontinue employment for the nurses. For the future, it will be necessary to conduct a more detailed investigation by increasing the number of participants.

Shiomi, Naoko — International University of Health and Welfare  
Suzuki, Eiko — International University of Health and Welfare  
Nakazawa, Saori — Saitama Medical University  
Takayama, Yuko — Tokyo Healthcare University  
Shibata, Shigeko — Shukutoku University  
Setoguchi, Hitomi — Shumei University  
Kinouchi, Chiaki — Iwate University of Health and Medical Sciences

### ***Causal Model of Work Engagement of Registered Nurses and Licensed Practical Nurses with Different Educational Backgrounds***

This study aimed to examine a work engagement causal model to clarify whether there were differences in this model between RNs and LPNs. We examined 1,432 questionnaires. RNs and LPNs were considered to be partly different groups in the model. Work performance was greatly affected by work resources. However, in LPNs, indirect effects mediating work engagement were not recognized. Our results suggest that advanced education for LPNs is important.

Kinouchi, Chiaki — Iwate University of Health and Medical Sciences  
Suzuki, Eiko — International University of Health and Welfare  
Takayama, Yuko — Tokyo Healthcare University  
Takano, Mika — International University of Health and Welfare  
Setoguchi, Hitomi — Shumei University  
Nakazawa, Saori — Saitama Medical University  
Shiomi, Naoko — International University of Health and Welfare

### ***Research about the Chinese Teachers' Resources Allocation in Primary and Secondary Schools***

Teacher resource balance is an important indicator of balanced education. However, how to ensure the rational and effective allocation of teachers' resources under the conditions of market economy and how to promote the stability of outstanding teachers' resources in the economically underdeveloped areas is a major problem that the Chinese government is facing in the construction of teachers.

Wang, Zhichao — Northeast Normal University  
Liu, Haibin — Northeast Normal University

### ***Relationship Between L1 Print Exposure and the Speed of L2 Learning***

In this study the relationship between the first language (L1) exposure and the speed of second language (L2) was examined in Japanese college students (N=164). The findings showed that there was no significant correlation between L1 print exposure and L2 proficiency, but L1 print exposure had an effect on the speed of L2 learning, which implied that frequent L1 print exposure could contribute to make L2 learning easier and faster.

Hasegawa, Ayako — Takushoku University

### ***An Investigation on Student Assistants' Motivation and Self-Efficacy through a Tutor's Experiences in PBL***

Takase (the first author) has been practicing PBL at the faculty of Education of Tokai Gakuen University for freshmen who are taking a nursing teacher course by inviting senior students in the same course as student-assistant tutors instead of using expert tutors. This study investigated if, and how, the tutors grew, especially focusing on their motivation and self-efficacy, through their experiences in PBL. The educational significances and implications will be discussed.

Takase, Kayoko — Tokai Gakuen University  
Aotani, Noriko — Tokai Gakuen University

### ***Incorporating Culturally Competent Technology Advanced Interprofessional Experiences in Six Different Health Care Providers Curriculums***

Academic healthcare curriculums need to prepare future healthcare workforce to work on interprofessional teams, use current technologies and provide culturally competent care. An innovative teaching-learning initiative using simulation scenarios was introduced to increase the number of nurse practitioners and other healthcare providers (physical therapists, occupational therapists, athletic trainers, speech pathologists, and medical students) who will have knowledge to function in technologically advanced interprofessional culturally competent teams.

Cornely, Helen — Florida International University  
Garrido, Maria — Florida International University  
Dlugasch, Lucie — Florida International University

### ***The Neurosequential Model of Trauma: Application to the Classroom***

Dr. Vicki A. McGinley has been trained in the Neurosequential Model of Trauma informed care by Dr. Bruce Perry. She will cover the 6 core elements of positive developmental education experiences to address trauma (relations, relevance, repetitiveness, rewarding, rhythmic and respectful). She has begun to train this work that is applicable to all classrooms.

McGinley, Vicki — West Chester University

### ***Streaming Audio/Video, Screen Captured Video, Podcasting, and Desktop Video Conferencing—Essential Tools and Strategies for Creating Innovative E-Learning Courses***

This presentation describes how Internet-based undergraduate and graduate programs in business education and information technology evolved by incorporating streaming audio/video, screen captured video, podcasting, and desktop video conferencing components into courses to create a sense of “community” among students and make the courses dynamic.

Wallace, Ivan — East Carolina University

### ***Pioneering Digital Media in the 21st Century: The Effects of Personal Branding on the iGeneration***

The proposed presentation explores the iGeneration level of awareness on the effects personal branding through digital media platforms could have on their admittance into a college, university, or the workforce. This mixed methods sequential explanatory study seeks to establish a communication strategy or best practice guidance that can be utilized to educate all stakeholders on this emerging phenomenon.

Brooks, Tamara — Drexel University

### ***Classroom Management Practices of Behavior Difficulties: Variables Influencing Their Use By Elementary Teachers***

This research verifies the role of individuals and contextual variables influencing the use of classroom management practices to manage behavioral difficulties. Participants (N = 1373) are elementary teachers who answered a survey on a web portal. Analysis of univariate variances and regressions are used.

Nadeau, Marie-France — Université de Sherbrooke

Massé, Line — Université du Québec à Trois-Rivières

Verret, Claudia — Université du Québec à Montréal

Gaudreau, Nancy — Université Laval

Lagacé-Leblanc, Jeanne — Université du Québec à Trois-Rivières

### ***Integration of Medical Marijuana Content Into a College of Pharmacy Curriculum***

The purpose of this study was to gauge third year pharmacy students' knowledge regarding Cannabis for medical use. Students were surveyed, taught, and assessed on the legal regulations, therapeutic benefits, and adverse effects of medical marijuana therapy. Following instruction, there was a significant increase in students' knowledge of therapeutic benefit and legal policies. This data promotes the inclusion of medical Cannabis education in college of pharmacy curriculums to best equip future pharmacists.

Singleton, Brittany — Xavier University of Louisiana

Nguyen, Katrina — Xavier University of Louisiana

Taylor, Ashley — Xavier University of Louisiana

Al-Dahir, Sara — Xavier University of Louisiana

### ***The Hermeneutic Heart: Narratives of Silencing, Solitude, Respite, and Promise***

This poster constitutes a representation of a paper written by three cross-disciplinary colleagues explicating their conceptions, interpretations, understandings, and enactments of what it means to live, and to live with, a 'hermeneutic heart' in the midst of other, seemingly more dominant, 'ways of being'. Through words and images, we illuminate our narratives and share our interpretations of what we mean by living, and living with, a hermeneutic heart.

Mathison, Bev — Mount Royal University

Hughes, Scott — Mount Royal University

Hart, Joanna Szabo — Mount Royal University

### ***Service-Learning Courses: Enjoyment, Engagement, and Entitlement in Emerging Adults***

Service-learning is a high-impact practice, which has been shown to benefit students from many backgrounds. However, there are gaps in the research about what types of students benefit most from service-learning. This is a work-in-progress research project that will solicit feedback from others in higher education.

Lewis, Emily Acosta — Sonoma State University

### ***Refining Healthcare Practitioner Communication with the LGBTQ Patient: A Work-in-Progress Lesson Design for Health Professionals***

A major aim of healthcare is to improve health outcomes; as well as reducing health inequities among groups of individuals. In the case of lesbian, gay, bisexual, and transgender (LGBT) patients, some healthcare practitioners are less confident in communicating appropriately with this patient population. This work-in-progress undergraduate student project the construction of a 50 minute lesson for health practitioners to address common communication topics; with the goal of improving the healthcare experience for LGBT patients.

Pleban, Francis — Tennessee State University

Green, Aiyana — Tennessee State University

### ***The Effects of Music on Student Mood in the Junior High School Physical Education Environment: A Work-in-Progress Report***

A goal for education across all content areas is to create a positive learning environment that will give students opportunities to learn. Physical activity has been identified in improving mood, and music along with physical activity, has a greater likelihood of creating positive participant dispositions. Utilizing the abbreviated version of the Profile of Mood States (POMS), the purpose of this current study is to investigate if music played during PE class significantly influences student mood.

Pleban, Francis — Tennessee State University

Barney, David — Brigham Young University

### ***Development of Nutrition Education Program for Kindergarten Children focused on Cooking Activities***

Shokuiku (means Food and Nutrition Education in Japan) for children exerts great influence on both mental and physical growth, and also on their character formation. In recent years, vegetable-dislike kids number increase, it become a big problem. The purpose of this study is to provide the development of nutrition education program using a cooking activity that is suitable for children, parents and teacher to increase the intake of vegetables in kindergarten in Japan.

Myojin, Chiho — Kindai University

Kohri, Toshiyuki — Konan Women's University

Kawanishi, Masako — Kindai University

### ***Burnout prevention: An outreach program for probation and corrections workers***

Probation and corrections officers are at risk for burnout. Turnover rates range from 12-45%, with higher rates for those working with sex offender populations. Effects of stress from their work are seen in their family life where they might limit their children's activities and are hypersensitive to others in public. This presentation will explore the stress and burnout risks these workers face, and prevention strategies to assist them in coping with workplace stressors.

Keim, Jeanmarie — University of New Mexico

Woodford, Julia — University of New Mexico

### ***On-Campus Counseling Training Clinic: Do's and Don'ts***

This presentation explores common issues addressed when a counselor education program has a training clinic where counseling students treat clients during practicum/internship. Students benefit from being observed during their sessions and given immediate feedback by peers, graduate assistants, clinical director, and doctoral supervisors. Conversely, student privacy in feedback, and multiple relationships can become obstacles. Additional ethical, professional and logistical issues arise. Issues and solutions will be presented.

Keim, Jeanmarie — University of New Mexico

Bramble, Mary Kathryn — University of New Mexico

Suri, Tanupreet — University of New Mexico

Woodford, Julia — University of New Mexico

### ***Bereavement: Healing with Others***

Loss of a loved one generally is recognized in a group setting (a funeral, memorial, and celebration of life, etc.). However, once the ceremony is completed, people are often left to grieve alone. This presentation will cover various aspects of bereavement and a model to address grief within the group context.

Suri, Tanupreet — University of New Mexico

Bramble, Mary Kathryn — University of New Mexico

Keim, Jeanmarie — University of New Mexico

### ***A Study on Educational Administration Pre-service Thinking on Best Practice in Educational Leadership: Preliminary Data***

This study examines how pre-service educational administration candidates view empirical research, craft knowledge, and "best practice" in educational administration leadership.

Hunter, Joseph — Western Washington University

### ***Reading to Succeed: An Examination of Interests and Motivations of Struggling Pre-Adolescent Readers***

This presentation will discuss a research study that investigated the interests and motivation of struggling fourth and fifth grade readers, seeking an understanding of the impact of high-interest low-readability books (Hi-Lo books) on the engagement of struggling readers in literacy intervention. The presentation will provide pedagogical practices to engage struggling readers, highlighting struggling readers' interests and motivations and emphasizing the importance of Hi-Lo books for reading education.

O'Neill, Kristen — Elon University

### ***SPECTRUM Lifespan Autism Resources and Training: An Exciting and Innovative Online Course Consisting of 12 Modules that Cover the Landscape of ASD using a Story-based Multimedia Approach***

This short course (12 modules) is more than it appears. Fully online, flexible monthly deliveries, developed with a local focus, SPECTRUM has garnered attention across Canada. Unique in its approach and written using UDL principles, the content embraces multimodal storytelling to convey curricular messages. Illustrated fictional stories, video interviews of local individuals with Autism, families and professionals combine with LightBoard clips in Moodle for an engaging and accessible learning experience.

Thiessen, Lisa — Selkirk College

Green, Jane — Selkirk College

Pozin, Michelle — Mt Sentinel Secondary School

### ***Exploring the Influence of an Arts-Based Mindfulness Program on Student Behavior and Classroom Conduct in Selected Urban Middle School Classrooms***

A lack of innovative solutions for addressing the needs of students has led to an increase of behavioral offenses, occurring at a high-volume, affecting classroom culture. I am conducting a research study on arts-based mindfulness, as a response to student behavior and classroom conduct in schools, through the implementation of a piloted program with urban students in a Washington, DC Title I school.

Wilson-Flippin, Kendall — Drexel University

Pittman, Joyce — Drexel University

### ***Innovative Data Presentation and Methods of Interactive Data Visualization – A Case Study of Reporting STEM Graduate Education Programs' Outcomes***

This session will present a case study of using interactive data visualization techniques to demonstrate graduate students' outcomes in the fields of Science and Engineering. By demonstrating example data visualizations through using cloud-based software, we will discuss examples of interactive data visualization by exhibiting a website created by our presenters that includes downloadable graphics, user-friendly design, and integration into the current and previous reports and statistics published.

Komura, Kiriko — Keck Graduate Institute

Thomas, Michael — Claremont Graduate University

Fitzsimmons, Jos — SUNY Oswego

### ***Utilizing Professional Learning Communities to Build Faculty Capacity Through Meaningful Professional Development***

The challenges confronting higher education institutions are clear; many have improved access for students of color and under-represented populations, and now must close equity/achievement gaps and graduate those students. Learn how a large open-access primarily undergraduate institution that is also a designated Hispanic Serving (HSI) and Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) is effectively utilizing the Professional Learning Community professional development model to challenge faculty to improve their teaching practices.

Sessoms, Deidre — California State University, Sacramento

Tashiro, Lynn — California State University, Sacramento

### ***A Primary Goal of English Education for Young People - A Discrepancy between Parents' Expectation and Teachers' Perspectives***

In Japan English education for children is rapidly becoming widespread. The research shows that parents and teachers think about its goal from different perspectives. Parents want their children to have the advantage of knowing English in the future. On the other hand, most of teachers who are engaged in early childhood education have a strong desire that children should be aware of the existence of some cultures or languages other than Japanese through learning English.

Tsuda, Hiromi — Meiji University

### ***Use of University Resources and Self-Reliance among Former Foster Youth***

This poster presentation contains my summer research conducted at Purdue University. This research focuses on use of university resources specifically on the population of former foster youth.

Velazquez, Jose — Washington State University

### ***Generating Knowledge of Construction Project Impacts in a Societal and Global Context***

In recent years, the senior capstone course sequence in the 4-year Construction Engineering Technology B.S. degree program has focused on developing and building service learning projects for local non-profit organizations. By engaging with outside organizations, the goal is to expose students to the impacts of construction projects in a societal and global context. Although students appear to enjoy working on real community projects, does the experience actually generate the knowledge and exposure intended?

Manion, William — University of Maine

### ***Course Re-Design Considering the Advent of Modern Mobile Technology***

Fresno State's DISCOVERe mobile-learning program is a professional development program where faculty members are trained to "(i) support course redesign and course learning outcomes, (ii) include opportunities for innovation and engagement within the classroom, (iii) reduce the cost of education for Fresno State students, (iv) increase equity and access by supporting learning anytime, anywhere, and (v) prepare Fresno State students for careers by increasing technological proficiency." The DISCOVERe training was completed in two phases: participation in a semester-long faculty-learning community followed by a week-long Summer Institute. This abstract presents the reflections detailing the week-long training taken.

Mahalik, Nitaigour Premchand — California State University, Fresno

### ***The Impact of Teacher Victimization on Teacher Turnover***

Teacher victimization is a serious school problem, having detrimental negative effects on victimized teachers and schools. Despite the seriousness and importance of the issue, few empirical studies have examined the impacts of teacher victimization on teachers' actual turnover. Using a longitudinal sample of teachers in a southwestern city of the United States, the present research investigates the relationship between teacher victimization and teacher turnover.

Moon, Byongook — University of Texas San Antonio

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Evans, Suzanne

### ***Inclusive Children's Literature: Selection and Use in Today's Diverse Classrooms***

This interactive workshop examines the selection and use of inclusive literature (especially in relation to children with disabilities) in classrooms. Participants will review what constitutes inclusive literature; explore the benefits of inclusive literature; discuss the internal and external factors affecting teacher decisions in selecting literature; engage in hands-on strategies with inclusive literature and discuss strategies for selecting and using inclusive literature in the classroom. A bibliography of inclusive books and resources will be shared.

Evans, Suzanne — National University

Tatman, Britt — National University

Thorsos, Nilsa — National University

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Pinna-Perez, Angelica

***Decolonizing the Performance of Latinx Identity: Radicalizing the Classroom and Beyond***

In our attempt to creatively and critically co-construct pedagogy, we explore how activism in education is defined and/or redefined in the current U.S. socio-political climate. Two case examples of performance activism in education regarding the decolonization of Latinx identity will address how performance can be used to spark dialogue, engaging classrooms and communities in critical social-emotional exchanges. We assert performance can be used as a tool for radicalization of the human spirit in the classroom and beyond.

Pinna-Perez, Angelica — Lesley University  
Wager, Amanda Claudia — Lesley University

***Identifying Roadblocks and Pathways: A Librarian and Teaching Faculty Collaboration to Improve the Business Information Literacy of First-Year University Students***

Set in the context of a mandatory introduction to business course, this paper describes the iterative process by which an information literacy session was re-designed, with the objective of understanding and improving how students learn information literacy skills. This research used lesson study design, and included an observational study within a flipped classroom. Researchers identified factors that prevent or enable students' understanding of complex concepts. Learnings were implemented, resulting in more effective learning for students.

Premji, Zahra — University of Calgary  
Wheeler, Justine — University of Calgary  
Althouse, Norm — University of Calgary  
Hedges, Peggy — University of Calgary

***Student Perspectives on Using an e-Textbook in Non-majors General Biology Online Course***

This session will provide participants the platform to engage in discussion on the use of etextbooks in an online non-science majors general biology course. We will engage in conversation on the impact of the student's view on their learning process. Results from this qualitative study will be discussed to highlight the students' perception of the impact of etextbooks have on the overall learning experience.

Mellieon-Williams, Francesca — Southern University and A&M College  
Mellieon, Harold — Southern University and A&M College  
Spruel, Loretta — Southern University and A&M College

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education **Session Chair:** Ellis, Rufus

***The Proliferative African-American Male Achievement Gap in Florida Public Schools: An Acquiescent Standard or an Exigency for Change***

The presentation will focus on an examination of the proliferative African-American male achievement gap in Florida public schools: an acquiescent standard or an exigency for change. The presentation format will be lecture driven via the use of a power point.

Ellis, Rufus — Florida A&M University  
Wilson, Vivian Wright — Florida A&M University  
McGriff Farlin, Tammy — Gadsden County Public Schools

***4-H Volunteers Define Success as Knowledge and Learning and Suggest Perceived Characteristics that Lead Youth to Success***

4-H volunteers were asked to define success in the 4-H program. The theme Knowledge and Learning was discussed most (49%). Volunteers were also asked to categorize youth characteristics into successful, successful with guidance, and will have a difficult time with success. Factor analysis showed values were indicators of success, while youth with challenges may have a difficult time being successful in the program.

Espinoza, Dorina — University of California  
Miller, JoLynn — University of California  
Borba, John — University of California  
Hill, Russel — University of California  
Lewis, Kendra — University of California  
Schoenfelder, Emily — University of Illinois  
Worker, Steven — University of California  
Trzesniewski, Kali — University of California

***ReadyComm: A Hands-on Practice for VoIP Network***

In higher education, it is not easy to provide a hands-on practice to verify learned knowledge. The research question we have is: how to design a hands-on practice for the students to verify learned knowledge of VoIP technology. We present ReadyComm - a project designed to help the students create and manage their own VoIP network. We firmly believe this is a good example that should be shared to other similar teaching institutes.

Guillen, Sean — Wentworth Institute of Technology  
Fernandes, Chris — Wentworth Institute of Technology  
Yun, Mira — Wentworth Institute of Technology  
Yu, Chen-Hsiang — Wentworth Institute of Technology  
Ellabidy, Magdy — Wentworth Institute of Technology

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Suters, Leslie

***Preliminary Analysis of a Two Year Science and Literacy MSP Grant for K-12 Teachers in Four Rural Districts***

This paper shares the preliminary outcomes of a 2016-2018 Math Science Partnership grant designed to promote change in teachers' science content and pedagogical knowledge through the use of critical reading and technical writing directly aligned with K-12 grade-level content. Approximately 120 science teachers received over 150 hours of face to face contact, with more scaffolding through local and online PLCs as well as classroom visits for peer coaching, modeling, observations, interviews, and focus groups.

Suters, Leslie — Tennessee Tech University

Trent, Kristen Pennycuff — Tennessee Tech University

Ogbomo, Queen — Tennessee Technological University

Wendt, Stephanie — Tennessee Tech University

Moore, Kelly — Tennessee Tech University

***Effective STEM Education in Economically Disadvantaged Schools: Using Inquiry-Based Pedagogies in STEM Teacher Certification Courses***

This presentation shares results of introducing robust, inquiry-driven physics courses to the teachHOUSTON STEM teacher certification program at the University of Houston. Benefits to STEM education in socioeconomically challenged, urban schools are derived from low-cost inquiry activities engaging all student in the learning process. The approach's effects on teacher induction/retention/attrition/development over the career continuum will also be discussed. Producing more students who study the STEM disciplines and enter STEM-related careers is the desired outcome.

Stokes, Donna — University of Houston

Evans, Paige — University of Houston

Manuel, Mariam — University of Houston

McAlister-Shields, Leah — University of Houston

Craig, Cheryl — Texas A&M University

***Elementary Mathematics Specialists: The Role of Certification, Mathematical Knowledge for Teaching, Beliefs, and Teaching Practices in Predicting Student Achievement***

We share results from a study of Elementary Mathematics Specialists (EMS)—teachers with specialized training in mathematics content and pedagogy—and their non-EMS peers teaching in the same schools and grade levels. Using hierarchical linear modeling (HLM), we discuss the role of mathematical knowledge for teaching, self-reported beliefs, and observed teaching practices in predicting student achievement in mathematics. Moreover, using path analysis, we report complex relationships between EMS-certification, teacher knowledge, beliefs, practices, and student outcomes.

Tarr, James — University of Missouri

Webel, Corey — University of Missouri

Dong, Nianbo — University of North Carolina Chapel Hill

Yeo, Sheugyun — University of Missouri

Austin, Christopher — University of Missouri

Shim, Heyjin — University of Missouri

***What Students Need to Know About Mathematics and Statistics in the Real World***

In an attempt to help reduce the shortage of suitably trained employees in the STEM areas, there needs to be an increased focus on teaching about the importance of mathematics and statistics in the real world so that students understand the high demand for such skills in the workforce. Not only should these skills be emphasised to undergraduates in the tertiary setting, but they also need to be a focus for teachers in secondary education.

Stojanovski, Elizabeth — University of Newcastle

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Lehua  
**Session Topic:** Student Affairs **Session Chair:** Robertson, LaToya Rene

***Equity In Campus Conduct***

Discussion of proposal for future research on the equity in the campus conduct. The research proposed is to evaluate the how equitable is campus conduct specifically at institutions that staff demographic does not reflect the student population served. In the session I will discuss the relevance and importance of equity as it relates to educational effectiveness in the conduct process in higher education. The research will evaluate if the process serves its purpose as a tool of education and genuine method of restorative justice.

Robertson, LaToya Rene — University of Massachusetts Dartmouth

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Zinga, Dawn

***Decolonizing Relationships in Higher Education: Moving Reconciliation Forward***

This SSHRC funded research project focused on student and faculty experiences at two Ontario universities in relation to the TRC calls to action. Specifically, We examine the theme “relationships” and explore its expression and experience by both Indigenous and non-Indigenous students and faculty. Unpacking relationships and examining multiple impacts on faculty, students and university initiatives offers opportunities to identify underlying issues that have resulted in universities struggling to authentically address the TRC calls to action.

Zinga, Dawn — Brock University

Styres, Sandra — University of Toronto

***Indigenous Youth Work-life Transitions and Mental Health. Perspectives from Educators, Employers and Policy Makers***

Canada’s Truth and Reconciliation Commission has highlighted issues of cultural identity, education, and mental health for Indigenous peoples. Though exemplary practices and programs exist that focus on Native youths’ life transitions and mental health, educational and workplace policy change remains a challenge. We share perspectives from interviews with educators, employers and policy makers regarding the macro-level shifts needed to integrate the cultural awareness and relevance that promotes success for Indigenous youth and young adults.

Marshall, E. Anne — University of Victoria

Stewart, Suzanne — University of Toronto

***Indigenous Student Support, Scholarships and Completion: A Mixed Method Study***

This project aimed to understand why the uptake of scholarship applications by Aboriginal and/or Torres Strait Islander undergraduate students at CQUniversity is low in comparison to the number of available scholarships for that cohort. The project also sought to gain student's perspectives about their reasons for not applying for a scholarship, what other institutional support could assist them with completion and to understand whether they view scholarships as a priority in assisting them with completion.

Mann, Julie — CQUniversity

Daniels, Carolyn — CQUniversity

Mann, Melinda — CQUniversity

Fredericks, Bronwyn — CQUniversity

***The Implications for First Nation Schools and the Implementation of the Alberta Teacher Quality Standard and the (TQS) Leadership Quality Standard (LQS)***

The province of Alberta has committed to the implementation of the calls to action from the Truth and Reconciliation Commission (TRC) of Canada. One of the outcomes is the introductions of new standards for teachers and school leaders in the area of First Nation, Metis and Inuit education. This paper will explore the implications for First Nations schools which operate under federal jurisdiction but must comply with provincial regulations in order to operate their schools.

Steinhauer, Noella — University of Alberta

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership **Session Chair:** Tapp, Anne

***Cyber Ethics and Education: The Role of Teachers in Today’s Digital World***

With the instant availability of information on the Internet and lack of exposure to digital citizenship, students’ temptation to become a hacker and potentially execute destructive acts using technology is real. This paper addressed the growing need to teach early digital citizenship to students and for teachers and administrators to become leaders and standard bearers in this growing area.

Tapp, Anne — Saginaw Valley State University

Jaksa, Joseph — Saginaw Valley State University

***The Politics of Gender Equality in the United States***

This work-in-progress report examines the current issue of gender equality in the public education system in the United States, with particular emphasis given to both sides of the debate regarding the controversy of ‘transgender students’.

Traynor-Nilsen, Patricia — National University

***The Survey and Suggestions on the Leader’s Authentic Leadership in Primary and Secondary Schools***

Authentic leadership is the leading edge of the development of leadership theory in twenty-first Century. According to the survey, the authentic leadership of primary and secondary school leaders has achievements, problems and obstacles in practice. It is necessary under the guidance of the authentic leadership theory, though reflection and self-discipline, originality and judgment, valuable memory of major events, authentic dialogue and empowerment, handle interpersonal relationships properly, highlighting leadership of virtue.

Yang, Yingxiu — Northeast Normal University

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Educational Psychology - Workshop **Session Chair:** Mueller, Laura

***Implementation of a Mindfulness Curriculum at a San Diego Elementary School***

Educators are recognizing that school based mental health concerns require services in the areas of education, prevention, and intervention. With rising numbers of students with social-emotional and behavioral difficulties in school aged populations, it is important to identify programs that are effective at teaching self-regulation strategies to school-aged children. The current study investigated a social-emotional curriculum with a mindfulness element entitled MindUP™.

Mueller, Laura — Alliant International University  
Fisher, Steve — Alliant International University

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Richardson, Sandra

***Clinical Supervision of Intern Teachers***

Intern teachers and their mentor teachers receive support from the Education Faculty at The University of Virginia's College at Wise. The College is located in rural Southwest Virginia; therefore, some interns are placed in schools that are more than an hour drive from the College. It is of utmost importance that the Education Faculty trains the mentor teachers. Intern teachers are guided through clinical supervision.

Richardson, Sandra — University of Virginia's College at Wise  
Brame, Priscilla — University of Virginia's College at Wise

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Marković, Ljiljana

***The Autonomous Learner Paradigm and L2 Teaching***

The authors of this paper will first of all revisit the Autonomous Learner Paradigm from a theoretical point of view, and then review the CEFR, the Descriptors for all types of activities, The European Language Portfolio and The European Language Passport. After that, the theoretical premises will be verified through a Case Study implemented with students of the Japanese Department at the Faculty of Philology of the University of Belgrade, in Serbia.

Marković, Ljiljana — University of Belgrade  
Francuski, Biljana Đorić — University of Belgrade

***Teaching Teamwork in a Professional Master's Degree Program***

Teamwork is a vital skill in the library and information studies (LIS) profession. This paper reports on a multi-method study examining how well teamwork is taught in a professional LIS master's degree program.

Mandel, Lauren — University of Rhode Island  
Karno, Valerie — University of Rhode Island  
Moen, Mary — University of Rhode Island  
Mias, Sarah — The Farmington Libraries

***High School to Higher Ed – Supporting Students to Manage Stress***

This paper outlines three categories of research-supported interventions aimed at supporting students in managing stress as they transition from high school into the postsecondary system. The categories all revolve around connection – first to resources, then to the self and finally to the future. Implications for educators and counsellors are discussed.

Miller, Janet — Mount Royal University

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Thindal, Jin

***#Me Too: Love Cries out for a Place in Education***

In the US, someone is sexually assaulted 'every 98 seconds.' Virtually all the perpetrators are male and virtually all have gone through formal schooling. While love is 'central to human existence' (Fromme 1956) and everyone thinks they understand it, bell hooks (2000) maintains that "the truth is, far too many people in our culture do not know what love is." The #MeToo movement has rightly brought the issue of sexual assault to the forefront of public discourse. Other events continue to reveal a desperate need to improve our understanding of love and how a lack of it can have devastating consequences. This presentation argues that failure to understand love contributes to sexual and general violence, and discusses what role education can play to prevent such harm.

Thindal, Jin — Simon Fraser University

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Persiani, Kimberly

***Classroom Management: Establishing a Structured Learning Environment Using a Simulation Classroom***

This workshop presents an introduction to how residents in our Los Angeles Teacher Residency Program at CalStateLA incorporated TEACH Live into their Transformative Teaching in Diverse Urban Classrooms course to practice their skills with classroom management techniques and lesson delivery. TEACH Live is a mixed-reality, real time, interactive, simulated, virtual classroom developed by UCF, which provides residents the opportunity to develop their pedagogical practice in a safe environment that doesn't place real students at risk

Persiani, Kimberly — California State University, Los Angeles

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

---

**Time:** 3:00 - 4:30 PM / **Monday** - 1/7/2019 / **Room:** South Pacific 4  
**Session Topic:** Art Education **Session Chair:** Bush, Benjamin

***Less Lecturing, More Sharpening***

Modern day teaching is challenging and design education is no exception. Often we employ the use of metaphors and similes to frame the way that we see a problem, build upon preexisting mental models, and increase the chances for early success. I would like to discuss the parallels between design education and tool sharpening to help manage expectations, set high standards, increase the cohesiveness between faculty, and build a culture that values mentorship and excellence.

Bush, Benjamin — Auburn University

Cotton, Halley — University Alabama at Birmingham

***Teaching Playwriting – Strategies for Story Generation***

Every playwright must confront the terror of the blank page. For students of playwriting, this represents the biggest obstacle – how to begin. In this presentation I will describe and demonstrate exercises that have proven useful for story generation among students.

Martini, Clem — University of Calgary

***Emotional Evidence in Symbols Both in Digital and Physical Platforms***

The research documents the Discoverability in Interactionism and the Role of Emotional Evidence in Symbols (visual and feedback signals), which focuses on; 1) symbols transform the nature of the environment in which the human species lives, 2) symbols make it possible for the behavioral dispositions, or attitudes, of one to be reproduced in another, 3) symbols make it possible for an individual to be a part of every environment to which they respond.

Kim, Young Ae — South Dakota State University

***On Top of the World? Myths and Truths About Finnish and Nordic Art Education***

This presentation provides an overview and critique on art education in Nordic countries: Finland, Sweden, Denmark, Norway, and Iceland. The cultural, educational, political and historical similarities and differences, and their perceptions, myths, and effects on art education in each country are discussed.

Kallio-Tavin, Mira — Aalto University

Tavin, Kevin — Aalto University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Hibiscus 1  
**Session Topic:** Special Education **Session Chair:** Stutler, Susan Lee

***Intellectually Complex, Emotionally Intense and Wonderfully Imaginative, Science Fiction Meets the Needs of Gifted Learners***

Dabrowski's (1977) Theory of Overexcitabilities suggests that we experience the world via channels of intellectual, emotional and imaginal intensity. For gifted learners, these channels may be open very wide. Sci-fi short stories and novels are intellectually complex, emotionally challenging and wildly imaginative. Student inquiry, research and creative problem-solving bubble up out of explorations into science fiction. This session will examine how sci-fi may be used to differentiate instruction to match the intensities of gifted students.

Stutler, Susan Lee — Northern Arizona University

***Recognition of Diverse Learners in the 21st Century Learning and Career Readiness Classrooms and Cognitive Approaches in Teaching Students***

In the ever-increasing global society, educational systems become increasingly diverse. The diversity comes in various forms, cultural and linguistic differences, learning preferences and styles, ability and disability. The trend in current educational systems is to tap into each student's potential. Unfortunately conventional methods do not always work when students' needs are more unique. One way to ensure successful education for all students is by providing Differentiated Instruction, employing cognitive approaches and strategies for teaching.

Jonak, Jolanta — Northeastern Illinois University

Tolczyk, Sylvia — Loyola University

***Education Professionals Perceptions of Inclusive Practices Across Preparation Programs***

Our phenomenological study will employ grounded theory to analyze educational professionals' reflective writings. Responses to online writing prompts from pre-service and inservice teachers will be analyzed across three themes: 1) descriptions of students with exceptionalities; 2) models of inclusive practices; and 3) strategies for differentiated instruction. Transcripts of reflective writings will be coded by themes as identified through the special education literature on best practices for inclusion to identify common understanding/misunderstandings.

Bohjanen, Sharon — St. Cloud State University

Christensen, Amy — St. Cloud State University

Christensen, Jennifer — St. Cloud State University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 3  
**Session Topic:** Kinesiology & Leisure Science **Session Chair:** Elsaidy, Walid Soliman Ismail

***A Comparison of the Dynamic Balance between Non Practitioners and Practitioners of Some Sports Activities***

The research aims at identifying the differences between non-practitioners and practitioners of (gymnastics, soccer, and running) in balance measurements. The researcher used the descriptive survey method, and using (Balance Test MFT) by measuring the balance left / right and forward / backward direction. Using SPSS to conducting one-way ANOVA and Scheffe test. The results revealed significant differences between samples. In addition to the soccer and gymnastics players exceeded the running players and non-practitioners in the balance measurements.

Elsaidy, Walid Soliman Ismail — Alexandria University

***Increasing Physical Activity for Elementary Aged Children***

A number of Innovative ideas and strategies have been developed that target increasing physical activity for elementary aged children. These activities have been designed to promote maximum participation and can be utilized by classroom teachers, movement specialists and program leaders both in and out of the school day. Parents could also incorporate some of these ideas to promote physical activity in the home environment.

Bowyer, Garry — Miami University

***Mindfulness Strategies for Teaching Individuals Afraid in Water***

The purpose of this presentation is to discuss the application of mindfulness strategies when teaching individuals afraid in water. Mindfulness will be defined and participants will have the opportunity to experience three mindfulness activities: a deep breathing exercise, a body scan exercise, and a sitting meditation.

Stillwell, Belinda Eve — California State University, Northridge

Khatchaturian, Rubina — California State University, Northridge

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Paterson, Rab

***Creative Commons, Public Domain and Copyright Issues for Educators***

This workshop introduces the concepts of Creative Commons, Public Domain and Copyright for educators of all levels. The easy availability and ease of downloading online multimedia information and materials makes knowing how to use these various types of materials essential for modern teachers. So this session aims to help address this issue in a way that will enable them to learn and pass on this knowledge to their students and colleagues.

Paterson, Rab — Toyo University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Purje, Ragnar

***Nurturing Our Powerhouse – the Brain – to Optimize Learning***

Creating optimal, thriving learning environments utilizing educational neuroscience is the focus of this workshop. Practical ideas on how to support students in using their powerhouse – their brain – to maximize learning and support positive behaviors are shared interactively and include ideas from Responsibility Theory® (RT) as well as concepts from Complex Brain-Based Multi-Movement Therapy (CBBMT). Participants will get a number of practical exercises given to use straight away with students.

Purje, Ragnar — Central Queensland University

Purnell, Ken — Central Queensland University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education **Session Chair:** Forsythe, Robline

***Exploring Online Support for Indigenous Learners: A Culturally Relevant Approach to Distance Delivery in Higher Education in Canada***

Achieving educational aspirations is key to reconciliation for Indigenous students. Distance education can be a viable option to increase educational opportunity. A holistic pedagogical approach is integral for Indigenous people. Using a community of inquiry (COI) framework to examine existing literature about how learning communities can enhance peer and instructor relationships and student engagement with curriculum, distance delivery can be improved to ensure learner engagement as well as meaningful and culturally relevant support.

Forsythe, Robline — Thompson Rivers University

***Online Learning Management Systems: Balancing Asynchronous vs. Synchronous Content***

Currently, there are two basic modalities of online academic courses—those that are primarily synchronous and those that are primarily asynchronous meaning the instructor and students are together in real time, in the former, and other than real time in the later. This paper and presentation will explore and discuss the research on each of these, to include a combination of both, to determine which, academically, is the most effective.

Beckwith, E. George — National University

***A Neurophysiological Approach to Assess the Quality of E-Learning Material***

This paper aims to explore the potential of collecting neurophysiological data to assess the quality of e-learning material. The – quality – of learning material is understood in terms of engagement generated. In a neurophysiological approach, multidimensional engagement data are collected with various sensors: eye-tracking, electroencephalography, galvanic skin conductance and facial emotion recognition. It will be argued that the gathering continuous psychophysiological data gives way to more informed decision making on the quality of e-learning material.

Charland, Patrick — Université du Québec à Montréal

Léger, Pierre-Majorique — HEC-Montreal

Lackmann, Sergej — HEC-Montreal

Aubé, Caroline — HEC-Montreal

Talbot, Jean — HEC-Montreal

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Lehua

**Session Topic:** Challenging the Tradition: Alternative Approaches to Modern Language Teaching and Assessment - panel **Session Chair:** Bleistein, Alexander

***Individualizing Learning and Assessment in the Language Classroom: A Critical Evaluation of electronic portfolios and their Practical Application in an LSP Context***

This paper examines the potentials and challenges of the use of electronic portfolios in foreign language education. Application examples taken from STEM-focused language courses at higher education level support the idea that electronic portfolios are particularly suitable for individualized learning and assessment in an LSP context.

Bleistein, Alexander — University of Cambridge

***“Vlog it!”: Media Projects as New Forms of Assessment in Foreign Language Acquisition***

This paper argues that media-based projects, such as creating a Videoblog (Vlog), are a preferable approach to evaluating students’ language performances and should be considered as an alternative assessment method to the traditional essay and exam. It will demonstrate how all four skills of language acquisition will be developed and eventually used as a foundation to evaluate a student’s progress.

Merdan, Marie Christine — University College London

***“A Picture is Worth a Thousand Words” – The Use of Cartoons in a Modern Language Oral Exam with a Partner***

Based on two years of practical experience in oral examinations in German as a Foreign Language (Intermediate High/B1), this paper examines the use of cartoons in a partner exam situation at university level. Focusing on the test’s validity, and the students’ intercultural competence, the paper discusses its suitability and potential, as well as its limitations, and reports on the practical realization of and challenges posed by this assessment.

Owesen, Inga — King's College London

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 1

**Session Topic:** Indigenous Education - Panel **Session Chair:** Cashman, Kimo Alexander

***Staying the course, standing firm as aloha ‘āina: Kilo lani, kilo ‘āina: Hawaiians engendering a genealogical kuleana to ‘āina, Lāhui and keiki in a college of education within a mainstream university in occupied Hawai‘i.***

‘Āinahou established in 2012, is a hui (organization) of Hawaiian faculty members at the University of Hawai‘i at Mānoa-College of Education (UHM-COE). Our mission is to lead the transformation of the UHM-COE in the areas of research, teaching, and service consistent with the University of Hawai‘i’s commitment to being the foremost Hawaiian and Indigenous serving institution. Hawaiian faculty will share their perceptions on the evolution of ‘Āinahou as a Hawaiian think tank and inter-department-collaboration center.

Cashman, Kimo Alexander — University of Hawai‘i at Mānoa

Kukahiko, Eomailani — University of Hawai‘i at Mānoa

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership **Session Chair:** Bennett, Carol

***The Impact of Leader in Me on Schools in Hawaii: Is it a Win-Win?***

There are nine elementary schools which are designated as in the Leader in Me process in Hawaii. There are 3,917 schools in the Leader in Me process worldwide. This study explored if the Leader in Me process has had a positive effect on schools in Hawaii, with academic improved achievement as indicated by state test data, as well as, improved behavior according to participating school principals' perceptions of the number of behavior referrals.  
Bennett, Carol — Brigham Young University-Hawaii

***Leadership Development Models: From Retraction to Generativity***

This presentation will describe five models of school leadership development based on three broad categories of criteria: the extent to which system leaders demonstrated innovative roles in fostering school leadership development; the extent to which system structures supported a growth approach to building capacity, capabilities, and competencies of school leaders; and the extent to which innovative practices in adult learning characterized system practices for school leaders' professional learning.

Adams, Pamela — University of Lethbridge  
Mombourquette, Carmen — University of Lethbridge

***Coaching in a Unique Partnership for Preparing Leaders in Low SES Schools***

This paper examines the role of the Director of Support who serves as a coach to aspiring leaders enrolled in the IMPACT Fellowship program. How the Director of Support interacts with the multiple partners is of primary interest as well as the perceptions of the IMPACT Fellows regarding the effectiveness of the coaching provided by the Director of Support. Potentially, this paper will help leadership preparation programs understand the value in additional coaching positions.  
Bengtson, Ed — University of Arkansas

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education - Panel **Session Chair:** Bonner II, Fred

***Transgressing Hegemony in the Ebony and Ivory Tower: Counter-storytelling among HBCU Faculty and Graduate Students***

This Panel session is important in that it will explore how Black faculty and graduate students negotiate the Academy—both Predominantly White Institution (PWI) and Historically Black College and University (HBCU) contexts. For these cohorts, “fitting in” means developing a professional identity that is congruent with certain mores, traditions, and values. In turn, what often happens is that the professional identity that these faculty and graduate students develop is often at odds with their authentic selves (Bonner, 2004; Fries-Britt & Kelly, 2005).

Bonner II, Fred — Prairie View A&M University  
Marbley, Aretha — Texas Tech University  
Parker, William — Prairie View A&M University  
Smith, Stella — Prairie View A&M University  
Butler, Douglas — Prairie View A&M University  
Lane, Tammy — Prairie View A&M University  
Lewter IV, Charles — Prairie View A&M University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** January – Vance, Katina

***Stress Management and Professional Balance in the Workplace***

This workshop will emphasize the importance of stress management and professional balance in the workplace. It will focus on warning signs of stress and diseases, sources of stress and ways to manage stress to become more productive in the workplace.

January – Vance, Katina — Howard University  
Vance, Reginald — U.S. Department of Veterans Affairs

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration - Panel **Session Chair:** Gregg, Ronda

***An Exploratory Phenomenology Study of Educators' Bullying Experiences in the Workplace***

Bullying behaviors in the workplace are marked by repeated events of intimidation that creates a pattern of humiliation and fear in the victim. School staff are not immune to this behavior. This presentation will inform participants of a research study involving staff and school leaders from three states who responded to a survey and interviews about workplace bullying. Results of the study demonstrate the importance and necessity of knowing the signs of the incivility in the educational workplace and the effects that this takes in the schools. Special educators and administrators are an especially vulnerable population.

Gregg, Ronda — University of Phoenix  
Burleigh, Cheryl — University of Phoenix

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Strause, Shufang

***Risk Management for New Media Adoption by Educators in the U.S. and China: Examining the Effects Upon Students of the Arts and Humanities***

The challenges of integrating new instructional technology and emerging social media into K-12 classrooms force the consideration of risk into the institutional dynamic among students, teachers, parents and administrators. This research is designed to investigate how students' attitudes toward risk-taking throughout their academic training and in later professional practice of the humanities and the arts are influenced by risk perception and risk management actions in secondary schools.

Strause, Shufang — State University of New York at Cortland

***Construction of E-Learning System for Programming: Construction of e-portfolio***

We report construction scheme of e-portfolio system for "E-learning system for programming". Since programming skill becomes increasingly important, we now construct "E-learning system for programming" which has an e-portfolio system aimed to promote learner's learning and his/her evaluation activities, and to collect evidence to demonstrate learning outcomes. We explain how to construct the e-portfolio system and implement the system on server. We further report that advantages and disadvantages of constructed e-portfolio system.

Sasaki, Tomoyuki — Shonan Institute of Technology

Saito, Tomohiko — Shonan Institute of Technology

Kuma, Yuko — Shonan Institute of Technology

Umezawa, Katsuyuki — Shonan Institute of Technology

Hirasawa, Shigeichi — Waseda University

***Construction of E-Learning System for Programming: Estimation of Comprehension Level from Brain Wave***

Authors are now trying to construct an e-learning system for learners trying programming contests. This system will estimate comprehension level of a learner to a problem from source codes, editing records, biological information and so on, which are measured when the learner solves the problem. In this year, as the first step of this study, we are collecting editing records and brain wave records of learners solving programming problems, and the analysis of brain wave records is reported in this paper.

Saito, Tomohiko — Shonan Institute of Technology

Sasaki, Tomoyuki — Shonan Institute of Technology

Kuma, Yuko — Shonan Institute of Technology

Umezawa, Katsuyuki — Shonan Institute of Technology

Hirasawa, Shigeichi — Waseda University

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** South Pacific 1

**Session Topic:** Higher Education **Session Chair:** Garrett, Chris

***Evaluating Faculty Development Programs in Higher Education***

According to research on faculty development program assessment in higher education, many Centers for Teaching and Learning tend to focus on satisfaction surveys or participation rates. In this session we will explore ways to measure impact beyond the statistics of faculty involvement and satisfaction. The concept of faculty learning outcomes will be introduced and emphasized.

Garrett, Chris — Nevada State College

***Peer Review for Writing Assignments in Introductory Courses***

Peer review can increase student motivation and allow students' comparative assessment of writing skills. This presentation will offer reflections on and discussion of the benefits and challenges of peer review for writing. Implementing a rigorous peer review system can be daunting. Thus, the presentation will also offer encouragement in the form of a case study of peer review implementation for introductory psychology courses using the aid of technology.

Vittoz, Nicole — Douglas College

***Intercultural Learning may be Impossible in Education Abroad: A Lesson from King Lear***

Guided reflection is considered a "best-practice" for promoting students' intercultural learning in education abroad program. Unfortunately, the truthfulness of their reflection about deeply personal experiences cannot be assured because students of the social norms and expected behaviors for guided reflection. Scenes from Shakespeare's King Lear illustrate the argument that truthfulness of expression cannot be assured in such ritualized situations where a certain kind of performance is expected. Provocative implications are presented.

Wong, David — Michigan State University

Kagawa, Naomi — Shimane University

***How Will a Study Abroad Program to China Promote American Teacher Education Students' Experiential Learning, Teacher Identity, and Professionalism?***

This case study was designed to demonstrate how a study abroad program to China promoted American teacher education students' experiential learning during May 9-21, 2017. A group of 4 undergraduate students participated by enrolling 6 credit hours in education. Students' performances were assessed based on (a) participation, journals, reflection papers, portfolios and (b) the diversity standard of the Illinois Professional Teaching Standards. Results indicated that all participants liked the program and benefited professionally from it.

Liu, Yuliang — Southern Illinois University Edwardsville

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** South Pacific 2  
**Session Topic:** Teacher Education **Session Chair:** Valente, Robin

***Reforming Teacher Education: Increasing teacher preparedness through teacher residency programs***

CSU Bakersfield's Kern Rural Teacher Residency program has found that the Kern RTR completers are more prepared when compared to the average California Preliminary Credential holder.

Valente, Robin — CSU Bakersfield

***Cultural Lessons Learned by U.S. Pre-service Teachers in Latin America***

Presentation of original research identifying 3 areas new teachers found relevant in their first year of teaching after completing a pre-service teaching experience in Latin America. These areas include: community within the Latino culture, language acquisition, and education of the whole child. These themes are evident during their immersion pre-service teaching and after completion of their first year of independent teaching.

Williams-Klee, Sherie — Grand Valley State University

***A Proposal to Study the Impact of Participating in the edTPA Process on the Assessment Practices of Novice Teachers***

There is a rapid expansion of state level adoptions of the edTPA as a consequential gatekeeper for teacher licensure, yet there is a gap in the literature on the effect of completing the edTPA assessment on future instructional activities. This explanatory sequential research design proposal will examine the level of influence completing the edTPA process has on the assessment practices of novice teacher who completed educator preparation programs in Oregon in 2017 and 2018.

York, Michelle — University of Portland

---

**Time:** 8:00 - 9:30 AM / **Tuesday** - 1/8/2019 / **Room:** South Pacific 4  
**Session Topic:** Art Education - Workshop **Session Chair:** Santos, Lori

***Multiple Voices, Murals, and Communities of Practice***

This hands-on workshop explores a mural methodology inspired by collaborative mural projects with Indigenous artists, preservice art education students, and middle school students that empowered community while supporting multiple voices.

Santos, Lori — Wichita State University

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Hibiscus 1  
**Session Topic:** Curriculum, Research and Development - Panel **Session Chair:** Woodley, Xeturah

***Moving beyond One and Done: Infusing Social Justice throughout the Curriculum***

In this session, panelists will begin with a brief discussion about their positionalities as educator/researchers and then share specific pedagogical approaches they use in their classrooms. Each will share ways they seamlessly infuse social justice into their curricular design to support teaching practices in their higher education classrooms so students can continue to develop their social justice lens, and understand how they can be agents of change in their chosen field.

Woodley, Xeturah — New Mexico State University

Ferguson, Kelly — Loyola University Chicago

El Ashmawi, Yvonne — Loyola University Chicago

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 1  
**Session Topic:** ESL/TESL **Session Chair:** Tsuda, Nobuo

***Using Integrated Skills to Enhance the Writing Skills of Japanese College Students***

The purpose of this paper is to demonstrate how teachers can use integrated skills to enhance Japanese college students' writing skills. By using integrated skills, students can express themselves effectively in English. The paper also explores the results of Criterion (Automated Writing Evaluation) to show how students have actually improved their writing.

Tsuda, Nobuo — Konan University Institute for Language and Culture

***Motivation is the Key to Success!: An Authentic EFL Writing Project for Non-English Majors***

This study introduces a real-life experience as an effective EFL writing project for unmotivated English learners. Computer science majors created Japanese-English bilingual comics using a local mascot, and attempted to promote the tourism and businesses in a disaster-hit community. This authentic project offered students real purposes in learning. By working with group members, students made a contribution to the local community, improved their English writing skills, and learned how to organize and present information effectively

Yasuta, Takako — University of Aizu

***The Efficacy of a "Focus on Form Approach" vs. "PPP Instruction" in an EFL Context: A Comparative Longitudinal Study of the Learning of Post-Modified Structures among Japanese Beginning Learners of English***

This paper covers a three-year longitudinal research project on Japanese beginning learners of English, ages 11 to 13. Two types of instruction, a "Focus on Form Approach" and a "Presentation-Practice-Production" method, were comparatively investigated regarding two post-modified English structures, whose verb and object order are opposite in Japanese. The effects have been quantitatively and qualitatively examined in both writing and speaking modes, and through questionnaires, to measure the students' abilities and their attitudes towards communication.

Takashima, Hide — Tokyo University of Foreign Studies

Murakami, Mihoko — Ibaraki Christian University

Imai, Noriko — Kochi University

Sugiura, Rie — Tokai University

Kiryu, Naoyuki — Kamakura Women's Junior College

Higashino, Yuko — Nippon Sport Science University

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 3  
**Session Topic:** Secondary Education **Session Chair:** Ralston, Nicole

***The Growing Pains of a New Preventative Model of Alternative School: A Mixed Methods Study***

The purpose of this study was to investigate the efficacy of a new Grade 7 to 12 alternative school that utilizes a dropout prevention model to recruit students in Grade 6. The mixed-methods research design included teacher, parent, and student interviews and various student data. Overall, the relationship-based culture was identified as the reason for student improvement, yet many programmatic changes associated with growing pains of the new model and school were also recommended.

Ralston, Nicole — University of Portland

Wright, Megan — Westview High School

***Designing Online Authentic GIS Learning Using Real-World Settings and Scenarios***

Geographic knowledge and spatial thinking skills are key in today's globally interdependent world. New tools and models are needed, however, to guide teachers and learners alike through the process of geographic inquiry. EarthXplorers is a new online learning environment that integrates a GIS platform with real-world scenarios and an inquiry- and project-based approach to learning. Our study examines how geographic inquiry, spatial thinking, and problem-solving skills are impacted by teacher and student engagement with EarthXplorers.

Doering, Aaron — University of Minnesota

Henrickson, Jeni — University of Minnesota

***Accommodating the Needs of Middle School Military Students***

My presentation will inform educators about the military student population, and explore the struggles this population often face. These external factors may affect this population's academic performance. Military students are a sensitive population who are resilient, but still need accommodations to ensure academic success.

Sheffield, Katherine — Pearl City High School

***Addressing Motivation and Engagement Through a Conceptual Model of Applied Gamification***

This paper positions motivation and engagement theories in the conceptual Model of Applied Gamification which categorizes the student cognitive development when experiencing applied gamification in academic environments. This model has evolved as a result of a previous grounded theoretical study of ten secondary school educators' usage of gamification methods in their high school curricula. An in-depth explanation and analysis of the various phases of the Model of Applied Gamification, along with implications for future research are provided.

McFarland, Jon — California State University, Stanislaus

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Scott, Lawrence

***The Impact of Experiential Learning and International Travel on the World Views of Adolescents***

This qualitative study examines the lived experiences of more than 30 participants who traveled to Spain as part of a cross-cultural Experiential Learning Program. The data collected included participant journals, surveys, field notes, interviews, and focus group discussions. This paper presents results describing the participants' personal involvement and desire to serve resulted in new knowledge, feelings of belonging, and changes in attitude about other cultures as a result of the study abroad.

Scott, Lawrence — Texas A&M University - San Antonio  
Krimbill, Elisabeth — Texas A&M University - San Antonio  
Holtsford, Mandie — Texas A&M University - San Antonio

***Graduate Students' Perceptions of the Career Benefits from Educational Leadership Internships and Field Experiences***

The purpose of this quantitative study was to explore the perceptions of students regarding the career benefits for students that were gained from internships and other field experiences encountered during educational master's degree programs. Additionally, this study explored the characteristics of program participants that may influence their perceptions of the career benefits yielded from internships or other field experiences. Based on the findings of this study, recommendations for practice are offered.

Plenty, J. Anthony — Butler University  
Moore, L'oreal — Miles College  
Johnson, Sr., LaMont — North Carolina Agricultural and Technical State University

***Metacognition, and Multimodal Literacy: Adolescents Constructing Meaning from Multimodal Texts***

The proposed paper presentation will focus on the role metacognition plays in adolescents' (12-18) meaning-making when engaged with complex, online multimodal texts. Taking a social semiotics approach, this paper addresses insights into young people's metacognitive strategies as they work to understand online texts that challenge conventional print reading practices.

Shane, Margaret Ann — University of Alberta

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Stretch, LoriAnn

***Building a Global Community Focused on Culturally Responsive Quality Assurance***

Globalization is essential to the long-term success of most educational programs. To truly prepare graduates for their profession, educational programs need a global approach. A global approach requires international educational partners. The challenge is how to maintain quality assurance while respecting differing cultures. This session will provide the key strategies for advancing cultural responsive quality assurance worldwide and building a global community of educators, students, and practitioners.

Stretch, LoriAnn — International Registry of Counsellor Education Programs

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Kahili 1  
**Session Topic:** Distance Education **Session Chair:** Kannenberg, Gary

***Course Development Guidelines for Online Capstone/Thesis Courses***

This article presents relatively specific course development guidelines for an Online Capstone or Thesis course provided in an Online Graduate Program. These guidelines present prospective or active professors with information that the author has found to be of particular importance. These guidelines go beyond the specific course description, learning outcomes and other basic information.

Kannenberg, Gary — Webster University

***Accessible, Not Automatic: Upholding Critical Standards in Learner-centered Online Literary Studies***

Literary studies are not "career skills" to many online learners, and universities are reducing humanities offerings more generally because of a perceived "slowness" or "uselessness" to these non-paying fields. On the other hand, early excitement about digital humanities and distance education suggested that core humanities would become more democratic and accessible. This case study presentation shows how dynamic curriculum design negotiates distance education efficiencies without compromising effective literary studies, pedagogy, student success, and student engagement.

Geier, Ted — Ashford University

***Teaching Global Health through Global Classrooms: India and the US***

This paper presentation describes the use of a variety of online technologies (Blackboard Learn, Zoom and Collaborate) to connect two communities of learners, RN-BSN students completing an exclusively on-line degree through a private east coast university with face-to-face graduate students residing in northern India. Challenges, lessons learned, take-home points and how our project is proceeding are discussed in this lively, interactive presentation.

Greene Ryan, Jane — Drexel University  
Viswanath, Lehka — Akal College of Nursing

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Nava, Imelda

***Capturing Conceptions and Practices of Social Justice in a STEM Focused Urban Teacher Residency***

Social justice framing, integration and enactment has been widely studied in teacher education programs. Varying conceptions of social justice exist, but at the root is people deepening their learning and critically examining their world to challenge inequities. We explore how teachers' conceptions of Social Justice develop over time in an urban teacher residency and how they might translate into student teaching goals, so we can further foster a critical stance in schools.

Nava, Imelda — UCLA  
Arias, Melissa — UCLA

***Impact of Experiential Learning on Student Engagement, Confidence, and Engineering and Computer Science Knowledge Gain in Outreach Programs***

The presentation will be able to the development of STEM outreach programs using experiential learning. Program design, research methodology and results on student engagement, confidence, and engineering and computer science will also be discussed.

Artis, Sharnnia — University of California, Irvine  
Garrison, Ernest — University of California, Irvine

***The Affective of Threshold Concepts of Arrhenius, Bromsted- Lowry and Lewis Acids-Bases in Freshman's Chemistry***

The presentation is based on research proposal and the research which I have embark on to find solutions to ameliorate dropout and failure rates of first-year chemistry students in my institution in Zambia. It is a theoretical paper as the collection of data is going on.

Kampamba, Royda — University of the Witswatersrand

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Lehua  
**Session Topic:** Adult Education - Workshop **Session Chair:** McGhee, Colleen

***Fostering Independence: What 21st Century Young Adults Need to be Successful***

Schools personnel have identified what students should know and be able to do coming out of high school. Assessments have been implemented to ensure that students have attained the identified knowledge and skills. For students with learning challenges, this knowledge and these skills take longer to acquire. This workshop is designed to help participants look at their students, learn what lies ahead for the future and what needs to be done now in order for them to be successful.

McGhee, Colleen — Maplebrook School

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 1  
**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Stevens, Joseph

***Comparing Alternative Models for Estimating School Performance in Four State Accountability Systems***

We describe results of a study comparing accountability models using four state-wide, longitudinal data bases. We calculated eight school accountability model estimates (percent proficient, gain scores, transition matrices, SGPs, VAMs, and growth models). Results showed: (a) estimates of school performance did not agree across models: choice of model mattered; and (b) single-year models (like percent proficient) were significantly correlated with the student composition of the school (e.g., percentage of EL or students with disabilities).

Stevens, Joseph — University of Oregon  
Schulte, Ann — North Carolina State University  
Nese, Joseph — University of Oregon  
Tindal, Gerald — University of Oregon

***Exploratory Factor Analysis of a School Climate Measure***

Research suggests school effectiveness is partly determined by a school's climate and should be considered in improvement/reform strategies (Cohen et al., 2009). Due to the variety of perspectives in the school climate field, a lack of validated instruments exists. This work-in-progress report will detail the results from a preliminary analysis of a 23-item school climate measure. An EFA will be conducted to determine the instrument's factor structure, as this new scale combines previously used measures.

Roberts, Audrey Conway — University of Kentucky

***Evaluation of University of Missouri's Instruction and Course Evaluation (MU's ICE)***

The University of Missouri developed and uses its Instruction and Course Evaluation (ICE) forms for the purpose of student evaluation of teaching. Based on 386,016 student ratings, we examined two forms of validity evidence for ICE: evidence regarding internal structure, and evidence regarding relationships with conceptually related constructs. Our analysis results suggest the four key constructs on ICE have good internal structure and reliability, and are appropriately related to class and instructor variables.

Wang, Ze — University of Missouri  
Tsai, Chia-Lin — University of Northern Colorado

***Use of Neural Responses (ERPs) for Measuring L2 Phoneme Development: Evidence from Chinese Learners of Korean learning /e/(/ ㅔ /) and /ε/(/ ㅚ /)***

This study investigates the use of neural responses, ERP (event related potentials) for measuring L2 phoneme development, focusing on the acquisition of Korean mid front vowels, /e/(/ ㅔ /) and /ε/(/ ㅚ /) by Chinese learners whose L1 has only one mid front vowel /ε/. They are expected to have difficulty in distinguishing the two sounds at the beginning, but becoming sensitive to the distinction as their proficiency of Korean improves. This will be manifested in the change of the MMN.

Lee, Sun-Young — Cyber Hankuk University of Foreign Studies  
Cho, Jeonghwa — Seoul National University  
Kim, Jiyeong — Seoul National University  
Nam, Ki-Chun — Korea University  
Jeon, Hyeon-Ae — Daegu Gyeongbuk Institute of Science and Technology  
Kim, Youngjoo — Kyung Hee University

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Thompson, Marilyn

***Building Resilience in Times of Change: Impact on Performance and Well-Being***

Change happens to all of us; sometimes as a result of choices we make and at other times it's unexpected. We live in a world of constant change and quickly adapting can improve our effectiveness and productivity. Being resilient can help us avoid being overwhelmed. Resilience is a person's ability to bounce back from challenge, change, and adversity. We all have the ability to develop personal resilience and this workshop aims to help participants explore aspects of change that may be stressful for different people, the impact of that stress, and how to remain resilient in the face of uncertainty.

Thompson, Marilyn — University of Waterloo

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Miller, Gloria

***The use of Social Justice Simulations in the Education of University Students and Community Members***

Oklahoma residents have high rates of poverty, incarceration, pregnant and parenting teens, intimate partner and family violence, health disparities, and unique issues faced by racial and ethnic minority communities. Social justice simulations were embedded into the curriculum, as well as available to a wide array of community partners. The school has multiple simulation activities to share and describe including experience developing scenarios, assignments, and evaluation rubrics, SP training, debriefing, simulation technology, and large-scale group simulations.

Miller, Gloria — University of Oklahoma  
Cribbs, Julie Miller — University of Oklahoma  
Bragg, Jedediah — University of Oklahoma  
Wells, Steve — University of Oklahoma  
Randall, Ken — University of Oklahoma

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 2  
**Session Topic:** Higher Education - Workshop **Session Chair:** Rose, Quincy

***Campus to Community Partnership for the Enhancement of Literacy of Inner-City Families***

Incorporating themes from social justice, campus to community partnerships, and literacy outreach, the story of the “Literacy is a Family Affair” community service project at an urban Historically Black College and University will be showcased during this interactive presentation of an educator preparation program initiative, in partnership with four community organizations/agencies, to improve reading and academic performance of children in an inner-city neighborhood while enhancing the knowledge, advocacy skills, and literacy of their parents.

Rose, Quincy — Harris-Stowe State University  
Walls, Betty Porter — Harris-Stowe State University  
Kerns, William — Harris-Stowe State University  
Jordan, Jodi — Harris-Stowe State University  
Weatherford-Jacobs, Odessa — Harris-Stowe State University  
Ellis, Latoshia — Harris-Stowe State University  
Cummins, Liza — Harris-Stowe State University

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Richardson, Jayson

***Push and pull on Twitter: How school leaders use microblogging for knowledge mobilization***

Educational leaders can serve as knowledge brokers for the students, teachers, and families they serve. Today, leaders might also leverage new media platforms, such as Twitter, to bridge and communicate with their communities. This paper is a synthesis of the literature that provides insight to early adopters of social media in education and captures trends, practices, and lessons learned that school and district level educational leaders use to push improvement and innovation.

Richardson, Jayson — University of Kentucky  
Cho, Vincent — Boston College  
Sauers, Nick — Georgia State University  
Lingat, John Eric — University of Kentucky

***Classroom Challenges Cost More Than We Think: Is Student Discipline One Of The Overlooked Causes of Teacher Attrition?***

This paper advances important information teacher attrition and makes the argument that classroom discipline concerns are more of a factor in teacher decisions to leave their positions than is realized.

Ramos, Gabriela — Creighton School District  
Hughes, Thomas — Northern Arizona University

---

**Time:** 9:45 - 11:15 AM / **Tuesday** - 1/8/2019 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Mizzi, Robert

***LGBTQ Inclusion in Canadian Continuing Education: Uncovering (Hetero)Normative Tendencies***

This paper session discusses a research project conducted to understand the struggles and accomplishments of both 12 lesbian and gay male faculty and students in University Continuing Education (UCE). Using grounded theory for data analysis, it became clear that UCE in Western Canada excludes LGBTQ content in their student and instructor orientation despite being placed in “progressive” institutions. Study participants were ill-prepared and, consequently, felt unsure about how much to express their identities.

Mizzi, Robert — University of Manitoba  
Star, Jared — University of Manitoba

***Incentivizing Faculty Participation in Study Abroad: Exploring the Intersections between Faculty Motivation and Institutional Incentivization***

Study abroad provides rich, diverse curricular and co-curricular experiences for college students. For most students, however, faculty participation is a prerequisite. Conducted at a research university system in Midwestern United States, this case study investigated the connections between faculty motivation to lead study abroad and institutional policies that either reward or fail to reward their participation. The findings reveal important distinctions related to motivation, barriers that impede participation, and the impact of relevant incentives.

Wanger, Stephen — Oklahoma State University  
Hickman, Coleman — Oklahoma State University  
Loper, Kayla — Oklahoma State University  
Williams, Richard — Oklahoma State University

***Teamwork in the Clinical Setting***

Effective teamwork is important to providing quality patient care. Attitudes and perceptions of teamwork are impacted by the clinical setting of doctoral student’s. Monitoring student’s attitudes throughout their clinical experience identified gaps in the curriculum that could more effectively promote teamwork. Student scores on attitudes and perceptions of teamwork were higher at the end of their education, but not as high as expected.

Shreve, Marilou — University of Arkansas  
Jarrett, Anna — University of Arkansas

***Changing How Eight Higher Education Institutions Operate by Changing a Single IT Tool – A Case Study of a Service Management Tool Evaluation and Adoption Process for a Consortium of Colleges***

This presentation will discuss how a consortium of Seven well known and respected small liberal arts colleges in southern California have invested several years’ worth of resources in reevaluating their IT service management and tools, which has led to the colleges needing to reevaluate the way they foundationally work together – discussing the opportunities and challenges of collaboration not only within the 8 IT groups but across facilities, Human Resources, Advancement and other offices.

Thomas, Michael — Claremont Graduate University

---

## Poster Session

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Coral III

***East Meets West in Blended Learning and Assessments***

The improvement of student academic achievement continues to be a primary concern of educational agencies. To meet the demands of 21st-century learners and ensure academic success, educational facilities are applying new learning environments. Participants to this poster session will examine how educators on both sides of the continental United States are implementing blended learning at primary and intermediate elementary schools. This includes the integration of goal-setting, data reviews and student reflections with online learning tools, alignment of students’ online learning with teacher-based lessons. This session will also provide quantitative evidence that supports this instructional environment and the equitable environment provided in a blended classroom.

DeLuce, Karen — University of Phoenix  
Erickson, Liz — Pittsfield School District, NH  
Rowley, Bernadette — Pittsfield School District, NH

***A Queer Theory Perspective on Diversity Issues in Education: How Human Sexuality Impacts our Learning Environment***

Despite a broadened understanding of human sexuality, higher levels of social injustices are faced among sexual and gender minority individuals. The Centers for Disease Control and Prevention highlighted that 9th – 12th grade students identify as lesbian, gay, bisexual, or unsure of their sexuality face higher rates of adversity in educational settings. Therefore, educators should understand the potential size of this population, whom it impacts, how to build hope and highlight individual strengths to combat adversity.

Bragg, Jedediah — University of Oklahoma  
Cribbs, Julie Miller — University of Oklahoma  
Hellman, Chan — University of Oklahoma  
Miller, Gloria — University of Oklahoma  
Munoz, Ric — University of Oklahoma  
Havig, Kirsten — University of Wyoming  
Hanks, Heather — University of Oklahoma

### ***Meaningful Learning in Online Post-Conferences: A Scoping Literature Review***

Adult learners learn best when there is meaning and significance in learning experiences. Understanding how these principles translate in different types of classrooms, like the online classroom, is significant. To explore the creation of relevant and significant classroom activities, a literature review on the topic of meaningful learning in online post conferences will be discussed. Literature themes, gaps in the literature, and areas of future research focus will be highlighted.

Petrovic, Kristin — Athabasca University

Hack, Regan — Athabasca University

Perry, Beth — Athabasca University

### ***Exploring the Motivational Implications of Aligning Freshman EFL Curricular Content with Academic Majors***

This paper explores attitudes and engagement of freshman Japanese engineering students in regard to communicative technical English instructional materials. The study utilized a modified version of the Instructional Materials Motivational Survey combined with open-ended items to explore the motivational implications of aligning EFL instructional material content with students' majors as a means to promote engagement in Japanese tertiary EFL classrooms.

Johnson, Michael — Muroran Institute of Technology

### ***Factors Affecting Physical Activity Levels in Patients with Rheumatoid Arthritis***

People with rheumatoid arthritis (RA) are at increased risk for cardiovascular disease (CVD). Regular exercise is an integral part of long-term CVD risk reduction. However, majority of RA patients are physically inactive. This study evaluated the levels of physical activity in outpatients with RA and identify the factors that affect the levels of physical activity as an effort to get insight in designing future intervention program that target Korean patients with RA to be physically active.

Boo, Sunjoo — Ajou University

Oh, Hyunjin — Gachon University

Suh, Chang-Hee — Ajou University

### ***Empowering Teacher Capacity Through Action Research***

This poster presentation shares impact results from a community engagement partnership between university researchers and kindergarten/grade one classroom teachers. Building teacher capacity to support early literacy development through an eight-month, collaborative, action research project was revealed as successfully transforming practice, as well as piloting a sustainable model for future professional development scholarship.

Montgomery, Amanda — University of Alberta

Smith, Kathryn — Alberta Education

### ***Single Parenthood as Risk Factor of Primary School Students' Academic Career***

Based on Self-Determination Theory the present study aimed at investigating whether children of single parents significantly differ in their motivation, self-efficacy, and academic achievement compared to children living with two parents. 1173 4th graders filled in a questionnaire assessing motivation and self-efficacy. Achievement was measured by grades as well as the results of a mathematics and reading comprehension test. The results support the assumption that children of single parents are at risk of educational inequality.

Otto, Barbara — University of Koblenz-Landau

Vannini, Natalie — Goethe University of Frankfurt

Nguyen, Giang-Nguyen — University of West Florida

### ***Understanding Youth Environmental Attitudes and Behaviors***

A case study on youth-led environmental education that encourages positive behavior and enriches learning experiences. Components include activities and projects targeting litter awareness and intervention implementation that resulted in average 41% litter decrease. Youth Attitudes and Behavior Survey was developed to better understand attitudes. Significant findings prior to project included 36% self-report participating in littering behavior, and youth that have school recycling programs are significantly more likely to reduce, reuse, and recycle outside of school.

Carson, Cecile — Baylor University

Cardwell, Terri — Keep Lake Jackson Beautiful

### ***Examining Table-Top Role Playing Games in the Classroom***

This study will explore the usage of tabletop role-playing games as a pedagogical tool for students in middle school Literature classes in order to identify and compare any correlations between student reported development while playing tabletop games and observations of the participants. This study will examine connections between the development of students' 21st century skills when participating in game-based learning practices to establish a framework for future educators implementation of such games in classrooms.

Conmy, Thomas — University of San Francisco

### ***Creating an Academic English Course that promotes Active Learning***

This paper discusses the creation and implementation of an academic English course at Nanzan University in Nagoya, Japan. The authors outline each stage of the course design and highlight the issues that need to be considered before, during, and after the creation of any academic English course. The paper concludes with some recommendations for educators who are involved in curriculum development, course design, and material creation.

Cripps, Tony — Nanzan University

Sakamoto, Fern — Nanzan University

Toland, Sean — Nanzan University

### ***Connecting People to Parks and Parks to People Through Education***

This presentation will highlight the various benefits of utilizing local parks and recreation centers. Through various health education resources/references, the presentation will discuss how parks and rec can promote/encourage the following: active lifestyle, improved nutrition, improved spatial awareness and hand eye coordination, boost in energy levels, improved mood, team building and positive youth development.

Craig III, Silas Charles — The City of Raleigh

Craig, Deidra — North Carolina State University

### ***Friend or Phone? Mindfulness and Phubbing in College Students***

The goals of the present study were to investigate how common phubbing was among college students, how mindful they were, and what the relationship between phubbing and mindfulness was. 324 participants responded to an online survey measuring mindfulness (Brown, & Ryan, 2003) and phubbing, the act of ignoring someone by use of a cell phone. We found a statistically significant negative correlation between the two constructs and relatively moderate levels of both mindfulness and phubbing amongst participants.

Daniele, Shelby — Arkansas State University

Crittenden, Madalyn — Arkansas State University

### ***Comparison of Special Education Teacher Preparation Programs Across Selected Countries***

Special education teacher preparation programs vary widely across the world. This research highlights the commonalities and differences and innovative practices of special education preparation programs from a variety of selected universities from Europe, Asia, and Africa. The purpose of the comparison is to identify and share effective practices and pioneering ideas about how best to prepare special education teachers to serve students with disabilities.

Coulter, Gail Ann — Western Washington University

Lambert, Michael Charles — Western Washington University

### ***Examining Mindfulness and Body Image in the Context of Yoga***

My presentation focuses on identifying whether women are able to improve body appreciation and reduce body surveillance through the practice of yoga. Yoga has been seen as an effective tool to increase mindfulness and self-compassion, and with those in mind, we wanted to see if either state or trait mindfulness and self-compassion could predict changes in body surveillance and body appreciation throughout the yoga course.

Garcia, Veronica — Washington State University

Cox, Anne — Washington State University

### ***The Influence of Campus Culture, Demographics, and Institutional Mission on Student Participation and Attitudes to Co-curricular Engineering Projects***

Co-curricular engineering projects can be key experiences for forming personal and professional skills and traits, yet experiences and attitudes to them can differ across student groups and campuses, affecting participation rates and usefulness. Surveys and interviews to explore this were conducted at several campuses in California with very different engineering cohort demographics, and the influence of University mission and campus culture were noted to be influences on student behavior and experiences.

Hernandez, Andres — California Polytechnic State University, San Luis Obispo

Moore, Linda — California Polytechnic State University, San Luis Obispo

Doig, Graham — California Polytechnic State University, San Luis Obispo

### ***Best Foot Forward: Holistic Intervention for First-Year Podiatric Medicine Students***

The College of Podiatric Medicine at Western University of Health Sciences produces excellent podiatric physicians. To enhance each student's professional and personal growth, the college provides the necessary resources. One such resource was Best Foot Forward (BFF). The intervention focused on the development of IQ and EQ skills to raise student exam scores and narrow the achievement gap. The intervention was successfully offered to a targeted at-risk group of students during the Spring 2018 semester.

Arroyo, Hector — Western University of Health Sciences

### ***Incorporating Culturally Competent Technology Advanced Interprofessional Experiences in Six Different Health Care Providers Curriculums***

Academic healthcare curriculums need to prepare future healthcare workforce to work on interprofessional teams, use current technologies and provide culturally competent care. An innovative teaching-learning initiative using simulation scenarios was introduced to increase the number of nurse practitioners and other healthcare providers (physical therapists, occupational therapists, athletic trainers, speech pathologists, and medical students) who will have knowledge to function in technologically advanced interprofessional culturally competent teams.

Cornely, Helen — Florida International University

Garrido, Maria — Florida International University

Dlugasch, Lucie — Florida International University

### ***Bending The Arc of the Moral Universe Towards Social Justice***

The vision, mission, pedagogical approaches, and impact of annual Social Justice Dialogue Series (SJDS) organized by Georgia College and State University's College of Education Diversity Committee in partnership with stakeholders is summarized. The 2016, 2017 and 2018 events inspired dialogue, teaching and learning opportunities about the economics of diversity; films like Selma; keynotes: "Black Minds Matter," "Affirming Diversity," "Educating a Diverse Society" and the "Armenian Genocide;" and workshops on antidiscrimination, micro-aggressions, social justice teaching.

Cross, Paulette — Georgia College & State University

Mehranian, Yeprem — Georgia College & State University

Hinson, Jane — Georgia College & State University

Kang, Rui — Georgia College & State University

Cook, Julie — Georgia College & State University

### ***Creating a Campus Climate to Support Inclusive Excellence --How a Marketing Campaign Across Campus Can Promote Participation of All Students in High-Impact Practices***

While many universities have increased opportunities for students to be academically engaged in high-impact practices (HIPs) such as undergraduate research & creative activities, study abroad, internships, and service learning, inequities in participation rates between underserved students and their peers still prevail. San Diego State University has implemented a campus-wide marketing campaign named "BeHIP! SDSU" as a strategic effort to increase the participation of underserved students in high-impact practices.

Abbott, Janet — San Diego State University

Fuller, Amanda — San Diego State University

### ***Development of Training Application for Wind Instruments and a Leaflet as a Learning Tool***

We propose a training system for wind instrument especially for beginners. This system can support the scale and long tone exercises. Concurrently, we developed a leaflet when using the application as a learning tool.

Kaneko, Daisuke — Hokusei Gakuen University

Kunimune, Hisayoshi — Chiba Institute of Technology

Kurayama, Megumi — National Institute of Technology, Hakodate College

Morishita, Takeshi — Shinshu University

Yamamoto, Tatsuki — Soka University

### ***Read Aloud Activities in Objective Observation***

Teachers' observations enable to classify the reading activities into many types. However, the observations are subjective, and generalization is difficult. The authors developed a system to measure the process of reading aloud. The system measures the time in the process of reading aloud the texts displayed on a display, and also does the degree of understanding about the texts using a little test. The system also measure the movements of eyes in both processes. With the system, 51 pupils of third year of a Japanese primary school are measured their reading aloud and a little test processes. This paper proposes the measuring system and the results of 51 pupils. In the measuring results, two types of reading aloud activities exist in good readers. One type read fast. The other type read slow. Pupils in both types understand well the texts.

Aoki, Kyota — Utsunomiya University

Murayama, Shinjiro — University of Tsukuba

Fukuda, Norio — Kita Elementary School of Kanuma City

Harada, Koji — Utsunomiya University

### ***Are Instruction Expenditures Cost-Effective in Improving High School Completion in Hawai'i's Maui District?***

The following research will attempt to gauge teacher effectiveness with respect to public high school completion on Hawai'i's island of Maui. Using instruction expenditures as a proxy, the study will try to determine its relationship towards high school completion econometrically.

Ng, Larson — University of Hawai'i at Mānoa

### ***In a State of War or Peace: Understanding the Legal Status Between Hawai'i and the US***

The recent political reawakening of Native Hawaiians as it pertains to the legal status of Hawai'i as its own nation has rapidly transformed teacher education overnight. With respect to Indigenous and social studies education, this presentation will briefly go over the latest sovereignty issues and provide an overview as to what history teachers need to be aware when covering the history of Hawai'i and its relationship with the US.

Ng, Larson — University of Hawai'i at Mānoa

### ***Evidence-Based Reading Instruction for Students with Specific Poor Comprehension***

Students with specific poor comprehension (SPC) have the decoding ability; however, they cannot understand what they read. Even though their reading difficulties do not stem from decoding difficulties, teachers often treat students with SPC and poor readers with decoding difficulties as a homogenous group. This poster will present the types and examples of effective evidence-based reading instruction for students with SPC, including Reciprocal Teaching, mental imagery strategy, and inference-making instruction.

Lee, Sung Hee — California State University, Fullerton

Tsai, Shu-Fei — National University of Tainan, Taiwan

### ***A Validity Study of Simulated Students with Special Needs in a Virtual Classroom***

This study explores the validity of simulating virtual students with special needs on a web-based teaching simulation (i.e., simSchool). The comparison of various attributes including behavior and academic performances revealed important findings concerning the ability of the simulation to accurately depict students with learning disabilities.

Lee, Sung Hee — California State University, Fullerton

### ***Preparing Students for Study Abroad: It's Not All About the Host Culture***

The degree to which students return to their home countries with improved language proficiency, a wider worldview, better communicative and cultural competence can be greater enhanced by pre-departure preparation. It seems clear that learning about the target country is mandatory for any pre-departure program. However, knowing about one's own culture will allow students a greater ability to be receptive to new ideas and situations presented while in their host culture.

Desrosiers, Lori Ann — Kyoai Gakuen University

### ***Art and Science Together: Teaching Essential Drawing Skills to Introductory Geology Students***

Students in a modern geology course partnered with art education majors to apply drawing, imagination, and creativity as a tool for building their geological understanding. This study explored how basic drawing skills in a geology course can assist students with cognitive processing of course content through the use of visual literacy in their team problem solving visual journals.

Santos, Lori — Wichita State University

### ***Principal as the Instructional Leader (New Texas Principal Certification)***

Effective January 1, 2019, the Texas Principal Certification process will be changing in rigor, standards, requirements, and costs. The certification process will include a more rigorous TExES exam and a new portfolio assessment. Because both exams will require expert scoring, the costs of these exam is expected to triple or quadruple in costs. These new requirements, changes, and implications of this new certification process will be addressed.

Martinez-Garcia, Cynthia — Sam Houston State University

### ***The Effects of the Mask-Character Education Program on the Self-Esteem of Youths***

The purpose of the study was to examine the effects of the mask-character education program on the self-esteem of youth. On the basis of the Cooley's looking-glass self-theory, we developed 6 program modules that employed understanding self, understanding others, expressing self, conducting mutual-respects, communicating each other, considering for others, and having belonging.

Kim, Mi Sook — Kyonggi University

Song, Minkyong — Kyonggi University

### ***The Effects of the Mind-Training Program on Youths' Peer-Relationship***

The purpose of the study was to examine the effects of the mind-training program on youths' peer-relationship. In the study, we applied quasi-experimental design such as pre- and-post test control group design in which included 44 middle-school students in Boocheon city, South Korea. We employed the mind-training program with the total of 6 sessions, per 100 minutes from July 18th to August 19th, 2016. With using the SPSS statistical program in version 21, we executed descriptive statistics, Mann-Whitney U-test, ANCOVA, and Wilcoxon Matched Pairs Signed—Rank Test.

Kim, Myoung-Suk — Kyonggi University

Song, Minkyong — Kyonggi University

Shin, MiJung — Kyonggi University

Kim, Oksun — Kyonggi University

### ***The Review on the Students' Volunteering Policies in South Korea***

From the perspective of historical institutionalism, it revealed that we have experienced from traditional motivation model or workplace model (on the basis of philanthropy paradigm) to citizenship/civic service model or the (public) functional model (on the basis of volunteerism) in students' volunteering policies. In the study, I explored the conceptual definitions of volunteering and volunteer activities/actions of students, and deliberated on the key issues of the students' volunteer actions/activities that have encountered from the 「5 · 31 Education Revolution」 in 2005 to 2017, the present. I demonstrated and represented the particular issues (the free willingness of participation to help others; non-monetary rewards or un-paid work of and the nature of students' volunteering policies by the historical and contextual analysis.

Song, Minkyong — Kyonggi University

Lee, Sangwoo — UNICEF

### ***Transforming the Online Learning Experience***

This study investigated cognitive and motivational characteristics of students in an online learning context of a graduate course. The purpose was to examine factors which impacted students taking course information learned in virtual contexts and transforming their real - world lives using that information. Participants with high levels of transformative experience reported significantly higher positive emotions, interest, metacognition, intrinsic value, self-efficacy, cognitive strategy use, and self-regulation, while reporting significantly lower negative emotions.

Hamilton, Nancy — University of Arkansas at Little Rock

Heddy, Bejamin — University of Oklahoma

Goldman, Jacqueline — University of Oklahoma

Chancey, John — University of Oklahoma

### ***Integrating Circulated Technology into the Library Collection Development Plan***

As technology becomes more and more commonplace as a circulated resource in academic libraries, this technology needs to be standardized as part of the collection. Inclusion of technology into the library's collection development plan enables the library to use collection development strategies to continually assess their users' needs and evaluate their collection in meeting those needs.

Ordinario, Neil — San Jose State University

### ***How an Indigenous-Led, Tertiary Admission and Retention Programme Continues to Attract Underrepresented Students into a Highly Competitive and Restricted Health Tertiary Programme, While Achieving Student Success Within an Indigenous Health Workforce Development Context: MAPAS***

This presentation will summarise the key components of the MAPAS programme and how it uses the '12 effective practices for tertiary institutional action' (Curtis, 2018) to attract and support indigenous students studying in an elite and highly competitive tertiary course. The focus will include: the MAPAS admissions process; first-year academic outcomes (Curtis, Wikaire et al. 2015); and the importance of providing culturally safe 'study' spaces and cohort engagement (Curtis, Wikaire et al. 2014).

Jensen, Susanadaisy — University of Auckland, Aotearoa New Zealand

Clark, Nicola — University of Auckland, Aotearoa New Zealand

Curtis, Elana — University of Auckland, Aotearoa New Zealand

### ***Collaborative Language Learning through Cross-Cultural Understanding among Domestic and International Students in Provincial Technical Colleges***

This is a practical report of our research project on language learning through cross-cultural understanding among domestic and international students at provincial technical colleges in Japan. The goal of this practice is to improve the followings; students' opportunities to encounter multilingual and multicultural environment, to use foreign languages, and to understand cross-cultural affairs. In order to achieve the goal, we tried to conduct lessons by virtual videolink meetings as well as real training camps.

Ono, Masatsugu — Muroran Institute of Technology

Krause-Ono, Margit — Muroran Institute of Technology

Kuriyama, Masaki — National Institute of Technology, Tomakomai College

Taquet, David — National Institute of Technology, Hakodate College

### ***Flexible Scheduled Courses and Labs for Modern Day Apprentices***

In 2015, Truckee Meadows Community College (TMCC) was awarded the Department of Labor's (DOL) American Apprenticeship Initiative Grant. This program is helping train more than 500 apprentices across Nevada, preparing them for high-skilled, hands-on jobs. To accommodate 500 apprentices in our Advanced Manufacturing courses and labs at TMCC, we have developed flexible scheduled, open-entry, closed-exit classes with the major amount of coursework online. TMCC would like to showcase our results and "lessons learned".

Jarvis, Pat — Truckee Meadows Community College

Olson, Cheryl — Truckee Meadows Community College

### ***A Case Study Measuring Students' Attitudes and Behaviors Related to the Environment: What can we learn about Environmental Educational Interventions with Culturally Diverse Students?***

This presentation reports the outcomes of a project implemented with Flint Community Schools with the goals of 1) measuring the impact of making students aware of the complete recycling process, 2) to influence educational outcomes, and 3) to encourage students to recycle at all times. Lesson plans and activities were developed and used to impact attitudinal and behavioral changes. A pre and post survey instrument was used to measure students' recycling knowledge, as well as their attitudes and behaviors related to recycling.

Robles-Goodwin, Patsy — Texas Wesleyan University

Carson, Cecile — Baylor University

### ***Assessing a Study Abroad Program from the Student's Perspective***

This study examined how an evaluation was conducted within study abroad program, and described what occurred when students were encouraged to become active participants of the evaluation process. The purpose and the processes used to further develop the evaluation will be explained. In addition, this study will highlight the benefits of using student input towards learning outcomes and their impact towards curriculum design.

Gentry, Reginald — University of Fukui Language Center

### ***Defining Mathematics and Reading Literacy from Existing Literature***

This session will be a representation of the first goal of the research, which is to explore how content-area literacies of Mathematics and Reading are defined across the literature and how typical math teacher education programs incorporate strategies for developing reading literacy, not just mathematics literacy. Data collection for the second goal of how math teachers define and utilize literacy in their classrooms will start in the fall and may be discussed briefly.

Reinsburrow, Amanda — Drexel University

### ***Innovations for Improved Student Learning Through Engagement in Research Projects Focused on Community Benefits***

The challenges of engaging students in research content and therefore achieving successful learning outcomes are well known. This presentation will review the first five years of an ongoing study of how improvements to an evaluation project achieves better student learning outcomes as well as meaningful community agency benefits through a series of innovative teaching approaches. Attendees of this presentation will learn about important factors to consider, including those related to feasibility, when developing assignments aimed at maximizing student learning outcomes related to research knowledge and applied skills.

Retrum, Jessica — Metropolitan State University of Denver

### ***The Impact on Leadership Practices as Perceived by Professors at a Al Dammam District University in Saudi Arabia***

The study aimed at analyzing the impact that institutional leadership on the quality of performance of the teaching professors at one of the Universities in Al Dammam District. It provided insights into the relationship between quality of leadership and the professors' performance.

Alfayez, Tahani Moussa — Concordia University of Chicago and University of Hail, Saudi Arabia

### ***The Effects of Project Based Flipped Learning on Student's Learning Competences and Class Immersion***

With the development of information and communication technology, there has been a lot of discussion about more effective and efficient teaching and learning method. The purpose of this study is to discuss the effects of Project based Flipped Learning on learner's learning competencies (Critical thinking, Problem solving, Communication, Cooperation) and Class Immersion as part of teaching-learning application for effective lesson.

Kim, Jeongkyoum — Chungnam National University

Kim, Kioh — University of Louisiana at Monroe

Lee, Sangseon — Chungnam National University

### ***Creating and Engaging in Instructional Technology Professional Development: Lived Experiences of Administrators and Education Faculty in Higher Education***

The aim of this session is to share research regarding the lived experiences of administrators and education faculty in higher education on creating and engaging in instructional technology professional development. The poster will review theories explaining how and why innovations and technology spread, faculty's technology perceptions, and technology training in institutions of higher education. The poster will provide textural and structural descriptions of experiences to inform future practices of designing technology professional development for faculty.

Wallace, Jade Nicole — Harcum College

### ***Addressing Workforce Needs and Boosting Enrollment in Community Colleges by Utilizing the Apprenticeship Model***

Addressing the skills gap and hiring challenges in today's economy may require applying lessons we learned decades ago: One of the best ways to succeed in the workplace is to combine education and training with learning — and mastering — skills on the job. Modern-day apprenticeships can do that for workers and employers. Community colleges, and other educational providers, can benefit from this model by utilizing short-term and in-demand training programs and incorporate these into apprenticeships in a wide variety of industries.

Olson, Cheryl — Truckee Meadows Community College

Jarvis, Pat — Truckee Meadows Community College

### ***Voices of Students Seeking Bachelor's Degree of Social Welfare from Cyber University in Korea***

This study aims to explore difficulties of studying on-line and needs of students at Cyber University. Three focus group interviews revealed that students were frustrated at first then gradually got used to their on-line classes. However, face-to-face, off-line meetings and seminars were the crucial elements for adult learners to become competent in their study at Cyber University.

Won, Seojin — Daegu Cyber University

Song, Inuk — Daegu Cyber University

### ***Sterile Compounding Knowledge, Skills and Confidence Among Graduating Pharmacy Students***

Sterile compounding is a major aspect of pharmacy practice, as compounded sterile preparations are administered to millions of people daily. Parenteral products have the capacity to cause both cure and harm once administered. The aim of our research in progress was to determine if the current exposure to sterile compounding in the pharmacy curriculum produces pharmacists who are both confident and competent in the area of sterile compounding.

Landry, Shandrika Williams — Xavier University of Louisiana

Singleton, Brittany — Xavier University of Louisiana

### ***Value of Experiential Learning in Professional Development for Online Faculty***

This poster presentation focuses on Teaching Adult Learners Online (TALO), an online faculty development program that utilizes experiential learning as an approach to help faculty immerse in learning experiences as both student and faculty. Faculty experiment with various learning strategies and technological tools while rationalizing their benefits for student learning. Learning is then applied through hands-on tasks. That experimentation and application of learning, prompts faculty to reflect and rethink teaching approaches.

Boutrogianni, Marie — Ryerson University

Zefi, Leonora — Ryerson University

### ***Natural History Museums Play a Role in Post-secondary Biology Education***

Nsundayational history museums (NHM) have a rich history as the repository of extensive biology and geology collections. The displays are enjoyed by the public but in reality the majority of the specimens are only seen by students, researchers and scientists. These hidden collections are used for comparison and identification of species, and for biodiversity and evolutionary studies. Field trips to NHMs are enhanced by pre- and post-visit assignments with well-developed learning objectives.

Gillies, Sharon — University of the Fraser Valley

Schmaltz, Gregory — University of the Fraser Valley

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development **Session Chair:** Taylor, Elizabeth

### ***Creating Authentic Learning through Community Engagement Projects***

A community develop approach provided the impetus for a 120 graduating occupational therapy (OT) students to collaborate with a community agency to respond to an authentically modelled Request for Proposal (RFP) The outputs resulted in works-ups for funding of emerging areas of practice and new OT positions many of which were actually funded. The sharing of course structure, learning scaffolding and challenges will promote audience input to refining future experiences.

Taylor, Elizabeth — University of Alberta

Brintnell, Sharon — University of Alberta

### ***Introduction to the Development of an Innovative Graduate program to Producing Human Resources for a Next Generation Solar Hydrogen Energy Society***

This presentation will introduce an innovative program aimed at engineering education for the development of a hydrogen society at the graduate level called "Next Generation Solar Hydrogen Energy System Human Resource Development Program". This engineering education program is characterized as one of the flagship Japanese leadership programs for scientific engineering leaders in the internationalized practical new society. The interdisciplinary nature of this program, along with the involvement of stakeholders will be discussed as well as the benefits of the program namely, learner autonomy and active learning illustrated by the students sustained motivation. This presentation will be of benefit for any educators presented with the challenge of organizing new programs.

Yamauchi, Takeshi — Niigata University

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Sytsma, Cindy

***Fairness Committees: A Vehicle for Students to Shape Conventional Morality in Their Schools***

The Fairness Committee model allows for students to share their perceptions about morally appropriate behavior based on their own diverse backgrounds and experiences. The goal of the Fairness Committee, is not to indoctrinate others into a particular belief system, but rather to expose others to a variety of other belief systems, and how to embrace or encourage shift to strengthen or weaken a particular behavior, while showing respect to others belief systems (Olson, 2011).  
Sytsma, Cindy — National University

***Aphasia Camp Offers Allied Health Students an Unique Experiential Learning Opportunity***

This presentation provides an overview of aphasia camp and the development of the student role. A summary of students' perspective provides evidence for the importance of experiential learning experiences in putting knowledge and skills into practice. Three different student data sets indicate learning in the areas of personal and professional growth, empathy, communication, interprofessional team work, resilience, connection, and the clients' story. Facilitators reflection on how to set up a successful camp will be shared.

Werther, Karin — University of Alberta  
Ruelling, Andrea — University of Alberta  
Kim, Esther — University of Alberta  
King, Sharla — University of Alberta

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Troutman, Stephanie

***Effective Radicals: An Approach to Social Change from Baldwin to Davis***

Effective Radicals explores the different ways in which radicalism can take shape in society. This position is explored through the lens of James Baldwin – the profound literary genius and hyper-intellectual of the 20th Century – and Angela Davis – the prolific community organizer and political activist of the 20th Century and today.

Troutman, Stephanie — University of Arizona  
Robbins, Sherard — University of Arizona

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Mahmoud, Tarek

***Teaching and Learning Complicated Grammar Rules using Multimedia, such as the Modern Standard Arabic “Imperative” Verb Tense Grammar Rule***

The presentation is in a power point format and the presenter goal is to share with colleagues a successful approach and technique to enable students learning and comprehension of the complicated Arabic grammar rule “the imperative” verb tense conjugation and use. The objective is to help students to identify and practice the use of Arabic Imperatives appropriately through several tasks using an Arabic authentic music video clip and its lyrics.

Mahmoud, Tarek — Embry-Riddle Aeronautical University

***Fennec: Enhancing English Listening Skills with Video-Watching Experiences***

This research aims at answering two specific questions: (1) how to utilize online videos as a useful resource for English learner to improve their listening skill, and (2) how to provide an enjoyable learning environment to the learners where they can actively engage in the lesson rather than just listening. The Fennec is a new web application that utilizes transcription technology to help learner actively engage with online videos to improve their listening skill. The system also automatically generates assessment questions for the selected video.

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

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Volpi, Karla

***Self-Efficacy in Native American College Graduates***

Native Americans represent a very small percentage of college graduates every year. The study focuses on the successfully graduated Native American students. Specifically, it seeks to understand if the successful Native American college graduates' self-confidence, optimism, proactive coping, and capability belief correlates with their ability to attain college degrees with a view to understand which factors are most related to academic success and college graduation.  
Volpi, Karla — New Mexico State University

***Universal Design for Learning as a Structure for Culturally Responsive Practice***

Alaska is rich with cultural and ethnic diversity, and culturally relevant practice is both needed and required in Alaskan schools. Universal Design for Learning (UDL) is a framework to assist educators in this endeavor. While UDL provides the framework, the Alaska Cultural Standards for Educators tell us what best practice looks like for our diverse student population. This paper session explores examples of implementation of the Alaska Cultural Standards for Educators within a UDL framework.  
James, Krista — University of Alaska Anchorage

***Self-worth: Sources that Aboriginal University Students Pursue***

This presentation explores Aboriginal students' sources and access to self-worth while attending university. Study addresses how relocation to attend a university can result in barriers in accessing traditional sources of validation (e.g., native medicine, protocol, land, elders). Alternative sources of validation accessed by Aboriginal university students are presented. Results can be used to increase enrollment and retention rates for Aboriginal students, by providing programming that sustains and develops their self-worth sources, cultural identities, and values.  
Wawrykow, Natasha — University of British Columbia

---

**Time:** 11:30 AM - 1:00 PM / **Tuesday** - 1/8/2019 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education **Session Chair:** Yeager, Deborah

***Seeing the Forest through the Trees: Promoting Forest Schools for Children's Physical, Cognitive, and Emotional Development***

In this paper, I will provide an overview of the history and recent spread of the Forest School Movement around the world and the current research on the documented benefits for young children's overall well-being.  
Yeager, Deborah — Brock University

***School Readiness and Parenting: Does Improvement in Dimensions of Parenting Predict Improvement in School Readiness?***

This longitudinal study examines associations between change over time in five dimensions of parenting before kindergarten and change in school readiness. Results show that increase in warmth predicts improvement in most dimensions of school readiness and that decrease in negative discipline predicts improvement in social competence and in communication and general knowledge. The discussion will focus on the appropriateness of parenting programs designed to improve parenting practices and indirectly improve school readiness.  
Letarte, Marie-Josée — University of Sherbrooke  
Besnard, Thérèse — University of Sherbrooke  
Lemelin, Jean-Pascal — University of Sherbrooke  
Laurent, Angélique — University of Sherbrooke

***Reaching Children in Need: Learning from a Pop-Up School Model***

This presentation details an innovative approach to addressing a pressing need for high-quality early childhood education in a community hit with unprecedented catastrophe. The Pop-Up School: Education Outside Your Door program launched to serve those devastated by the Flint water crisis by providing rich education to young children and their parents/guardians. As a model for other struggling communities, lessons learned and current questions about the efficacy of mobile education will be shared and discussed.  
Finney, Mary Jo — University of Michigan-Flint  
Lesinski, Cathy — University of Michigan-Flint

***Culturally Inclusive Mentor and Mentee Relationships Among First-Generation, Underrepresented Students of Color in Higher Education: An Autoethnography***

This presentation will discuss the importance of culturally inclusive mentor and mentee relationships, specifically among students of color who are first-generation and underrepresented in higher education. Stories from an autoethnographic study will illuminate the importance of using storytelling as a means to create inclusive spaces that will allow mentor and mentees to build relationships, thus providing better support, understanding, and guidance towards individual student success.

Moua, Manee — Lewis-Clark State College

***Next Generation First Generation Professionals: Eradicating Tokenism in Higher Education***

Internalized historical or intergenerational trauma (IHIT) affects next generation/first generation professionals (NXFG), amplifying incompatibility. Feeling out of place is a consistent theme for NXFG navigating exclusionary spaces. Thinking imposter syndrome would dissipate, however oppressive systems persist. Invalidation, constant microaggressions, and Post Traumatic Slave Syndrome (DuGruy) leave NXFG besieged with messages of inadequacy. Exploring equity-based approaches and intersectionality grounded in critical theory illuminates how IHIT decreases when valuing, not nullifying, narratives.

Pascua, Tracy — Saint Mary's College of California

Sosa, Gloria Aquino — Saint Mary's College of California

***Latinx College Student's Transition Experiences: Collectivism to an Individualistic Culture***

This presentation will entail my research study on the disparate cultural values embedded in collectivism and individualism, and how the transition from both cultures can create obstacles in a higher education setting.

Perez, Lysandra — Washington State University

# Author Index

Abbott, Janet — San Diego State University .....	52, 130
Acheson-Clair, Kris — Purdue University .....	80
Acker-Ramirez, Cyndia — Loyola Marymount University .....	14
Adams, Gina — Mount Royal University .....	51
Adams, James — Alliant International University .....	78
Adams, Korbi — Childsplay Theatre Company .....	93
Adams, Pamela — University of Lethbridge .....	55, 87, 120
Addison, Christopher — University of British Columbia .....	62
Adkins, Megan — University of Nebraska- Kearney .....	8, 88
Ajayi, Eytayo Julius — University of the Witwatersrand, South Africa .....	15
Akridge, Evangeline — Alliant International University .....	78
Al-Dahir, Sara — Xavier University of Louisiana .....	110
Aldujayn, Norah — University of Toledo .....	85
Alfayez, Tahani Moussa — Concordia University of Chicago and University of Hail, Saudi Arabia .....	133
Alford, Sean — Aiken County Public Schools, South Carolina .....	80
Allen, Brandon — Purdue University .....	48, 74
Allen, Kimberly — North Carolina State University .....	24, 63
Aller, Warren — Western Washington University .....	32
Almuqati, Adhwa Abdullah — Concordia University Chicago .....	67
Alsaif, Manal — Indiana University .....	66
Alsalem, Nuha Khalid — Ball State University .....	106
Alsubhi, Alaa — University of Toledo .....	45
Althouse, Norm — University of Calgary .....	113
Amado, Jazmina — California State University, Fullerton .....	36
Amireault, Valérie — University of Quebec in Montreal .....	30
Amster, Sara-Ellen — National University .....	41
Anastasia Tillan, Amy — Salve Regina University .....	61
Anderson, Sarah — Mayville State University .....	34
Angel, Amber — Los Angeles Valley College .....	61
Aoki, Kyota — Utsunomiya University .....	68, 131
Aotani, Noriko — Tokai Gakuen University .....	39, 109
Aoyama, Tomoo — Edogawa University .....	71
Arame, Maki — Polytechnic University of Japan .....	107
Ardrey, Tameka — Indiana University Purdue University Indianapolis .....	15
Arens, A. Katrin — German Institute for International Educational Research .....	28
Arias Palcio, Sara — University of Quebec in Montreal .....	30
Arias, Melissa — UCLA .....	125
Arroyo, Hector — Western University of Health Sciences .....	130
Artis, Sharnnia — University of California, Irvine .....	125
Asakawa, Atsushi — Kanazawa University .....	108
Asato, Kyler — Chapman University .....	55
Astor, Angelica Marie — Northern Arizona University .....	20
Atkins, Celeste — University of Arizona .....	26
Atwell, Catherine — Marlborough School .....	22
Aubé, Caroline — HEC-Montreal .....	119
Auger, Darlene — University of Alberta .....	8
Austin, Christopher — University of Missouri .....	114
Avila, Sabrina — Queens College .....	38, 69
Baatar, Dolgor — Texas Tech University Health Sciences Center El Paso .....	67
Bae, Gyseon — Defense Language Institute Foreign Language Center .....	84
Bae, Suhyun — Seoul National University .....	47
Baek, Sun Geun — Seoul National University .....	94
Baker, Eva — University of California, Los Angeles/CRESST .....	62
Baldovinos, Diana — Washington State University .....	48
Baldwin, Kathryn — Eastern Washington University .....	27, 49, 71
Banda, Rosa — Texas A&M University Corpus Christi .....	19
Banerjee, Surya Jyoti — New Mexico State University .....	24
Banks, Sachie — Bunkyo University .....	11, 81
Barclay, Allen — Northern State University .....	26
Barker, Andrea — Mesa Public Schools .....	81
Barney, David — Brigham Young University .....	110

Bartram, Timothy — RMIT Melbourne.....	54
Bayliss, Frank — San Francisco State University .....	105
Beal, Sarah — Texas Tech University .....	27
Beasley, Kathy — Adventist Health IT Solutions .....	16
Beavers, Karly — Public Health Educator.....	38
Becerra, Monideepa — California State University, San Bernardino.....	51
Becker, Betsy — University of Nebraska Medical Center .....	8
Beckwith, E. George — National University.....	95, 119
Bédard, Samantha — University of Sherbrooke .....	71
Beebe, Lora — University of Tennessee Knoxville.....	35
Belanger, Maureen — University of Alberta .....	8
Belenardo, Susan — University of California, Irvine .....	87
Bengtson, Ed — University of Arkansas .....	120
Bennett, Carol — Brigham Young University-Hawaii .....	120
Benton, Darius — University of Houston-Downtown .....	80
Bentz, David — Eastern Oregon University .....	95
Berger, Michael — Washington State University Vancouver .....	71
Berkowitz, Alan — Cary Institute of Ecosystem Studies .....	65
Berman, Shari Joy — Hirosaki University.....	47
Bernes, Kerry — University of Lethbridge.....	46
Besnard, Thérèse — University of Sherbrooke.....	136
Bhattacharya, Debasis — University of Hawaii Maui College.....	81
Bice, Matthew — University of Nebraska- Kearney .....	8
Bigelow, Martha — University of Minnesota.....	14
Biggin-Pound, Steve — Yukon College .....	80
Bigley, Joel — California Baptist University .....	7
Bisio, Kenn — Metropolitan State University of Denver .....	51
Black, Joanna — University of Manitoba .....	32
Blackmon, Odie — Middle Tennessee State University.....	40
Blackmon, Olivia — George Mason University .....	84
Blair, Heather — University of Alberta .....	8
Blake, Donovan Griffin — Bowie State University.....	50
Bleistein, Alexander — University of Cambridge .....	119
Bliss, Timm — Oklahoma State University.....	24
Blodgett Salafia, Elizabeth — North Dakota State University .....	67
Bloom, Jody — Drexel University.....	13
Bluehorn, Rhonda — Federation of Sovereign Indigenous Nations.....	15
Bohjanen, Sharon — St. Cloud State University .....	117
Bohn-Gettler, Catherine — College of St. Benedict/St. John’s University .....	25
Boninger, David — Glendale Community College .....	106
Bonner II, Fred — Prairie View A&M University .....	10, 91, 120
Bonnstetter, Rhonda — Southwest Minnesota State University.....	20
Boo, Sunjoo — Ajou University .....	129
Boorer, Lenka — Griffith University.....	19
Borba, John — University of California .....	113
Borchard, Laurie — San Jose State University .....	102
Boren, David — Brigham Young University.....	10
Botha, RJ (Nico) — University of South Africa .....	16
Bountrogianni, Marie — Ryerson University .....	134
Bourdier, Juliette — College of Charleston .....	26
Bourdon, Erica — Yukon College .....	80
Bowyer, Garry — Miami University .....	118
Boyer, Alba — California State University, Sacramento .....	49
Bracey, Diamond — Bowie State University .....	50
Bragg, Jedediah — University of Oklahoma .....	18, 36, 56, 66, 86, 106, 126, 128
Bramble, Mary Kathryn — University of New Mexico .....	111
Brame, Priscilla — University of Virginia’s College at Wise .....	116
Breslin, Michael — Oklahoma State University.....	83
Brewer, Carol — Praire Ecotone Research Group, LLC .....	65
Brian, Kelley — University of California .....	26, 86, 93
Brintnell, Sharon — University of Alberta .....	134
Brock, Patricia Ann — Pace University.....	6, 45
Brockman, Gwen — California State University, Dominguez Hills .....	7

Brook, Julia — Queen's University .....	52
Brooks, David — Kitasato University .....	85
Brooks, Tamara — Drexel University .....	110
Brown, Barb — Werklund School of Education .....	83
Bruce, Tim — Western Washington University .....	32
Buchanan, Marla — University of British Columbia .....	38
Buchter, Jennifer — University of Nevada, Las Vegas .....	105
Burghardt, Linda — Holocaust Memorial & Tolerance Center of Nassau County, N.Y. ....	13
Burghardt, M. David — Hofstra University .....	8
Burgstahler, Sheryl — University of Washington .....	62
Burleigh, Cheryl — University of Phoenix .....	32, 120
Burns, Allan — University of the West of Scotland .....	61
Bush, Benjamin — Auburn University .....	117
Bustillos, Terry — National University .....	16
Butler, Dawn — University of Houston .....	19, 93
Butler, Douglas — Prairie View A&M University .....	120
Camara, Sakile — California State University, Northridge .....	16
Cap, Orest — University of Manitoba .....	32
Carbonaro, Phyllis — Arizona State University and Grand Canyon University .....	21
Cardinal, Margaret — University of Alberta .....	8
Cardinal, Trudy — University of Alberta .....	49
Cardwell, Terri — Keep Lake Jackson Beautiful .....	129
Carino, Anna — Avondale Elementary School District .....	58
Carrier, Geneviève — La Capitale School Board, Quebec, Canada .....	107
Carr-Stewart, Sheila — University of Alberta .....	43
Carson, Cecile — Baylor University .....	129, 133
Cartagena, Alyson — Rio Hondo College .....	33, 100
Carter, Leisje — University of Calgary .....	11
Carter-Snell, Cathy — Mount Royal University .....	65
Carver, Leea — Arkansas State University .....	58
Cashman, Kimo Alexander — University of Hawai'i at Mānoa .....	107, 119
Caughlin, Ashley — Cartwright School District .....	81
Cavanagh, Jillian — La Trobe University .....	54
Cerni, Tom — University of Sydney/The Scots College, Sydney .....	47
Cervantes, Jorge — Texas Tech University Health Sciences Center El Paso .....	67
Cervatiuc, Andreea — University of British Columbia .....	85
Chancey, John — University of Oklahoma .....	132
Chaney, Cassandra — Louisiana State University .....	33
Charbonneau, James — University of British Columbia .....	62
Charland, Patrick — Université du Québec à Montréal .....	119
Chatterjee, Suparna — New Mexico State University .....	24
Chaudhuri, Jayati — California State University, Los Angeles .....	16
Chavez, Sandra — East Los Angeles College .....	8
Cheng, Tsan-Jui — Defense Language Institute .....	16, 60
Chicola, Nancy — SUNY Buffalo State .....	82
Childs, Kamshia — Kansas State University .....	24, 90
Cho, Jeonghwa — Seoul National University .....	126
Cho, Vincent — Boston College .....	127
Choate, Peter — Mount Royal University .....	51, 65
Choi, Dong San — University of Illinois at Urbana-Champaign .....	19
Choi, Junghye Fran — Walden University .....	60
Choi, Su-Jung — Seoul National University .....	7, 47
Christensen, Amanda — Utah State University .....	9
Christensen, Amy — St. Cloud State University .....	117
Christensen, Jennifer — St. Cloud State University .....	117
Christopherson, Neal — Whitman College .....	11
Ciarrochi, Joseph — Australian Catholic University .....	28
Clamme, Shay — Indiana University East .....	33
Clancy, Tracey — University of Calgary .....	104
Clark, Ashley — Glendale Community College .....	106
Clark, Christine — University of Nevada, Las Vegas .....	105
Clark, Nicola — University of Auckland, Aotearoa New Zealand .....	132
Clark, Quintana — Purdue University .....	24

Clark, Suzanne — Michigan Education Association .....	92
Clemmer, Katharine — Loyola Marymount University .....	14
Cochrane, Stephen — Alliant International University .....	12, 58, 78
Cole, Michele — Robert Morris University .....	69
Colles, Colleen — MSU Denver .....	92
Collins, Sandra — Athabasca University .....	31, 63
Concannon, Brendan — University of Alberta .....	65
Conklin, Cheryll — Michigan Education Association .....	92
Conmy, Thomas — University of San Francisco .....	129
Conroy, Shawn — Salve Regina University .....	29
Conway, DeeDee — Southern Methodist University .....	45
Cook, Julie — Georgia College & State University .....	130
Cooke-Jackson, Angela — California State University, Los Angeles .....	16
Cooley, Nichole — The New Teacher Project .....	46
Coomes, Jacqueline — Eastern Washington University .....	51
Coon, Kim — University of Oklahoma .....	36, 56
Cooper, Justin — University of Louisville .....	28
Corcoran, Lynn — Athabasca University .....	44
Cornely, Helen — Florida International University .....	88, 109, 130
Corpuz, Aleta — University of Hawai‘i at Mānoa .....	70
Cosimano, Michael — California State University, Bakersfield .....	32
Cotter, Matthew — Hokusei Gakuen University Junior College .....	12
Cotton, Halley — University Alabama at Birmingham .....	117
Coulter, Gail Ann — Western Washington University .....	130
Covington, Vivian — East Carolina University .....	72
Cowart, Melinda — Texas Woman’s University .....	23, 53
Cox, Anne — Washington State University .....	130
Crabtree, Hannah — Toledo Museum of Art .....	75
Craig III, Silas Charles — The City of Raleigh .....	129
Craig, Cheryl — Texas A&M University .....	54, 114
Craig, Deidra — North Carolina State University .....	129
Craven, Rhonda — Australian Catholic University .....	28
Cribbs, Julie Miller — University of Oklahoma .....	18, 36, 56, 66, 86, 106, 126, 128
Cripps, Tony — Nanzan University .....	18, 129
Crittenden, Madalyn — Arkansas State University .....	58, 130
Cromwell, Raven — Marietta College .....	39
Cropps, Torrie — Purdue University .....	45, 48
Crosby, Richard — University of Kentucky .....	38
Cross, Paulette — Georgia College & State University .....	130
Cui, Anja-Xiaoxing — Queen’s University .....	52
Cummins, Liza — Harris-Stowe State University .....	127
Curtis, Elana — University of Auckland, Aotearoa New Zealand .....	132
Curtis, Rebecca — Auburn University .....	91
Czerniak, Charlene — University of Toledo .....	42
Daghighi, Abdol — Walden University .....	40
Dailey, Ardella — California State University, East Bay .....	9, 20, 50
Daniele, Shelby — Arkansas State University .....	58, 130
Daniels, Carolyn — CQUniversity .....	115
Daniels, Sara — Toledo Museum of Art .....	75
Darby, Mizgon Zahir — Art in Action .....	103
Darling, Sharon Vasser — Marietta College .....	87
Darvas, Janet Wakefield — Grand Canyon University .....	50
Dau, Stephanie — Pepperdine University .....	74
Davenport, Elizabeth — Alabama State University .....	25
Davidov, Lily — Rio Salado College and University of Phoenix .....	21
Davis, Antoinette — CSU-Global .....	29, 95
Davis, Dottie — Campbellsville University .....	18
Davis, Emi — Kwansai Gakuin University / Otemon Gakuin University .....	66
Dean, Paul — Ohio Wesleyan University .....	45
Dean, Prem — National University .....	63
Decker-Fisk, Katie — The Chicago School of Professional Psychology .....	20
DeClouette, Nicole — Georgia College & State University .....	18
Delano-Oriaran, Bola — St. Norbert College .....	99

DeLuce, Karen — University of Phoenix.....	128
Demirci, Ersin — Harmony Public Schools.....	24
Denner, Jill — Education, Training, Research (ETR).....	81
Denton-Brown, Nick — The New Teacher Project.....	46
Derzis, Nicholas — Auburn University.....	91
Deslandes, Rollande — Université du Québec à Trois-Rivières.....	108
Desmarais, Serge — University of Guelph.....	77
Desrosiers, Lori Ann — Kyoai Gakuen University.....	131
Deutsch, Joe — North Dakota State University.....	88
deVries, Sabina — Texas A&M University - San Antonio.....	105
Dho, Seung-youn — Kwang-woon University.....	57
DiCarlo, Cynthia — Louisiana State University.....	84, 92
Dickey, Kristi — Oklahoma State University.....	71
Dilenschneider, Robert — Jichi Medical University.....	6
DiLoreto, Melanie — University of West Florida.....	97
Diwa-Acallar, Johanna — Partnerships for the Environmental Management of the Seas of East Asia (PEMSEA).....	41, 57
Dlugasch, Lucie — Florida International University.....	109, 130
Doering, Aaron — University of Minnesota.....	101, 123
Doi, Saori — University of Hawai‘i at Mānoa.....	6
Doig, Graham — California Polytechnic State University, San Luis Obispo.....	62, 130
Donaldson, Leona — Drexel University.....	29, 49, 63
Dong, Nianbo — University of North Carolina Chapel Hill.....	114
Donovan, Jane — Drexel University.....	64
Downey, Douglas — Ohio State University.....	25
Downing, Hazel — Hawaii Pacific University.....	35, 105
Doyle, Emily — Athabasca University.....	44, 66
Druschke, Vincent — Michigan Technological University.....	100
Dubé, Céleste — Concordia University.....	28
Dubois, Patrick — University of British Columbia.....	62
Dudrey, Ellen — Texas Tech University Health Sciences Center El Paso.....	67
Duffield, Nigel — Konan University.....	67
Dukhan, Shalini — University of the Witwatersrand, South Africa.....	15
Dumoulin, Catherine — Université du Québec à Chicoutimi.....	35
Duval, Joëlle — Université du Québec à Chicoutimi.....	35
Eaton, Lynn — University of Mary Hardin-Baylor.....	92
Eberhardt, Kristin — Tohono O’odham Community College.....	68
Edwards, Margaret — Athabasca University.....	66
Edwards, Michael — Doshisha University.....	6
Egger, Anne — Central Washington University.....	71
Eggleston, Margaret — Capella University.....	81
Egusa, Ryohei — Meiji Gakuin University.....	72
El Ashmawi, Yvonne — Loyola University Chicago.....	122
Elam, Jesse — Meiji Gakuin University.....	37
Eldredge, Kristy — The Chicago School of Professional Psychology.....	23
Ellabidy, Magdy — Wentworth Institute of Technology.....	113
Ellena, Michelle — Pepperdine University.....	74
Ellis, Joyce — National University.....	29
Ellis, Latoshia — Harris-Stowe State University.....	127
Ellis, Rufus — Florida A&M University.....	113
Elsaidy, Walid Soliman Ismail — Alexandria University.....	118
Endo, Hidehiro — Akita International University.....	41
Endrijonas, Erika — Los Angeles Valley College.....	61
Enta, Masahiro — Waseda University.....	36
Erbe, Ashlynn — Brigham Young University.....	37
Erickson, Doreen — Capella University.....	23
Erickson, Liz — Pittsfield School District, NH.....	128
Esmail, Shaniff — University of Alberta.....	65, 78
Esparza, David — University of Texas at El Paso.....	7
Espinoza, Dorina — University of California.....	26, 86, 93, 113
Essien, Idara — San Diego State University.....	15
Essler-Petty, Shannon — College of St. Benedict/St. John’s University.....	25
Esters, Levon — Purdue University.....	24, 45, 48, 74
Esteves, Kelli — Butler University.....	34, 57

Evans, Carol — University of Southampton .....	87
Evans, Paige — University of Houston.....	54, 114
Evans, Suzanne — National University .....	85, 112
Ewing-Taylor, Jacque — University of Nevada, Reno.....	68, 70
Fajardo, Consolacion — National University .....	29
Farrell, Alice — Olive Branch Clinical and Consulting Services, LLC .....	41, 100
Farrell, Thomas — Brock University .....	47
Fenton, Diana — College of St. Benedict/St. John’s University .....	42
Ferguson, Kelly — Loyola University Chicago.....	122
Ferko, Doreen — California Baptist University .....	7
Fernandes, Chris — Wentworth Institute of Technology .....	113
Fernandez, Eva — Queens College.....	38, 69
Figuroa, Jorge — Texas Woman's University.....	89, 92
Finney, Mary Jo — University of Michigan-Flint .....	43, 136
Fisher, Steve — Alliant International University.....	78, 116
Fitzsimmons, Jos — SUNY Oswego .....	111
Fleming, Christine — Auburn University .....	91
Flihan, Sheila — The College of St. Rose .....	92
Flores, Serena — University of St. Thomas.....	63
Flowers III, Alonzo — Drexel University.....	19
Foggo, Richard — Mount Royal University .....	76
Ford, Haley — University of Houston .....	19
Ford, Richard — California State University, Chico .....	42
Forsythe, Robline — Thompson Rivers University .....	119
Fortner, Kitty — California State University, Dominguez Hills .....	32
Foster, Susan — The Chicago School of Professional Psychology .....	16, 20, 23, 48, 95, 103
Foulger, Teresa — Arizona State University .....	57
Fox, Thomas — University of Houston–Clear Lake .....	66
Fraboni, Michelle — Queens College.....	38, 69
Fraizer, Lani — Yunus Center Asian Institute of Technology .....	40
Franco-Westacott, Michelle — Texas Tech University .....	99
Francuski, Biljana Đorić — University of Belgrade .....	116
Fraser, Simon — Hiroshima University.....	39
Fredericks, Bronwyn — CQUniversity.....	115
Freed, Lauren — University of Massachusetts, Dartmouth .....	43
Freeman, Gina — University of Calgary .....	104
Freeman, Misha — Avondale Elementary School District.....	58
Fried, Shelley — University of Calgary.....	11, 90
Frizell, Sherri — Prairie View A&M University .....	10
Fry, Victoria — Queen’s University .....	52
Fujiki, Takashi — Nagasaki University .....	98
Fujikura, Junko — Women Nutrition University.....	73
Fujita, Hiroyuki — Kanagawa Institute of Technology.....	73
Fujiwara, Ai — Meisei University.....	70
Fukae, Hirotada — Polytechnic University of Japan .....	107
Fukaya, Keisuke — Chubu University.....	49
Fukuda, Norio — Kita Elementary School of Kanuma City .....	68, 131
Fuller, Amanda — San Diego State University .....	130
Fustos, Janos — Metropolitan State University of Denver.....	22
Gabriel, Kathleen — University of California .....	25
Gajdamaschko, Natalia — Simon Fraser University .....	22
García, Alma — Santa Clara University .....	21
Garcia, Veronica — Washington State University .....	130
Gardiner, Carl Lloyd — Prairie View A&M University.....	31
Garrett, Chris — Nevada State College .....	121
Garrett, Marta — USMC.....	31
Garrido, Maria — Florida International University .....	109, 130
Garrison, Ernest — University of California, Irvine.....	125
Gaudreau, Nancy — Université Laval .....	83, 90, 106, 107, 108, 110
Gazaille, Mariane — Université du Québec à Trois-Rivières.....	57
Geary, Edward — Western Washington University .....	71
Geier, Ted — Ashford University .....	124
Gelfer, Jeff — University of Nevada, Las Vegas.....	34, 105

Gentry, Reginald — University of Fukui Language Center .....	133
Gerc, Krzysztof — Jagiellonian University.....	36
Gettridge, Frank — University of Southern California .....	43
Gevorkian, Monique — California State University, Northridge .....	77
Gibb, Gordon — Brigham Young University .....	37
Gilderbloom, John Hans — University of Louisville.....	53
Gill, De Vida — Pepperdine University.....	91
Gillies, Sharon — University of the Fraser Valley.....	134
Glascok, Patricia — Arkansas State University .....	58
Goldman, Jacqueline — University of Oklahoma.....	132
Gotch, Chad — Washington State University.....	36
Goto, Masayuki — Waseda University.....	32
Graham, Cynthia — University of Southampton, UK .....	38
Graham, Jennifer — Northern Maine Community College .....	68
Grantham-Caston, Michelle — Louisiana State University .....	92
Grave, Shannon — University of North Dakota .....	34
Gray, Mariama — California State University, East Bay .....	9, 50
Graziano, Kevin — Nevada State College .....	57
Green, Aiyana — Tennessee State University .....	110
Green, Emily — Education, Training, Research (ETR).....	81
Green, Jane — Selkirk College .....	39, 111
Green, Marybeth — Texas A&M University, Kingsville .....	10, 26
Greene Ryan, Jane — Drexel University .....	64, 101, 124
Gregg, Ronda — University of Phoenix .....	120
Griffiths, Fred — Oklahoma State University.....	83
Grima-Farrell, Chris — University of NSW Australia.....	6
Grimes, Katie — University of British Columbia .....	38
Groenendyk, Michael — Concordia University.....	85
Gross, Tomas — Western Kentucky University .....	43
Gubler, Rea — Southern Utah University.....	21
Guerrero, Karen — Arizona State University .....	62, 81
Guillen, Sean — Wentworth Institute of Technology.....	113
Gulasingam, Nandhini — DePaul University .....	13
Guo, Xulin — University of Saskatchewan .....	52
Guthrie, Brian — City University of Seattle .....	51
Gutowska, Renata — Elgin Community College.....	70
Guzmán, Alexander — CESA School of Business .....	25
Ha, Jae-Young — Seoul National University.....	47
Haas, Eric — California State University, East Bay .....	9
Hack, Regan — Athabasca University.....	66, 129
Hairston, Kimetta — Bowie State University .....	31
Hale, Chris Carl — Akita International University .....	37
Hall, Nyree — Sacramento State University .....	74
Hallam, Pamela — Brigham Young University.....	10
Hamamoto, Moe — Kanagawa Institute of Technology.....	73
Hamano, Taisuke — Ryutsu Keizai University .....	38
Hamel, Erica Jean — Northern Arizona University.....	52
Hamilton, Nancy — University of Arkansas at Little Rock.....	132
Han, Shinil — Sungkyunkwan University .....	19
Handa, Junko — Polytechnic University of Japan .....	107
Haney, Colleen — University of British Columbia .....	38
Hanks, Heather — University of Oklahoma.....	18, 36, 56, 128
Hara, Masashi — Ryutsu Keizai University.....	38
Harada, Kentaro — Shimane University .....	70
Harada, Koji — Utsunomiya University .....	68, 131
Harada, Rie — Rikkyo University.....	47
Harper, Bianca — University of Southern California .....	9
Harris, Cornelia — Cary Institute of Ecosystem Studies .....	65
Harris, Danica — Texas Woman's University .....	33
Harris, Rodney — The Chicago School of Professional Psychology .....	54
Harris, Sandra — Concordia University Ann Arbor .....	83
Hart, Jeffery — Western Washington University.....	20
Hart, Joanna Szabo — Mount Royal University .....	110

Hart, Michael Anthony — University of Calgary .....	52
Hartman, Daniel — South Western School District.....	24
Harven, Aletha — California State University, Stanislaus .....	23
Hasegawa, Ayako — Takushoku University .....	109
Hashizume, Misaki — Shizuoka University .....	40
Haskins, Tara — Eastern Washington University.....	45, 51, 92
Haslip, Michael — Drexel University.....	63
Hastings, Tom — Portland State University .....	85
Hasuike, Takashi — Waseda University .....	107
Haughton, Aaron — Mojave Unified School District.....	82
Havig, Kirsten — University of Wyoming .....	18, 128
Hayden-Baldauf, Erin — St. John’s University .....	23
Hayes, Kathryn — California State University, East Bay .....	9
Hays, Kristi — Chino Valley Unified School District .....	87
Hébert, Etienne — Université du Québec .....	34
Hecht, Deborah — CUNY Graduate Center .....	8
Heddy, Bejamin — University of Oklahoma .....	132
Hedges, Peggy — University of Calgary .....	113
Hellman, Chan — University of Oklahoma .....	18, 86, 106, 128
Henderson, DeAnna — University of Phoenix .....	44
Henning, A. Suzie — Eastern Washington University .....	45, 51
Henrickson, Jeni — University of Minnesota .....	101, 123
Her, Malia — Garden Grove Unified School District.....	34
Herman, Lynn — Texas Tech University Health Sciences Center El Paso .....	67
Hernandez, Ana — California State University, San Marcos .....	104
Hernandez, Andres — California Polytechnic State University, San Luis Obispo .....	62, 130
Hernandez, Jill — University of Texas at San Antonio .....	83
Heron, Andrea — Mount Royal University .....	89
Hester, Ulyssa — Purdue University .....	48
Hickman, Coleman — Oklahoma State University .....	128
Hicks, Janet — Belmont University .....	105
Higashino, Yuko — Nippon Sport Science University .....	123
Higgins, Marc — University of Alberta .....	49
Higgins, Silke — San Jose State University .....	85
Hill, Christopher — Nanyang Technological University .....	98
Hill, Russel — University of California .....	113
Hinson, Jane — Georgia College & State University .....	130
Hipp, Jamie — Louisiana State University .....	84
Hirasawa, Shigeichi — Waseda University .....	32, 89, 121
Hoffman, Andra — Los Angeles Community College District.....	61
Hoffman, James — University of Texas at Austin .....	93
Hoires, Carolina — Social Work Programs .....	88
Hollman, Angela — University of Nebraska- Kearney .....	8
Holmlund, Tamara — Washington State University Vancouver.....	71
Holt, Brett — University of Vermont .....	89
Holt, Jerry — Florida A&M University .....	41, 91
Holtsford, Mandie — Texas A&M University - San Antonio .....	124
Hooker, Joshua — Michigan Technological University .....	100
Hori, Mayumi — Chuo University.....	41, 74
Horowitz, Marcel — University of California, Cooperative Extension.....	26, 68, 86, 93
Hosseinali, Taiebeh — Lincoln Land Community College .....	26
Howard, Atyani — The New Teacher Project .....	79
Howard, Betty — Alabama State University .....	25
Howard-Bostic, Chiquita — Shepherd University.....	73
Howarth, Margaret — National University.....	85
Howman, Robert — Winona State University .....	94
Hsieh, Yi Chin — Nanyang Technological University.....	98
Huang, Yi — Coppin State University.....	65
Hudson, Denita — The Chicago School of Professional Psychology .....	20
Hudspeth, Edward — Southern New Hampshire University .....	95
Huffman, Lisa — Texas Woman's University .....	89, 92
Hughes, Scott — Mount Royal University .....	110
Hughes, Thomas — Northern Arizona University.....	64, 127

Hulin, Caroline — Baton Rouge Public Schools .....	92
Hung, Yun-Ting — Metropolitan State University .....	91
Hunter, Joseph — Western Washington University .....	32, 111
Huntley, Lauren — Pepperdine University .....	74
Hurst, Todd — University of Kentucky .....	11
Hutchison, Laveria — University of Houston .....	19, 91
Huynh, Diana — Arkansas State University .....	58
Hwang, Jiwon — California State University, Bakersfield .....	35
Hwang, Seok Yoon — Daegu University .....	35
Hyatt, Keith — Western Washington University .....	12, 20, 91
Hylton, Kathleen — California State University, Bakersfield .....	43
Hynd, George — University of Tennessee at Chattanooga .....	98
Iaccopucci, Anne — University of California Agriculture and Natural Resources .....	26, 86, 93
Ide, Miku — Tokyo Institute of Technology .....	16
Imai, Cherise — Military Interstate Children's Compact Commission (MIC3) .....	80
Imai, Noriko — Kochi University .....	123
Ima-Izumi, Yoko — University of Tsukuba .....	82
Inaba, Rieko — Tsuda University .....	107, 108
Inoue, Aya — Aichi University of the Arts .....	14
Irish, Tobias — University of Hawai'i at Hilo .....	65
Isacson, Mary — University of Oklahoma .....	36, 56, 98, 106
Iseminger, Shalyse — Purdue University .....	38
Ishikawa, Hiroshi — Tokyo Metropolitan University .....	107
Ishizuka, Hiroki — Hokkaido University of Education .....	53
Isshiki, Masao — Kanagawa Institute of Technology .....	73, 100
Itaya, Hatsuko — Hokkaido Musashi Women's Junior College .....	18, 30
Ito, Tae — Toyota Technological Institute .....	22, 53
Ito, Yu — Shujitsu Junior College .....	69
Ito, Yukiko — Tokyo Denki University .....	30
Iwata, Akira — Hokkaido Musashi Women's Junior College .....	22
Izumi, Emiko — Kyoto University of Education .....	75
Jacobsen, Michele — University of Calgary .....	83, 104
Jaksa, Joseph — Saginaw Valley State University .....	115
Jalalian-Chursky, Krystle — Seattle Pacific University .....	38
James, Krista — University of Alaska Anchorage .....	74, 136
James, Natalie — Oregon State University .....	90, 94
Jang, Bong Seok — Chungcheong University .....	72
Janning, Michelle — Whitman College .....	11
Janssen, William — Brock University .....	43
January – Vance, Katina — Howard University .....	120
Jaquish, Andrea — University of New Mexico .....	67
Jarrett, Anna — University of Arkansas .....	78, 88, 128
Jarvis, Pat — Truckee Meadows Community College .....	133
Jelley, Martina — University of Oklahoma .....	36, 56
Jennings, Christopher — Metropolitan State University of Denver .....	89
Jensen, Susanadaisy — University of Auckland, Aotearoa New Zealand .....	132
Jeon, Hyeon-Ae — Daegu Gyeongbuk Institute of Science and Technology .....	126
Jeong, Seongji — Seoul National University .....	7
Jiang, Yingtao — University of Nevada, Las Vegas .....	96
Jimenez-Silva, Margarita — University of California, Davis .....	27, 51, 81
Johnson, Adrienne — Missouri Western State University .....	18
Johnson, Emma — North Dakota State University .....	67
Johnson, Helen — Queens College .....	69
Johnson, Larry Colvin — Simon Fraser University .....	41
Johnson, Michael — Muroran Institute of Technology .....	129
Johnson, Patrick — Queens College .....	38, 69
Johnson, Sr., LaMont — North Carolina Agricultural and Technical State University .....	80, 124
Johnson, Susan — Mercyhurst University .....	65
Johnston, Amanda — Purdue University .....	19
Jonak, Jolanta — Northeastern Illinois University .....	117
Jones, Ches — University of Arkansas .....	35
Jones, Earl — Indiana University .....	104
Jordan, Jodi — Harris-Stowe State University .....	127

Kachroo, Pushkin — University of Nevada, Las Vegas .....	96
Kagawa, Naomi — Shimane University .....	62, 65, 121
Kallio-Tavin, Mira — Aalto University .....	117
Kambe, Junko — Edogawa University .....	71, 72
Kamiya, Noboru — Chiba University .....	70
Kampamba, Royda — University of the Witwatersrand .....	125
Kaneko, Daisuke — Hokusei Gakuen University .....	131
Kaneko, Sayo — Kanagawa Institute of Technology .....	73
Kang, Rui — Georgia College & State University .....	130
Kannenber, Gary — Webster University .....	124
Karaka-Clarke, Te Hurinui Renata — University of Canterbury .....	76
Karell, David — National University .....	55
Karno, Valerie — University of Rhode Island .....	116
Kasai, Masataka — Kansai Gaidai College .....	51
Kato, Hiroo — Visible Learning Designs .....	92, 106
Katsumura, Mei — Shizuoka University .....	40
Kawaguchi, Keiko — Shibaura Institute of Technology .....	53
Kawanishi, Masako — Kindai University .....	110
Kayama, Hitomi — Internet Academy .....	100
Kazyaka, Kristin — Texas Woman’s University .....	33
Keck, Julie — Washington State University .....	48
Keim, Jeanmarie — University of New Mexico .....	111
Kelch, Kenneth — Alliant International University .....	22
Kelley, Michael — Arizona State University .....	20, 93
Kelly, Kristy — Drexel University .....	49
Kennedy, Jennifer — University of Nevada, Las Vegas .....	96
Keough, Penelope — National University .....	97
Kerns, William — Harris-Stowe State University .....	127
Keyworth, Randy — The Wing Institute .....	10
Khasawneh, Samer — Walsh University .....	56
Khatchaturian, Rubina — California State University, Northridge .....	118
Khramtsova, Irina — Arkansas State University .....	58
Kibler, Ronald — Komazawa University .....	53
Kida, Takuya — Hokkaido University .....	107
Kiekel, Jean — University of St. Thomas .....	63
Kil, Hye Ji — Chungbuk National University .....	94
Kilinc, Sultan — Arizona State University .....	20, 93
Kim, Beom Joo — Game Diary .....	60
Kim, Esther — University of Alberta .....	135
Kim, Eugene — Concordia University Irvine .....	94
Kim, Eun Chu — Crean Lutheran High School .....	94
Kim, Heekyong — Kangwon University .....	67
Kim, Jeongkyoum — Chungnam National University .....	133
Kim, Jiyeong — Seoul National University .....	126
Kim, Kioh — University of Louisiana at Monroe .....	133
Kim, Mi Sook — Kyonggi University .....	132
Kim, Myoung-Suk — Kyonggi University .....	132
Kim, Ok-Rae — Korea National University of Transportation .....	47
Kim, Oksun — Kyonggi University .....	132
Kim, Tatiana — Independent Researcher .....	102
Kim, Young Ae — South Dakota State University .....	117
Kim, Youngjoo — Kyung Hee University .....	126
King, Kendall — University of Minnesota .....	14
King, Sharla — University of Alberta .....	135
Kinouchi, Chiaki — Iwate University of Health and Medical Sciences .....	71, 106, 108, 109
Kirby, Katherine — North Carolina State University .....	24
Kirby, Sarah — North Carolina State University .....	24, 63
Kirtley, Patricia — Independent Scholar .....	60
Kirtley, William — Central Texas College .....	60
Kiryu, Naoyuki — Kamakura Women’s Junior College .....	123
Kishi, Yasuhito — Shoin University .....	70
Kitazawa, Takeshi — Tokyo Gakugei University .....	39, 72
Kleiman, Elizabeth — Mount Mercy University .....	37

Knight, Suzanne — University of Michigan-Flint .....	83
Knobloch, Neil — Purdue University .....	24
Kobayashi, Keita — Urawa Lutheran School .....	40
Kobayashi, Kent — University of Hawai'i at Mānoa .....	35, 70
Kobayashi, Masanao — Takushoku university .....	107
Koga, Yuya — Meiji University .....	39
Kohri, Toshiyuki — Konan Women's University .....	110
Koizumi, Shunki — Tokyo Gakugei University .....	39
Kojima, Naho — Ryutsu Keizai University .....	38
Kol, Koda — California State University, Dominguez Hills .....	32
Komura, Kiriko — Keck Graduate Institute .....	111
Kouno, Marina — Ryutsu Keizai University .....	39
Krause-Ono, Margit — Muroran Institute of Technology .....	132
Krimbill, Elisabeth — Texas A&M University - San Antonio .....	64, 124
Kriz, Kerri-Lynn — Capella University .....	23
Kruja, Mira — Alabama A&M University .....	52
Ksionzena, Jennifer — University of Calgary .....	89
Kubota, Yoshie — Jissen Women's Junior College .....	70, 72
Kuhahiko, Eomailani — University of Hawai'i at Mānoa .....	107
Kuhl, Scott — Michigan Technological University .....	100
Kukahiko, Eomailani — University of Hawai'i at Mānoa .....	119
Kuma, Yuko — Shonan Institute of Technology .....	89, 121
Kumakura, Yusuke — Kanagawa Institute of Technology .....	73
Kunii, Juuna — Japan University of Health Sciences .....	67
Kunimune, Hisayoshi — Chiba Institute of Technology .....	131
Kurata, Noriko — Suwa University of Science .....	74
Kurata, Shin — Nagasaki University .....	98
Kurata, Yuko — Kansai Gaidai College .....	74
Kurayama, Megumi — National Institute of Technology, Hakodate College .....	131
Kuriyama, Masaki — National Institute of Technology, Tomakomai College .....	132
Kurosawa, Sakumi — Ryutsu Keizai University .....	38
Kurth, David — National University .....	64
Kushima, Chizuko — Tsuda College .....	70
Kushimoto, Takeshi — Tohoku University .....	69, 70
Lackmann, Sergej — HEC-Montreal .....	119
Ladha, El — British Columbia Institute of Technology .....	97
Lagacé-Leblanc, Jeanne — Université du Québec à Trois-Rivières .....	106, 110
Lalande, Daniel — Université du Québec .....	34
Lam, Charles — California State University, Bakersfield .....	70
Lamarche, Kimberley — Athabasca University .....	17, 57
Lambert, Michael Charles — Western Washington University .....	130
Landry, Shandrika Williams — Xavier University of Louisiana .....	134
Lane, Annette — Athabasca University .....	44, 67
Lane, Tammy — Prairie View A&M University .....	120
Langbakk, Brent — Yukon College .....	80
Larivée, Serge J. — Université de Montréal .....	35
LaRochelle, Lori — Yukon College .....	80
Larsen, Don — Western Washington University .....	32
Larwin, Karen — Youngstown State University .....	37
Laskasky, Katie — Loyola Marymount University .....	14
Laurent, Angélique — University of Sherbrooke .....	136
Laverick, DeAnna — Indiana University of Pennsylvania .....	37
Lavigne, Trisha — Glendale Community College .....	73
Lebrun, Marcel — Plymouth State University .....	55
Lee, Bongwoo — Dankook University .....	67
Lee, HyunKyung — Hankuk University of Foreign Studies .....	56
Lee, Jamie Michelle — University of Southern California / Global Ed Execs .....	47
Lee, Nammy — University of Virginia .....	102
Lee, R. Karlene McCormick — NewLeaf LLC .....	96
Lee, Sangseon — Chungnam National University .....	133
Lee, Sangwoo — UNICEF .....	132
Lee, Sung Eun — Seoul National University .....	60
Lee, Sung Hee — California State University, Fullerton .....	131

Lee, Sun-Young — Cyber Hankuk University of Foreign Studies .....	60, 126
Lee, Wanda — San Francisco State University .....	99
Léger, Pierre-Majorique — HEC-Montreal .....	119
Lemelin, Jean-Pascal — University of Sherbrooke .....	71, 136
Lesinski, Cathy — University of Michigan-Flint .....	136
Leslie, Angela — California State University, Sacramento .....	13
Lessard, Anne — Université de Sherbrooke .....	83, 90, 108
Letarte, Marie-Josée — University of Sherbrooke .....	71, 136
Levings, Ian — Abbotsford (British Columbia) School District .....	32
Levy, Nathan — Nathan Levy Books, LLC .....	13, 48
Lewis, Emily Acosta — Sonoma State University .....	110
Lewis, Glenda — University of New Mexico .....	89
Lewis, Jacqueline — Minnesota State University, Mankato .....	93
Lewis, Jennifer — University of Southern California .....	9
Lewis, Kendra — University of California .....	93, 113
Lewis, Linwood — Sarah Lawrence College .....	68
Lewter IV, Charles — Prairie View A&M University .....	120
Li, Chengcheng — University of Nevada, Las Vegas .....	96
Li, LiYing — Metropolitan State University of Denver .....	22
Li, Qingxia — Fisk University .....	43
Lienau, Maureen — Ashford University .....	81
Lightner, Sarah Campbell — West Chester University .....	60
Lightner, Sharon — National University .....	29
Lincoln, Tami — Brandman University .....	66
Lingat, John Eric — University of Kentucky .....	11, 127
Lingenfelter, Marcus — Edmentum, Inc. ....	80
Lingo, Amy — University of Louisville .....	28
Linse, Caroline — Queen's University, Belfast .....	62
Linton, Kirk — Werklund School of Education .....	83
Lipske, Robert David — University of Hawai'i at Mānoa .....	53
Liu, Haibin — Northeast Normal University .....	109
Liu, Yuliang — Southern Illinois University Edwardsville .....	121
Livieri, Corey — Rock River Charter School .....	94
Loboschefsky, Rebecca — California State University, East Bay .....	50
Lomotey, Kofi — Western Carolina University .....	100, 103
Longworth, Catherine — Griffith University .....	19
Loose, William — Azusa Pacific University .....	35, 87
Loper, Kayla — Oklahoma State University .....	128
Lorenzetti, Diane — University of Calgary .....	104
Lorenzetti, Liza — University of Calgary .....	104
LoRusso, Eric Michael — University of Central Florida .....	37
Loui, Michael — Purdue University .....	19
Lowe, Adrienne — University of Utah .....	39
Lowe, Aisha — American River College .....	27
Loy, Kara — University of Saskatchewan .....	52
Luera, Gail — University of Michigan-Dearborn .....	104
Luong, Tony — Art in Action .....	103
Lyn, Heidi — Texas Tech University Health Sciences Center El Paso .....	67
Ma, Gloria — Wentworth Institute of Technology .....	49
Ma, Lili — New York City College of Technology .....	49
MacArthur, Stacey — Utah State University .....	9
MacDonald, Emily — Salve Regina University .....	29
Madden, Brooke — University of Alberta .....	49
Madray, Amrita — Adelphi University .....	16
Maeda, Toshiyuki — Hannan University .....	105
Magro, Kerry — New Jersey City University .....	60, 79
Mahalik, Nitaigour Premchand — California State University, Fresno .....	112
Maher Palenque, Stephanie — Grand Canyon University .....	50
Mahmoud, Tarek — Embry-Riddle Aeronautical University .....	135
Maïano, Christophe — Université du Québec en Outaouais .....	28
Makapugay, Juliet — Menifee Union School District/California State University, San Bernardino .....	35
Mancuso, Maureen — University of Guelph .....	77
Mandel, Lauren — University of Rhode Island .....	116

Manion, William — University of Maine .....	112
Manitowabi, Darrel — Laurentian University.....	76
Mann, Julie — CQUniversity .....	115
Mann, Melinda — CQUniversity .....	115
Manning, Dionna — East Carolina University.....	72
Manuel, Mariam — University of Houston.....	54, 114
Marashi, Kareem — Chapman University .....	103
Marbley, Aretha — Texas Tech University .....	10, 120
Marcos, Ryan — Bonita Unified School District.....	87
Marcos, Teri — National University .....	87
Marković, Ljiljana — University of Belgrade.....	116
Marriott, Doug — Los Angeles Valley College.....	61
Marron, Joseph — National University.....	17
Marshall, E. Anne — University of Victoria .....	115
Martin, Shanice — Bowie State University .....	50
Martin, Stephanie — University of Saskatchewan.....	46
Martin-Cuellar, Ashley — University of New Mexico.....	67
Martinez, Danny — National University.....	31
Martinez-Garcia, Cynthia — Sam Houston State University.....	131
Martini, Clem — University of Calgary.....	117
Massé, Line — Université du Québec à Trois-Rivières.....	83, 90, 106, 108, 110
Mathern, Amber — Northern State University .....	26
Matheson, Catherine — City of Greater Sudbury .....	76
Mathison, Bev — Mount Royal University.....	63, 110
Matsuda, Toshiki — Tokyo Institute of Technology .....	16, 58, 71, 72
Matsumoto, Hiroyuki — Hokkai Gakuen University.....	34
Matsuno, Ryoji — Prefectural University of Kumamoto, Japan.....	60
Matsuo, Ayumi — Kobe College .....	67
Matsuo, Kanako — National Institute of Technology, Kumamoto College .....	60
Matsuura, Toshio — Osaka City University .....	107
Maxfield, Jeffery — Utah Valley University .....	74
Mayberry, Maria — California State University, Sacramento.....	49
Mayorga, Mary — Belmont University.....	105
McAlister, Michael — University of Southern California.....	33
McAlister-Shields, Leah — University of Houston .....	54, 91, 114
McCain, Terrence — Central Washington University .....	22
McClendon, Richard — Brigham Young University .....	102
McCluskey, Thomas — Pepperdine University .....	61
McCully, Lisa — San Diego State University .....	52
McElrath, Eileen — Texas Woman’s University.....	7
McFarland, Jon — California State University, Stanislaus.....	123
McGhee, Colleen — Maplebrook School .....	13, 125
McGillis Hall, Linda — University of Toronto.....	44
McGinley, Vicki — West Chester University.....	109
McGriff Farlin, Tammy — Gadsden County Public Schools .....	113
McKay, Angus — Abbotsford (British Columbia) School District.....	32
McKay, Jennifer — University of Alaska Anchorage.....	74
McLaughlin, Jacqueline — Pennsylvania State University .....	7
McLeman, Laura — University of Michigan-Flint.....	83
McLeod, David — University of Oklahoma .....	86, 106
McLeod, Scott — University of Colorado Denver.....	11
McMurry, Melody — Portland Community College .....	92
McNeil, Rita — ATLAS Learning & Performance Consultants.....	44
McPhail, Ruth — Griffith University.....	19
Meacham, Hannah — Monash University .....	54
Medina, Andrea — California State University, Bakersfield.....	82
Megwalu, Anamika — San Jose State University.....	102
Mehranian, Yeprem — Georgia College & State University.....	130
Mellblom-Nishioka, Caron — California State University, Dominguez Hills .....	7
Mellieon, Harold — Southern University and A&M College.....	113
Mellieon-Williams, Francesca — Southern University and A&M College.....	113
Melser, Nancy Armstrong — Ball State University.....	11, 25
Merdan, Marie Christine — University College London.....	119

Merideth, Chris — University of Portland .....	12
Meyers, Bud — Lighthouse Evaluation .....	101
Mias, Sarah — The Farmington Libraries.....	116
Midcalf, Lisa — Francis Marion University .....	79
Middleton, Amy — Metropolitan State University of Denver .....	33
Mihara, Kozi — Chiba Institute of Technology.....	44
Mihram, Danielle — University of Southern California.....	29, 40
Mihram, G. Arthur — Author/Consultant.....	29
Miles, Richard — Nanzan University .....	18
Milhausen, Robin — University of Guelph .....	38
Miller, Christina — University of Oklahoma .....	86, 106
Miller, Gloria — University of Oklahoma .....	18, 36, 56, 66, 86, 106, 126, 128
Miller, Janet — Mount Royal University.....	89, 116
Miller, JoLynn — University of California.....	86, 113
Miller, Jordan — Arizona State University.....	93
Miller, Nicole Kavner — East Woods School/Montclair State University/Suffolk County Community College.....	8
Miller, Paul Chamness — Akita International University .....	41
Millinger, Jenny — Childsplay Theatre Company .....	93
Mills, Daniel — Ritsumeikan University.....	68
Mirmontahai, Ashraf — Saskatoon Open Door Society .....	102
Mirzaian, Tatiana — Wonderful College Prep Academy .....	14
Mishak, Debra — Winona State University.....	93
Mita, Kaoru — Jissen Women’s Junior College.....	70
Mitchell, Carlton — Letourneau University .....	64
Mitchell, Catherine Elizabeth — University of Central Florida .....	37
Mixer, Sandra — University of Tennessee Knoxville .....	35
Miyamoto, Dai — Doshisha University.....	12
Miyanishi, Yukako — Waseda University.....	72
Mizelle, Nancy — Georgia College & State University .....	20
Mizzi, Robert — University of Manitoba .....	128
Modesto, Heloisa — CODE Canada .....	93
Moen, Mary — University of Rhode Island.....	116
Mohammed, Amra — University of Northern Colorado .....	39
Molnar, Danielle — Brock University .....	43
Mombourquette, Carmen — University of Lethbridge.....	55, 120
Monetti, Martha — Alliant International University .....	78
Montgomery, Amanda — University of Alberta .....	129
Moon, Byongook — University of Texas San Antonio.....	112
Moore Jr., Eddie — The Privilege Institute .....	28, 54
Moore, Kelly — Tennessee Tech University.....	86, 114
Moore, L’oreal — Miles College .....	124
Moore, Linda — California Polytechnic State University, San Luis Obispo .....	62, 130
Moore, Marilyn — National University.....	6
Moots, Alex — Salve Regina University .....	29
Morgan, Dewayne — University System of Maryland.....	17
Morgan, Ronald — National University .....	63
Mori, Carolyn — Tokyo International University .....	56
Morin, Alexandre — Concordia University.....	28
Morin, Myrtle — Federation of Sovereign Indigenous Nations .....	15
Morishita, Takeshi — Shinshu University .....	131
Morita, Takehiro — Kansai Gaidai University .....	51
Morita, Yusuke — Waseda University .....	39, 72, 107
Morris, Gina — Oklahoma State University.....	71
Morris, Pamala — Purdue University .....	80
Morrison, Judith — Washington State University Tri-Cities.....	71
Moua, Manee — Lewis-Clark State College .....	137
Moura, Kathryn — Griffith University .....	19
Mshigeni, Salome Kapella — California State University, San Bernardino .....	51
Mueller, Laura — Alliant International University.....	116
Mulholland, Susan — University of Alberta.....	65, 78
Mullen, Adrienne Ann — Los Angeles Community College District.....	61
Munoz, Ric — University of Oklahoma .....	18, 128
Murakami, Mihoko — Ibaraki Christian University.....	123

Murayama, Shinjiro — University of Tsukuba .....	131
Murota, Masao — Tokyo Institute of Technology .....	42, 98
Murray, Terry — California State University, Stanislaus .....	23
Muschell, Lyndall — Georgia College & State University .....	20
Myers, Diane — Texas Woman's University .....	89, 92
Myers, Michael — National University .....	10
Myojin, Chiho — Kindai University .....	110
Nabeta, Tomohiro — Kyushu Women's University .....	72
Nadeau, Marie-France — Université de Sherbrooke .....	90, 106, 107, 108, 110
Nadeau, Sandy — Université Laval .....	83, 90, 108
Nagahama, Toru — Waseda University .....	72, 107
Nagashima, Umpei — FOCUS .....	71
Nakamichi, Noboru — Fukuyama University .....	107
Nakaya, Kae — University of Tokyo .....	42
Nakayama, Hiroshi — Tokyo Denki University .....	73
Nakazawa, Makoto — Junior College of Aizu .....	32
Nakazawa, Saori — Saitama Medical University .....	67, 71, 106, 108, 109
Nam, Ki-Chun — Korea University .....	126
Nava, Imelda — UCLA .....	8, 125
Nava, Marco — LAUSD .....	8
Nava, Román — San Diego State University .....	8
Navarrete, Natalie — Isaac School District .....	81
Neese, Courtney — The Hill School .....	53
Nelson, Catherine Hertzog — Drexel University .....	20
Nelson, Leslie — University of Nevada, Las Vegas .....	105
Nelson, Lynne Manion — Eastern Maine Community College .....	68
Nelson, Thomas — University of the Pacific .....	65
Nelson, Tracy — South Dakota State University .....	88
Nese, Joseph — University of Oregon .....	126
Ng, Larson — University of Hawai'i at Mānoa .....	131
Nguyen, Giang-Nguyen — University of West Florida .....	90, 129
Nguyen, Katrina — Xavier University of Louisiana .....	110
Nguyen, Nam — Washington State University .....	36
Nguyen, Neal Nghia — Florida Atlantic University .....	34
Nicholson, Lorna Schultz — Novel Author .....	39
Nishida, Rieko — Osaka University .....	69, 97
Nishimura, Kazuo — Kobe University .....	12
Nolet, Victor — Western Washington University .....	71
Nolin, Andréanne — Université du Québec à Trois-Rivières .....	57
Noll, Gary — Utah Valley University .....	74
Nollmeyer, Gustave — Eastern Washington University .....	27, 71
Noori, Lida — Central Washington University .....	22
Norton-Meier, Lori — University of Louisville .....	28
Novak, Jean — San Jose State University .....	36
Nowell, Lorelli — University of Calgary .....	104
Nuttgens, Simon — Athabasca University .....	63
Nyhus, Ruth Ann — MSU Denver .....	92
Nyui-Kozuka, Akie — Sugino Fashion College .....	49
Oba, Tomokazu — Osaka University of Commerce, Japan .....	72
Obara, Yuji — Edogawa University .....	71, 72
Obayashi, Mayumi — Ryutsu Keizai University .....	38
Obillo, Kevin — Pepperdine University .....	34
O'Connell, Sean — Nanzan University .....	18
O'Connor, Kevin — Mount Royal University .....	101
Oddone-Paolucci, Elizabeth — University of Calgary .....	104
Ogawa, Mitsuhiro — Ehime University .....	71
Ogbomo, Queen — Tennessee Technological University .....	18, 86, 114
Oh, Hyunjin — Gachon University .....	129
Ohashi, Masakazu — Chuo University .....	74
Ohgane, Makoto — Ryutsu Keizai University .....	39
Ohta, Ritsuko — Keio University .....	53
Ohtaki, Yasuhiro — Ibaraki University .....	107
Oh-Young, Conrad — University of Nevada, Las Vegas .....	105

Oikawa, Megumi — Tokyo Gakugei University .....	107
Okada, Yoshiko — Shibaura Institute of Technology .....	58
Okpala, PaulChris — California State University, San Bernardino.....	34
Okumura, Noriko — Seitoku University .....	69
Oliveira, Brandee Nicole — North Carolina State University .....	77
Olsen, Danny — Brigham Young University .....	102
Olson, Cheryl — Truckee Meadows Community College .....	133
Omura, Shuhei — Tokyo Denki University.....	73
O'Neil, Harold — University of Southern California.....	62
O'Neill, Kristen — Elon University.....	111
Onishi, Kei — Kyushu Institute of Technology.....	107
Ono, Masatsugu — Muroran Institute of Technology .....	132
Ononuju, Ijeoma — Northern Arizona University.....	50
Onozaki, Takaaki — Ryutsu Keizai University.....	39
Ooka, Kazuo — Internet Academy .....	100
Opitz, Timothy — Rikkyo University.....	19
Ordinario, Neil — San Jose State University .....	132
Ormsbee, Christine — Oklahoma State University .....	37
Ota, Harumi — Nihon University .....	53
Otsuka, Misa — Jissen Women's Junior College .....	69, 70
Otto, Barbara — University of Koblenz-Landau .....	97, 129
Otulaja, Femi — University of the Witwatersrand, South Africa.....	15
Owesen, Inga — King's College London.....	119
Pacis, Dina — National University .....	17, 48
Padover, Wayne — National University .....	17, 87
Palaroan, Michelle — University of Phoenix .....	88
Paquette, Kelli — Indiana University of Pennsylvania.....	21, 93
Pariona-Cabrera, Patricia — RMIT Melbourne.....	54
Park, Hyong-Bin — Seoul National University of Education(S.N.U.E).....	48
Park, Jaemin — Defense Language Institute Foreign Language Center.....	98
Park, Joo Hyun — Neuronetism.....	60
Park, Joshua — Yongsan International School of Seoul.....	42
Parker, Lara — British Columbia Institute of Technology.....	97
Parker, M. Michaux — Indiana University East.....	33
Parker, William — Prairie View A&M University.....	120
Parks, Carlton — Alliant International University.....	78
Paschal, Jaimi — California State University, Bakersfield.....	70
Pascua, Tracy — Saint Mary's College of California.....	137
Patel, Sapna — Texas Woman's University .....	33
Paterson, Rab — Toyo University .....	81, 118
Paterson, Wendy — SUNY Buffalo State.....	82
Patko, Agnes Anna — Kyoto University of Foreign Studies.....	94
Patrick, Le'Brian Alexander — Glendale Community College.....	7
Patterson, Dannette — University of Phoenix .....	44
Patterson, Sam — Echo Horizon School.....	92, 106
Patterson, Shelby — Alabama State University.....	25
Pavlov, Vladimir — University of Wisconsin-River Falls .....	94
Peacock, Amber — Randolph-Macon College .....	37, 91
Pearson, P. David — University of California, Berkeley .....	93
Peck, Marcia — Georgia College & State University.....	90
Peele, Kyndall — Bowie State University .....	50
Pekrun, Reinhard — University of Munich & Australian Catholic University .....	28
Peltier, Sharla — University of Alberta .....	49
Penner, Duane — Abbotsford (British Columbia) School District.....	32
Perez, Katherine — Saint Mary's College of California.....	6
Perez, Kauahi — University of Hawai'i at Mānoa .....	70
Perez, Lysandra — Washington State University .....	137
Perry, Beth — Athabasca University .....	66, 129
Persiani, Kimberly — California State University, Los Angeles.....	117
Perzigian, Aaron — Western Washington University .....	12, 91
Peterfreund, Alan — SageFox Consulting Group.....	81, 105
Peters, Joseph — Georgia College.....	77
Peterson, Patricia — Northern Arizona University.....	6

Petrovic, Kristin — Athabasca University .....	44, 67, 129
Pham, Lam — Wentworth Institute of Technology .....	135
Pharris, Angela — University of Oklahoma.....	86, 106
Phelps, Yvonne — University of Phoenix.....	88
Phillips, Bill — Eastern Kentucky University.....	98
Phillips, Kevin — Columbia University.....	40
Phillips, Marianne — Texas A&M University - San Antonio .....	61, 95
Picarelli, Randi — California State University, Northridge.....	16
Pidgeon, Michelle — Simon Fraser University.....	89
Pilarcik, Megan — South Western High School.....	24
Pinna-Perez, Angelica — Lesley University.....	113
Pinner, Pascale Creek — Department of Energy.....	101
Pipe, Laura — University of North Carolina at Greensboro .....	97
Pira, Rahim — University of Calgary .....	98
Pittman, Jason — Art in Action.....	103
Pittman, Joyce — Drexel University.....	111
Platts, Cory — Glendale Community College .....	106
Pleban, Francis — Tennessee State University.....	110
Plenty, J. Anthony — Butler University.....	80, 124
Plouffe, Jacques — Université du Québec à Chicoutimi .....	34, 68
Poirier, Sandra — Middle Tennessee State University .....	99
Poncelet, Evan — University of Saskatchewan .....	102
Porter, Courtney — Texas Woman’s University.....	33
Porter, Susan — National University .....	48
Potter, R. Lance — Eastern Washington University .....	45, 49, 51
Poulsen, John — University of Lethbridge .....	6
Pozin, Michelle — Mt Sentinel Secondary School .....	111
Prater, Mary Anne — Brigham Young University.....	10, 27
Premji, Zahra — University of Calgary .....	44, 113
Priselac, Nancy — National Center for the Advancement of STEM Education (nCASE).....	100
Priselac, Stephen — National Center for the Advancement of STEM Education (nCASE) .....	100
Purje, Ragnar — Central Queensland University.....	11, 118
Purnell, Ken — Central Queensland University.....	11, 102, 118
Pyzdrowski, Anthony — California University of Pennsylvania.....	100
Pyzdrowski, Laura — West Virginia University.....	100
Raffaele, Claudia — University of Portland.....	42
Rakich, Sladjana — National University.....	31, 63
Ralston, Nicole — University of Portland.....	25, 123
Ramos, Gabriela — Creighton School District .....	127
Randall, Ken — University of Oklahoma .....	36, 56, 66, 126
Randle, Karen — North Carolina State University .....	63
Raskauskas, Jenn — West Chester University.....	75
Rasmussen, Kari — ECO Teaching .....	77
Rath, Kenneth — SageFox Consulting Group .....	105
Ray, Jan — University of Hawai’i at Hilo .....	101
Raynor, Hollie — University of Tennessee Knoxville.....	35
Rech, John — University of Nebraska- Kearney .....	8, 88
Reinking, Anni — Southern Illinois University-Edwardsville.....	18, 30
Reinsburrow, Amanda — Drexel University .....	133
Rember, Betty Ann — Southern Utah University.....	21
Restrepo, José-Manuel — Colombian Ministry Trade.....	25
Retrum, Jessica — Metropolitan State University of Denver .....	33, 133
Reyes, Alberta — Consultant .....	69
Reyes, G.T. — California State University, East Bay.....	9
Rhee, Kunyong — Daegu University.....	13
Richards, Karen — Catholic School Sydney.....	102
Richardson, Debra — University of California, Irvine .....	81
Richardson, Jayson — University of Kentucky .....	11, 127
Richardson, Sandra — University of Virginia’s College at Wise.....	116
Riggs, Jim — Columbia College.....	17
Rineer-Hershey, Ashlea — Slippery Rock University.....	37
Rippard, Kelly — Old Dominion University .....	99
Risacher, Mary — Southwest Minnesota State University .....	101

Robbins, Sherard — University of Arizona .....	135
Roberson, Nathan — University of British Columbia .....	62
Roberts, Audrey Conway — University of Kentucky .....	126
Roberts, Donna — Humphreys University .....	17
Roberts, Thomas — Bowling Green State University .....	75
Robertson, LaToya Rene — University of Massachusetts Dartmouth .....	114
Robertson, Wayne — Western Washington University .....	32
Robinson, J. Shane — Oklahoma State University .....	37
Robinson, Malaysia — Sacramento State University .....	74
Robles-Goodwin, Patsy — Texas Wesleyan University .....	133
Rodriguez, Kristen — University of Oklahoma .....	36, 56
Rodriguez, Sonia — National University .....	17, 63, 92
Roduta-Roberts, Mary — University of Alberta .....	65
Roebuck Sakhó, Jacqueline — Lewis & Clark University .....	50
Rollwagen-Bollens, Gretchen — Washington State University Vancouver .....	71
Romero, Fernando — Glendale Community College .....	73
Roosevelt, Marni — Los Angeles Valley College .....	61
Rose, Quincy — Harris-Stowe State University .....	127
Rothwell, Andrew — University of Loughborough .....	19
Roussel, Marc Antoine — Université du Québec à Chicoutimi .....	34, 68
Rowley, Bernadette — Pittsfield School District, NH .....	128
Rubin, Linda — Texas Woman's University .....	33
Ruby, Darrell — Providence Sacred Heart Medical Center and Children's Hospital .....	96
Ruby, Susan — Eastern Washington University .....	86, 96
Ruelling, Andrea — University of Alberta .....	135
Ruiz, Nadeen — University of California, Davis .....	27
Russell, Eric — Utah Valley University .....	74
Ryan, Rebecca — Indiana University School of Public Health-Bloomington .....	38
Ryerson, Thomas — Alliant International University .....	78
Rys, Steven — Salve Regina University .....	61
Safapou, Cherie — San Francisco State University .....	40
Sailors, Misty — University of Texas at San Antonio .....	93
Saito, Tomohiko — Shonan Institute of Technology .....	89, 121
Sakai, Aiichiro — Miyagigakuin Women's University .....	38
Sakai, Kyohei — Toyo Eiwa University .....	39, 40
Sakamoto, Fern — Nanzan University .....	129
Salas, Rachel — University of Nevada Reno .....	48
Saleh, Lavin — Saskatoon Open Door Society .....	102
Salvador, Rommel — California State University, Fullerton .....	61
Sambalingam, Devaraj — Texas Tech University Health Sciences Center El Paso .....	67
Sampson, William — DePaul University .....	13
Sanchez, Jafeth — University of Nevada, Reno .....	20
Sanchez-Cordova, Mayra — Isaac School District .....	81
Sanders, Stephanie — Indiana University, Bloomington .....	38
Sandoval, Diana — Drexel University .....	103
Sannomiya, Haruko — Daito Bunka University .....	94
Santos, Lori — Wichita State University .....	122, 131
Sasaki, Tomoyuki — Shonan Institute of Technology .....	89, 121
Sauers, Nick — Georgia State University .....	127
Schafer, Shaun — Metropolitan State University of Denver .....	51, 89
Schlaflly, Ashley — University of Houston .....	19, 91
Schmaltz, Gregory — University of the Fraser Valley .....	134
Schmidt, Marcelo — Texas Tech University .....	99
Schmidt-Crawford, Denise — Iowa State University .....	57
Schnepf, Jerry — Bowling Green State University .....	75
Schoenberg, Marlene — Accent Wisdom .....	96
Schoenfelder, Emily — University of Illinois .....	113
Schrock, Connie — Emporia State University .....	75
Schulte, Ann — North Carolina State University .....	126
Schumacher, Jane — University of Phoenix .....	30
Scott, Carl — Bowie State University .....	50
Scott, Lawrence — Texas A&M University - San Antonio .....	80, 124
Scribe, Chris — University of Saskatchewan .....	15

Sedergreen, Melanie — University of Calgary .....	11, 104
Senk, Jodi — Rio Hondo College .....	33, 100
Sergeyev, Aleksandr — Michigan Technological University .....	100
Sessoms, Deidre — California State University, Sacramento .....	112
Seto, Anthony — University of Calgary .....	44
Setoguchi, Hitomi — Shumei University .....	71, 106, 108, 109
Setozaki, Norio — Nagasaki University .....	39, 72
Sewell, Glenn — National University .....	17, 64
Shaffer, Shelly — Eastern Washington University .....	92
Shane, Margaret Ann — University of Alberta .....	124
Shapiro, Nancy — University System of Maryland .....	17
Shaw, Amie — Griffith University .....	19
Shealey, Monika Williams — Rowan University .....	104
Sheffield, Katherine — Pearl City High School .....	123
Shelley, Daniel — Robert Morris University .....	69
Shepherd, Nicole — Catholic School Sydney .....	102
Shibata, Shigeko — Shukutoku University .....	109
Shibata, Tetsuro — Utsunomiya University .....	68
Shilts, Mical — California State University, Sacramento .....	68
Shim, Heyjin — University of Missouri .....	114
Shimamura, Toyoko — Osaka University .....	12
Shin, MiJung — Kyonggi University .....	132
Shiomi, Naoko — International University of Health and Welfare .....	67, 71, 106, 108, 109
Shiota, Kazuko — Ikuei Junior College .....	39
Shiota, Shingo — Shizuoka University .....	39, 40
Shippen, Margaret — Auburn University .....	91
Shiratori, Kingo — Hokusei Gakuen University Junior College .....	12
Shojima, Kojiro — The National Center for University Entrance Examinations .....	39
Shreve, Marilou — University of Arkansas .....	78, 88, 128
Shryock, Kristi — Texas A&M University .....	75
Sikora, Doris — Western Kentucky University .....	45
Sinclair, Susan — University of Alberta .....	8
Singleton, Brittany — Xavier University of Louisiana .....	110, 134
Sitoe, Alcina — Progresso .....	93
Siwajian, Hasmek — Pepperdine University .....	40
Skarnulis, Megan — Yukon College .....	80
Slykhuis, David — University of Northern Colorado .....	57
Smith, Kathryn — Alberta Education .....	129
Smith, Kentina — Anne Arundel Community College .....	77
Smith, Matthew — Tennessee Tech University .....	55
Smith, Rebecca — University of Portland .....	25
Smith, Stella — Prairie View A&M University .....	10, 120
Snodgrass, Lisa — Purdue University .....	28, 80
Soli, Lori — The Chicago School of Professional Psychology .....	16, 23, 48, 103
Song, Donggil — Sam Houston State University .....	98
Song, Inuk — Daegu Cyber University .....	134
Song, Minkyong — Kyonggi University .....	132
Sönmez, Sevil — University of Central Florida .....	37
Sosa, Gloria Aquino — Saint Mary's College of California .....	137
Sosibo, Zilungile — Cape Peninsula University of Technology .....	27
Soule, Katherine — University of California .....	93
Spaniol, Frank — Texas A&M University Corpus Christi .....	36
Sparapani, Nicole — University of California, Davis .....	51
Spruel, Loretta — Southern University and A&M College .....	113
Stapleton, Peta — Bond University .....	97
Star, Jared — University of Manitoba .....	128
Starr, Rochelle — University of Alberta .....	8
States, John "Jack" — The Wing Institute .....	10
Stebick, Divonna — Gettysburg College .....	24
Stehnova, Jitka — University of Chicago .....	37
Steinhauer, Evelyn — University of Alberta .....	49
Steinhauer, Noella — University of Alberta .....	49, 115
Steinhauer, Patsy — University of Alberta .....	49

Stephens, Jennifer — University of North Carolina at Greensboro .....	97
Stetsenko, Elena — University of Minnesota .....	94
Stevens, Joseph — University of Oregon .....	126
Stewart, Suzanne — University of Toronto .....	115
Stillwell, Belinda Eve — California State University, Northridge .....	118
Stines, Catherine — Drexel University .....	13
Stockbridge, Kevin — Chapman University .....	55, 79
Stockton, Jamie — DePauw University .....	102
Stojanovski, Elizabeth — University of Newcastle .....	114
Stokes, Donna — University of Houston .....	54, 114
Stout, Rick — Onslow County Public Schools, North Carolina .....	80
Stower, Catherine — The Chicago School of Professional Psychology .....	23
Strause, Shufang — State University of New York at Cortland .....	121
Street, Brian — California State University, Bakersfield .....	43
Stretch, LoriAnn — International Registry of Counsellor Education Programs .....	124
Stretch, LoriAnn — The Chicago School of Professional Psychology .....	54
Strom, Kathryn — California State University, East Bay .....	9
Stutler, Susan Lee — Northern Arizona University .....	52, 117
Styres, Sandra — University of Toronto .....	115
Sugimura, Hiroshi — Kanagawa Institute of Technology .....	73
Sugino, Naoki — Ritsumeikan University .....	39
Sugiura, Rie — Tokai University .....	123
Suh, Chang-Hee — Ajou University .....	129
Sulentic Dowell, Margaret-Mary — Louisiana State University .....	28, 84
Sullivan, Carol — California State University, Dominguez Hills .....	7
Sullivan, Margaret — Public Health Educator .....	38
Sun, Anna — Rowan University .....	103
Suri, Tanupreet — University of New Mexico .....	111
Suters, Leslie — Tennessee Tech University .....	86, 114
Suzuki, Eiko — International University of Health and Welfare .....	67, 71, 106, 108, 109
Suzuki, Kenji — Internet Academy .....	100
Suzuki, Miori — Tokyo Gakugei University .....	107
Swartz, Louis — Robert Morris University .....	69
Sytsma, Cindy — National University .....	135
Tabuchi, Mayumi — NotreDome Elementary Schools .....	75
Taguchi, Mana — Kyoto University .....	108
Takahira, Mieko — Rissho University .....	108
Takano, Koji — Waseda University .....	36
Takano, Mika — International University of Health and Welfare .....	109
Takasawa, Kenji — Fukuyama City University .....	108
Takase, Kayoko — Tokai Gakuen University .....	109
Takase, Kazuya — Shizuoka University .....	40
Takashima, Hide — Tokyo University of Foreign Studies .....	123
Takayama, Yuko — Tokyo Healthcare University .....	67, 71, 106, 108, 109
Talbot, Jean — HEC-Montreal .....	119
Talbot, Steve — University of the West of Scotland .....	61
Tamada, Kazue — Edogawa University .....	71, 72
Tang, Kimmie — California State University, Dominguez Hills .....	7
Tapp, Anne — Saginaw Valley State University .....	115
Taquet, David — National Institute of Technology, Hakodate College .....	132
Tarbert, Heather — University of the West of Scotland .....	61
Tarr, Christopher William — Slippery Rock University .....	37
Tarr, James — University of Missouri .....	114
Tashiro, Lynn — California State University, Sacramento .....	112
Tatara, Naohiro — J. F. Oberlin University .....	42
Tatman, Britt — National University .....	112
Tatsumi, Takeo — The Open University of Japan .....	107
Tavin, Kevin — Aalto University .....	117
Taylor, Ashley — Xavier University of Louisiana .....	110
Taylor, Danny — University of Nevada, Reno .....	68, 70
Taylor, Elizabeth — University of Alberta .....	134
Teghe, Daniel — Central Queensland University .....	11
Teng, Emily — University of Hawai'i at Mānoa .....	70

Terras, Katherine — University of North Dakota .....	34
Thiessen, Lisa — Selkirk College .....	39, 111
Thindal, Jin — Simon Fraser University .....	78, 116
Thomas, Dax — Meiji Gakuin University .....	68
Thomas, Michael — Claremont Graduate University .....	78, 111, 128
Thombs, Michael — Salve Regina University .....	29, 61
Thompson, Amber — University of Houston .....	19, 93
Thompson, Marilyn — University of Waterloo .....	126
Thornton, Bill — University of Nevada, Reno .....	68
Thorsos, Nilsa — National University .....	112
Tillman, Amy Anastasia — .....	29
Tindal, Gerald — University of Oregon .....	126
Todo, Naoya — University of Tsukuba .....	107
Toland, Sean — Nanzan University .....	129
Tolczyk, Sylvia — Loyola University .....	117
Toohy, David — Nagoya University .....	14
Torres, Carla — Northern Arizona University .....	52
Torres-Conkey, April — Texas A&M University .....	26
Townsend, Marilyn — University of California, Davis .....	68
Tracey, Danielle — Western Sydney University .....	28
Trandafir, Simona — University of Rhode Island .....	72
Traynor-Nilsen, Patricia — National University .....	17, 115
Trent, Kristen Pennycuff — Tennessee Tech University .....	86, 114
Triplett, Tiffany — Azusa Pacific University .....	12, 58
Troutman, Stephanie — University of Arizona .....	135
Trujillo, Maria-Andrea — CESA School of Business .....	25
Trzesniewski, Kali — University of California .....	113
Tsai, Chia-Lin — University of Northern Colorado .....	126
Tsai, Shu-Fei — National University of Tainan, Taiwan .....	131
Tsuda, Hiromi — Meiji University .....	112
Tsuda, Nobuo — Konan University Institute for Language and Culture .....	123
Tsuji, Hiroko — Meiji Gakuin University .....	39, 72
Tsuji, Yasuhiko — The Open University of Japan .....	108
Tsukahara, Nozomi — Waseda University .....	36
Tsutsumi, Yutaka — Kumamoto Gakuen University .....	60
Tyler, Clifford — National University .....	16
Ubukata, Ken — Ryutsu Keizai University .....	38, 39
Udeh, Kimberly Holiday — Drexel University .....	57
Ueyama, Rutsuko — Fukuyama City University .....	108
Ugawa, Tomoharu — Kochi University of Technology .....	107
Ujitani, Eiko — Nagoya University of Foreign Studies .....	83
Umezawa, Katsuyuki — Shonan Institute of Technology .....	32, 89, 121
Uragami, Moe — Kurume University .....	69
Usami, Mayumi — National Institute for Japanese Language and Education .....	76
Vadnais, Aimee — Azusa Pacific University .....	12, 58
Valad, Jennifer — Queens College .....	38, 69
Valadares, Simoni — University of New Mexico .....	15, 89
Valadez, Corinne Montalvo — Texas A&M University Corpus Christi .....	36
Valadez, Mercedes — California State University, Sacramento .....	105
Valente, Robin — CSU Bakersfield .....	122
van Kessel, Janna — Yukon College .....	80
Van Pelt, Summer — University of Phoenix .....	88
Vance, Reginald — U.S. Department of Veterans Affairs .....	120
Vannini, Natalie — Goethe University of Frankfurt .....	129
Vanterpool, Karen — Indiana University School of Public Health-Bloomington .....	38
Velazquez, Jose — Washington State University .....	112
Verret, Claudia — Université du Québec à Montréal .....	83, 90, 106, 108, 110
Vice, Betta — Georgia College & State University .....	90
Vigil, George — Pepperdine University .....	34
Villa, Liza — Santa Ana Unified School District .....	34
Viswanath, Lehka — Akal College of Nursing .....	101, 124
Vittoz, Nicole — Douglas College .....	121
Volpi, Karla — New Mexico State University .....	136

Vowell, Julie — Texas Wesleyan University .....	61, 95
Waddell, Jennifer — University of Missouri, Kansas City .....	21, 104
Wager, Amanda Claudia — Lesley University .....	113
Waggoner, Jacqueline — University of Portland .....	25
Wakatani, Akiyoshi — Konan University .....	105
Waldron-Soler, Kathleen — Eastern Washington University .....	86
Walinga, Jennifer — Royal Roads University .....	79
Wallace, Ivan — East Carolina University .....	109
Wallace, Jade Nicole — Harcum College .....	133
Walls, Betty Porter — Harris-Stowe State University .....	127
Walters, Keith — California Baptist University .....	7
Walters, Nicole — University of St. Thomas .....	63
Wang, Jia — University of California, Los Angeles/CRESST .....	62
Wang, Shuang — University of Tsukuba .....	82
Wang, Ze — University of Missouri .....	126
Wang, Zhichao — Northeast Normal University .....	109
Wanger, Stephen — Oklahoma State University .....	83, 128
Wardle, Ann — .....	105
Waring, Michael — Loughborough University .....	87
Warthe, D. Gaye — Mount Royal University .....	51, 65
Watanabe, Shinya — Muroran Institute of Technology .....	107
Watanabe, Yuki — Tokyo University of Science .....	107
Watson, Francene — Washington State University Pullman .....	71
Watts, Jessica — Oklahoma State University .....	75
Wawrykow, Natasha — University of British Columbia .....	136
Weatherford-Jacobs, Odessa — Harris-Stowe State University .....	127
Webel, Corey — University of Missouri .....	114
Wells, Cassie — University of Alaska Anchorage .....	74
Wells, Steve — University of Oklahoma .....	66, 86, 106, 126
Wen, Frances — University of Oklahoma .....	36, 56
Wendt, Stephanie — Tennessee Tech University .....	86, 114
Werther, Karin — University of Alberta .....	65, 135
Whatley, Sue — Stephen F. Austin University .....	87
Wheeler, James — University of Tennessee Health Science Center .....	35
Wheeler, Jerrod — Knob Noster Public Schools, Missouri .....	80
Wheeler, Justine — University of Calgary .....	113
Wheeler, Sassy — Louisiana State University .....	28, 84
White, Cameron — University of Houston .....	19, 79, 91
Whitford, Denise — Purdue University .....	28
Wiggs, Carol — University of Texas Medical Branch, Galveston .....	101
Wilkinson, Louise — Syracuse University .....	81
William, Lisa — Sacramento State University .....	74
Williams, A. Dee — California State University, Los Angeles .....	117
Williams, Lorne — University of Lethbridge .....	87
Williams, Richard — Oklahoma State University .....	128
Williams, Susan — National University .....	46
Williams, Taylor — Purdue University .....	19
Williams-Klee, Sherie — Grand Valley State University .....	122
Wills, Stephen — Georgia College and State University .....	28
Wilson, KiMi — California State University, Los Angeles .....	75
Wilson, Vivian Wright — Florida A&M University .....	113
Wilson-Flippin, Kendall — Drexel University .....	111
Wilson-Mah, Rebecca — Royal Roads University .....	87
Winkelman, Peg — California State University, East Bay .....	20
Wise, Donald — Fresno State University .....	87
Wittwer, Peggy — Southern Utah University .....	21
Wofford, Donald — Alliant International University .....	78
Wojciechowska, Joanna — Texas Tech University Health Sciences Center El Paso .....	67
Wolfe, Angela — University of Alberta .....	49
Wolfe, Scott — California State University, Northridge .....	77, 80
Won, Seojin — Daegu Cyber University .....	134
Wong, David — Michigan State University .....	62, 65, 121
Wong, Gina — Athabasca University .....	63

Wood, J. Luke — San Diego State University .....	15
Woodford, Julia — University of New Mexico .....	111
Woodley, Xeturah — New Mexico State University .....	122
Woods, William — University of Nevada, Las Vegas.....	51
Worker, Steven — University of California.....	113
Worley, Jody — University of Oklahoma-Tulsa.....	98, 106
Worrell, Vicki — Emporia State University .....	88
Worthy, Lisa — Glendale Community College.....	73, 84, 106
Wright, Megan — Westview High School.....	123
Wu, Tong — Oklahoma State University.....	83
Xin, Joy — Rowan University .....	103
Xiong, Ellina — University of Minnesota.....	78
Yagi, Tadashi — Doshisha University .....	12
Yagi, Tohru — Edogawa University .....	72
Yamada, Hiroki — Internet Academy.....	100
Yamada, Mayo — Fukuyama City University.....	108
Yamaguchi, Toshikazu — Edogawa University .....	71, 72
Yamamoto, Tatsuki — Soka University.....	131
Yamamoto, Yoshifumi — Hyogo Prefectural Education Training Institute.....	107
Yamauchi, Darlene — Toyo University.....	76
Yamauchi, Takeshi — Niigata University.....	134
Yang, Yingxiu — Northeast Normal University.....	115
Yarber, William — Indiana University, Bloomington.....	38
Yasuda, Raymond — Soka University.....	56
Yasuta, Takako — University of Aizu .....	123
Yasynskyy, Yevgen — Athabasca University.....	63
Yeager, Deborah — Brock University .....	136
Yeo, Sheughyun — University of Missouri .....	114
Yoon, So Hee — Korea National University of Education.....	72
York, Michelle — University of Portland.....	122
Yoshikawa, Tatsuo — Keio University.....	49
Yoshimura, Masahiro — Setsunan University.....	76
Youhne, Mia — Keimyung University .....	50
Yu, Chen-Hsiang — Wentworth Institute of Technology.....	113, 135
Yun, Mira — Wentworth Institute of Technology.....	113, 135
Zefi, Leonora — Ryerson University .....	134
Zelenka, Valerie — Fort Hays State University.....	36, 105
Zhang, Lin — University of Tsukuba .....	82
Zhang, Shaoan — University of Nevada, Las Vegas .....	96
Zhang, Shuang — Texas Tech University.....	99
Zhang, Xiaomin — University of Tsukuba.....	82
Zhang, Yajuan — University of Tsukuba .....	82
Zhu, Weiyang — Metropolitan State University of Denver.....	22
Zinga, Dawn — Brock University.....	43, 115