

Welcome to the Twentieth Annual Hawaii International Conference on Education



Aloha!

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

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

With Waiulua Bay 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 800 participants representing more than a dozen countries. Thank you for joining the 2022 Hawaii International Conference on Education!

The 2023 Hawaii International Conference on Education is scheduled for January 3 – 6, 2023 at the Hilton Hawaiian Village Waikiki Beach Resort, in Honolulu, Hawaii. Please check our website in late January for more details!

<http://www.hiceducation.org>

Email: education@hiceducation.org

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

Registration Hours:

January 2, 2022 (Sunday)	6:00pm - 8:00pm
January 3, 2022 (Monday)	7:00am - 4:30pm
January 4, 2022 (Tuesday)	7:00am - 4:30pm
January 5, 2022 (Wednesday)	7:00am - 4:30pm
January 6, 2022 (Thursday)	7:00am - 1:00pm

(The registration area is located inside the **Monarchy Ballroom**, located in the Convention Center of the Hilton Waikoloa Village 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 along the Grand Promenade and adjacent foyers. Presenters will be able to meet one-on-one or in small groups with interested participants for detailed discussions regarding their research. Tri-fold presentation boards, easels, and tables will be provided for poster 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: **HAWAII2022**

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

Breakfasts

 - Four breakfasts are included with your paid registration:

(Conference Badge is required for entry into Breakfasts)

1/3/2022	Monday	7:00 AM – 9:00 AM	Lagoon Lanai (Adjacent to the Monarchy Ballroom)
1/4/2022	Tuesday	7:00 AM – 9:00 AM	Lagoon Lanai (Adjacent to the Monarchy Ballroom)
1/5/2022	Wednesday	7:00 AM – 9:00 AM	Lagoon Lanai (Adjacent to the Monarchy Ballroom)
1/6/2022	Thursday	7:00 AM – 9:00 AM	Lagoon Lanai (Adjacent to the Monarchy Ballroom)

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

Coffee Breaks:

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

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

Audio/Visual Equipment:

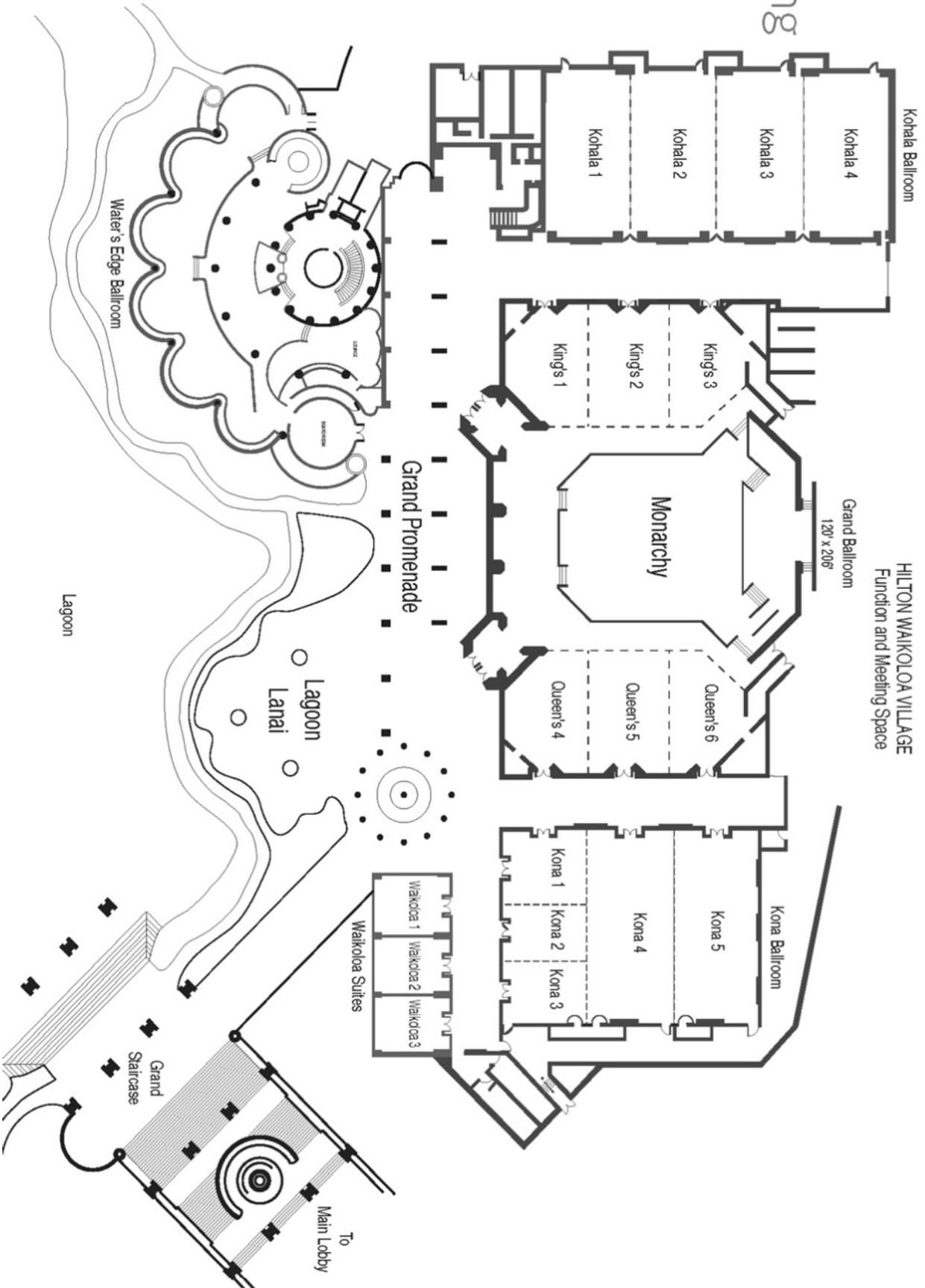
The conference will provide the following in each presentation room (**excluding poster sessions**):

- ✓ Video Projector
- ✓ Speakers
- ✓ Standard HDMI Cable for laptop hookup
- ✓ (Should you need video adaptors for Display Port, USB-C, MacBook, etc, please stop by the registration desk to borrow)

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



Meeting Space



Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Panel **Session Chair:** Haskins, Tara

Preparing Faculty to Embed High Leverage Practices in Pre-Service Teacher Coursework

Presenters will share the process of integrating high leverage practices within methods courses for elementary and secondary pre-service teachers. The creation of this professional development constructed a shared vision for inclusion of high leverage practices within undergraduate teacher education courses. This shared outlined provides a framework to guide other's work. After presenting, attendees will be invited to share how they support inclusion of high leverage practices and explore methods to utilize within their own setting.

Haskins, Tara — Eastern Washington University

Van Wig, Ann — Eastern Washington University

Waldron-Soler, Kathleen — Eastern Washington University

Torres, Donita — Eastern Washington University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kings 2
Session Topic: Educational Administration **Session Chair:** Burleigh, Cheryl

Interdisciplinary Collaborative Research for Professional Academic Development in Higher Education

Higher education faculty are more diverse, decentralized, and increasingly isolated in technology-supported modern universities. This scoping-literature review applied Cooper's systemic-review model and categorical-content analysis technique targeting decentralized-collaborative research teams in higher education. Findings indicate technology supports various collaborative research structures; all contributing to professional academic development. Collaborative team research should be investigated further to understand and promote cross-discipline and cultural collaboration with special attention given to opportunities for women, online, and adjunct faculty.

Burleigh, Cheryl — University of Phoenix

Under What Conditions Do Teachers Informally Collaborate in Response to Principals' Change Leadership? The Moderating Role of Principal Trustworthiness

We examined whether the relationship between principals' change leadership and teachers' informal collaboration is moderated by the degree to which teachers' trust their principal. We found that change leadership was positively and significantly associated with informal teacher collaboration ($\beta=0.355$, $p<.001$); moderation analysis showed further that this relationship grew stronger as teachers' trust in their principal increased ($r=.522$, $p<.001$). We discuss the importance of teachers' trust in their principals to the effectiveness of principal change leadership.

Goddard, Roger — Ohio State University

Nichols, Robert — Ohio State University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kings 3
Session Topic: Educational Technology **Session Chair:** Hutchison, Amy

Results of a Design-Based Implementation Research Study of How Elementary Teachers Respond to a Model of Professional Development for Integrating Computer Science Into Literacy Instruction

This paper reports on the results of the implementation of a model of professional development to prepare teachers to integrate computer science into instruction for students with disabilities. This paper presents results from this design-based study to understand the factors that inhibited and enhanced teachers' participation in the professional development and how participation in the professional development influenced teachers' instruction and perceptions about teaching computer science to students with disabilities. Results revealed two inhibiting factors and one enhancing factor for participation, and that teachers increased their integration of computer science for students with disabilities after participation.

Hutchison, Amy — George Mason University
Colwell, Jamie — Old Dominion University
Evmenova, Anya — George Mason University
Gutierrez, Kristie — Old Dominion University
Offutt, Jeff — George Mason University

MUVEs anyone? Total Engagement for Teaching and Learning

This presentation will showcase a pilot project with bilingual pre-service teachers at a north Texas higher education institution. It will cover research results on the strengths and limitations of MUVEs, their experience with the platform FrameVR, educational implications, and potential activities to engage students, and for community outreach. Finally, audience members will have the opportunity to interact live in a MUVE and participate with materials.

Figueroa, Jorge — Texas Woman's University
Huffman, Lisa — Texas Woman's University

How Do The Tools Measure Up For Online Education? Two Cases From Two Schools In Two Countries

This paper aims to review and discuss several educational technology related questions of online digital education – it reviews some tools and outlines some practices that were forced on schools, teachers, and students because of the COVID-19 pandemic and shares some experiences of emergency remote teaching. Two cases are presented addressing some general experiences from an elementary school in Hungary and a university in the US.

Szilágyi, Irén Viktória — “Géza Gárdonyi” Elementary School
Fustos, Janos — Metropolitan State University of Denver

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Lawler, Kimberly

Generational Learning Preference, Challenges, and Perceptions of Success

The purpose of this study was to examine learning preference, challenges and perceptions of learning success differences among generational cohorts of allied health students. One-way Analysis of Variance (ANOVA) examined survey data regarding learners' preferences, challenges, and successes. Results identified no significant differences among generational cohorts for learning preferences, challenges, or successes. The results highlight allied health students' homogeneity regardless of their generational category.

Lawler, Kimberly — Muskingum University
Kupczynski, Lori — University of St. Augustine for Health Sciences
Groff, Shannon — Florida State College at Jacksonville

Students' Situational Curiosity Rises with Design-Based Course Attributes

This work documents the correlation between course-design attributes, such as the use of open-ended problems, and engineering students' situational curiosity. We found that curiosity is enhanced in situations where students feel they are working on "real" problems with interdisciplinary teams and in voluntary courses.

Golightly, Amy — Bucknell University
Vigeant, Margot — Bucknell University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Strom, Kathryn

Scaffolding Writing at the Doctoral Level: An Interactive Workshop

In this workshop, I will offer a perspective of doctoral-level writing as both the language of power and part of the hidden curriculum in graduate studies, where it serves as an exclusionary mechanism, particularly for minoritized populations. Through multiple activities, I demonstrate the ways I support students to learn and practice specific features of doctoral writing, using scaffolding designed with insights from systemic functional linguistics, which offers a method for making visible and supporting the practice of learning the patterns and purposes of language within specific genres (like doctoral level writing).

Strom, Kathryn — California State University, East Bay

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Workshop **Session Chair:** Dermer, Shannon

Utilizing a Human Rights Perspective to Train Counselors and Counselor Educators on Sexuality

Sexuality is a fundamental aspect of being human, but mental health clinicians still tend to be uncomfortable discussing sexuality with clients. Sometimes clinicians will refuse to work with sexuality because it makes them uncomfortable and/or aspects of sexual behavior or sexual/gender expression run counter to their own beliefs. Recognizing sexual rights as human rights, though, obligates and compels mental health professionals to learn about, uphold, and advocate for sexual rights.

Dermer, Shannon — Governors State University
Mercer, Mollie — Florida Gulf Coast University
Dunham, Shea — North Carolina A&T University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Amador, Julie

Coaching Support for Mathematics Teachers

This session will focus on the suggestions mathematics coaches provide to teachers as they support their instructional practice. We analyzed the suggestions of coaches in 22 coaching cycles with teachers and found that coaches encouraged teaching moves that would support students to view themselves as mathematical authorities, such as asking questions. Coaches also encouraged teaching moves that would increase equitable access to mathematical thinking, such as include appropriate wait time and partner work strategically.

Amador, Julie — University of Idaho

Coaching Techniques that Work: How to use the "Quest" Model to Facilitate Meaningful Conversations

It can sometimes be difficult to facilitate growth and problem solving in others. We will explore a method for structuring conversations on the acronym, QUEST. Learn how to help others through using Questioning, Understanding the problem, Exploring solutions, Summarizing possible results, and Taking action.

Brooks, Lisa — University of Central Florida

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kona 1
Session Topic: STEM Education - Panel **Session Chair:** Lane, Tonisha

Research-intensive Professional Development Program as a Counterspace: A Qualitative Study of Academic Women of Color in STEM

Women of color (WOC) faculty in science, technology, engineering, and mathematics (STEM) navigate white male normative spaces resulting in inadequate mentoring and isolation. Such circumstances necessitate supportive spaces outside of academic departments. Using counterspaces as a conceptual framework, we analyzed focus group data from a larger mixed methods study about a culturally-responsive, research-intensive professional development program to understand its impact on 35 WOC dissertation dissertators, post-doctoral scholars, and early career faculty in STEM.

Lane, Tonisha — Virginia Tech
de Murzi, Natali Huggins — Virginia Tech
Watson, Allyson — Florida A&M University
Thomas, Sylvia — University of South Florida
Kos, Lidia — Florida International University
Cooper, Adrienne — Florida Memorial University
Mariella-Walrond, Helena — Bethune Cookman University
Johnson-Austin, Sandra — University of South Florida
Dome, Christine — Florida International University
Rowley, Alishea — Florida A&M University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kona 2
Session Topic: ESL/TESL **Session Chair:** Black, Andrew

A Study on Effective Teaching Practices Through the Use of E-books with ELL Students

Presenters will describe the basis of research, summarize current strategies being used, and how we can better help our ELL students. The presentation includes an analysis of data results from Title I, special education, administrators and general education teachers. Small groups will discuss and share current practices in education with E-books and ELL students. Participants will be able to apply this to programs by implementing E-books and other strategies that E-books can be used with.

Black, Andrew — Wartburg College
Buckridge, Landon — Wartburg College
Rood, Anna — Wartburg College
Smith, Joy — Wartburg College
TeKippe, Stephanie — Wartburg College

Patient English: New Perspectives on Training Japanese Medical Students through Lay Language, Word Choice/Register-based Bedside Manner, and Non-allopathic Research Projects

Isolating what Japanese medical students are unlikely to learn elsewhere, the presenter has created various atypical language exercises. Students acquire, and contrast lay terms with professional medical terminology, discover linguistic conventions/language register for improved bedside manner, and research/present the benefits and side effects of health supplements. Over a decade of instructor and student-generated research is detailed, along with a variety of conversational/drama techniques designed to prepare the next generation of patient-centered, English-speaking physicians in Japan.

Berman, Shari Joy — Hiroasaki University

Discovering the Effects of Using History as Content: A Course for Intermediate-Level English Language Learners

This paper discusses methods and benefits of teaching Japanese-American history to 2nd-year female students at a Japanese junior college in Tokyo, Japan. Answers to open-ended questions concerning the semester-long course revealed various positive reactions. Students expressed how they were pleased to have been exposed to this particular part of history, about which most of them had little or no prior knowledge.

Edwards, Michael — Jissen Women's Junior College

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kona 3
Session Topic: Special Education **Session Chair:** Sileo, Nancy

A Smorgasbord of Delivery Options During the COVID Pandemic and Times of Uncertainty?: Doing No Harm in Early Childhood Special Education!

In person, hybrid, and remote delivery in Early Childhood Special Education settings all in one year? What can professionals do to ensure they are doing no harm to young children and their families? How can professional overcome barriers to service delivery to young children and their families? Session focuses on providing supports and developing or extending relationships with families to ensure the consistent and ethical delivery of services and practices across multiple modes of delivery.

Sileo, Nancy — University of Northern Colorado
Sileo, Jane — State University of New York, New Paltz

Meaningfully Including Young Children Utilizing Augmentative and Alternative Communication (AAC) Systems Within Early Childhood Settings

Early educators play a significant role supporting children in acknowledging and valuing similarities and differences with others, including individuals who use Augmentative and Alternative Communication (AAC) systems to communicate. This presentation provides a framework for the meaningful inclusion of AAC users within early childhood settings that are grounded in Universal Design for Learning (UDL) principles and Anti-Bias practices. Implications for teacher education and professional development, including collaborations with Speech Language Pathology, will be discussed.

Friesen, Amber — San Francisco State University
Mitsch, Maryssa Kucskar — San Francisco State University

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Murphy, Ashley

Discourse through Debate: A Report on Strategies to Encourage Engagement and Advocacy in the Classroom

This workshop will review how strategies used to coach competitive Speech and Debate can translate into classroom environments. The goal of this session is to equip educators with tools to teach students how to meaningfully and respectfully engage with different viewpoints, as well as how to effectively advocate. While the advocacy strategies discussed will be applicable to all students, this discussion will explore the implications of teaching these skills to students in historically marginalized populations.

Murphy, Ashley — PA Leadership Charter School

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Sweet, Megan

Use of Storytelling to Advance Education Reform

COVID-19 has revealed the deep inequities in our education system, as well as new ways to educate our youth. While policymakers develop theories for revamping our system, the nuanced experiences of our educators can get lost. This roundtable discussion explores a process for empowering educators to tell their stories, and considers the implications for use of storytelling as a call to action for creating more equitable, inclusive, and empowering spaces for our youth.
Sweet, Megan — Your 3 Eyes

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Queens 6
Session Topic: Distance Education - Workshop **Session Chair:** Nguyen, Anhlan

Using the G.R.A.C.E. Model to Maximize Personal Resiliency During a Pandemic: A Case Study of Self-Empowerment in Education & Distance Learning

In this presentation, the author will share the results of a Lyceum Global case study; an online personal development program focused on emotional intelligence implementing the GRACE model. The program significantly improved the emotional resiliency and coping skills of more than 100 adult learners. The qualitative data results indicated that when using the GRACE model, 80% of the learners are now able to effectively navigate through uncertainty amidst the Covid-19 pandemic crisis.

Nguyen, Anhlan — Lyceum Global – Life Skills and Professional Development for Success

Ngo, Dung — Texas A&M University – Corpus Christi

Time: 8:00 - 9:30 AM / **Monday** - 1/3/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education - Workshop **Session Chair:** Wiley, Monika

Leading Equitable Practices through Culturally Proficient Coaching

Culturally proficient coaching, a tool to support teachers and leverage the cultural diversity that exists amongst a population of K-12 public school students. Leveraging can be seen as an asset for enhancing evidence-based instructional practices while reflecting on the social experiences that may impact teaching and learning. This type of coaching provides opportunities for educators to think critically and provide the best experiences that impact student achievement.

Wiley, Monika — Clayton County Public Schools

Normil, Chantal — Clayton County Public Schools

Thompson, Katrina — Clayton County Public Schools

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Gregory, Sheila

Creating and Sustaining a Safe and Affirming School Environment for LGBTQ+ Students of Color

Based on a yearlong, multiple school collaborative grant entitled, Challenges for Addressing the Needs of LGBTQ+ Students of Color, the primary areas of this comprehensive training workshop include: 1) The role of Intersectionality and the Matrix of Oppression that create complex identities for LGBTQ+ students of color; 2) The challenges these complex identities create and; 3) The strategies for addressing them, while fostering respect, acceptance, resilience and empowerment within an inclusive school community.

Gregory, Sheila — Clark Atlanta University

Martin, Rosalee Martin — Huston-Tillotson University

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kings 2
Session Topic: Health Education **Session Chair:** Link, Kristi

Burnout and Physical Therapy: A Correlational Study

The purpose of this cross-sectional correlational study is to determine if burnout, along with emotional exhaustion, depersonalization of care, and low personal accomplishment are correlated with years of continuous physical therapy practice. Emotional exhaustion is the first indicator of burnout and is a high indicator for intention to leave the profession. This research may lead to improvement in physical therapy education and preparation for the field.

Link, Kristi — Cora Physical Therapy

Kupczynski, Lori — University of St. Augustine for Health Sciences

Panesar-Aguilar, Sunddip — University of St. Augustine for Health Sciences

Restore U: A Program Intervention for Healthcare Workers During Covid 19: Participant Benefits and Learning

We explore the experiences of healthcare workers in an 8-week mindfulness program at a university medical center. We discuss how the curriculum affected participants, how the workshop changed participants' interactions with patients, suggestions for future workshops, and the nature of learning that occurred. Findings have implications for workshop leaders, healthcare workers, and adult education learning theory and practice.

Baumgartner, Lisa — Texas State University-San Marcos

Baumgartner, Mia — University of Washington Medical Center

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kings 3
Session Topic: Educational Technology - Workshop **Session Chair:** Cowan, Erin

Creating an interactive 360° virtual tour of the Daniel K. Inouye Regional Center

As a part of my presentation, I plan on discussing how I created my 360° virtual tour of the Daniel K. Inouye Regional Center followed by a live walkthrough of the tour itself in order

to showcase the features and immersive experience that this form of technology provides towards outreach education. If given the opportunity, I would also provide Google Cardboard

headsets so the audience members can walk through the virtual reality tour themselves.

Cowan, Erin — NOAA Ernest F. Hollings Scholarship Recipient

Geschwind, Leon — NOAA Inouye Regional Center

Pai, Michael — NOAA Office for Coastal Management

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Chun, Hans

What's My Name? Seeking Consensus to a Field's Identity

This cross-disciplinary discussion in higher education is an attempt to see if a consensus can be brought forth on the name defining a niche field in civil engineering and earth science related to geospatial data acquisition and analysis. Various names are used including surveying engineering, geomatics, geodetic science, geomatics engineering, geoinformatics, etc., depending on the institution of higher education.

Chun, Hans — Chaminade University

Park, Jihye — Oregon State University

Personalizing Learning in the Online Classroom

This paper examines potential benefits of creating structures for personalization within an asynchronous learning environment as compared to onsite instruction over a 15-year span. The study examined ways in which a student-centered learning community can be created for the adult learner in an online, asynchronous, continuous intake environment. Comparing data from Course Exit Surveys of Students' Self-Assessment of Learning for an equal number of advanced degree "Capstone" sections instructed onsite and online was revealing.

Bustillos, Terry — National University

Tyler, Clifford — National University

Translanguaging Nests: Building Community for Future Bilingual Teachers & Educational Advocates

This paper explores the role of translanguaging in an undergraduate program preparing future bilingual teachers or education advocates. This cohort program, composed of Latinx faculty and students, was designed to create a language nest in which Spanish-English are honored across courses, assignments and class interactions. Exit interviews revealed an appreciation for translanguaging practices and their role in creating a sense of community, together with opportunities to focus on academic content without being limited by language.

Carando, Agustina — University of California, Davis

Jiménez-Silva, Margarita — University of California, Davis

Belén Buttler, María — University of California, Davis

Tovar, Silvia — University of California, Davis

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Chaffin, Jamie

Essential Components of High-Quality Distance Learning: Updates and Outcomes

In 2019, our team presented on the essential components needed to deliver high quality distance learning for educators. Since that time, we have changed and updated our delivery model, methods, and approaches. We will demonstrate how we continue to address shortages by offering a program with hybrid and online tracks. Participants will learn best practices and how to engage adult learners in an online environment. We will present learning outcomes for program completers.

Chaffin, Jamie — Eastern Washington University

Willis, Elizabeth — Eastern Washington University

Islam-Zwart, Kayleen — Eastern Washington University

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Nelson, Frederick Peinado

"Not Being Racist and Anti-Racist Is Not the Same": Engaging in Reflection for Social Justice

We assert the need for preservice teachers to engage in reflection to examine questions of equity, social justice, and democracy through a critical orientation. The critical orientation situates reflection as essential in improving the quality of life for the disadvantaged. Schools and schooling are portrayed as political constructs that function in hegemonic ways to reproduce the dominant culture. In this inquiry, we examine preservice teachers' reflection on their practice from an explicit social justice orientation.

Nelson, Frederick Peinado — California State University, Fresno

Miller, Libbi — Humboldt State University

Van Horn, Selena — California State University, Fresno

"Trying to Change My Practice Is Like Going Through Menopause:" Lessons in Teacher Learning and Change From the Case Stories of Four Teachers and Their Experience in Ongoing Professional Development

Sandy was one of 32 teachers who participated in a 3-year research project that examines student learning by linking science and literacy in K-6 classrooms. After two years of attempting to integrate the curriculum approach into her existing pedagogical repertoire she announced, "You know, trying to change my practice is like going through menopause!" This presentation explores the case stories of four teachers illuminating their unique approaches to teacher learning and changing their classroom practice.

Norton-Meier, Lori — University of Northern Iowa

Leveraging Libraries & Literacy-Rich Experiences: Reflections from the Knights Read Community Bus

This presentation highlights the Knights Read Community Bus initiative, a collaborative, use-inspired research project designed to increase children and families' access to books and literacy-rich experiences in the local community. Discussion with participants will center around the following outward-facing goals: a) collaboration with school districts/community partners, b) positive impact, measured by use-inspired research goals, c) recruitment potential for teacher preparation programs, and d) development of a family literacy community impact model with interdisciplinary connections.

Wenzel, Taylor — University of Central Florida

Spalding, Lee-Anne — University of Central Florida

Kelley, Michelle — University of Central Florida

Kay, Marni — University of Central Florida

Van De Mark, Cheryl — University of Central Florida

Kennedy, Analexis — University of Central Florida

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kona 1
Session Topic: Arts & Humanities Education **Session Chair:** Huang, Edward

Personal Perspective To Encourage High School Students Taking Media Classes

High school media classes build a solid foundation in critical thinking skills that makes aspiring learners prepared in all working environments. Critical thinking skill is an essential skill that develops learner acquire skills in analysis, communication, and open-mindedness. Through exploration, media classes will train students in becoming professionals and have a successful career anywhere they go.

Huang, Edward — University of California, Riverside

The Value and Timeliness of Psychodynamic Theory to the Teaching of Psychology

For many contemporary teachers of psychology and trainers of clinical psychology graduate students, psychoanalytic theory and psychodynamic therapeutic techniques are often seen as anachronistic. There is a misperception that psychodynamic therapy is less scientific and lacks an evidence-base, which is not true. In the last two decades there has been a renaissance of interest in, and application of psychodynamic theory and therapy to contemporary issues, such as abuse and trauma or pandemics and politicians! Psychoanalytic theory has a rich history of application to the Fine Arts. Students are enriched intellectually and practically by such learning.

Ley, Robert — Simon Fraser University

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kona 2
Session Topic: Student Affairs - Panel **Session Chair:** Schrader, PG

Students, Housing Insecurity, and Educational Barriers: A Discussion of Data, Initiatives, and Implications

The panel will address four thematically aligned topics. Topics include: 1) results from a multi-year evaluation for Title I's Homeless Outreach Program for Education (Title I HOPE) in CCSD, 2) interventions and training, 3) the role of community partnerships with vulnerable youth, and 4) the local and global implications of housing vulnerability and education.

Schrader, PG — University of Nevada, Las Vegas

Shebeck, Kelly-Jo — Advocation, LLC.

Varner, Kenneth — University of Nevada, Las Vegas

Ghafoori, Arash — Advocation, LLC.

Jacobowitz, Melissa — Advocation, LLC.

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kona 3

Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Delano-Oriaran, Omobolade

Teaching Beautiful Brilliant Black Girls

Book editors of the newly published *Teaching Beautiful Brilliant Black Girls* (2021) will highlight the state of education of Black Girls. Presenters will present curricular best practices and pedagogical strategies that enhance the educational and schooling experiences of Beautiful, Brilliant Black Girls.

Delano-Oriaran, Omobolade — St. Norbert College

Penick, Marguerite — University of Wisconsin Oshkosh

Arki, Shemariah — Kent State University

Swindell, Orinthia — Live Oak School

Moore Jr., Eddie — The Privilege Institute

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Kona 4

Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Gaiters-Jordan, Jacquelyn

#AllEducatorsMatter: Motivating Those Who Educate with GRACE2

Educators are tired. For many, the impact of the covid pandemic have robbed them of the motivation needed to educate students. From pre-K to universities, educators have been faced with unprecedented uncertainties, working to cope with academic disruptions while navigating the emotional and economic challenges many students face. This panel session will offer practical motivational strategies using GRACE2, a framework based on Appreciative Inquiry, to help educators rediscover their love of teaching and educational leadership.

Gaiters-Jordan, Jacquelyn — Pikes Peak Community College

Gaiters-White, Kimberly — Jacksonville State University

Gaiters, Christopher — Coweta County School System

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Queens 4

Session Topic: Human Resource Development **Session Chair:** Han, Caleb Seung-hyun

Social Capital and Learning by Network in Online Learning of Engineering Education

The purpose of this study is to deepen our understanding of the social capital and learning by network that results from various technology-mediated human interactions and to facilitate a comprehensive assessment of its impact on online engineering students' learning outcomes. This project will analyze the effects of social capital in the online collaborative learning environment and will develop instructional strategies to empower students to increase their social capitals to avoid learning polarization.

Han, Caleb Seung-hyun — University of Georgia

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Queens 5

Session Topic: Early Childhood Education **Session Chair:** Oh-Young, Conrad

Combining QR Codes With Visual Supports To Enhance Instruction In Preschool Classrooms

Quick Response codes, or QR codes, are barcodes that when scanned by a mobile device, will perform an action such as load a webpage, phone number, or email address. This presentation will describe how QR codes can be combined with visual supports to enhance instruction in preschool aged classrooms for young children both with and without disabilities. The presenters will provide examples of QR codes that attendees can use.

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

Nelson, Leslie — Clark County School District

Buchter, Jennifer — Eastern Illinois University

Burns, Tracy —

Quantitative Analysis of Teachers' Self-Efficacy Belief in Relationship With the Quantity and the Level of Anxious Students That They Work With.

This quantitative study explores teachers' self-efficacy belief when it comes to work with anxious children. Correlation analysis was led on 240 elementary and preschool teachers. Results show that students who only have sometimes anxious behaviors impact negatively teachers' self-efficacy beliefs way more than those who always have anxious behaviors.

Beaudoin, Jonatan — University of Sherbrooke

Letarte, Marie-Josée — University of Sherbrooke

Laurent, Angélique — University of Sherbrooke

How to Teach Young Children Online?

This presentation will discuss and share how to teach young children in an online learning environment. The young children's learning process will be discussed.

Hsiao, Wei-Ying — University of Alaska Anchorage

Hsieh, Mimi — HsinChu Montessori Kindergarten School

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Queens 6
Session Topic: Distance Education **Session Chair:** Clamme, Shay

Going the Distance in Online Education

In this presentation, I will be discussing the use of technology in online teaching as a way to foster educational relevance and equitable access for our students. I will focusing on ensuring “ease of use” for students, best practices that allow for the creation of a safe space, online pedagogical challenges in teaching criminal justice in an online environment, and ways we can use technology to teach emotional management to help promote the learning process.
Clamme, Shay — Indiana University East

Stop, Start, Continue: Reflections and Lessons Learned in Online Teaching & Learning to Carry Over into the “New Normal”.

The COVID-19 pandemic has resulted in a temporary shift of higher education institutions to remote/online teaching. Hear how the University of Hawai‘i Online Innovation Center (UHOIC) quickly adapted their faculty professional development opportunities and support across its 10 UH campuses since the start of the pandemic. Leverage lessons learned from the research plus strategies the UHOIC team will be moving forward with as we all enter the “new normal” of online teaching and learning.

Chuang, Hui-Ya — University of Hawai‘i at Mānoa
Swift, Alice — University of Hawai‘i at Mānoa
Dionne, Marisa — University of Hawai‘i at Mānoa

The Influence of Age, Race, and Gender on Student Perception of a Remote, Simulated Learning Experience

This quantitative study sought to examine the influence of age, race, and gender on entry-level physical therapy student perceptions of an interdisciplinary, remote simulated learning activity. Results indicated that there was no significant difference in student satisfaction or self-confidence in learning based on demographic characteristics. The use of a remote simulated learning experience to teach interprofessional collaboration may be meaningful to a variety of healthcare students regardless of age, race, or gender.

Andrea, Catherine — University of St. Augustine
Kupczynski, Lori — University of St. Augustine for Health Sciences
McCraney, Michelle — University of St. Augustine

Time: 9:45 - 11:15 AM / **Monday** - 1/3/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education - Workshop **Session Chair:** Robbins, Sherard

All Aboard!: Diversifying Your Hiring with All Intentions and Purposes

With the vast majority of universities being predominantly white institutions, inclusionary practices can remain amiss. The absence of inclusive norms impacts subjugated and marginalized groups in ways that have profound implications for the institution. The foundational response to diversity of thought is to establish hiring practices that address multicultural needs. Speaking to the challenges that prohibit diversity in hiring, this session will focus on the importance of being brave and ethical when hiring.

Robbins, Sherard — Visceral Change

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Milinovich, Monica

Bridging the Gap: Educational Experiences and the Impact of the Changing Generations

Exploring the impact of generational differences and characteristics upon educational experiences and the overall educational growth and development as a system: Looking further into the future.

Milinovich, Monica — Professional Educational Consulting, LLC
Bender, Cameron — Professional Educational Consulting, LLC

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kings 2
Session Topic: Health Education - Panel **Session Chair:** Shreve, Marilou

Work the Work Plan!

Panelists from the Eleanor Mann School of Nursing will discuss progress toward work plan goals and objectives for the Health Resources and Services Administration (HRSA) Advanced Nursing Education Workforce (ANEW) grant, which was first awarded in 2017 for Family Nurse Practitioner (FNP) students. Each member will identify successful outcomes and identify opportunities for improvement.

Shreve, Marilou — University of Arkansas
Jarrett, Anna — University of Arkansas
Bradley, Callie — University of Arkansas
McCann, Rebecca — University of Arkansas
Reynolds, Christy — University of Arkansas

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Derwin, Ellen Baker

Strategizing to Cope with Plagiarizing

The presenter will share creative strategies to design courses and assignments that discourage plagiarism. Strategies include: creating engaging assignments that require students to seek unique “un-google-able” information, designing assignments that enable students to apply information to their own interests, and including students as collaborators to develop anti-plagiarism strategies. Participants will be able to quickly apply these strategies at their home campuses.
Derwin, Ellen Baker — University of Massachusetts Global

A Growth Mindset for Peer Review: Guidelines for Writing Constructive Peer Reviews

This presentation will share guidelines for peer review based on a fixed/growth mindset perspective. Guidelines were developed from an analysis of peer review documentation in the field of engineering education research. The guidelines can help to create more constructive peer reviews moving forward in academia.
Cutler, Stephanie — Pennsylvania State University
Xia, Yu — Pennsylvania State University
Beddoes, Kacey — San Jose State University

Flipped Classrooms in Dental Education and Supporting Structures

Dental education is unique as it is largely skill oriented, practical, and competency based. Introducing Flipped Classrooms (FC) to a dental education setting comes with certain challenges when compared to purely didactic hybrid classrooms. This paper discusses why the FC model is still relevant and productive in a dental curriculum and provides recommendations for implementation and transformation from a traditional teaching method to a FC method of teaching.
Chung, Eve — University of Las Vegas, Nevada
Xing, Xue — University of Las Vegas, Nevada

The Flipped Classroom: Alternate Delivery for Increased Student Learning, Engagement and Connection

In this session the results of a research project exploring the student experience of learning in a flipped classroom model of instruction in higher education will be briefly presented. Subsequently, this session will explore how applying this innovative teaching strategy eased the transition to alternate delivery during a pandemic and continues to allow for increased student learning, engagement and connection.
Sherrow, Tammy — Mount Royal University

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Hairston, Kimetta

The Black Experience and Navigating Higher Education in a Virtual World

This presentation will offer insight into the experiences and research of the authors of the book. The authors come from an array of backgrounds. They are currently administrators, faculty, staff, and students at a Historically Black College/University or other Higher Education Institutions. The lead editor will share strategies around the writing processes that it took to complete the project; which includes qualitative data and research on topics that occurred during the 2020 pandemic.

Hairston, Kimetta — Bowie State University

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kohala 3
Session Topic: Educational Psychology **Session Chair:** Davis, Lauren

Mental, Physiological, and Social-Emotional Implications of Peer-Mentored, Equine-Assisted Learning with At-Risk, Rural Youth

Stressors deriving from low socioeconomic status and/or traumatic childhood experiences are exacerbated by today's educational culture. Additionally, adverse childhood experiences (ACEs) and chronic stress exposure leads to a prevalence of risk factors in our nation's youth—but especially those in rural settings. Through the practical framework of peer mentorship and equine assisted learning, a theoretical framework guiding mental health and resilience scholarship, and empirical framework of community based participatory research, this study seeks to mitigate risk factors for youth exposed to traumatic events and chronic stressors during COVID-19.

Davis, Lauren — Montana State University
Stanton, Christine Rogers — Montana State University

Revisiting Vygotsky's Theory of Development: Focus on Vraschivanie (Ingrowing).

This presentation focus on what Vygotsky's varied uses of vraschivanie (ingrowing) implied about how he imagined the process of internalization. Vraschivanie is a key mechanism in a process in which the cultural/historical and the natural phylogenetic sources of development interpenetrate flow together. Over the past two decades, small literature exploring the meaning of vraschivanie has accumulated. Yet, we have important questions to consider regarding Vygotsky's notion of vraschivanie and his theory of development.

Gajdamaschko, Natalia — Simon Fraser University

How Avoidant are Math Anxious People? Let Me Count the Ways: Behavioral Inhibition, Harm Avoidance, & Experiential Avoidance

A role for avoidance has been implicated in math anxiety (MA), but the exact relationships between MA and various forms of avoidance remain unclear. In a study of 150 undergraduate students, MA had a moderate positive relationship with behavioral inhibition, harm avoidance, and experiential avoidance. Performance on a computer-based avatar task designed to assess avoidance had a weak positive relationship with MA.

Jameson, Molly — University of Northern Colorado
Allen, M. Todd — University of Northern Colorado

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Gray, Ron

Introducing a Core Practices Instructional Framework for Science Teacher Education

I will present a secondary science teacher education program framework centered on core practices of teaching science that were drawn from the rich literature in English language arts, mathematics, and science education. Design elements range in grain size from the moment-to-moment to the unit level. Here I outline the framework, describe its design elements, and illustrate its use in a science teacher preparation program.

Gray, Ron — Northern Arizona University

STEMSS Family Engagement: Partnering with Families to Better Serve English Learners in Our Classrooms

A STEMSS (STEM + Social Studies) professional development series conducts family engagement trainings to support teachers of language learners (TLLs) as they plan and conduct family engagement events to build connections, better understand community cultural wealth of their students, and bridge supports for English learners both in the classroom and at home. These events focus on engaging English learners (ELs) and their families in hands-on activities that extend content understanding while building academic vocabulary.

Guerrero, Karen — Arizona State University
Jiménez-Silva, Margarita — University of California, Davis

Upper Elementary Students' Attitudes Toward Science

One hundred and sixty-seven students from four elementary schools on the Big Island of Hawai'i were surveyed to determine their confidence in science. Findings revealed that elementary students see themselves as using science after high school, believe that knowing science will help them earn money when they are older, believe that they will need science for their future work, believe they can do science well, and feel they can do harder science work.

Pinner, Pascale Creek — State of Hawai'i Public Schools
Ray, Jan — University of Hawai'i at Hilo

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kona 2
Session Topic: Language Education **Session Chair:** Linse, Caroline

“Crafty and Tasty” Texts in L2 Classrooms

An content analysis of texts to determine what may or may not facilitate comprehensibility for culturally and linguistically diverse learners of English as L2. This exploratory research examines the functional intent and pedagogical possibilities of 50 instructional sequences for cooking and craft activities for L2 learners.
Linse, Caroline — Queen’s University
Ó Laoire, Muiris — Munster Technological University

The Pedagogical Implication of Language Education focusing on Higher Order Thinking Skills during the COVID-19

EMI instruction has received notable attention during the COVID-19 crisis. Pedagogical training focused on helping students find solutions to many issues now faced in the 21st century, such as SDGs, human rights, global leadership, cross-cultural IQ, and worldviews. Throughout the online program, training in higher-order thinking skills was emphasized. During the COVID-19, 60% of the participants may not have liked the ZOOM lesson, but 74% felt it was effective and could still improve their presentation skills.
Obari, Hiroyuki — Aoyama Gakuin University

Foreign Language and Culture Study Abroad Program for University Students and the Benefits Affecting Students’ Future Carrier Choices

The author will share with fellow educators a program that he created, which is an Arabic language and culture summer study abroad program in Rabat, Morocco, and the benefits affecting the future career of participating students. The author will use data collected over the period of three years addressing pre-program and post-program questionnaires, in addition to detailed data collected from students after the completion of the program, after graduation, being employed by national and international organizations and how the summer study abroad played an important role in their career.
Mahmoud, Tarek — Embry-Riddle Aeronautical University

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kona 3
Session Topic: Special Education **Session Chair:** Peterson, Patricia

Challenges for Native American Students with Disabilities during COVID 19: LEADERS Program Findings and Recommendation

The COVID-19 pandemic caused serious disruptions in the education of Native American students with disabilities who live in rural and remote areas. Doctoral scholars and faculty in the LEADERS doctoral program gathered data about these issues. This presentation focuses on the challenges, strategies, solutions, and recommendations for the future related to educating Native American students with disabilities in rural communities and remote tribal lands during COVID-19 and afterwards.
Peterson, Patricia — Northern Arizona University

Response to Intervention implementation: Are the Faculty Ready?

The purpose of this study was to gather one district’s K-12 educator dispositions about the implementation of Response to Intervention (RTI) after an introductory professional development. This study sought to ascertain dispositional mindsets about the preparedness for implementation. The results demonstrated significant divergent dispositions regarding the implementation itself; however, an overall sense of hope about the possibilities that RTI could extend to the students, despite feeling unprepared to implement.
Torres, Donita — Eastern Washington University
Van Wig, Ann — Eastern Washington University
Polk, Lindsay — Oregon Trail School District
Haskins, Tara — Eastern Washington University

Transition from School: The Life Worlds of Young Adults with Disabilities

Based on semi-structured interviews of young adults with disabilities between the ages of 18-27 in the province of Manitoba, Canada, this presentation will explore how the transition process to adulthood was experienced by these individuals. Employing a qualitative phenomenological approach, it will illuminate the lived experiences of individuals with disabilities and their “life worlds” that ground their perspectives regarding transition supports. It will further identify the facilitators and barriers to the receipt of transition support for young adults with disabilities and provide recommendations for policy and practice in the pursuit of equity, inclusivity, and shared prosperity.
Bartlett, Nadine — University of Manitoba
Heringer, Rebeca — University of Manitoba

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Kiesling, Dylan

Maximizing Education through Collaborative Learning with a Cross-Curricular Approach

Collaboration and teamwork are very important necessities of scientific and technological work. Numerous studies have shown that using collaborative learning, even at an early age, as an educational approach is highly beneficial to a student's social, psychological and academic growth. The Wolfpack CubeSat Development Team (WCDT), of which the authors are a part of, consists of students aged 10 to 18 who use collaboration to become the first middle school team in the nation to design, build and launch their own CubeSat to space.

Kiesling, Dylan — Aerospace and Innovation Academy
Mikati, Gabriel — Aerospace and Innovation Academy
Maitland, Preston — Aerospace and Innovation Academy
Christenson, Shawna — Aerospace and Innovation Academy
Simmons, Kevin — Aerospace and Innovation Academy

STEM Teacher Preparation: Developing Pedagogical Content Knowledge with the Neurodivergent Student in Mind

Teacher candidates should develop pedagogical content knowledge (PCK – the knowledge of how to teach specific disciplinary content) with the neurodivergent student in mind. Neurodivergent students (those with ADHD, autism, anxiety) are present in most classrooms. The key principles of PCK need to be closely examined through a neurodiversity lens so that teachers can support STEM learning for all students. The presenter will discuss supporting teacher candidates by developing PCK with the neurodivergent student in mind.

Antilla-Garza, Julie — Seattle Pacific University

Educational Inequality and Democratic Consolidation in Post-Soviet Republics

The relationship between education attainment and democracy has long been researched by different scholars. While some studies did not show any significant relationship between these two concepts, others confirmed that distribution of education matters for achieving and sustaining democracy. This research used Castelló-Climent's (2008) model to estimate the variation of the relationship of education inequality and democracy in post-soviet republics over the period of 1995-2010, using Ordinary Least Square regression analysis.

Apayan, Ani — Claremont Graduate University

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Queens 4
Session Topic: Indigenous Education **Session Chair:** Hogue, Michelle

Engaging Indigenous Learners in STEM through Bio-cultural Land-based Learning and Environmental Monitoring

We propose that land as textbook and land-based learning serve to engage Indigenous learners in STEM in ways that are culturally relevant and attend to Indigenous Ways of Knowing and Learning. We present outcomes of our Community-based biocultural and environmental monitoring program as a model for such engagement and a way to build capacity by bridging cultures between Indigenous and Western ways of knowing and learning.

Hogue, Michelle — University of Lethbridge
Provost, Ira — Piikani Consultation

Employment and Education Pathways: Traditional Knowledges as Supports for Urban Indigenous Youth Life Transitions

This presentation will explore the experiences, supports, and barriers of Indigenous youth attending school (Indigenous and Western education streams) across primary, secondary, and post-secondary institutions from the results of a community-based dissertation study. Four Elders and nine Indigenous youth were interviewed and provided in-depth understanding of Indigenous youth education experiences with key insights into intersections of identity, employment, and the crucial value of community and cultural support for security and support in life transitions.

Gabriel, Mikaela — University of Toronto
Stewart, Suzanne — University of Toronto

Indigenous Identity: What Is It and How Is It Understood Within Education and Current Self-Identification Debates?

Indigenous students in Canada have specific education and mental health needs; identity and self-identification have become pressing issues for school board, communities, and classrooms. The author shares data from three urban Indigenous research projects, with data collected from 2012 to 2021, that highlight these challenges and illuminates strengths and solutions, based in Indigenous knowledges, for teachers, curriculum developers, and educational leaders.

Stewart, Suzanne — University of Toronto

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Queens 5
Session Topic: Elementary Education - Workshop **Session Chair:** Overton, Bill

Beyond Project-based Learning: An Innovative Approach to Making Subject Matter Fun, Rigorous, and Engaging

During the 90 mins workshop, Dr. Overton will describe his 40+ year experience with totally integrated and interdisciplinary projects that lasted over 5 months. Using his interactive skills he will demonstrate opportunities for personalizing curriculum, using formative assessment, addressing social and emotional concepts, practicing dramatic skills, designing real-time experiments, and more, all while having fun with his students.

Overton, Bill — EQ4PEACE

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Queens 6
Session Topic: Business Education **Session Chair:** Hori, Mayumi

Study of Business Communication as Career Education: Instruction Contents of Telework

The purpose of this study is to clarify the contents which will be needed for telework in career education. First the author will introduce the current state of telework in Japan. Second the author will introduce the lecture named Business communication. Finally the author will derive what the contents will be needed in career education for telework from them.

Hori, Mayumi — Chuo University

The Women's Business Hub: Challenges of Teaching Digital Literacy to Immigrant and Refugee Women Entrepreneurs

The Women's Business Hub is an enterprise that aims to serve immigrant and refugee women and help them start their businesses. In recent years, technology has been an important base for business sales, success, and growth. Operating in today's digital economy is a must to keep up with competitors, but many immigrants and refugee women fail to do this due to their lack of digital literacy.

Mirmontahai, Ashraf — Saskatoon Open Door Society

Kim, Tatiana — Independent Researcher

Etagiuri, Abdu — University of Saskatchewan

Mabrouk, Shahira — Saskatoon Open Door Society

Time: 11:30 AM - 1:00 PM / **Monday** - 1/3/2022 / **Room:** Waikoloa 1
Session Topic: Kinesiology & Leisure Science **Session Chair:** Valdez, Lindy

Common Factors of The Best Elementary Schools in California

The purpose of this study was to examine data of the "Best Elementary Schools in the California," based on academic achievement as rated by three prominent websites and determine if these schools had any common factors which were different than the statewide averages. Variables examined included access to subject matter specialists (physical education, art, and music), librarians, after school programs, class size, socioeconomic status, and diversity.

Valdez, Lindy — California State University, Sacramento

Parker, Daryl — California State University, Sacramento

Poster Session

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Grand Promenade

Antiracist Education in Addiction Counseling Includes Accepting the Decriminalization of Drugs

The addiction counseling paradigm is changing and counselor educators need to explore changing related courses to reflect the shifting trend towards decriminalization and integration of harm reduction to effectively provide anti-racist addiction counseling education. The goal of this presentation is to challenge our historical understanding of drug laws and compulsory treatment, give rise to the acceptance of the concept of natural recovery and promote the transition of drug policy approaches from criminal justice to public health. I will share details of the current initiative to push for a policy/legislation shift to full decriminalization of drugs in New Jersey.

Gibson, Sandy — The College of New Jersey

Oliva, Jen — Seton Hall University

Followership in Education: How Competent Followers Develop Effective Leaders

Competent followership is an area in need of study in education. Effective followership, leadership, and collaboration skills are necessary in K-12 educational settings, including teachers, administrators, and other educational professionals. Understanding the relational skills of the leader/follower dynamic are important to developing teacher effectiveness, a positive school climate, workplace satisfaction, and improved student and teacher outcomes.

Hill, Doris — Auburn University

Taylor, Jonte' — Pennsylvania State University

Impacting Teachers' Perspectives on Climate Change through Study Abroad Experiences

Studying climate change and human impact through studying abroad offers a uniquely impactful experience. Our courses provide an immersive field experience that is designed to equip in-service and pre-service teachers with science content knowledge in context, personal growth opportunities and a global perspective.

Lee, Tammy — East Carolina University

Glass, Bonnie — East Carolina University

Adventure Based Counseling: Creating Safe Environments to Address Diversity

This presentation examines how effective adventure based counseling programs help to create safe environments that allow groups to discuss diversity as part of the experience. It will also discuss how participants are able to discuss their unique characteristics while learning to appreciate the differences of others. The use of the outdoors in these programs may provide an environment conducive to highlighting and discussing diversity. Poster will examine the usefulness of these types of programs.

Glass, J. Scott — East Carolina University

Exploring Canadian Military Veterans' Experiences of Institutional Betrayal: A Narrative Inquiry (Study-In-Progress)

This study explores the experiences of institutional betrayal (i.e., the failure of institutions to protect or support its members in the aftermath of traumatic experiences) among Canadian military veterans. Although veterans make frequent disclosures of institutional betrayal to counselors, guidance on how to respond to these issues in clinical practice is lacking. This study will contribute to the literature on counselor education, institutional betrayal, service-related traumatic stress, and the development of interventions for veterans.

Beks, Tiffany — University of Calgary

Kassan, Anusha — University of British Columbia

Dissemination of Local Knowledge via a Virtual Regional Microbiology Meeting

The presentation will show responses to a survey from participants of a virtual regional microbiology meeting. Results showed that most of the participants stated that the virtual format of the meeting allowed them to interact, was engaging, and was a good way for effective communication. Their participation increased their interest in Microbiology, as well as their confidence in their ability to do microbiology science, and enhanced their knowledge of science.

Cervantes, Jorge — Texas Tech University Health Sciences Center

PowerPay Money Master Online Course Impacts

The PowerPay Money Master Online Course is a convenient, video-based, course for the public that teaches real-life money smarts to help participants achieve financial goals and master their money. Evaluation data shows 90% of participants increase financial knowledge after completing the 8-module course. The research-based course includes 15 worksheets, 20 videos, and additional resources about financial vision boards, money habits/attitudes, tracking expenses, budgeting hacks, budgeting for life transitions, managing debt, understanding credit, and saving money.

Christensen, Amanda — Utah State University Extension

A Collaborative Project between Skyline College and San Francisco State University to Strengthen Pathways to Success in STEM

The Strengthening Pathways to Success in STEM project is designed to increase persistence, retention, transfer, and graduation for Hispanic and low-income students through various collaborative activities between Skyline College and San Francisco State University. This paper describes Skyline College's and SFSU's approach to reduce barriers for underrepresented minority students (URMs) in STEM to succeed. Both Skyline College and SFSU are Hispanic Serving Institutes (HSI) with many productive grant-funded projects. This paper will present what practices and improvements have been implemented to achieve the project goals and outcomes. This project is funded by the Department of Education's Title V HSI-STEM grant.

Cheng, Chen — San Francisco State University

Jiang, Zhaoshuo — San Francisco State University

Khalkhal, Fatemeh — San Francisco State University

Langhoff, Nicholas — Skyline College

Le, Jenny — Skyline College

Pong, Chris Wenshen — San Francisco State University

Zhang, Xiaorong — San Francisco State University

Asian Americans and Pacific Islanders in Allied Health Education: Advocacy and Support in Audiology and Speech Language Pathology

This discussion focuses on key recruitment and inclusion issues affecting Asian Americans and Pacific Islanders in the allied health fields of audiology and speech language pathology. This session also introduces major projects currently conducted by the Asian Pacific Islander (API) Speech-Language-Hearing Caucus, including the API Antiracism Learning Community, API Speaker Series, policy advocacy, online resource library development, and the Counter-Story project documenting lived experiences of API speech-language and hearing professionals.

Chiou, Hsinhuei Sheen — Minnesota State University, Mankato

Huang, Chunyang — West Chester University of Pennsylvania

It's in the Syllabus: The Effects of Gender, Ethnicity, and Course Type on Students' Perception of Professors

The current study sought to examine how a professor's gender, ethnicity, and course type influenced student perceptions of the class and instructor. Participants reviewed a syllabus and rated the professor's warmth and capability, as well as their interest in and opinion of the course. Overall findings revealed several interactions involving gender and ethnicity of the professor combined with the type of course.

Johnson, Ruth — University of Houston-Downtown

Rufino, Katrina — University of Houston-Downtown

Babb, Stephanie — University of Houston-Downtown

Self-Regulation and Academic Motivation as Predictors of Academic Achievement of Undergraduate Students in an Online Learning Environment at Andrews University

I will do a poster because I am working in my proposal for my dissertation paper. Which is not complete. So, I am looking to get some suggestion from other to improve my paper. The purpose of my study generally is to determine whether self-regulation and academic motivation are related to undergraduate student academic achievement in an online environment at Andrews University.

Almwalad, Sonia Muhammad — Andrews University

FELA: Using the Family-Educator Learning Accelerator Methodology to Increase Reading Outcomes

This poster presentation will focus on teaching participants the simple six-step method to accelerate reading learning at home and school. The Family-Educator Learning Accelerator (FELA) has been used by thousands of educators, families, and students across the nation to improve school-home collaborations to improve students' reading outcomes in grades PreK-3rd. This relationship-building methodology equips educators with the knowledge to inspire, empower, and coach families to be at-home reading coaches.

Arriaga, Teresa — Springboard Collaborative

Leung, Robbieana — Springboard Collaborative

Factors that Aid or Hinder Academic Student Support Team Performance

The poster presentation will discuss and disseminate findings of a systematic literature review that sought to examine factors that aid or hinder academic student support teams' delivery of meaningful content to students who require remediation. The presenter will discuss approaches that aid student support teams in adjusting support through peer-facilitated remediation during both normal and abnormal times.

Pippins, Esther — Texas State University

Transformative Learning Theory and its Use in the Classroom

In this presentation we will explore the practical implications of facilitating transformative learning through development of critical consciousness. We will begin by taking an overview of the history and meaning of transformative learning theory. Then we will look at practical ways to introduce transformative learning into the classroom.

Von Buettner, Thomas Karl — Texas A&M University

Donaldson, Jonan Phillip — Texas A&M University

Continuous Improvement through a Research-Practitioner Partnership

Our University created a Research-Practitioner Partnership (RPP) with a school district in our area to create two elementary schools of choice for Computer Science and Computational Thinking (CS/CT). The project is funded through a grant from the National Science Foundation to promote CS/CT in all classes throughout the two schools of choice. We have created a specific structure for our RPP that we will be sharing during the presentation.

Berry, Kenneth — Southern Methodist University

Development of an Electronics Manufacturing Technician Program

There is an increasing shortage and critical need for skilled entry-level and mid-level electronics technicians in the San Francisco Bay Area and other regions in California. This poster details the development of a new Electronics Manufacturing Technician program at Skyline College in San Bruno, CA. Key partnerships, strategies, industry-aligned curriculum, and early lessons learned are shared for others interested in developing technician education programs.

Langhoff, Nicholas — Skyline College

Le, Jenny — Skyline College

McCall, Thomas (Brooks) — Skyline College

Shattuck, Julie — Applied Research and Evaluation

Culturally Adaptive Pathways to Success (CAPS): The Benefits of Culturally Competent Mentorship on Engineering Degree Completion

I will present findings from an NSF supported Scholarships in Science, Technology, Engineering, and Mathematics program. In addition to scholarships, CAPS includes three integrated interventions: culturally competent mentorship, peer cohort, and professional development programs. As a result, 70% of the first cohort achieved 4 year graduation. 50% of the second cohort are expected to achieve 4 year graduation. This is compared to average graduation rates of 4% achieving 4 year graduation within the population.

Jackson, Matthew — Cal State L.A.

Kang, EunYoung — Cal State L.A.

Dong, Jianyu — Cal State L.A.

Allen, Emily — Cal State L.A.

Examining Diversity and Equity in STEM Teacher Preparation: One Institution's Journey

In this presentation, core members of a Diversity Working Group (DWG) and faculty at Eastern Washington University (EWU) share their objective to diversify their STEM teacher preparation program. They will share their processes as they examine ways to acknowledge, navigate, and modify persistent structures, policies, and practices that create barriers to STEM education for students from minoritized communities in Washington State.

Rios, José — University of Washington Tacoma

Baldwin, Kathryn — Eastern Washington University

Nollmeyer, Gustave — Eastern Washington University

Hadley, Maile — Zeno Math

Piloting the Environmental and Sustainability Education (ESE) Microcredential

In order to meet a state requirement, one university in Washington State developed an Environmental and Sustainability Education (ESE) Microcredential for preK-12 preservice teachers. The microcredential consists of ESE coursework, ESE focused service learning, course assignments, and writing/teaching ESE focused lesson plans in practicum placements. We will present our findings to date, sharing the ESE microcredential development, pilot experiences and reflections.

Baldwin, Kathryn — Eastern Washington University

Nollmeyer, Gustave — Eastern Washington University

Coomes, Jacqueline — Eastern Washington University

Haskins, Tara — Eastern Washington University

Idsardi, Robert — Eastern Washington University

Keattch, Sharen — Eastern Washington University

Lamm, Ashley — Eastern Washington University

Rodriguez-Marek, Esteban — Eastern Washington University

Creating a Culturally Competent Vaccine Hesitancy Education Model for Community Pharmacists to Increase Vaccine Uptake

The purpose of this study is to train pharmacists to become positive influencers of vaccination decisions by creating targeted, culturally competent interventions to improve COVID-19 Vaccine uptake. As a result of this educational intervention, the pharmacist participants will be prepared to re-enter their communities as informed COVID-19 vaccinators, and overall vaccination advocates.

Earls, Martha Brown — Xavier University of Louisiana
Gillard, Christopher — Xavier University of Louisiana
Al-Dahir, Sara — Xavier University of Louisiana
Singleton, Brittany — Xavier University of Louisiana
Williams, LaKeisha — Xavier University of Louisiana

Identifying Trusted Sources of Vaccine Education to Address COVID-19 Health Disparities and Vaccine Hesitancy Among Underserved Communities

The study's objectives are to determine trusted sources of COVID-19 education and vaccination to serve as a basis for a community deployed, healthcare worker led education model to decrease COVID-19 vaccine disparities. Results show that a multimodal, interdisciplinary approach to vaccine education is necessary to address COVID-19 vaccine disparities and vaccine hesitancy among African-Americans. These results will serve as the basis for a vaccine education model for pharmacists, pharmacy students, and interested students across campus.

Singleton, Brittany — Xavier University of Louisiana
Al-Dahir, Sara — Xavier University of Louisiana
Gillard, Christopher — Xavier University of Louisiana
Earls, Martha Brown — Xavier University of Louisiana
Williams, LaKeisha — Xavier University of Louisiana

The Contribution of Risk and Protective Factors at Birth on the Vocabulary of Children with Behavioral Problems

The purpose of this study is to analyze the effect of risk and protective factors at birth on the future language skills of children with behavioral problems at elementary school. The results showed that the following variables: low birthweight, no breastfeeding, low family income, alcohol consumption throughout the pregnancy at birth and behavioral problems severity at elementary school influenced future vocabulary scores. This research provides important information about screening children at risk of difficulties.

Belzile-Lapalme, Camélie — University of Ottawa
Bélanger, Roxanne — Laurentian University
Lapalme, Mélanie — University of Sherbrooke
Laurent, Angélique — University of Sherbrooke
Déry, Michèle — University of Sherbrooke

Using Historically Black Colleges and Universities (HBCUs) as an Educational Bridge to Address Vaccine Hesitancy within the African-American Community

The objective of this study was to describe how faculty at an HBCU created a forum for community engagement to obtain the perspectives of local communities of color, disproportionately impacted by COVID-19. These perspectives will be utilized to develop an educational outreach model.

Gillard, Christopher — Xavier University of Louisiana
Singleton, Brittany — Xavier University of Louisiana
Al-Dahir, Sara — Xavier University of Louisiana
Turner, Brian — Xavier University of Louisiana

Undergraduate Research: Motorized Swing Set Development for Differently-Abled Child

Michigan Tech strives to provide various educational and research opportunities to undergraduate and graduate students. In order to fulfill the degree requirements, senior undergraduate students are required to complete Senior Design (SD) research and development project. The team of undergraduate students took the challenge to design and build a motorized swing for a differently-abled child. This paper provides high level of details on the design of the motorized swing to ensure that it can be reproduced by the individual users and/or hospitals that address this type or similar diseases.

Barbercheck, Joseph — Michigan Technological University
Cherry, Seth — Michigan Technological University
Harris, Heather — Michigan Technological University
Kubick, Cole — Michigan Technological University
Sergeyev, Aleksandr — Michigan Technological University
Hazaveh, Paniz — Michigan Technological University
Labyak, David — Michigan Technological University
Korgaonkar, Pratik — Michigan Technological University

Evaluating the Quality of 5E Science Lesson Plans: Developing and Validating the 5EMT

This research is an instrument development and validation study. Based on the literature, an instrument, designed to measure the quality of readily available online 5E science lesson plans, has been created. This tool has been used in a pilot study and is currently be edited. The work is ongoing, but the goal of the study is to provide a tool that can help teachers carefully select high quality science lessons.

Nollmeyer, Gustave — Eastern Washington University
Baldwin, Kathryn — Eastern Washington University

Targeted Interventions for Gifted Students with ASD

How can educators and professionals meet the complex and unique needs of gifted students with ASD? Most intervention strategies target either the student's giftedness or their ASD diagnosis, but their unique challenges require targeted interventions that extend beyond those designed for students with a single exceptionality of either giftedness or autism. This poster presentation outlines the design and implementation of a multi-faceted intervention targeted to meet the needs of a highly gifted student with ASD.

Brayley, Sacha — St. Joseph the Worker School

Brayley, Junie — Fairview Educational Consulting Ltd.

The Relationship between Flow Theory and Self Efficacy on Undergraduate Students Who Are Suffering from Math Anxiety

Improving student performance has become an issue of concern among stakeholders in the recent past. One of the primary areas of concern has been improving students' performance in mathematics by capitalizing on enhancing students' self-mathematics efficacy.

Abduljabbar, Samah — Andrews University

Expanding Vaccine Education to Allied Health Professionals: Implementation and Assessment of an Interdisciplinary Education Model to Address COVID-19 Vaccine Disparities

This NIH funded study will involve an interprofessional vaccine education model to be delivered at the point of COVID-19 testing by healthcare professionals and students. The study, to begin in September 2021, will be a multi-institution effort to increase competence and confidence among allied health professionals to address vaccine hesitancy in underserved communities. The results of this study will serve to inform coursework to be introduced in health professional schools to address vaccine hesitancy.

Al-Dahir, Sara — Xavier University of Louisiana

Heyer, Klaus — Nunez Community College

Singleton, Brittany — Xavier University of Louisiana

Taylor, Ashley — Xavier University of Louisiana

Nguyen, Katrina — Xavier University of Louisiana

A Case Study of Observing Engagement of E-Books of Children With Autism

This case study explores how children with autism engage in reading ebooks compared to printed book reading with their parents. The preliminary findings revealed that children with ASD were comparably engaged both reading e-books and printed books when how long these children look at either screen or printed materials. However, children with ASD engaged more verbally with their parents when they read printed books.

Lee, Sung Hee — California State University, Fullerton

Sketch-Up 3D Modelling In the Classroom

Presenter in brief will talk about the literature review that supports the use of Sketch-Up as a suitable 3D application for schools. Then presenter will lay out the benefits of 3D modeling in poster. And how teachers can use this App in class.

Alnaieem, Wafa — Ohio University

Employing Adaptive Learning Techniques to Ensure On-Time Education Completion in a Health Sciences Program: Dual Challenge of Pandemics and Hurricanes

The objective of this presentation is to present adaptive learning techniques employed in a Southeastern Louisiana Community College to ensure on-time completion of students despite education interruptions from the pandemic and natural disasters. Techniques first employed after Hurricane Katrina include direct to online learning, hybrid learning, fast track courses for condensed completion and online laboratories. These techniques were developed in 2005 and have permitted Nunez to be adaptive in the face of multiple challenges.

Khalil, Alaa — Nunez Community College

Franklin, Lauren — Nunez Community College

Increasing Student Engagement During COVID-19: The Use of Bronfenbrenner's Bioecological Model as a Framework for Effective School, Family, and Community Partnerships in Alternative High School.

School, family, and community partnerships are even more critical as districts nationwide attempt to decrease absenteeism, re-engage learners, and mitigate learning loss due to the COVID-19. The purpose of this proposed participatory action research project is to explore how we can train school staff at two urban alternative high schools to establish effective school, family, and community partnerships during Covid-19. Bronfenbrenner's bioecological model will serve as the framework for this participatory action research project.

Brown, LaToya — Pepperdine University

Hayden, Melvin — Savannah Chatham County Public Schools

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kings 1

Session Topic: Teacher Education - Workshop **Session Chair:** Eubanks-Turner, Christina

Using Variation to Develop Secondary Teacher Content Knowledge of Mathematical Connections

The workshop will give an overview variation theory and how it has been utilized in mathematics teacher education. Then, we will discuss fundamental mathematical connections between secondary (high school) algebra and abstract algebra taught in mathematics content courses for teachers. Lastly, we will present and explore examples of how one can use variation theory in mathematics content courses for teachers.

Eubanks-Turner, Christina — Loyola Marymount University

Hoyos, Veronica — National Pedagogical University-Mexico

Murray, Eileen — Math for America

Vasilevska, Violeta — Utah Valley University

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Ellis, Jill

Academic Entitlement in Higher Education: Differences between Students' Personal Views and Faculty Perceptions

This paper discusses differing perspectives of academic entitlement between students' personal views and perceived student academic entitlement reported by faculty. The paper will describe these differences and share demographic characteristics of each group (faculty and students) that are associated with academic entitlement.

Ellis, Jill — Grand Valley State University
Bacon-Baguley, Theresa — Grand Valley State University
Otieno, Sango — Grand Valley State University

Organizing the Learning Process of Engineering Students: A Case Study

In our new curriculum for Circuit Analysis II that will be offered in Fall 2021, we will apply a technique based on an experimental learning approach to boost engagement and learning among our undergraduate engineering students. The results on the effectiveness of the method will be presented at the conference.

Etezadbrojerdi, Maryam — Chapman University

Mothers in Academic Leadership: An Exploration of the Challenges, and Needs for Representation

Social Work academics who are mothers, face similar struggles and obstacles as those academics in the STEM fields, even though there are a greater number of female professors in Social Work departments. There is a need to understand the consequences of and strategies for women trying to balance these dual roles. Using qualitative methods, the experiences of 52 social work academics were explored of mothers as they reached for leadership positions within their departments or universities.

Stauss, Kimberly — University of Arkansas
Franklin, Carly — University of Arkansas

From the Book Page to the Webpage: An Exploration of Textbook Formats in Higher Education

The presentation seeks to examine the recent issue of textbook affordability, and formats that have been adopted to address the issue. The paper examines Traditional, Electronic, and Open Education Resource (OER) formatted texts, and the advantages and disadvantages of each. The presentation also examines which format is most viable for different class structures, and possible ways to address the growing issue of textbook affordability.

Giraud, Theodore — Prairie View A&M University

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Bjorge, Ellen

Social Media, Star Trek and Feedback Loops: What Can Educators Learn?

While facilitating a computer applications course, I observed a familiar pattern in modern classrooms: during every available moment, students would be fully immersed with their mobile phones. There was a predictive, observable cadence which prompted the question – how could we create curriculum that is just as immersive and engaging as these mobile phones? We are currently researching the integration of positive dopamine-driven feedback loops found in social media platforms into curriculum design and implementation.

Bjorge, Ellen — Central Washington University
Lupton, Robert — Central Washington University
Fountain, Elizabeth — Central Washington University
Reha, Behishta — Central Washington University

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Workshop **Session Chair:** Berksteiner, Dannette

Servant - Leadership in Action: Cultivating Advocacy and Change within the Counseling Profession

The term servant-leadership is synonymous, in research that describes, the values and attributes of those within the counseling profession that engage in advocacy and leadership efforts. Hence, establishing a road map to implementing the 10 characteristics of servant leadership, can contribute to the effectiveness of counselors who embark upon community engagement. This interactive workshop is designed to guide counselor educators in establishing a blueprint in cultivating curriculums that enhances the professional development of counseling students.

Berksteiner, Dannette — University of Phoenix
Dari, Tahani — University of Toledo

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Bachmann, Abbey

Teacher Preparation for Teaching During a Pandemic: A Case Study

While teachers have been introduced to technology tools over the years to incorporate into their classrooms, teachers were generally unprepared to deal with the demands of online teaching during a pandemic. This case study investigates the experiences of an inservice teacher as well as a pre-service teacher educator regarding teachers' preparation for teaching online during a global pandemic. Implications for professional development and teacher preparation programs are discussed as a means of improving teacher preparation.

Bachmann, Abbey — Texas A&M University
Anand, Neha — University of Houston

Science Education for All: Preparing Preservice Teachers to Promote Equity in Elementary Science Methods Classes

This session highlights how best to support preservice teachers as they prepare to meet the needs of diverse groups of students. Participants will learn about strategies and tools to guide preservice teachers to understand how to provide meaningful experiences for ALL students, including those with special needs.

Brooks, Lisa — University of Central Florida

Strengthening the TPACK of Elementary Education Teacher Candidates: A Focus on Literacy Planning & Instruction

In the field of elementary education, the competencies needed to effectively teach in face-to-face, hybrid, and/or fully remote contexts have evolved and are projected to be forever changed post-pandemic. This change in competencies and delivery has direct and immediate impacts on teacher preparation. This session highlights the findings from a research project aimed to strengthen the technological pedagogical content knowledge of pre-service elementary education students with a specific emphasis on literacy applications.

Wenzel, Taylor — University of Central Florida

Braiding Ways of Knowing: Pre-service Teachers' Experiences of Engaging in Practices of Reconciliation

The recent unearthing of over a thousand Indigenous children found near or on Canadian residential schools is a reminder of the atrocities, racial genocide, and histories of erasure and systemic racism, carried forward. As a step towards "Education for Reconciliation," a large-scale 3-year Braided Approach project across a teacher education program was developed alongside Elders, Knowledge Keepers, and community. This paper highlights the experiences and implications for pre-service teachers' engaging in practices of reconciliation.

Chung, Simmee — Concordia University of Edmonton

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Ma, Gloria

Image Processing Application on a Two Degree of Freedom Spring Mass System

This paper describes the development of a physical lab to help students visualizing the 2 Degree of Freedom (DOF) spring mass system. The system design, extracting motion using image processing technique, and a graphical user interface are presented in detail. Overall, this lab experiment helps in bridging the gap between the theory and experimental work.

Ma, Gloria — Wentworth Institute of Technology
Dasgupta, Siben — Wentworth Institute of Technology

Authentic Research Experiences in STEM Elementary Education Teacher Preparation Programs

In this presentation, we seek insight into how other programs have worked to address two questions: (1) How do STEM elementary education teacher preparation programs integrate authentic research experiences into their elementary education programs? (2) How do you ensure that these authentic research experiences meet the needs of your community?

Magana, Margarita — Heritage University
Terjeson, Kari — Heritage University
Lynx, Koray — Heritage University

Complexities of "Inclusive Teaching" Among College STEM Faculty

Prioritizing inclusive teaching in STEM education is crucial in promoting students' sense of belonging, engagement, and persistence in the STEM disciplines. With sponsorship from the National Science Foundation (NSF), we designed a professional development program for college STEM faculty to understand and incorporate inclusive teaching, as a new teaching paradigm, in their practice. We utilized a critical incident approach to assess STEM faculty over a 3-year period, which revealed three areas of faculty struggle in adopting a more inclusive pedagogical lens. These areas of struggle include: (1) courageous conversations and micro-aggressions in the classroom, (2) the multidimensionality of the classroom context, and (3) self-advocacy as instructors. Based on the challenges faculty confronted, we offer recommendations for future professional development.

Harven, Aletha — California State University, Stanislaus
Montero-Hernandez, Virginia — California State University, Stanislaus

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kona 3
Session Topic: Special Education - Workshop **Session Chair:** Fede, Jacquelyn

Autism Leveling UP Student Regulatory Supports: Bring the Energy!

Participants will learn about Energy/Emotional Regulation. They will be able to apply this knowledge to use tools to identify student energy levels and how well that energy matches the energy the student needs to engage meaningfully in the activity. Strategies for what to do when a mismatch occurs will be discussed.

Fede, Jacquelyn — University of Rhode Island
Laurent, Amy — Co-Founder Autism Level UP!

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Mollette, Melinda

Exploring and Documenting the Benefits of Arts Integration for High-Need Students

This session will provide an overview of the evaluation results from several common projects involving the use of arts integration to support student achievement. Some projects focused on literacy, and other on math and/or science, but all included teacher professional development. Specific attention will be discussed with regard to the benefits of arts integration in supporting the achievement of economically disadvantaged students and English language learners.

Mollette, Melinda — REaL K-12 Consulting
Collins, Crystal — ArtsNOW, Inc.
Walker, Pam — ArtsNOW, Inc.

Whose Business Is it: Applied Calculus and What Students are Expected to Know

The applied calculus course at our institution consists of over 75% business majors. Therefore, many of the applications are centered around business models. This presentation discusses our findings after speaking with professors in the School of Business to investigate how well our course is serving business students in subsequent business courses.

Goodykoontz, Erin — West Virginia University
Hood, Cody — West Virginia University
Squire, Doug — West Virginia University

Teaching the Urban Geography of O'ahu Through the Novels of Chris McKinney

The analysis of literature from a geographic perspective is an established area of geographic inquiry, and one that can be effectively used in high school or college courses. The novels of Chris McKinney deal with the “seamier” side on life on O’ahu, away from the glitz and glamour of Waikīkī. The urban geography of O’ahu will be examined through analysis of two of McKinney’s novels: Bolohead Row and Mililani Mauka.

Holt, Jerry — Florida A&M University

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership **Session Chair:** Cameron, Tajma

The History of Gifted Education in the United States of America: Inequitable Access and Marginalization of Black and Brown Students

This paper will discuss and analyze the historical practices of inequity in the United States’ general education system that were filtered into gifted education where Black, Brown, and Indigenous students have been disproportionately underrepresented in gifted education. Equitable practices are critical in creating proportional representation in gifted education. Therefore, we need a restructuring of gifted education where equity is at the forefront in classification, identification, and access to gifted programs.

Cameron, Tajma — Drexel University

Implications for School Leaders Seeking to Influence Teacher Efficacy Through Leadership Practice

Research indicates the importance of teacher efficacy as a variable impacting teacher retention, achieving student outcomes, and a variety of teacher behaviours. This presentation will share key implications for formal and informal school leaders who wish to better understand which actions and behaviours are perceived to be of greatest impact towards teachers’ feelings of efficacy and how leaders can intentionally leverage their actions towards improving efficacy.

Desrochers, Kathryn — University of Lethbridge
Adams, Pamela — University of Lethbridge
Mombourquette, Carmen — University of Lethbridge

Leading for Liberation: How Black and Brown Leaders Navigate Oppression

This presentation highlights narratives of seven Black and Brown leaders who have experienced oppression in P-12 workspaces and seeks to answer the question of how leaders of color navigate racial/cultural oppression while addressing inequities in their organization. It provides perspectives of leaders of color as well as their suggestions on how to enact transformative change in spaces where inequity is enculturated. Discussions also highlight effects on health, family, and work performance.

Fortner, Kitty — California State University, Dominguez Hills
Inman, Laurie — California State University, Dominguez Hills

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Queens 6
Session Topic: Elementary Education - Workshop **Session Chair:** Laningham, Adam

Using Gifted Strategies That Meet The Needs Of All Students

Gifted teaching is good teaching! The strategies used to engage, enrich, and motivate our gifted and advanced learners are effective techniques any teacher can incorporate to enhance the learning of their classroom. We will review brain-based and proven strategies that can be brought back and put to use right away to improve classroom engagement and achievement.

Laningham, Adam — Bright Child Books

Time: 1:15 - 2:45 PM / **Monday** - 1/3/2022 / **Room:** Waikoloa 1
Session Topic: Reading Education **Session Chair:** Salas, Rachel

Creating a Virtual Book Club: Supporting Multilingual Elementary Struggling Readers During a Global Pandemic – Lessons Learned

This presentation focuses on an ongoing longitudinal study of multilingual elementary school and university students participating in a virtual book club experience. The virtual book club emerged in the summer of 2020 amid a worldwide pandemic to keep connected to the group of elementary school students who attend the university's afterschool reading tutorial program. More than a year since its creation, the virtual book club continues. There have been lessons learned along the way.

Salas, Rachel — University of Nevada Reno

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Gunderson, Jamie

Healing-Centered Teaching Practices: What Every Educator Needs to Know to Support Students and Self

This interactive workshop will support educators in understanding the impacts of stress and trauma on learning and teaching, identifying healing-centered teaching practices, and will equip participants with tools for supporting students in crisis. Educators will prepare to face challenging educational contexts head-on by engaging in self-care, maintaining a focus on behaviors that enhance resilience, and exploring post-traumatic growth as a pathway to healing and mitigating long-term intergenerational impacts in communities affected by stress and trauma.

Gunderson, Jamie — California State University, Chico

Justeson, Rebecca — California State University, Chico

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kohala 1
Session Topic: Higher Education - Panel **Session Chair:** Trumpy, Robert

The Value of Study Abroad Service Learning for Non-traditional Students

Higher education has touted the benefits of study abroad and service learning for traditional undergraduate students. However, the effectiveness and positive personal growth outcomes of study abroad programs with university students has not adequately addressed the positive impact of these programs on non-traditional students. This presentation will share a unique service learning program, discuss the initial feedback from non-traditional student participants, and discuss with the participants the research questions for the full study.

Trumpy, Robert — Central Washington University

Lupton, Robert — Central Washington University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Ogbomo, Queen

Belonging as a Dimension of Diversity: Beyond Diversity, Inclusion and Equity

The presenters will share their lived experiences in the classroom and other spaces at their respective institutions concerning diversity, equity, sense of belonging, and inclusion. Qualitative analysis of existing literature was used to make sense of how institutions of higher education implement them. Although research shows many institutions of higher education have strategic plans and missions outlined, we are yet to see a concrete implementation of their commitment to diversity, inclusion, belonging, and equity plans.

Ogbomo, Queen — Tennessee Tech University

Konate, Mariam — Western Michigan University

Mainah, Fredah — Western Michigan University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Workshop **Session Chair:** Crumb, Loni

Code Switching 101: Costs and Benefits to Personal and Professional Identity Development

Code switching involves adjusting one's appearance, style of speech, or behavior to optimize the comfort of others in exchange for fair treatment. Code switching can lead to group acceptance or threaten one's authenticity and ability to fully integrate in learning and work environments. The session presenter will discuss code switching and the impact this phenomenon has on personal and professional identity development, career advancement, teaching, and research initiatives for persons from historically marginalized groups.

Crumb, Loni — East Carolina University
Cartwright, Angie — University of North Texas
Hammonds, Dominique — Appalachian State University
Harris, Janeé Avent — East Carolina University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Lawson, Hal

Educators' Secondary Traumatic Stress and the Need for Trauma Literacy

The objective of this presentation is to function as a call to action and help set into motion recommendations associated with educators' secondary traumatic stress (STS) and need for trauma literacy. Alongside trauma informed pedagogies and mental health services for students, mechanisms are needed for educator's STS prevention, early identification, and rapid response. To benefit from and advance this dual framework, it is timely for the education profession to encourage increased trauma-informed literacy among educators.

Lawson, Hal — The David Yellin Academic College of Education
Caringi, James — The David Yellin Academic College of Education
Gottfried, Ruth — The David Yellin Academic College of Education
Bride, Brian — The David Yellin Academic College of Education
Hydon, Stephen — The David Yellin Academic College of Education

Virtual Learning Environments and a Needs Assessment of K-12 Teachers

The researchers explored perceptions on teaching in a virtual learning environment. They surveyed mentor teachers and teacher candidates toward the end of the fall semester during the pandemic to understand their level of preparedness, confidence, obstacles, and strategies used in an online environment.

Baliram, Nalline — Seattle Pacific University
Koetje, Kirsten — Seattle Pacific University
Huff, Emily — Seattle Pacific University

New Teacher Induction: Building Teacher Capacity within Critical Inquiry Communities

This mixed-method study investigated the influences of a university constructed induction program designed to engage new teachers in inquiry communities in order to foster a critical stance toward teaching. Data Sources included: classroom observations, student learning outcomes, new teacher and principal surveys, student perception surveys, and focus group interviews. Findings indicate that teacher's formative analysis of their student's data informed teacher development and led to goal setting for providing more equitable practices.

Dismuke, Sherry — Boise State University
Snow, Jennifer — Boise State University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Langhoff, Nicholas

Results of an Introductory STEM Research Internship Program for Underrepresented Community College Students

One of the top recommendations to address STEM student retention is to engage them in research experiences within the first two-years of college. This presentation focuses on the development and results of the STEM Pathways Research Scholars Program: a two-week introduction to research internship experience. Key findings are shared on program outcomes relating to changes in students' engagement in their academics, obtaining further internships, transfer preparedness and post-transfer successes, teamwork ability, and sense of self-efficacy.

Langhoff, Nicholas — Skyline College
Le, Jenny — Skyline College

Strengthening College Infrastructure and Support Mechanisms to Address Barriers of STEM Students

In response to the persisting trends of the challenges of retention of STEM students, Skyline College mobilized to strengthen the college's infrastructure and support mechanisms to meet students' complex needs and address barriers to student success. This report summarizes the development, implementation, and outcomes of several interventions that has sprung from the work within the STEM Center, a centralized and collaborative learning space that opened in November 2019 that has significantly increased the college's capacity to serve STEM students.

Le, Jenny — Skyline College
Langhoff, Nicholas — Skyline College

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kona 2
Session Topic: Special Education - Workshop **Session Chair:** Starr, Maxine

Coming Together from Being Apart: Case Studies of SEL Lessons Learned in K-12 Special Education from COVID-19

Research on the effects on children's overall well-being from the impact of the novel coronavirus (COVID-19) pandemic relating to students receiving special education related services (e.g., Speech and Language; Mental Health Counseling) is recent and emerging (e.g., Masonbrink & Hurley, 2020; Hoffman & Miller, 2020). Participants will hear the author's takeaways from providing related services during the pandemic and learn connections to SEL (Social Emotional Learning) and strategies for successful delivery of post-pandemic related services.

Starr, Maxine — Sunflower Therapies

Langdon, Henriette — Sunflower Therapies

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kona 3

Session Topic: Curriculum, Research and Development **Session Chair:** Sergeev, Aleksandr

The Development of the Interdisciplinary Bachelor of Science Degree in Mechatronics at Michigan Tech

Mechatronics is an essential foundation for the expected growth in automation and manufacturing. Michigan Tech has pioneered the development of Bachelor and Master of Science degrees that are designed to address highly demanding industry by focusing on industrial robotics, automation and controls. In this paper focuses on the details of the BS in Mechatronics degree and provide details on the curriculum and how the need for this degree has been assessed by industry and perspective students.

Sergeev, Aleksandr — Michigan Technological University

Fuhrmann, Dan — Michigan Technological University

Rawashdeh, Nathir — Michigan Technological University

Hazaveh, Paniz — Michigan Technological University

Sex or Sexual Assault? Exploring Critical Media Literacy as a Tool of Sexual Violence Prevention

Media act as influential forms of sex education which promote racism and non-consensual sexual behavior. The result of such media exposure is that females, particularly BIPOC women, are frequent targets of sexual violence. This presentation explores how college students' critical media literacy skills relate to their understanding of consent.

Pella, Riana — California State University, Sacramento

Credential Innovations: The Cases of Dual-Enrollment and Degree-to-Career Pathways

With the overarching goal of making excellence inclusive, the Pathways to Professions (P2P) initiatives aim to simultaneously improve quality and value of education while increasing access and success through credential innovations. The P2P projects are funded by state, federal, and private agencies. The principal investigator will spotlight the cases of dual enrollment and degree-to-career pathways. Policies, models, and lessons learned will be discussed with implications explored within the rapidly evolving educational and employment ecosystems.

Huang, Yi — Coppin State University

A Pilgrimage into the Night and the Night Winds

This paper examines issues in education curriculum development using Autoethnography and the reflective practices of currere to present an Indigenous way of teaching which was practiced by the author, a white settler, over 50 years ago at a time when such practices were considered to be poor pedagogy, but are now highly valued. The author encourages her audience to have the courage to take the unique and individual path even though it takes us to the cliff edges of life.

Mamchur, Carolyn — Simon Fraser University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Kona 4

Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Culbreth, Adam

I Don't Know...Let's Just Multiply! A New Instructional Model for Building Competency in Approaching and Solving Word Problem in Mathematics.

This interactive session will provide elementary school teachers a classroom-tested approach at helping students breakdown and solve complex story problems in mathematics using a stage-based model for instruction. This session will include an overview of the instructional approach, explanation of student's roles, classroom videos of strategy, engagement in a series of problems, and development of action plans for implementation within the classroom. Classroom-tested curricular resources will be provided.

Culbreth, Adam — James Cole Elementary School

McTagertt, Scott — Sunnyside Intermediate School

Capobianco, Brenda — Purdue University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Queens 4
Session Topic: Indigenous Education - Workshop **Session Chair:** Schumacher, Jane

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

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

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Queens 4
Session Topic: Educational Measurement and Evaluation - Workshop **Session Chair:** Kelcey, Ben

Multilevel Mediation and Moderation: Concepts, Design, Analysis, and Software

A critical component of studies that seek to improve teaching through professional development is the detailed assessment of the intermediate teacher development processes that scaffold program content through three key types of outcomes—teacher knowledge, instruction, and student learning. In this workshop, we train participants on the concepts, design, analysis and software of multilevel mediation and moderation with specific emphasis on their applications to teacher development studies.
Kelcey, Ben — University of Cincinnati

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Queens 5
Session Topic: Elementary Education **Session Chair:** Benitez, Jennifer

Understanding the Sources of Teacher Self-Efficacy (TSE): The Effect of TSE on the Effectiveness of Veteran Teachers in the K-6 Classroom.

This roundtable discussion will discuss the findings and future practice recommendations of a 2020 study that looked at the effects of teacher self-efficacy on teacher effectiveness. The focus of the discussion will be on how teacher growth-mindset and grit can be developed in veteran teachers and how leadership and culture can affect it.
Benitez, Jennifer — Northeastern University

Developing a Science Identity: Engaging Future Scientists in the Primary Classrooms of Today

The greying of the STEM workforce illuminates the gap between those who pursue STEM careers. Many students reject STEM fields because they do not identify as “science” or “math” types. This is further complicated when students are unable to connect with relatable role models. This paper suggests that by employing Social Cognitive Theory and experiential Project-Based Learning, educators can create an environment where young, underrepresented students can identify as STEM professionals of the future.
Christenson, Shawna — Aerospace and Innovation Academy
Vaitsos, Argyrios — Aerospace and Innovation Academy

Talking With the Animals: An Exploration of Animal-Child Communication in Adolescent Literature

This paper explores the phenomena of animal-child communication in children's and adolescent literature. Works studied include *The Star Beast*, *The Jungle Books*, and *The World of Pooh*.
Brekke, Gail — Prairie View A&M University

Time: 3:00 - 4:30 PM / **Monday** - 1/3/2022 / **Room:** Waikoloa 1
Session Topic: Reading Education - Workshop **Session Chair:** Goerres, Brigitta

Reading Comprehension Success! Understanding the Reading Comprehension Skill Categories

This workshop will provide ELA teachers with a pathway of how to increase student achievement on Reading Comprehension Assessments as well as ease the stress and anxiety students often experience. During this session teachers will unpack each reading comprehension skill and understand the curriculum standards, which align to each skill; review assessment questions which are aligned to each skill; understand and practise aligning assessment questions to each skill; and receive strategies for individualized instruction.
Goerres, Brigitta — Edu-Best Educational Resources and Services

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Milinovich, Monica

Innovative Video Technology Impacting Professional Development and Instructional Coaching Systems

This workshop will demonstrate the impact of professional development that has been designed in pods and delivered virtually, in-person, and differentiated to meet the needs of teachers and their overall growth. The PD pods are directly linked to the coaching cycles with set goals, outlined expectations for implementation of new strategies learned, and supported with video coaching and feedback protocols. This is the next phase of innovative professional development and coaching cycles for teacher development.

Milinovich, Monica — Professional Educational Consulting, LLC
Bender, Cameron — Professional Educational Consulting, LLC

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 2
Session Topic: Educational Administration - Panel **Session Chair:** Hill-Jackson, Valerie

Building Mentoring Capacity, Professionalizing the Mentor's Role, and Strengthening School-University Partnerships

Mentor teachers are an integral part of novice teachers' induction into the field of education. Effective mentoring can help to alleviate some of the stress that novice teachers encounter on a regular basis. The We Teach Texas P12 Mentoring and Coaching Academy's vision is to transform the preparation of teacher mentors by providing online, evidence-based professional development for P12 mentors and coaches who support beginning teachers throughout the state of Texas.

Hill-Jackson, Valerie — Texas A&M University
Singer, Erin — Texas A&M University
Etchells, Matthew — Texas A&M University
Bettencourt, Suzanne — Texas A&M University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 3
Session Topic: Educational Technology - Workshop **Session Chair:** Binaff, Tanya

Using Technology to Enhance Educational Fieldtrips

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

Binaff, Tanya — University of Florida

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 1
Session Topic: Higher Education - Panel **Session Chair:** Williamson, Laura

Trauma-Informed Team Leadership: Correlation Between Stress and Trauma and Team Performance

In this time of the post-COVID-19 global pandemic, and given the significant impact stress and trauma can have on the cognitive processing, and the impact of the cognitive processing on higher education, this study intends to concern itself with determining if there is a correlation between stress and trauma and team performance.

Williamson, Laura — Central Washington University
Kirstein, Kurt — Central Washington University
Fountain, Elizabeth — Central Washington University
Lupton, Robert — Central Washington University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Clayton, Ashley

Advancing Institutional Initiatives: Faculty Engagement in Diversity, Equity, Justice, and Inclusion

This workshop will highlight the experiences of two Higher Education faculty members who are actively engaged in Diversity, Equity, Justice, and Inclusion (DEJI) initiatives at our respective universities. In this workshop, we will discuss these processes and partnerships, while facilitating participants' brainstorming of potential ways they can advance institutional DEJI efforts on their campuses. Lastly, we will share lessons learned for engaging faculty in DEJI initiatives and collaborating with other campus constituents.

Clayton, Ashley — Louisiana State University
Davis, Tiffany — University of Houston
Williams, Brittany — St. Cloud State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 3
Session Topic: Educational Psychology - Panel **Session Chair:** Fisher, Steve

Supporting School Psychology Internship Students Enrolled in Virtual Training Programs During the Transition from Classroom through Internship.

Alliant International faculty will present an overview of the current supervision structure and support intervention processes. Due to an increase in students presenting with problematic or impaired professional behaviors and decorum, proposed augmentations to the supervision process will be presented, focusing on both support and intervention strategies ensuring fitness for the profession.

Fisher, Steve — Alliant International University

Wofford, Donald — Alliant International University

Cochrane, Stephen — Alliant International University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 4
Session Topic: Teacher Education - Panel **Session Chair:** Varner, Kenneth

(R)eaching Change in Educator Preparation

Traditional teacher preparation has the tendency to replicate approaches which exacerbate already extant inequities. This panel draws upon a dynamic and intersectional approach to prepare teachers. Through educational and community pathways, professional development, and highly individualized engagement ([r]eaching) prospective teachers are afforded unique experiences beyond what is offered in teacher preparation programs. This presentation provides a pathway conversation for those interested in educational change and reform and connects the intricate players involved in effectuating change.

Varner, Kenneth — University of Nevada, Las Vegas

Schrader, PG — University of Nevada, Las Vegas

Ladd, Sophie — University of Nevada, Las Vegas

Cole, Merryn — University of Nevada, Las Vegas

Mensah, Adjoa — University of Nevada, Las Vegas

Hays, Danica — University of Nevada, Las Vegas

Shebeck, Kelly-Jo — Advocation, LLC.

Ghafoori, Arash — Advocation, LLC.

Jacobowitz, Melissa — Advocation, LLC.

Briske, Jeff — Nevada Department of Education

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Christensen, Rhonda

Using Innovative Technologies to Teach Heliophysics Concepts to Middle School Students

The authors provided professional development and curriculum activities related to heliophysics concepts to 7th grade science teachers in a rural school district. The school was provided with technology tools and written space science activities integrating the tools. Following the professional development, the classroom teachers integrated the new activities into their existing curriculum. Pre-post surveys were administered to the students in spring 2021 before and after their classroom teachers taught the content.

Christensen, Rhonda — University of North Texas

Knezek, Gerald — University of North Texas

Hobbs, Frederick — University of North Texas

Kelley, Jenna — University of North Texas

Teaching Science Methods During Covid 19: Perspectives from Elementary and Secondary

In this session the authors who were science methods instructors describe their experiences in emergency Covid 19 teaching. The instructors had to pivot quickly to online and hybrid teaching. They conducted self-studies on their instruction and tracked influences on preservice teacher learning to determine the effects of emergency teaching in a methods course.

Akerson, Valarie — Indiana University

Cesljarjev, Claire — Indiana University

Overcoming Preconceived Notions: A First Look at the Purdue Agribusiness Student Academy

The Purdue Agribusiness Science Academy (PASA) is a program designed to increase youth interest and engagement in agriculture and also increase youth association of agriculture with STEM. The twelve-year history of the program demonstrates support for its existence and success at Purdue University. However, future empirical research needs to be done to determine if PASA can be seen as a model for other universities and organizations to follow.

Lawson, Shaneka — Purdue University

Brown, Zachary — Purdue University

Morris, Pamala — Purdue University

Mathematics: Barrier or Motivator to STEM Career Interests

Using a situated learning lens, we analyzed 254 student interview transcripts collected from informal STEM learning experiences at three different universities in the United States. The informal learning environment (a) positively influenced students' view of mathematics and (b) exposed students to applications of mathematics. Using authentic STEM experiences engaged students in the process of mathematics through real world applications.

Maiorca, Cathrine — California State University, Long Beach

Roberts, Thomas — Bowling Green State University

Jackson, Christa — Saint Louis University

Mohr-Schroeder, Margaret — University of Kentucky

Bush, Sarah — University of Central Florida

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 2
Session Topic: Student Affairs - Workshop **Session Chair:** Shupp, Matthew

Emotional Intelligence and Multicultural Competence in the Supervisory Relationship: An Ethical Imperative for Professionals

Previous research on culturally competent supervision has described a collaborative model, yet literature is scant on supervisors' role in the ethical development of supervisees as well as how emotional intelligence and multicultural competence intersect and influence supervision. Through case study analysis, this presentation re-introduces participants to key components of multicultural competence – and now, social justice advocacy – and emotional intelligence, two concepts integral to successful supervisory practice and the ethics of our professional practice.

Shupp, Matthew — Shippensburg University of Pennsylvania

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 3
Session Topic: Curriculum, Research and Development **Session Chair:** Carinci, Sherrie

Here What Students Are Saying... An Analysis of Students' Preference of Course Reading Material – Printed Verses Online Text

As education modalities moves to more online course offerings, students' preference is often not considered when making textbook, readers, or course material decisions. Faculty will often say my student prefer printed text materials. Others will lean towards all online course material for their students. This study of 700+ university students examines what course reading modalities students prefer and why. This study also includes age, gender, and race demographics preference of textbook choices.

Carinci, Sherrie — California State University, Sacramento
Pella, Riana — California State University, Sacramento

The Role of Collaboration and Scaffolding in Course Redesign

This session will explore the redevelopment of an undergraduate course at The University of Arizona Global Campus. Specifically, we will look at collaboration with associate faculty during course redesign and how scaffolding supports student success.

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

A Multi-Method Approach to Increasing the Recognition and Knowledge of White Privilege Among College Students: A Mixed Methods Research Study

This presentation introduces a research project supporting an innovative, multi-method approach to increasing the recognition and knowledge of white privilege. The studied approach sought to educate college students through a month-long program and consequently result in a less racist and more inclusive community. The presentation further details the program, its implementation in higher education and the social work field, and expansive research currently being conducted.

Browning, Morgan — University of Arkansas

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Francis, Erik

Deconstructing Depth of Knowledge: A Method and Model for Deeper Teaching and Learning

Learn how to determine the depth of knowledge demanded by academic standards, activities, and assessments and how Webb's DOK Levels can be used as a method and model for delivering instruction, responding to intervention, and extending student learning to and beyond the goals and expectations established by grade level and content area academic standards.

Francis, Erik — Maverik Education / Solution Tree International

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 4
Session Topic: Educational Measurement and Evaluation **Session Chair:** Adkison, Bliss

Rapid and Effective Faculty-Led Change in Assessment

The purpose of this presentation is to describe the use of Rapid Improvement with Lean Tools to increase the effectiveness of faculty-led continuous improvement processes within academic programs. The presentation will include a case study that explores the use of Rapid Improvement with Lean Tools in assisting faculty in facilitating conversations, examining data gathered by program assessment, and creating actions for improvement in academic programs.

Adkison, Bliss — University of North Alabama
Zayac, Ryan — University of North Alabama
Fadden, Janyce — University of North Alabama
Paulk, Amber — University of North Alabama

Perception of the Students Toward English as an International Language (A Case Study of Mwakaleli, Luteba, Mwatisi and Isange Secondary Schools in Busokelo District- Mbeya Region, Tanzania)

Knowledge dissemination largely depends on the language used. English language is one among the languages which is mostly used in the world. The research objective lied on the perception of the students toward English as an International language. This research will benefit educational stake holders especially teachers who are the implementers of curriculum. Moreover it will be a reference to other education researchers as they will use it as a literature review etc.

Kamugisha, Jackson Julius — Pandagichiza Secondary School

Improve Graduation Rates by Increasing Student Sense of Belonging to Their School

This research project uses a gamified smartphone app to improve graduation rates by increasing students' psychological "Sense of Belonging" to their school. The project methodology will analyze the interactions students make with each other and with organizations when they attend organization events, to find the relationship between interactions and students' sense of belonging. App data ultimately will support analysis examining the association between student event interactions, student sense of belonging, and graduation rates.

Beckman, Paul — San Francisco State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Adams, DJ

Pillars of School Improvement Successfully Implemented at Schools in Three Countries

This proposed session would examine best practices for school improvement. School improvement is based on three schools (PreK to Grade 5 Private in Oman, Grade Seven to Grade Twelve Public in Canada, Kindergarten to Grade Six in Hawai'i) with various backgrounds with similar success stories. The data to support this success will also be shared with participants.

Adams, DJ — Alaka'i O Kaua'i Charter School

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 6
Session Topic: Distance Education **Session Chair:** Varela, Daniella

“The Most Challenging Year”: Teaching Prek-12 Students Face-to-Face and Online Simultaneously during COVID-19

The focus of this research study is on teachers who were asked to be in two places at one time providing their students with instruction via online and in-person platforms. This session will offer a review of those teachers' experiences, detailing themes which emerged from qualitative interview research, and will discuss implications for policy and practice as we move forward and into a new era of education.

Varela, Daniella — Texas A&M University-Kingsville

Fedynich, LaVonne — Texas A&M University-Kingsville

K-5 Educator Perceptions of Remote Learning: Students' Social Emotional Health and Academics

Presenters provide insight into the impact remote learning has on students' social emotional health and academic development. Student motivation, social emotional health, academic growth, and self-efficacy are investigated through K-5 teacher perceptions.

Faga, Kelly — Wartburg College

TeKippe, Stephanie — Wartburg College

Baumgartner, Sidney — Wartburg College

Gryp, Breeyn — Wartburg College

Martenson, Amber — Wartburg College

Montgomery, Becca — Wartburg College

Place, Annie — Wartburg College

Ricke, Elizabeth — Wartburg College

Schluter, Makayla — Wartburg College

Designing Learning Experiences to Reduce Student Stress Level in Dual Delivery Courses with Large Enrollment

The presentation focuses on assessing student experienced stress level in both online and traditional undergraduate courses with large enrollment. The central research questions address the relationship between instructional design and student engagement, satisfaction with the learning experience, and course management. Special attention is paid on the content delivery strategies for reducing learners stress level. Possible implications of the obtained empirical findings will be closely examined and discussed.

Lazarevic, Bojan — University of Florida

Bentz, David — Eastern Oregon University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/4/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education **Session Chair:** Howard, Jeremy

Resilience Training's Impact on Army National Guardsmen Resilience and Performance

This study examined quantitative data regarding perception of resilience, application of resilience, and performance for National Guard soldiers that attended a two-week resilience intervention. The results indicated that a statistically significant relationship was found between the intervention, pre-, and post-intervention results for perception of resilience, Army Body Composition Program performance, application of goal setting, application of emotion control, application of imagery, and application of emotion control.

Howard, Jeremy — Florida Army National Guard

Kupczynski, Lori — University of St. Augustine for Health Sciences

Groff, Shannon — Florida State College at Jacksonville

The Shoe Design Studio: An Investigation into Heuristic Learning

With so much attention being placed on the digital future of Industrial Design Education it is important to question what might be overlooked or left behind. The goal of the footwear design studio is for participants to design and fabricate a pair of minimalists, closed-toe shoes within a four-week timeline. This paper explores how students respond to an in-person, heuristic, horizontal learning environment opposed to a vertical, teacher to student, instructional approach.

Bush, Benjamin — Auburn University

The Evolution of Text Messaging Construction Practices: A Ten-Year Comparison

This session presents the findings of two research studies that analyzed the text messaging construction practices of college students in 2021, compared to a similar research study conducted in 2011. The results of the studies provide important themes to today's educators concerning the influence of audience, environment, and social impression on the construction of text messages.

Camuti, Alice — Tennessee Tech University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Panel **Session Chair:** Van Wig, Ann

Lessons Learned – We Can’t Go Back: Teacher Educators’ Perspectives on Post-Pandemic Instruction

Education faculty share through collaborative auto-ethnography, perceptions on post-pandemic instruction in teacher education. The lessons learned from the pandemic created challenges for faculty, but also created opportunities to view teaching with a fresh instructional lens. Teacher education faculty will share through this roundtable their experiences through the lens of a department chair, graduate director, and faculty. Participants will be encouraged to add experiences and reflect on what this means for instruction in the future.

Van Wig, Ann — Eastern Washington University
Haskins, Tara — Eastern Washington University
Torres, Donita — Eastern Washington University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 2
Session Topic: Educational Administration **Session Chair:** Burleigh, Cheryl

Mindfulness Practices to Improve Student Mental Health and Well-Being, Discipline, and Academic Achievement

Research suggests mindfulness programs (MP) may improve the likelihood that students will have greater self-awareness positively affecting academic achievement. This study explored influences of MP on student learning, discipline, and mental health through collaborative efforts of a public-school district and community-outreach program. The findings may have important implications for implementing MP instruction and further expansion of community-outreach centers within school settings.

Burleigh, Cheryl — University of Phoenix

Men’s Voices: Black and White Aspiring Principals Reflect on Their Preparation to be Racial Equity Leaders

This presentation will explore a phenomenological study that examined the racial consciousness development of Black and White men— aspiring school leaders—who had recently completed a principal preparation program as members of a racially diverse cohort of students. The study found that making race and issues of racism a focal point of all curriculum and pedagogy produced Black and White male aspiring principals who felt prepared to lead schools through the lens of racial equity.

Rasmussen, Natalie — Minnesota State University, Mankato
Raskin, Candace — Minnesota State University, Mankato

Leading using an Equity Lens: A Case Study

This presentation highlights the work of one southern California university school leadership program assisting its candidates in becoming equity-minded leaders. The presentation focuses on the process of collaboratively identifying a problem of practice to improve instructional or systemic problems.

Jhun, Julie — California State University, Dominguez Hills
Fortner, Kitty — California State University, Dominguez Hills

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kings 3
Session Topic: Educational Technology - Workshop **Session Chair:** Gedak, Lisa

Positive Possibilities for the Future of K-12 Education: School Communities Soaring Together

The Covid pandemic disrupted education worldwide and provided a catalyst for future transformation. This workshop introduces a case study that used a strengths-based framework and examined the experiences of a school community in a unique K-12 School District in British Columbia, Canada, during the pandemic. After sharing the findings, the researcher will guide participants through an Appreciative Inquiry (AI) SOAR activity to imagine future possibilities for education.

Gedak, Lisa — Royal Roads University
Childs, Elizabeth — Royal Roads University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Morgan, Dewayne

Making Sense of it All: Using Real World Problems to Teach Undergraduate Statistics

High-quality undergraduate statistics instruction teaches students critical thinking skills, which can be used to counteract the spread of misinformation, thus supporting civic education and civic engagement. In this session, the presenters will share a variety of cross-disciplinary modules that were created by teams of faculty and staff from a variety of community colleges and universities. The modules are designed to be either fully online or hybrid in nature and collaboratively designed between mathematics faculty member(s); a faculty member within a public policy, education, or communications-focused discipline; and/or a student affairs staff member responsible for community engagement activities.

Morgan, Dewayne — University System of Maryland

Shapiro, Nancy — University System of Maryland

Identifying the Essential Characteristics Necessary of an Effective College Teacher

The findings of a national study aimed at identifying the essential characteristics of effective college teachers will be presented. Additionally, the research team will discuss the conclusions, implications, and recommendations from the study and their impact on higher education.

Eck, Christopher — Clemson University

Robinson, J. Shane — Oklahoma State University

Cole, Ki — Oklahoma State University

University Students' Self-Perception and Performance in the Foreign Language Classroom: A Comparison of Two Case Studies from Japan and the U.S.

We explore the importance of various aspects of university students' identity on the motivation, success, and maintenance of L2 learning, and whether there is a relation between their main subject of study (broadly defined as Social Sciences vs. Humanities), the different L2s they are studying (English vs. Spanish), and some of the cultural differences relevant for Higher Education in their country of origin (Japan vs. U.S.A.).

Fukazawa, Haruka — Keio University

Miglio, Viola — University of California, Santa Barbara

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Green, Melissa

Nourishing Our Community: A Campus Approach to Addressing Basic Needs Before, During, and After a Pandemic

This workshop will provide an overview of key findings from national and campus-based research exploring food and housing insecurity on college campuses. The presenter will also discuss the evolution of North Carolina State University's interdisciplinary and collaborative approach to mobilize the campus and greater Raleigh community. NC State's collaborative approach to coordinating basic needs efforts and support during the COVID-19 pandemic will also be discussed and promising practices offered.

Green, Melissa — North Carolina State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 3
Session Topic: Counselor Education **Session Chair:** Harris, Janeé Avent

Counselor Educators and Community Based Participatory Action Research with Black Churches

The roundtable session is based on the article, "Community-Based Participatory Research with Black Churches". CPAR provides a guiding framework for meaningful collaborations between counselor educator researchers and Black churches to assess strengths, identify needs, conduct relevant research, and inform sustainable change. This session will provide attendees the opportunity to gain knowledge and share ideas.

Harris, Janeé Avent — East Carolina University

White Professors Teaching Cultural Competence in Counseling: Strategies and Challenges

White professors teaching cultural competence in counseling are in a unique position to hold themselves accountable for their white privilege, discussing it in a transparent fashion from their lived experiences, and highlighting the deleterious effects it has on society. Challenges include engaging White students to understand their ethnic identity and white privilege, while creating an atmosphere of trust, respect, and inclusion so that students of color feel safe discussing their lived experiences with racism.

Williams, Susan — National University

Finding Bisexuality: A Literature Review Exploring Bisexual Perceptions and Bisexual Erasure Within Film Media

Bisexuality is a sexual minority that is often overlooked and erased from society's perceptions because it is different from what the accepted norm has become. Bisexual erasure is becoming a growing issue for the minority community, and film media is contributing to problems of erasure and negative stereotyping due to perceptions that film creates. This literature review explores the implications of bisexual erasure in film media on society's perceptions of bisexuality as a sexual orientation.

Peterson, Hanna — Wartburg College

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Hicks, Freda

Creating Personalize Partnerships Across Diverse Districts

Participants will be able to discuss and receive ideas on how to create meaningful partnerships between K-12 school districts and Educator Preparation Programs (EPP). Educator Preparation Programs can use their theory and practice to strengthen K-12 public schools and districts with personalize partnerships.

Hicks, Freda — North Carolina Central University

Case Studies for Teacher Education and Professional Development

Case studies are a valuable real-world approach in teacher education and professional development. In this session, the case method is presented, along with a framework for the creation and implementation of case studies suitable for teacher education contexts and in-service professional development. Sample case studies will be provided and discussed.

Kelch, Kenneth — Alliant International University

Pandemic Perseverance: Reflecting on the Challenges and Effectiveness of a Teacher Residency Program

Presenters will describe how a new, year-long teacher residency program successfully infused computational thinking into the teaching practice of new and experienced teachers, even when the outbreak of COVID-19 necessitated a rapid shift from face-to-face to virtual learning contexts. Using a combination of words and images, including work produced by teachers and their students, presenters will explain how their data-driven approach to change led to positive outcomes amidst COVID challenges.

Gunderson, Jamie — California State University, Chico

Oloff-Lewis, Jennifer — California State University, Chico

Miller, Mimi — California State University, Chico

Justeson, Rebecca — California State University, Chico

Varga, Bretton — California State University, Chico

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 1
Session Topic: Arts & Humanities Education - Workshop **Session Chair:** Miller, Nicole

Integrating Meaningful Social-Emotional Learning into your Humanities Curriculum

Many schools are realizing the importance of SEL as an integral component to the K-12 curriculum, however, adding social emotional learning into our classes and schedule can feel daunting. Teachers and administrators often ask, “How do we find the time to do meaningful social emotional work in an already jam-packed year of units?” In this workshop, Dr. Miller will share some tips and suggestions on how to easily integrate SEL into your humanities curriculum.

Miller, Nicole — Woodland School/Montclair State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 2
Session Topic: Adult Education **Session Chair:** Chevrier, Jocelyne

Quebec Adult Education Center Management Practices Promoting Learner Retention and Educational Success

This research presents management practices of adult general education centers directors that improved student’s retention and success. Fifteen directors from urban and non-urban areas shared their strategies and priorities according to their environment to increase learner’s success.

Chevrier, Jocelyne — University of Sherbrooke

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 3
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Lucarelli, Chery

Design Thinking for Curricular Innovation and Impact: An Empathetic User-Centered Approach

Design thinking offers a dynamic approach to curriculum design that challenges traditional siloed approaches. Design thinking stages (e.g., empathize, define, ideate, prototype, and test) help challenge assumptions and spark creativity and innovation. In this workshop, the presenter will share how design thinking was used to develop an online Doctorate of Educational Leadership program focusing on equity and innovation. Participants will also engage in an expedited simulated design thinking curriculum development process.

Lucarelli, Chery — College of St. Scholastica

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Mark, Gregory Yee

Creating Pipelines at Will C Wood: Bringing Ethnic Studies to a Middle School in California's Capitol

This panel will examine Ethnic Studies (ES) as an academic discipline in which community service is an integral part of the curriculum. This examination will focus upon Sacramento State University's Department of Ethnic Studies. Two middle school projects will be discussed. The first is an 8th grade ES course, and the second is the Ethnic Studies History project. Each semester the latter project consists of university ES students presenting their family and community histories to 450 middle school students per semester.

Mark, Gregory Yee — Sacramento State University
Shimizu, Christopher — Sacramento State University
Duong, Jas — Sacramento State University
Sanchez, Jazmine Hernandez — Sacramento State University
Man, Bryan — Chaminade University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 4
Session Topic: Indigenous Education - Workshop **Session Chair:** Simpson, Scott

The Champion Pathway: The Intercultural Development Inventory (IDI) and Indigenous Essential Understandings Create a Sustainable Pathway Toward Culturally Responsive Schools

Since 2012, progress has been made in both North and South Dakota toward addressing the learning needs of indigenous learners through Indigenous Essential Understandings, Culturally Responsive Practices and the development of educator intercultural agility through the Intercultural Development Inventory (IDI). This organically-grown model is now a systematic approach for schools and districts we call The Champion Pathway. Dr. Scott Simpson and Sharla Steever will share this model, stories and some related data.

Simpson, Scott — Technology & Innovation in Education
Steever, Sharla — Technology & Innovation in Education

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 5
Session Topic: Early Childhood Education - Panel **Session Chair:** Essien, Idara

Microaggressions Experienced by Black Children in Early Childhood Education: A Content Validation of the D-Three Effect Inventory

This study sought to determine the content validity of the D-Three Effect Inventory (DTEI). The DTEI is a needs assessment instrument intended to evaluate the three common stereotypes Black children face in early child education. The instrument is designed for use by parent educators and parent advocates who work with the families of Black children.

Essien, Idara — San Diego State University
Wood, J. Luke — San Diego State University
Black, Felicia — San Diego State University
Qas, Mohamed Abdi — San Diego State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Queens 6
Session Topic: Distance Education - Panel **Session Chair:** Lazarevic, Bojan

Mastery Learning in the 21st Century Online Environment: Innovative Pedagogies for Instructional Developers

The study examines students' perception of the Mastery Learning approach in the 21st century online instruction at the undergraduate level. The presentation highlights innovative video based online pedagogies and mastery learning methods in content-specific academic areas associated with instructional design technology, web, and media development. The discussion centers around students' perception of the effectiveness of mastery learning strategies as well as its potential to engage students in a meaningful learning experience.

Lazarevic, Bojan — University of Florida
Milic, Andrej — University of North Carolina - Chapel Hill

Time: 9:45 - 11:15 AM / **Tuesday** - 1/4/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education **Session Chair:** de Vries, Sabina

Professional Quality of Life of Teachers during the COVID-19 Pandemic

The paper presentation will discuss the results of a mixed methods study pertaining to the professional quality of life of teachers teaching online, hybrid, or face-to-face during the earlier part of the COVID-19 pandemic. The presentation will also discuss qualitative data based on teacher as well as student experiences during the COVID-19 pandemic.

de Vries, Sabina — Texas A&M University – San Antonio, Texas
Wong, Christine — Texas A&M University – San Antonio, Texas

Emergence: Extended Cognition in the Creative Fields and Beyond

This presentation will outline the concept of “extended cognition” through examples found in the creative fields. It will outline the results of primary research on “emergence” and creative problem solving outcome differences between the utilization and exclusion of exploratory sketching as the tool for extended cognition within the field of industrial design. This presentation will also explore the idea of extended cognition methods for problem solving beyond the traditional creative fields.

Lay, Carlton — Auburn University

Technological Barriers: Overcoming Challenges in Students’ Downloading Critical Software During the Pandemic.

College students have always feared technology associated work i.e., software downloading and updates, etc. I aim to share with other higher education practitioners’ evidence-based strategies that have showed to assist and motivate students in downloading critical software. The research utilizes prior scholarship on educational technology and combined it with a 6-month overview of students’ qualitative feedback to provide a perspective of students challenges in navigating virtual education environment during a pandemic period.

Mshigeni, Deo — California Baptist University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Hicks, Troy

Just in Time (Technology) Teaching: Success Stories from Professional Development and Teacher Education during the Pandemic Shift

Workshop presenters will provide background on two unique PK20 professional learning experiences — an award-winning professional development program revised for pandemic teaching and learning, and a unique 15-month master’s program recognized by the International Society for Technology in Education (ISTE). Presenters will lead participants in key activities that represent the kinds of changes that were implemented, just in time, to address the needs of technology-based teaching and learning in a fluctuating (or fully online) learning environment.

Hicks, Troy — Central Michigan University
Grunow, Kathryn — Macomb Intermediate School District
Parker, Jennifer — Central Michigan University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 2
Session Topic: Health Education - Workshop **Session Chair:** Givens, Jamal

The WE in Mental Wellness

Mental wellness is everybody’s business. According to mental health research conducted by the National Alliance on Mental Illness (NAMI), one in four college students have a diagnosable illness and 40% do not seek help. The consequences of avoiding student mental wellness are dire. According to the APA, “80-90% of college students who commit suicide had not received assistance from their college’s counseling center.” Participants will acquire skills to foster a safe and inclusive environment.

Givens, Jamal — LPKNC, Non-Profit
Rendon, Heaven — LPKNC, Non-Profit

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 3
Session Topic: Educational Technology **Session Chair:** Sugimura, Hiroshi

A Support System for a Remote Lesson using Abstract Students' Facial Expressions and Concentration

In this study, we develop a support system for remote lessons. Since 2019, due to the covid-19 pandemic, we are forced to refrain from face-to-face interactions. For preventing the spread of infection, the demand for remote work is increasing. In remote lessons, students' cameras are difficult to use due to privacy issues. To solve these problems, we develop a system that teachers can check students' behaviors.

Sugimura, Hiroshi — Kanagawa Institute of Technology
Ogawa, Miyuto — Kanagawa Institute of Technology

Measurement of Brain Waves and Heart Rate to Understand the Learners' Learning Conditions during Remote Programming Learning

In the on-demand type of remote lesson, it is difficult to understand the learners' learning condition. Many studies have been conducted to grasp the learning condition by measuring the brain wave with an electroencephalograph. However, we cannot assume that remote learners will be equipped with electroencephalograph. We focused on heart rate as a biological indicator instead of brain waves. We analyzed the measurement results and confirmed a positive correlation between brain waves and heart rate.

Umezawa, Katsuyuki — Shonan Institute of Technology
Nakazawa, Makoto — Junior College of Aizu
Kobayashi, Manabu — Waseda University
Ishii, Yutaka — Chiba University
Nakano, Michiko — Waseda University
Hirasawa, Shigeichi — Waseda University

An App Called E-nounce to Address School Safety

My research topic area is about Education Technology where school shooting has always been a problem in the United States. So my invention of the app called E-nounce can better reach for help in case if there is a school shooting.

Huang, Austin — San Jose State University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Hazelwood, Anita

The Department Chair: Responsibilities, Challenges and Opportunities

The position of department chair/head is an ever changing one. The roles and responsibilities continue to grow as do the challenges and opportunities. Department chairs must be experts at navigating the maze of administration in higher education and well as understanding the cultural norms of the department. Other challenges include mentoring of faculty, short and long-range planning, and leading during crises (such as the COVID pandemic) Many of these challenges and obstacles will be discussed.

Hazelwood, Anita — University of Louisiana at Lafayette

Engaging, Connecting & Supporting-Oh My! Strategies for Remote Full-Time Employees

Engaging, Connecting & Supporting-Oh My! Strategies for Remote Full-Time Employees: Description: Building teamwork and a sense of community in a strictly virtual environment poses challenges. This presentation will share the findings from a mixed methods research study regarding the effectiveness of initiatives designed to increase engagement and connectedness amongst faculty working remotely and how they can be applied to the general remote workforce.

Zaur, Jennifer — University of Arizona Global Campus
Olson- Stewart, Kelly — University of Arizona Global Campus
Upshaw, Jessi — University of Arizona Global Campus
Simecek, Michelle — University of Arizona Global Campus
Fitzpatrick, Tamecca — University of Arizona Global Campus

We Can Come Back, Should We? A Discussion of the Major Considerations a Recently Successful and Experienced on-Ground and Online Graduate Institution Thoroughly Deliberated When Permitted to Return to Traditional on-Ground Teaching Post Easement of Pandemic Regulations.

This paper presents the contributions of prior experiences and technologies with online degrees in moving over 400 courses, initially, over 1,000 to date, online during the pandemic, itemizing the strengths and struggles associated with rapid changes. As Covid-19 regulations eased and teaching in person became possible, disparate, often very evocative discourses amongst faculty, staff and administrators ensued leading to minute-by-minute evolving changes to teaching, learning and support even after the beginning of the term.

Thomas, Michael — Claremont Graduate University

Virtual Game Boys: An Examination of Black Male Cyberbonding Play as Navigation of a Hispanic Serving Institution Spatial Geography

This critical qualitative study applies critical race spatial analysis to examine how three Black male students use virtual gaming as cyberbonding to navigate the geographies of racism while attending a Hispanic-serving Institution. Sociospatial dialectic is utilized in concert with educational journey mapping to center participants in a collaborative research process. Education journey maps created by participants explained the multidimensional value of contextualized counter-cartography narratives to understand the benefits of play across physical and virtual geographies.

Hotchkins, Bryan — Texas Tech University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Smith, Ellen

Dismantling Monoracism: Ending the Status Quo

This discussion provides an opportunity to broaden the awareness of monoracism and microaggressions that continue to permeate higher learning institutions. Respectful and meaningful case studies, vignettes, assessments, matrices of microaggressions and monoracism, and classroom activities will be the center of the discussion. Participants will leave with exercises that help educators push through their own discomfort, in a meaningful manner, to increase their confidence in both presenting and facilitating diversity discussions in their classrooms.

Smith, Ellen — Husson University

Erickson, Doreen — The Chicago School of Professional Psychology

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 3
Session Topic: Educational Psychology **Session Chair:** McKenzie, Jared

The Impacts of Outdoor Education on Executive Functions

This presentation will report on a mixed-methods study investigating the impacts of outdoor education on executive functions in sixth grade students (n = 29) in Alberta, Canada. Participants completed computerized EF assessments before and after participating in a three-day Winter Camp excursion, and eight participants were interviewed about their experiences. The results of this study indicate that outdoor education experiences could improve executive functions in adolescents by providing an environment in which EFs are supported.

McKenzie, Jared — University of Lethbridge

Adams, Pamela — University of Lethbridge

The County Schools Mental Health Coalition: A Model for Population-Level Impact

This study describes a comprehensive school mental health screening and support system. Evidence indicates the screening system has strong technical adequacy and the support system improves population health. In a sample of 16,782 students in 54 school buildings, we found that the community prevalence of student mental health problems declined over a 3-year period and that adherence to the model was associated with lower student risk during this period.

Herman, Keith — University of Missouri

Reinke, Wendy — University of Missouri

Wiedermann, Wolfgang — University of Missouri

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** Kunkel, Amy

Examining Teacher Candidates' Perceived Levels of Awareness, Knowledge, and Skills in Teaching Learners Who Are Culturally and Linguistically Diverse

Culturally and linguistically diverse (CLD) students are disproportionately identified for special education, often due to referrals in which cultural factors are not considered. This study examines differences in teacher candidates' levels of cultural competency in teaching CLD students from the time they enter their preparation program to the time they exit. Results provide guidance regarding changes in the content and delivery of university coursework to further develop culturally responsive practices among special education teachers.

Kunkel, Amy — University of Minnesota

Seifert, Kathy — University of Minnesota

Research Use, Teacher Motivation, and Self Determination Theory

This paper considers teacher professionalism and how the use of research can strengthen competence and autonomy, two cornerstones of Self Determination Theory (SDT). Research Use initiatives are examined to determine how they align with SDT by engaging teachers in strengthening their competence and autonomy within a relational context. Further it considers how some initiatives may undermine teacher motivation to use research through the introduction of extrinsic structures designed to control, rather than empower, teacher practice.

Laitsch, Daniel — Simon Fraser University

Collaborating with Community Agencies in Service-Learning Programs for Teacher Education

Service-learning literature for teacher education programs has focused on the many benefits gained by the post-secondary students who engage in it. The acknowledgement of community agency partners in teacher education is just beginning to be explored. The authors of this paper draw on data from an ongoing research study of a university and community agency service-learning program within a faculty of education to highlight the valuable educational contributions made by their community service-learning partners.

Lund, Darren — University of Calgary

Induction and Regeneration; How University-Led Professional Development Programs Can Help Bridge the Gap Between Beginning and Experienced Teacher Knowledge in an Effort to Increase Teacher Engagement and Retention.

This interactive session seeks collaborative participation in the development of survey questions designed to identify key features of an induction model that supports the full range of school learning communities. Researchers seek input from this focus group for relevant topics and pioneering concepts in education that will benefit a wide range of teacher knowledge.

Terjeson, Kari — Heritage University

Magana, Margarita — Heritage University

Lynx, Koray — Heritage University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Guerrero, Karen

STEMSS Teacher Leader Development through Hands-on Professional Development and Leadership Opportunities in the Teacher Community: Developing A Pool of Diverse Teacher Leaders to Strengthen STEM in K-12 Schools

A STEMSS (STEM + Social Studies with an emphasis on geography integration and cross-curricular instruction) professional development trains teachers in effective language development strategies to support teaching language and content in tandem. Teacher participants are then offered opportunities to grow leadership skills while developing curricula, leading trainings, and supporting other participants in later cohorts. This is developing a process in developing teacher leaders who represent a diverse background to lead STEM education in the future.

Guerrero, Karen — Arizona State University

Education based on STEAM'S through Development of Role-playing Robots

In this paper, we propose STEAM'S that adds Society to STEAM education. As a concrete example, we use robots that are often used in STEAM education and prepare robot development contents that implement real-world occupations. We prepared two kinds of role-playing robot development materials based on STEAM'S in accordance with the curriculum guidelines for school education, and actually conducted a class for high school students using one of them.

Uda, Yusuke — Kanagawa Institute of Technology

Yamazaki, Yoich — Kanagawa Institute of Technology

Sugimura, Hiroshi — Kanagawa Institute of Technology

Isshiki, Masao — Kanagawa Institute of Technology

Using Peer Mentoring to Facilitate Culturally Responsive Research Experiences for Undergraduate Pacific Islander Students

This study provides insight into how nine apprentice researchers, each of Pacific Islander descent and upbringing, experienced engagement in an undergraduate research experience that employed a peer mentoring approach in addition to faculty mentoring as a means of cultivating more culturally responsive, and thus more equitable research experiences for the apprentices. The findings presented provide insight into both academic and cultural factors that influence the engagement, persistence and retention of Pacific Islanders in undergraduate research experiences.

Irish, Tobias — University of Hawai'i at Hilo

Genz, Joseph — University of Hawai'i at Hilo

Storie, Monique — University of Guam

Choay, Muturwan — University of Guam

Lokebul, Evangeline — University of Hawai'i at Hilo

Jetley, Junita — University of Hawai'i at Hilo

Paulino, RoCelia — University of Guam

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 3
Session Topic: Special Education **Session Chair:** Sileo, Jane

Knowing Your Students: Using Their Curiosities to Build Your Curriculum in Early Childhood Special Education

Emergent curriculum is a strategy that blends the interests of your students with standardized curriculum. This presentation spotlights the journey we embarked upon teaching pre-service and in-service teachers to use their student's strengths and interests as a starting point for instruction. The process as well as their reactions to emergent curriculum will also be shared.

Sileo, Jane — State University of New York, New Paltz

Sileo, Nancy — University of Northern Colorado

Learning Menus and Student Choice

Learning Menus and Choice Boards are content delivery frameworks that use graphic organizers and strategic differentiation to support and motivate all types of learners across all grade levels and content areas. Research indicates increased academic and social-emotional development when used within Multi-Tiered Support Systems. Additionally, students with autism and other unique learning needs benefited from the overall structure and access to general education curriculum through Universal Design for Learning (UDL) evidence-based adaptations and meaningful experiences.

Omelina, Marsha — San Ysidro School District

Using Learning Styles to Engage Gifted Learners in Real-World STEAM Applications

Gifted children have the potential to develop capacities for high-level performance in many areas; however, the extent to which they can develop their potential depends on several factors, most specifically why and how we teach the gifted population. Ensuring that gifted learners have the proper learning tools they need to succeed is crucial. This paper suggests that by implementing certain philosophies, mindsets, and teaching styles, educators can create an environment where gifted students can thrive.

Strauss, Finley — Aerospace and Innovation Academy

Nussbaum, Rachel — Aerospace and Innovation Academy

Christenson, Shawna — Aerospace and Innovation Academy

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Francis, Erik

Inquiring Minds: Teaching and Learning with Good Questions

What is a good question – or rather, how do good questions prompt students to demonstrate different levels of thinking and understand and use their depth of knowledge? How can good questions be used to plan and provide inquiry-based learning experiences that are standards-based and student-centered? Learn how to rephrase the learning intentions and objectives of academic standards into good questions that will inquire minds by piquing or “hooking” students’ curiosity and interest to learn, assessing and building their foundational knowledge, deepening their understanding and awareness, and developing their education, experiences, and endowments into personal expertise.

Francis, Erik — Maverik Education / Solution Tree International

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 4
Session Topic: Educational Foundations **Session Chair:** Smith, Matthew

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 design for the Wyoming Valley Grammar School near Spring Green, Wisconsin. In keeping with Wright’s longstanding philosophy of organic architecture, the Wyoming Valley Grammar School was designed to promote the academic, artistic, physical, and social development of students in a harmonious and inspiring environment with sustained support from teachers, staff members, parents, and the local community including Wright’s Taliesin Fellowship.

Smith, Matthew — Tennessee Tech University

Action Translation in The Prepared Environment

This paper is an early attempt to use the language of Actor Network Theory (ANT) to deepen Maria Montessori’s insights on the active role of classroom artifacts in learning. Specifically, how Montessori’s conception of the prepared environment specifically exploited how actions are translated through the child-artifact interaction, that is, how classroom artifacts and furnishings function as teaching agents in their own right.

Waltz, Scott — California State University, Monterey Bay

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 5
Session Topic: Early Childhood Education **Session Chair:** Letarte, Marie-Josée

Qualitative analysis of teachers' perception of the TAMARIND Toolbox: screening and intervening tools to prevent behavioral difficulties in girls and boys in an educational context

This qualitative study aims to explore teachers' perception of the TAMARIND Toolbox and its components (self-training, screening tool, prevention intervention sheets) and collect recommendations to improve all components of the toolbox. Thematic content analysis was conducted on seven focus groups (20 teachers total). Results show a very positive appreciation from teachers. For example, the content is described as simple, complete, clear, concrete, useful and relevant. Suggestions are mainly for improving the use for pre-kindergarten teachers.

Letarte, Marie-Josée — University of Sherbrooke

Lapalme, Mélanie — University of Sherbrooke

Nadeau, Marie-France — University of Sherbrooke

Bourget, Annick — University of Sherbrooke

Mavungu-Blouin, Corinne — University of Sherbrooke

Laurent, Angélique — University of Sherbrooke

Parenting Efficacy, Math Efficacy, Helping Children with Homework and Managing Children’s Emotion Regulation from a Cultural Lens

Cultural differences in parent efficacy for young children’s education and homework and how child temperament and emotion regulation impacts efficacy beliefs.

Kennedy, Denise — California State Polytechnic University Pomona

Jung, Youngok — California State University, Long Beach

Early Childhood Teachers’ Dispositions of Integrated STEM

Early childhood teachers are among the first people to foster children’s excitement and interest in STEM. Early childhood teachers' dispositions towards STEM are important because they can influence their willingness and ability to implement an integrated STEM curriculum. Yet, there has been little research studying them. In this presentation, we will discuss a current research project that will extend work already done with elementary preservice teachers to early childhood educators.

Maiorca, Cathrine — California State University, Long Beach

Piker, Ruth — California State University, Long Beach

Hamm, Deborah — California State University, Long Beach

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 6
Session Topic: Business Education **Session Chair:** Skaggs, Paul

Education in the Principles and Practice of Innovation

Innovation is promoted as the primary contributing factor to the success of industries, systems, and services. Economies and organizations of the world agree that innovation is key to being successful in our modern age, where people who possess an innovative skill set are in high demand. Consequently, there is a need to ensure that students are developing the mindset and skills to be innovative.

Skaggs, Paul — Brigham Young University

A Field Observation Exercise to Teach Process Management

In this paper, we propose an experiential learning exercise designed to help undergraduate students in operations management better understand concepts in process management. The students were asked to unobtrusively observe the process by which customers were served food and/or beverages in one of three coffee shops located on campus. Feedback from students in a post-exercise survey suggests that the exercise helped them better understand process management.

Nikandish, Naser — Johns Hopkins University

Kim, Dayoung — California State University, Fullerton

Salvador, Rommel — California State University, Fullerton

Integrating Behavioral Metaethics into Business Ethics Education

While the teaching of ethical theory and applied ethics in a business ethics course has been enriched with behavioral ethics, there has not been a similar systematic integration of the behavioral dimensions of metaethics. In this paper, I propose a preliminary list of concepts and frameworks that make up the body of knowledge in behavioral metaethics. This can stimulate creative thinking among business ethics instructors to enrich the relevance of their classroom activities.

Salvador, Rommel — California State University, Fullerton

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/4/2022 / **Room:** Waikoloa 1
Session Topic: Libraries and Learning Commons - Panel **Session Chair:** Howard, Heather

We Know Their Prices, but Not Their Values: A Values-Based Rubric for Assessing Publishers

As educational institutions consider our values and ethical standards in the wake of 2020, libraries need to scrutinize how those values and standards connect with our licensing and purchasing decisions. This presentation will address the process of turning institutional values into a decision-making rubric. We will also discuss the larger implications beyond libraries and how this model could be expanded to consider additional business relationships on campus.

Howard, Heather — Purdue University

Walker, Danielle — US Patents and Trademarks Office

Zwicky, David — Purdue University

Poster Session

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Grand Promenade

Are College Students Fiscally Responsible?

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

Holt, Brett — University of Vermont

The Evolution of Services for Children with Autism and Developmental Disabilities in Nigeria

The authors discuss the history/evolution of services for autism spectrum disorder (ASD) and developmental disabilities (DD) in Nigeria. They note the role of Nigerian cultural beliefs, family involvement, negative societal attitudes, inadequate infrastructure and resources, and inconsistent enforcement of disability laws that limit access for students with disabilities. They discuss effective treatments for those with ASD/DD and the importance of advocating for the research-based interventions that should be taught and implemented in African nations/Nigeria.

Hill, Doris — Auburn University

Fayemi, Adeola — Auburn University

Ostrowski, Stephanie — Auburn University

Undergraduate ESOL in a Thinking Critically Class in Florida Colleges for Profit: Art-Based Research

This paper explores how international undergraduate ESOL students reflected in a critical thinking class using visual art-based research (ABR) in Florida colleges for profit. The purpose of this study is to unfold the concepts of 15 students when evoking different paradigms about gun control revealed by questions through illustrated pictures. The exploratory method deep suggests how interventions in center-service curricula must include ABR so students understand gun control in a cosmopolitan society.

Chonevski, Aleksandar — United International College

Cumulative Sociodemographic Risk and Home Literacy Environment as Predictors of Children's Language Skills

The goal of this study is to investigate the relationships between cumulative sociodemographic risk, home literacy environment and child language at preschool age. First results show unique contribution of cumulative risk and three components of home literacy environment, i.e. frequency and quality of parental involvement in learning activities and learning material, on language development and specific mediating effects of HLE on the relationships between cumulative risk and child's language skills.

Laurent, Angélique — University of Sherbrooke

Letarte, Marie-Josée — University of Sherbrooke

Lemelin, Jean-Pascal — University of Sherbrooke

Innovative Interprofessional Collaboration for Individuals with Dementia and College Students in Allied Health Fields: Garden EngAGEment

Garden EngAGEment is a multi-faceted dementia friendly, family and community-focused program designed with innovative solutions to promote abilities, social engagement, hope and reduce social isolation and stigma of individuals with dementia and their care partners. This interdisciplinary project aims to provide a socially-focused gardening program that includes those living with the disease, care partners, and friends and offers interprofessional collaboration for university faculty and students.

Chiou, Hsinhuei Sheen — Minnesota State University, Mankato

Abbott-Anderson, Kristen — Minnesota State University, Mankato

Mentoring Strategies During the Teaching Internship

This presentation would summarize results from a qualitative study that examined mentoring strategies during a teaching internship. Over forty mentors and interns were interviewed to determine strategies they felt were effective during the internship period.

Kern, Jack — University of Arkansas

Practical Application and Exploration of IB MYP Classes and Evaluations in South Korea

The International Baccalaureate Middle Years Programme (IB MYP) is a concept-driven and inquiry-based education framework for students aged from 11 to 16. In this study, we would like to explore the practical application of teaching and evaluations for IB MYP Mathematics in South Korea via specific examples.

Kim, Minjung — Kyungpook National University

An, Byung Hee — Kyungpook National University

Development of the Technology-enhanced Changemakers Education Program for Pre-service Teacher

The aim of this study is to develop a Changemakers Education Program that combines technology for pre-service teachers. Based on the literature review, the researcher developed the technology-enhanced Changemakers education program, which consists of four steps: problem discovery, solution discovery, action, and dissemination. This study suggests it can be helpful in developing core competencies of preservice teachers through the Technology-enhanced Changemakers Education Program that crosses online and offline.

Lee, Hyorim — Kyungpook National University

Development and Trial of Educational Program for Food Loss Reduction Based on Life Cycle Thinking in Japan

The purpose of this study is to develop an educational program to promote consumer behavior that leads to reduction of food loss. This program is based on life cycle thinking and deals with not only food loss directly discharged by consumers, but also food loss indirectly discharged. In this presentation, we will provide the structure of the program and the trial results.

Kurishima, Hideaki — Shibaura Institute of Technology

Hishinuma, Tatsuo — Utsunomiya University

Ohmori, Reiko — Utsunomiya University

Designing Music Instructional Materials with a Multi-Discipline Teaching Perspective

During this presentation we will explore the design process for creating a multi-disciplinary approach to music curriculum. This session will examine the importance of scaffolding in teaching music in order to support the needs of diverse learners.

Zaur, Patrick — Mesa Public Schools

Charter Schools, Public Schools, & Academic Success: A Comparative Analysis

This study uses data from the New York State Education Department (NYSED) to examine the percentage of students proficient in English and Math across comparative charter and public schools. Schools were matched by their location and student demographics (e.g., percent Black, percent Female, etc.). Despite students being housed in the same building, preliminary analysis shows sample's charter school students outperforming public school students. In fact, there were significant differences examined in math proficient.

Hardy, Precious — University of Missouri

Computer Science and Computational Thinking in Elementary Content Classrooms

In partnership with a local Independent School District (ISD), we have received funding from the National Science Foundation CSforAll:RPP Program to do a Design Based Implementation Research (DBIR) project on how to best implement computer science and computational thinking in elementary classrooms.

Berry, Kenneth — Southern Methodist University

Theories of Belonging as Depicted in Recently Published Children's Books

Over the past five years, conversations at both a National and local level have centered on issues of belonging and identity. In this research, ten picture books that focused on belonging and were also published after 2016 are critically analyzed. Findings indicate that authors and illustrators use imagery and alignment to represent the potential to live in a pluralistic world.

Keller, Tina Marie — Messiah University

Middle School Students Reaction to Mental Health Psychoeducation: A Content Analysis

The program evaluation study focused on early psychoeducation intervention and its effectiveness among middle school students. The pilot program utilized a qualitative approach to explore the learned experiences and the impact of the presentations on a vulnerable population.

Anes, Teresa — Alliant International University
Ramirez, Joseph — Alliant International University
Puga, Sydney — Alliant International University
Verduzco, Griselda — Alliant International University

Hidden Social and Legal Biases to Inclusion in Higher Education for Students with Behavior Disorders

A student with autism was trespassed from his college campus for asking a girl on a date while in a crowded public square. We will discuss the often hidden and more severe consequences that the disabled often face because they do not conform to what schools and law enforcement deem to be “normal”.

Hart, Jeffery — Western Washington University
Perzigian, Aaron — Western Washington University
Foreman-Murray, Lindsay — Western Washington University

Feasibility of the Continuation of Remote Learning and Work for Graduate-Level Programs

Our presentation will be in poster format. This poster will contain both quantitative and qualitative data pertaining to how the switch to remote learning due to COVID-19 impacted student learning and success, advantages and disadvantages of remote learning and work, and student perspectives on how well their specific program handled the transition to remote learning and work. Our findings will help inform graduate-level programs on the feasibility of continuing remote learning and/or work.

Johnson, Emma — North Dakota State University
Salafia, Elizabeth H. Blodgett — North Dakota State University

Integrating Artificial Intelligence in the K-12 Classroom

This presentation focuses on five specific points related to the use of artificial intelligence in education: 1. Survey of global use in education, 2. Differentiation of AI at different educational levels, 3. The importance of Reactive AI in education, 4. Addressing potential concerns related to AI in the classroom, and 5. Future expansion of the use of AI in the classroom.

Strauss, Landon — Aerospace and Innovation Academy
Vaitsos, Argyrios — Aerospace and Innovation Academy
Levy, Daniel — Aerospace and Innovation Academy
Joseph, Arnav — Aerospace and Innovation Academy
Christenson, Shawna — Aerospace and Innovation Academy
Simmons, Kevin — Aerospace and Innovation Academy

Leadership Opportunities and Challenges for Elementary Mathematics Specialists who Remain Classroom Teachers

This poster describes informal and formal leadership opportunities and challenges eight Elementary Mathematics Specialists (EMS) experienced while remaining as full time 3rd – 5th grade teachers. EMS’ informal leadership activities, rather than formal opportunities, tended to develop colleagues’ mathematics teaching knowledge and skill. Challenges EMS faced in engaging in leadership included mismatched expectations between the teacher and administrators and a lack of time, acknowledgement, or clarity in the tasks.

Conner, Kimberly — University of Northern Iowa

COVID-19 and Service-Learning: Long-Term Changes Due to the Pandemic

This is a proposal for future research related to changes in service-learning due to the COVID-19 pandemic. The researchers want to examine what short and long-term changes may have occurred during the pandemic. The researchers want to receive feedback on this research project from professors (e.g. modality, number of courses, number of students served, etc.), higher education administrators, and those who have a community engagement, community partner, or non-profit organization background.

Lewis, Emily Acosta — Sonoma State University
Garvin, Missy — Sonoma State University

Teaching High-Impact Practices During a Pandemic: Lessons From Service-Learning and First-Year Learning Communities

This is a report on issues related to teaching. During the Fall 2020-Spring 2021, Communication and Media Studies service-learning and first-year learning communities courses were moved to a fully online modality. Because of this, these high-impact practice courses had to be modified to fulfil the objectives of both service-learning and experiential education in order to give students the full learning experiences that had occurred in the classes prior to the pandemic.

Lewis, Emily Acosta — Sonoma State University

Welcome to Mars Mission Control

Whyville.net is a free, online environment where 8 million registered tweens engage in game-based learning on their own time. During 2020-21 a new environment was created under the Whyville collection of NASA-funded resources, named Mars Mission Control and featuring four learning games: Space Swap, Martian Measure, Solar Sizing and Solar Storm. This poster highlights the learning engagement activities and intended audience (Grades 6-8) for use of Mars Mission Control. Embedded assessment is also described.

Knezek, Gerald — University of North Texas
Christensen, Rhonda — University of North Texas
Lepcha, Samson den — University of North Texas
Trevisan, Ottavia — University of Padua
Carter, Morgan — Tarleton State University
Gibson, David — Curtin University

Positive Youth Development through 4-H STEM Education

4-H utilizes a hands-on, learn by doing, approach to promote positive youth development (PYD) in youth ages 5-18. This session will demonstrate how youth gain essential life skills related to various Science, Technology, Engineering and Math (STEM) topics including animal science, environmental sciences, robotics, engineering and more. Fellow educators will have the opportunity to gain an understanding of the various principles of PYD, while utilizing innovative education methods to implement STEM programming.

Ghosh, Shreemoyee — University of Florida

Reighter, Shayla — University of Florida

Learning Magic the Gathering: Games-based Learning in Modern Classrooms

Games-based learning is undergoing a renaissance, as modern games and technology engage learners with increasingly deep and complex systems. This poster considers the evolution of games-based learning in the past thirty years and presents a new games-based inquiry approach for deeper learning. Qualitative data is derived from a case study using undergraduate education students and the trading card game, Magic the Gathering.

Lickteig, Seth — Emporia State University

Trajectory of ADHD and Disruptive Behavior Problems According to Central Nervous System Stimulant Use in Elementary-School Boys and Girls

The study aims to determine the contribution of CNS use on the trajectories of inattention, hyperactivity, oppositional and conduct problems over five years with 370 children receiving school-based mental health services for these problems. The results showed that continuous use of CNS as well as reception of school-based mental health services was associated with higher initial levels of inattention and hyperactivity, but there was no effect on slopes. Differences between boys and girls were observed.

Lapalme, Mélanie — University of Sherbrooke

Temcheff, Caroline — McGill University

Boutin, Stéphanie — Université du Québec à Montréal

Déry, Michèle — University of Sherbrooke

Mental Health Promoting Communities of Online Learning

The number of students enrolled in higher education with diverse learning needs is increasing, alongside growing numbers of students taking courses online. Concepts of Universal Design for Learning (UDL), mental health promotion, and communities of learning will be discussed to provide opportunities for critical reflection about learning design and teaching practices in the online context.

Frandsen, Natalie — University of Victoria

Students' Level of Geometric Reasoning: Assessment and Use in the Planning 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

Bridging the Gap: Building a System of Community-Supported Recovery

Women face a unique set of barriers when they are attempting to recover from Opioid Use Disorder (OUD)/Substance Use Disorder (SUD). Women need recovery-related support especially when they are transitioning from jail/prison, treatment centers and sober living. A Certified Peer Support (CPS) program, called "Bridging the Gap" (Bridging), an Evidence-Based Practice (EBP), was implemented to provide support to women in early recovery.

Huber, Mary — Wright State University

Pulse Check - The Importance of Formative Evaluation in Assessing Students' Mid-Quarter Performance Amid COVID-19 Pandemic

This presentation shares evidence-based interventions derived from the literature on how to assess students' classroom performance using formative evaluation. Specifically, this presentation aims to share findings on an instructor approach (pulse checking) on how students are performing in class at mid-semester amid COVID-19 pandemic. Evidence-based interventions that are derived from the literature on how to assess students' classroom performance using formative evaluation amid pandemics are presented. Findings on students' performance in mid-semester are also provided.

Mshigeni, Salome Kapella — California State University, San Bernardino

Online Teaching and Low Students' Utilization of Campus Resources Amid a Pandemic

In the U.S., hundreds of millions of learners and higher education institutions were significantly impacted by the immediate COVID-19 lock-downs as both parties were not prepared. Despite the provision of virtual campus resources, many students were not accessing them. This presentation will discuss and share evidence-based strategies that will encourage full utilization of resources in future pandemics.

Mshigeni, Salome Kapella — California State University, San Bernardino

Kahoot as a Gamification Tool In the Classroom

Presenter will talk about the literature review in brief that supports the use of Kahoot as a Gamification tool and suitable application for schools. Then presenter will lay out the benefits of Kahoot for teachers and students in the class.

Alnaieem, Wafa — Ohio University

Looking Back, Looking Forward: Reflections on Teaching an Academic English Course

This paper examines how two teachers taught the same academic English course at a Japanese university and, through their reflective comments, it illustrates the evolution of their thoughts and pedagogy. It is hoped that this paper will help teachers and course coordinators understand the fluid nature of teaching an academic English course, especially for those teaching the course for the first time.

Cripps, Tony — Nanzan University

Hannah, Nikki — Nanzan University

Mejia, Justin — Nanzan University

Bound by Brokenness: Case Study Narratives from Resilient Adults whose Adverse Childhood Experiences lead to Education and Leadership

A case study focusing on three of the more than 30 stories collected from resilient adults whose adverse childhood experiences lead to education and leadership as professionals. This mini case offers an eye into the world of those who've been both devastated and uplifted, who've found a way through the morass. Women were the focus for the initial research as they continue to be underrepresented in most facets of leadership in America.

Neiworth, Latrissa Lee — Warner Pacific University

Developing Mathematical Knowledge for Teaching Teachers: Using Variation to Develop Secondary Teacher Content Knowledge of Mathematical Connections

The presentation in the area of mathematics teacher education, seeks to investigate the mathematical content in abstract algebra courses for teachers. In particular, we examine secondary (high school) teacher content knowledge of mathematical connections between secondary and abstract algebra taught in mathematics content courses for teachers and explore how the use of variation theory affects secondary teachers' learning of the latter mentioned connections.

Eubanks-Turner, Christina — Loyola Marymount University

Hoyos, Veronica — National Pedagogical University-Mexico

Murray, Eileen — Math for America

Vasilevska, Violeta — Utah Valley University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Khan, Zafrullah

Beyond Critical Thinking and Creativity: Human Adaptive Reflexive Agile Thinking (HARAT) Using Different Combinatoric Neural Network Architectures for Supporting Human Decision Optimization When Working With Artificial Intelligence (AI) In Education.

HARAT espouses a combined HI (Human Intelligence) and AI (Artificial Intelligence) synergistic response to recursive iterative feedback loops generated by both learning systems that will optimize human decision-making skills for leading innovation and creative thinking. HI and AI will require humans to shift our mindset to acquiring a different toolset to solve problems while dealing with complex realities using the highest forms of reasoning in education.

Khan, Zafrullah — Middle Tennessee State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 2
Session Topic: Health Education **Session Chair:** Pleban, Francis

Sociological Characteristics of Overall Burn Morbidity and Mortality in U.S. Children and Adolescents: A Brief Review

Healthcare professionals are at the forefront in addressing burn injury care, as well as education and prevention guidance for children and families. This review examines sociodemographic, cultural, and economic determinants contributing to overall burn injury and death in children. In aligning education and prevention programming to reduce fire/burn trauma in children, findings suggest curricula should be based on a sound understanding of the various demographic and societal risk factors associated with such events.

Pleban, Francis — Tennessee State University

Utilizing a Community Classroom Approach to Provide Culturally Centered Health and Wellbeing Education to Rural and Tribal Communities

Cooperative Extension serves rural communities with educational programming. The Tribal and Rural Opioid Initiative (TROI) Resource Center provides three counties, overlapped by the Uintah and Ouray Indian Reservation, with health and wellbeing programming. The Community Classroom offers online and face to face classes that are culturally centered and based on the recovery needs of the tribal and rural community members. The Community Classroom provides holistic health education for Opioid and Substance Use Disordered participants and all community members.

Prevedel, Suzanne — Utah State University

Meier, Cristian — Utah State University

Murza, Gabriela — Utah State University Extension – Utah County

Manning, Cassandra — Ute Tribe Diabetes Prevention Program Director

Sulzer, Sandra — Health and Wellness Consultant

Proposal of Home-life Assessment List (HAL) for Reviewing the Lifestyle of Residents

Some non-communicable diseases (NCDs) are heavily linked to lifestyle choices, and hence, are often known as lifestyle diseases. Although NCDs have become a global problem, there is little public awareness of the association between health and lifestyle. In this work, we propose the Home-life Assessment List (HAL) that promotes the review of lifestyle by scoring the resident's life, and examine the effect on the health consciousness of residents.

Sakai, Takahiro — Kanagawa Institute of Technology

Sugimura, Hiroshi — Kanagawa Institute of Technology

Isshiki, Masao — Kanagawa Institute of Technology

Cultural Competency in Community-Centered Behavioral Health Education

This presentation will introduce Community Centered Behavioral Health Centers as a clinical model. Within his model, we will give an overview of how data and evaluation tools can be developed and collected to capture culturally and linguistically diverse groups to ensure that health education and treatment programs are meeting diverse needs.

Sulzer, Sandra — South Slope Wellness Specialists

Prest, Lauren — Moab Regional Hospital

Bopp-Williams, Nara — Moab Regional Hospital

Meier, Cristian — Utah State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 3
Session Topic: Educational Technology - Panel **Session Chair:** Smith, Steve

A Case Study in Developing Connected & Secured Effective Learning Ecosystems

Today, more than ever, it is crucial that schools create connected and secure effective ecosystems. Simply implementing educational technology without addressing interoperability and security may produce inefficiencies and increased risk to students. This session will explore the real costs and risks to students of traditional educational technology implementation models while proposing alternative practices to create secure and effective learning ecosystems.

Smith, Steve — Cambridge Public Schools
Fruth II, Larry — Access 4 Learning
Silberglitt, Benjamin — Cedar Labs, LLC

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Adeniji-Neill, Dolapo

Students' Beliefs and Attitudes Towards Education in the Age of Globalization

The purpose of this study is to examine and assess students' beliefs and attitudes towards education in the age of globalization, by asking them to describe the factors that affect these beliefs and attitudes through a google forms survey instrument. There were 56 participants; all were college sophomore to juniors. Exploratory and confirmatory factor analyses were carried out. The questionnaire consists of 26 questions.

Adeniji-Neill, Dolapo — Adelphi University

She Persisted: African American Women and the Politics of Persistence

My paper analyzes African American female discourse in the film Hidden Figures. It looks at societal standards and how the protagonists persisted using language skills to adapt to the discrimination of the workplace and succeed as exemplary employees. The objective of the paper is to show students in higher education how sociolinguists use discourse to chart development of language and its' power to expose, combat, and change conflicting situations.

Hixson, Karyn — University of Texas-San Antonio

Strength and Resiliency: Work-Life Integration of Working Mom Scholars

This session will share dissertation research on the work and life integration of women faculty, who were also mothers and doctoral students. The objectives are to: Understand the challenges women face when striving to integrate school, family, and work; Explore the strategies they engaged in; Explore the successes and positive aspects of the situation; Learn how institutions, departments, and colleagues of all genders and backgrounds may best support individuals with multiple roles.

Tagalicod, Rayna — University of Hawai'i at Mānoa

Educational Administration; One University's Approach

In this session the author will discuss one university's approach to successfully integrating the state required, standards based, performance assessments in a Master's of Art in Education, School Administration Program. By examining this unique case study others may learn of one highly effective model for increased student achievement and program sustainability.

Tarbutton, Tanya — Concordia University, Irvine
Albrecht, Kellie — Concordia University, Irvine

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Kirstein, Kurt

Constructing Opportunity, Deconstructing Privilege in Higher Education Credentialing

Demographic shifts and pandemic-driven transformation of the employment landscape lead educators to consider incorporating industry-driven knowledge and skills into degree programs. This effort requires rethinking the construction of degree programs through the frameworks of equity, inclusion, and deconstruction of privilege-driven barriers. This roundtable discussion will engage participants in exploring use cases situated in technology management degree programs at a regional public university, including: performance-based learning, job-ready skill leveling, and student-led project management opportunities.

Kirstein, Kurt — Central Washington University
Fountain, Elizabeth — Central Washington University
Williamson, Laura — Central Washington University
Lupton, Robert — Central Washington University
Reha, Behishta — Central Washington University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Workshop **Session Chair:** Henderson, DeAnna

Women-to-Women Mentorship: A Tipping Point for Counselor Educators

Research has shown that women have different challenges than men and that women-to-women mentorship relationships not only help them with career advances but also with emotional support and life and career satisfaction. Thus, mentorship relationships are imperative to the success of women in counselor education and the academy. This presentation will underscore the importance of women-to-women mentorship in counselor education and identify effective mentorship strategies.

Henderson, DeAnna — Walden University
Stanziale, Rita — University of Phoenix

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 4
Session Topic: Teacher Education **Session Chair:** O'Connor, Kevin

Our Experiences as Teacher Educators in Designing and Implementing a PDS Hybrid Model

This paper investigates, through self-study, the impact of two teacher educators' practices designed to create hybrid spaces linking academic and practitioner knowledge within an integrated, school-based, and professionally-oriented semester. This research considers a new epistemology for teacher education that embraces non-hierarchical, democratic, and inclusive ways of knowing through a theoretical framework of hybridity. This self-study interrogates our professional and personal experiences while designing and implementing a PDS hybrid model.

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

Empowering School Districts as Active Participants in Teacher Training: Lessons Learned from the Student Teaching Experience during the COVID-19 Pandemic

For the first time in over 100 years, a pandemic changed the way schools in South Texas educate K – 12 students. Researchers surveyed student teachers attending a rural Hispanic Serving Institution in South Texas to learn about the impact the change in K – 12 education had on the student teaching experience. Discussion will include the impact and lessons learned on teacher preparation, the school districts, and the teaching profession.

Varela, Daniella — Texas A&M University-Kingsville
Desiderio, Mike — Texas A&M University-Kingsville

Elevating Educator Practice: Pathways to Professions Initiative

This presentation features the Pathways to Professions Initiative (P2P) educator preparation clinical practice model. Anchored by national accreditation standards and state priorities in diversity & inclusion, the P2P model is based on connected learning theories, competency-based micro-credentialing, high impact practices, and improvement sciences. Presenters will share the critical elements of this multi-institutional collaborative model that includes a variety of institutions, including historically black institutions, predominantly white institutions, and rural & urban Professional Development School Networks.

Huang, Yi — Coppin State University
Morgan, Dewayne — University System of Maryland
Shapiro, Nancy — University System of Maryland

Developing Teacher Identity through Instructional Design and Program Alignment

This session will discuss the purpose, process, and tools for enhancing a secondary teacher preparation program through the use of instructional design and intentional teacher identity development. The presentation will address possibilities for creating more consistency across program curricula and clinical experiences to support teacher identity development, and presenters will share and discuss a lesson planning tool utilized by teacher candidates during student teaching and in prior coursework and clinical experiences across their program.

Spitler, Ellen — Metropolitan State University of Denver
Bernhardt, Philip — Metropolitan State University of Denver

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Bostic, Jonathan

Deepening the Validity Argument for the Problem-Solving Measures 3-5

First, we will describe the PSMs 3-5. Next, we will present sample items from the PSMs and present our findings related to students' strategy use. Finally, we will connect the findings back to prior studies with the PSMs and provide opportunities for their use.

Bostic, Jonathan — Bowling Green State University
Matney, Gabriel — Bowling Green State University
Folger, Timothy — Bowling Green State University
Brown, Noah — Bowling Green State University
Evans, Emily — Bowling Green State University
Sondergeld, Toni — Drexel University
Stone, Gregory — Metriks Amerique

Building a Case: Perspectives on a Real-World Digital Forensics Final Project Case Study

When involving technology, events such as ransomware, hacking, phishing, stalking, harassment, breaches of protected information, and more deadly events such as homicide have, either directly or indirectly, dimensions of cyber-crime. This research describes an experience with an Introduction to Digital Forensics course final project. The project task is to perform a digital forensics on a device recovered from a crime scene. The project requires students to showcase their forensic tool skills learned throughout the semester.

Dragos, Denise — St. John's University
Schmeelk, Suzanna — St. John's University

Student-Adaptive Pedagogy (AdPed): What Is It? What Difference Can It Make?

We present the underpinnings of a constructivist stance on mathematics teaching, called Student-Adaptive Pedagogy (AdPed), which emphasizes tailoring learning opportunities to students (i.e., their available concepts) – as opposed to fitting students to curricular/instructional goals and means. We share some data about the impact of a PD for teachers (grades 3-5) on their students' learning and outcomes, which (three years later) led the district to pledge resuming that partnership with the university's team.

Tzur, Ron — University of Colorado Denver
Hodkowski, Nicola — Digital Promise
Davis, Alan — University of Colorado Denver
Harrington, Cody — University of Colorado Denver
Daigler, Maegan — Sheridan School District #2

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 2
Session Topic: ESL/TESL - Workshop **Session Chair:** Cowart, Melinda

Studying the Art of Ignoring: Why Intermediate and Advanced ELLs Continue to Disengage from Learning in the Content Area Classroom and Beyond

After 5-7 years of ESL, educators discover that as the ELLs progress through the upper grades in school, there are widening gaps in comprehension, prior knowledge, and ability to follow selected directions. What contributes to disengagement in class which translates to missed instructions and academic failure? Do second language learners become accustomed to comprehension failure? Have they learned to tune out when understanding is a problem? A discussion of causal factors in learned ignoring and effective mediation strategies will take place.

Cowart, Melinda — Texas Woman's University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 3
Session Topic: Special Education - Workshop **Session Chair:** Rajegowda, Liyang

Empowering a Culturally Informed Practice and Improving Communication with Asian American Families on the Subject of Mental Health

This workshop provides a training program and conceptual framework from which mental health professionals and educators can reassess and modify their approach to improving communication with Asian American families on the subject of Mental Health. With improved understanding of Asian culture related to mental health, educators and service providers can improve the quality of collaboration and delivery of service, while assisting families to make informed evidence-based decisions for their children.

Rajegowda, Liyang — Alliant International University
Fisher, Steve — Alliant International University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Zandvliet, David

Two Stories of Environmental Learning

This paper highlights action research into the practices of environmental learning in the BC curriculum through two vignettes. These focus on educational policy and classroom instruction, respectively. The framework guides teachers in educational planning, and supports the implementation of a curriculum for environmental learning in diverse subjects. Essentially a guide to interdisciplinary practice — teaching ‘about the environment’ becomes an organizing theme for all teaching and learning.

Zandvliet, David — Simon Fraser University

Through the Looking Glass: A Glimpse at the Journey for Females and Minorities Through the Natural Resource Fields

The paths taken by individuals described as the majority in the fields of forestry and agriculture diverge dramatically from those traversed by the minority and female members of the population. This work is a glimpse at the development and impetus for several nationwide forestry and agriculture organizations and the roles of females and minorities within them. Contextual education focused on agriculture, natural resources, and related sciences is a pathway for addressing these issues.

Lawson, Shaneka — Purdue University

Brown, Zachary — Purdue University

Morris, Pamala — Purdue University

Catching Sense, Collective Memory, and Black People: A Research Note on the Terms Geechee and Gullah

This paper aims to examine the origins and development of the terms Geechee and Gullah from an emic perspective and an Afro-centric approach as an exploration in catching sense (i.e., gaining knowledge). It also examines definitions of the terms Afro-centric, emic, catching sense, collective memory, social group, Black people, Maroon, outlier, partisan, and Seminole Nation. In addition, this paper covers the implications of this research on the terms Geechee, Gullah, and related concepts.

Cromartie, J. Vern — Contra Costa College

Geechees and Other Gullahs: A Case Study in Race and Ethnicity

This paper presents a discussion of race and ethnicity in the United States of America (USA) with special reference to Geechees and other Gullahs. Specifically, this paper defines the terms Geechee, Gullah, and Maroon. It also addresses the historical development and roles of Gullah-speaking Geechee Maroons as partisans of the Seminole Nation during the three Seminole Wars against the USA.

Cromartie, J. Vern — Contra Costa College

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 4
Session Topic: Educational Measurement and Evaluation **Session Chair:** Leahy, Izabela

A Pre- Medical Internship: Just what the Doctor Ordered

The purpose of this 4-year study is to report on the direct measures and summative survey evaluation of the Pediatric Anesthesia Clinical and Research Internship. By reporting on direct measures and the views from mentees, this study aims to 1) to demonstrate the ultimate value, merit and worth of the Program and 2) encourage establishment of effective mentorship programs for premedical students in academic medical centers.

Leahy, Izabela — Harvard Medical

Baier, Amanda — Harvard Medical

The Myth of Multitasking: Using Clinical Simulation to Expose Student Nurses to the Impact of Distraction and Interruption on Safe Medication Preparation

Nurses practice in highly-interruptive clinical environments; distractions and interruptions are leading causes of medication errors. Nursing faculty at Ball State University developed a distraction and interruption simulation, which was then adapted for nursing students at the University of Calgary. This international collaboration became a research project: how does this simulation enable students to develop strategies for managing distractions and interruptions and how is this learning sustained over time?

Davidson, Kathleen — University of Calgary

Morgan, Patricia — University of Calgary

Ferreira, Carla — University of Calgary

Thomas, Cynthia — Ball State University

Nowell, Lorelli — University of Calgary

Development and Preliminary Validation of a Situational Judgment Test (SJT) To Evaluate Teachers' Training Transfer of Classroom Management Skills

This presentation describes the development of a situational judgment test (SJT) assessing teachers' training transfer of classroom management skills. The SJT is composed of 35 situations. A group of Canadian secondary teachers had to choose the strategy they would adopt to handle each situation. Various evidence is provided to substantiate the validity of the SJT as a measure of the transfer of training for classroom management.

Delobbe, Anne-Michele — Université du Québec à Rimouski in Lévis

Jeanrie, Chantale — Laval University

Lauzier, Martin — Université du Québec en Outaouais

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 5
Session Topic: Elementary Education - Workshop **Session Chair:** Phillips, Marianne

Energy Transformation and Electrical Circuits

This presentation explores the transformation of chemical energy to electrical energy found in electrical circuits. Participants will engage in using simulations to create both series and parallel circuits.

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

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 6
Session Topic: Elementary Education - Workshop **Session Chair:** Laningham, Adam

Strategies That Support Gifted Children & How Trauma Impacts Them

Gifted children suffer their own kind of trauma as they cope with being different and fitting into society's expectations. This can have a profound impact on a child. These children are also likely to suffer from other conventional traumas; however, their unique stressors place them at a unique risk. This presentation will highlight what these children experience, and provide strategies to help support them as we continue to learn more through brain research.

Laningham, Adam — Bright Child Books

Time: 1:15 - 2:45 PM / **Tuesday** - 1/4/2022 / **Room:** Waikoloa 1
Session Topic: Reading Education - Panel **Session Chair:** TeKippe, Stephanie

Graphic Novel Use in 3-5th Literacy Education

Researchers observe the use of graphic novels in the classroom. Looking into teacher perspectives, motivating characteristics, and any existing strategies for graphic novels. The findings show abundant student interest and teacher willingness to teach using graphic novels, but professional development is lacking.

TeKippe, Stephanie — Wartburg College
Beck, Ethan — Wartburg College
Brown, Alexis — Wartburg College
Decker, Micah — Wartburg College
Hobby, Lydia — Wartburg College

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Spitler, Ellen

Autobiography and Self-Portraiture: A Strengths Based Framework for Trauma-Informed Pedagogy, and Identity and Resiliency Transformation

In our classrooms, autobiography and self-portraiture (re-presentations of self in visual art) provide opportunities for students' lives to direct, enhance, and extend the curriculum, as well as present authentic openings for teachers and students to rebuild, re-invent, and transform resiliency and personal agency/empowerment. This workshop session will provide a strengths-based framework for autobiography and self-portrait instructional engagements, illustrating how they embody trauma-informed pedagogy, and offering specific practical examples for secondary and higher education classrooms.

Spitler, Ellen — Metropolitan State University of Denver
Ibara, Carly Laukaieie Setsumi — Mid-Pacific Institute
Mendoza-Maurer, Marisa Jucutan — Henry J. Kaiser High School
Bernhardt, Philip — Metropolitan State University of Denver

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Hazelwood, Anita

Institutional Mergers and Consolidations in Higher Education

Universities are facing financial challenges rarely seen before. One option to deal with these challenges is to merger or consolidate with another institution. These mergers and challenges require well-planned and strategic organizational change and include an examination of culture and the process of acculturation. There has been research on many aspects of mergers, but very little on the impact of integrating institutional cultures. These issues will be examined in this presentation.

Hazelwood, Anita — University of Louisiana at Lafayette

Global Higher Education and the Push-Pull between Globalism, Nationalism and Nativism

This paper examines the impacts on global higher education of the push-pull between globalism, nationalism and nativism. The issues explored include: quality assurance, regional integration initiatives, curricula, transnational collaboration, and student and faculty mobility. Using document analysis and thematic analysis, the paper assesses not only the current impacts but the likely future repercussions as well.

Asino, Tataleni — Oklahoma State University

Wanger, Stephen — Oklahoma State University

Wu, Tong — Oklahoma State University

Dual Credit First-Year Composition: Strategies in Transitioning from High School Writing to Academic College Writing

The objective of this study is to bring awareness of effective strategies in dual credit first-year composition courses to permit underprepared students successful outcomes in accomplishing the course student learning objectives. The paper explores strategies based on qualitative research.

Lentschke, Leanne — Collin College - Frisco Campus

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Perzigian, Aaron

Addressing the Special Education Teacher Shortage through Grow-Your-Own Teacher Training for Paraprofessionals

To address the special education teacher shortage in Washington state, Western Washington University partnered with two south Seattle high-need school districts to develop a grant-funded collaborative grow-your-own special education teacher training program. This presentation will describe the PESB grant application process, culturally sustaining curriculum development, lessons learned during year one of the Woodring Inclusive Education Teacher Scholars (WIETS) teacher training program for paraprofessionals, and future directions.

Perzigian, Aaron — Western Washington University

Robinson, LeAnne — Western Washington University

Hart, Jeffery — Western Washington University

Lambert, Charles — Western Washington University

Coulter, Gail — Western Washington University

Foreman-Murray, Lindsay — Western Washington University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 3
Session Topic: Counselor Education **Session Chair:** Bernes, Kerry

The Effect of Career Education in an Inner-City Elementary School: Implementing a Career-oriented Unit into the Social Studies Curriculum at the Grade 4 & 5 Level

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 4 and 5 students in Canada participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for the social studies curriculum were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

Teaching Career Planning Skills at the Grade 9 Level: Curricular Integration into the Health and Life Skills Curriculum

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 9 students in Canada participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for the health and life skills curriculum were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

Brief Therapy for Students in a Covid19 World

Students have been dealing with Covid at home and at school for 2 years now. It is hard enough to navigate public education without this pandemic being added to the anxiety of students. Brief Therapy offers a way for teachers and counselors to help children alleviate the stress of these times.

Hardy, Bruce — City University of Seattle

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kohala 4
Session Topic: Teacher Education - Panel **Session Chair:** Hebert, Dustin

Laboratory Schools and Educator Preparation: Three Cases Converge

This panel session compares three unique university laboratory schools in Louisiana. Similarities, like each school's role in educator preparation, and differences, like governance and oversight, are presented. Through case study research, the panelists summarize the three unique models, highlight strengths and challenges, and propose a best practice model for university laboratory schools.

Hebert, Dustin — Louisiana Tech University

McAlister, Kimberly Walker — Northwestern State University of Louisiana

Calderon, Paula Summers — Southeastern Louisiana University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 3
Session Topic: Special Education **Session Chair:** McCray, Erica

Eyes Wide Open: A Qualitative Investigation of Intersectional Consciousness Among Black Women Special Education Faculty

In this session, presenters will share findings from a qualitative interview study conducted with 24 Black women special education faculty. We will share tenets to inform intersectionally-conscious special education practice and educator preparation.

McCray, Erica — University of Florida

Boveda, Mildred — Pennsylvania State University

Sunsetting the Discrepancy Model and Introducing Evidence-Based Interventions: Diagnosis of Specific Learning Disability

The paper explores the phenomenological experience of state departments of education in the sunseting of the discrepancy model for the diagnosis of Specific Learning Disability (SLD). The paper included research through qualitative interviews with state-level leadership in states where the discrepancy model is already sunset or transitioning out. The process will help pave the way for future states to explore methods of diagnosis outside of the discrepancy model.

Lawson, Liz — University of Northern Colorado

Rodney, Matthew — University of Northern Colorado

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Tachi, Mikiko

The Pedagogical Use of Music in the Political Movement of Evangelicals in the United States

This paper examines the ways in which music played a role in the conservative ascendancy of the Religious Right in the 1970s and 1980s in the United States. It places a particular focus on Contemporary Christian Music that developed during this period and examines the ways in which the music was used to teach, spread, and debate the religious/political messages of evangelical Christians whose political presence was on the rise.

Tachi, Mikiko — Chiba University

Conceptualizations of Learning in 5 Domains

Conceptualizations of human learning are complex systems. This paper examines the relationships of conceptualizations of learning across 5 different disciplines using complex conceptual systems analysis. By better understanding the conceptualizations and emergent practices in different domains we can discover how to effect meaningful change in practices.

Donaldson, Jonan Phillip — Texas A&M University

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

The Mariana crow (*Corvus kubaryi*), called Āga, is critically endangered and endemic to the Mariana Island of Rota. This study developed and implemented an avian environmental education curriculum and evaluated the curriculum's influence on attitudes and knowledge using social science research methods. Fifth and sixth grade student identification of and attitudes toward Āga were measured; the treatment group improved their attitudes toward and ability to identify Āga.

Longer-term student and teacher training component is recommended.

Cook, Emily — Prescott College

Ormsby, Alison — Prescott College

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership **Session Chair:** Desrochers, Kathryn

Teacher Perceptions Regarding the Impact Of Leadership Behaviours On Efficacy

Teacher efficacy has been deemed as a potentially influential variable impacting teacher retention, achieving student outcomes, and a variety of teacher behaviours. This presentation will share key learnings about the notion of teacher efficacy and the potential implications for formal and informal school leaders. Through the identification of predictors and factors of teacher efficacy beliefs, school leaders could potentially increase teacher retention and improve students learning outcomes by intentionally attending to issues related to teacher efficacy.

Desrochers, Kathryn — University of Lethbridge
Adams, Pamela — University of Lethbridge
Mombourquette, Carmen — University of Lethbridge

Creating More Equitable Learning Spaces: Applying the Social Ecological Model for Active Learning Environments

Active classrooms have been shown to support student academics, promote positive behaviors, and promote teacher health. In addition, there is evidence in that active classrooms can create more equitable spaces for diverse learners. In this session we will detail the evidence for active classrooms and discuss best practices for using the Social-ecological Model to assess your school or classroom and create an environment that promotes more equitable access to movement and active learning on campus.

Klisch, Shannon — University of California Cooperative Extension
Soule, Katherine — University of California Cooperative Extension

The Independent Effect of Extracurricular Activity on Leadership

This study informs the importance of providing a wide variety of extracurricular activities and their effect on leadership development. Data were collected from college students (N=705) and analyzed using the Socially Responsible Leadership Scale. This study reveals the role of leading educators to help provide opportunities to develop and empower students to engage in and be effective in leadership that leads to positive social change.

Kim, Juhee — University of Idaho
Phillips, William — Eastern Kentucky University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/4/2022 / **Room:** Waikoloa 1
Session Topic: Secondary Education **Session Chair:** Saito, Lorine Erika

Exploring Equity in Teaching International Students: 7-12 Teacher Perspectives Before, During, and After COVID-19

Research on Chinese international students (CISs) in secondary schools in the US are less known, despite being the largest international student population. Potential pedagogical issues arise with teachers being underprepared in serving culturally, ethnically, and linguistically diverse CISs. Therefore, this study examines teacher perceptions of equity-based practices in serving CISs before and during COVID-19 along with practices to adopt in a post-COVID classroom.

Saito, Lorine Erika — National University

The Impact of Culturally Responsive Teaching in Secondary Schools

The session will present findings regarding the impact of culturally responsive teaching on secondary students and secondary teacher perceptions of implementing culturally responsive teaching strategies. Implications for further equity centered research, practice, and reform within secondary classrooms as well as culturally responsive resources to support teachers will additionally be explored.

Soriano, Nicole — University of Portland

Indie School in Australia: A Case Study of Strength Based Teaching and Learning. Meeting the Learning Needs of Educationally ‘at Risk’ Young People

Indie School in Australia has developed a teaching and learning program grounded in a Strength Based Approach to support those disadvantaged young people who are often deemed educationally ‘at risk’. This presentation will cover: the learning context across Australia for young people 15-18 years as well as the challenges facing young people in achieving future learning, community engagement and employment.

Wangman, Rodney — Albury Wodonga Community College
Knight, Karen — Albury Wodonga Community College

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Cotto, Juliana

Understanding Data Privacy and Data Ethics: Building Awareness and Capacity

Teachers make decisions daily that impact which student data are collected and how these data are used to make decisions about students. This workshop will define data privacy and data ethics, with a majority of time spent in hands-on, interactive activities using FPF-created resources that teach privacy risks, ethical concerns, legal obligations, and best practices to protecting student privacy, through the use of authentic scenarios and discussion questions.

Cotto, Juliana — Future of Privacy Forum
Mandinach, Ellen — WestEd

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 2
Session Topic: Educational Administration - Workshop **Session Chair:** Miller, Nicole

Creating a Meaningful Social-Emotional School Wellness Program

Now more than ever, schools are recognizing the importance of teaching social and emotional skills, along with academics, art, and athletics, however, schools may be uncertain how to implement them due to time, budgetary, and buy-in constraints. In this workshop, Dr. Miller will share some working models for a meaningful SEL program you can bring to your school, such as the advisory model, the school culture model, and the weekly SEL class model, as well as some lesson ideas and activities you can use in any of the models.

Miller, Nicole — Woodland School/Montclair State University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 3
Session Topic: Educational Technology **Session Chair:** Figueroa, Jorge

XR (Extended Reality) Experiences in Educator Preparation: A Wide Range of Opportunities

This presentation will focus on how one university educator preparation provider is infusing XR (i.e., augmented, virtual, and mixed reality) into candidate training to provide safe areas to practice newly learned skills, imagine new ways of thinking and teaching, and to build candidate confidence. Recent research results and educational implications will be presented. Audience members will have the opportunity to directly interact and participate with materials.

Figueroa, Jorge — Texas Woman's University

Huffman, Lisa — Texas Woman's University

Teaching with Digital Tools and Applications

This presentation introduces digital tools and apps such as Educreations, Blooket, Nearpod, YoTeach! that can be integrated into teaching and learning activities in K-12 and higher education to foster student engagement and collaboration as well as help teachers plan and design learning environments.

Koç, Selma — Cleveland State University

Goodell, Joanne — Cleveland State University

Equity, Inquiry, and Online: The Essential Design Features and Influence of Online Teacher Professional Development Experiences for Computer Science Teachers

This paper session will describe design-based research that was conducted to develop and offer an online professional development program for high school computer science teachers. With hundreds of teachers involved in this online learning study over four years, this study utilized surveys and observations of professional development workshops. The research findings illustrate how distinct design features of online professional learning experiences foster professional community-building and teachers' proficiency with inquiry-based instruction and culturally responsive pedagogy.

Goode, Joanna — University of Oregon

Peterson, Kirsten — Education Development Center

Malyn-Smith, Joyce — Education Development Center

Chapman, Gail — Exploring Computer Science

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Aylward, Bryan

Business Process Redesign (BPR) to Improve Operational Efficiencies through a Systematic Redesign and Centralization of Systems and Process. This will be a Presentation of the Successes and Challenges experienced during the migration and centralization of various systems, processes, and functions within Academic Operation. This is continuously supported through the application of Active Learning Theory with our staff and faculty populations to ensure collaboration and a focus on continuous improvement.

UAGC's Academic Operations teams have spearheaded a Business Process Redesign (BPR) of the institution's work, centralizing many of the 3rd party systems into a Faculty management portal. This presentation will outline the approaches taken in the design and migration of services over to the system and the successes and challenges from that migration. In addition, the presenter will outline how the teams implemented a focus on continuous improvement through the application of Active Learning Theory.

Aylward, Bryan — University of Arizona Global Campus

Preparing Healthcare Professionals for Technology Driven Healthcare: Integration of an Interprofessionally Developed Telehealth Curriculum

This paper discusses the development of a universal Telehealth curriculum using an interprofessional approach including representatives from professional health programs, as well as instructional designers. The paper will describe the importance of utilization of instructional designers in developing curriculum that is technology driven.

Bacon-Baguley, Theresa — Grand Valley State University
Reinhold, Martina — Grand Valley State University
Decker, Glenna — Grand Valley State University
Kenyon, Lisa — Grand Valley State University
VanderMolen, Julia — Grand Valley State University
Kopacki, Nicholas — Grand Valley State University
Vaughn, Steph — Grand Valley State University

Supporting Inclusive Practices in Colleges (SIP-C)

The overarching goal of the "Supporting Inclusive Practices in Colleges (SIP-C) - An exemplary model for supporting students, with intellectual disabilities (ID), transition to postsecondary education (PSE) in Arizona" is to expand the availability of high-quality transition and postsecondary education programs for individuals with intellectual and developmental disabilities. The SIP-C model is fully inclusive, student-led, and supported through a person-centered planning (PCP) approach representing two core values: The Front Door First Approach to Inclusion and Setting (and supporting) High Expectations.

Roberts, Kelly — Northern Arizona University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Davis, Tiffany

SistUH Scholars: Exploring and Empowering Black Doctoral Women's Experience

Diversifying the professoriate remains a critical task and this workshop will provide an overview of a grassroots initiative, SistUH Scholars, within the Department of Educational Leadership and Policy Studies at the University of Houston. SistUH Scholars is a space for Black women doctoral students to gather to assist in socialization within the academy and collectively support each other's personal well-being, professional development, and career advancement. Presenter will also share implications for practice, transferability, and implementation.

Davis, Tiffany — University of Houston

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Workshop **Session Chair:** James, Natalie

Oppositional, Defiant & Disruptive Youth: Therapeutic Approaches for Challenging Behavior

Oppositional, defiant, and explosively disruptive children and adolescents are in need of specialized intervention. In order to assist, we must first be able to understand. In this session we will explore various underlying roots of oppositional defiance in young people, examine mental health issues as they relate to the diagnosis, learn reactive methods for responding appropriately in the moment, and discover pro-active strategies for reducing the frequency of these behaviors.

James, Natalie — Oregon State University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 1
Session Topic: Music Education - Workshop **Session Chair:** Wilkinson, Allison

Emotionally Intelligent Music Instruction

Applied music psychology is a very young field. Paul Farnsworth published the first book on the social psychology of music in 1954, but it wasn't until 1997 that this discipline was truly established as a legitimate line of research. There is a world of new information that simply wasn't available even 25 years ago, and what we've found out in those years is nothing short of revolutionary. It is crucial in the next century for music educators to have a working knowledge of music and the brain.

Wilkinson, Allison — I Am School of Music

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 2
Session Topic: Language Education **Session Chair:** Mongrain, Catherine

Language Ideologies – How Can We Use Them to Improve Teaching Practices in a Stay Abroad Context?

This paper provides an overview of leading studies regarding language ideologies and cross-cultural approach. We will discuss the results of a survey conducted with 45 Spanish-speaking university students during a language stay in Quebec. Students' ideologies regarding Quebec French, its speakers, Canada and their learning process will be described. We will then present examples of how Hispanics students' language ideologies can be used to adapt French teaching practices to the specificities of this ethnolinguistic group.

Mongrain, Catherine — University of Ottawa
Mathieu, Marie-Philip — University of Ottawa

Rethinking of Language Education in this Digital Era for Heritage Language Learners

This study explores how educators can provide a transborder space for heritage learners' language education where they can connect with peers in their home country. This presentation offers insights on how heritage learners were able to mobilize their linguistic and cultural resources in the space as a result of educators' efforts to connect students utilizing digital technologies.

Jung, Jin Kyeong — Texas Tech University

Metaphors of Dual Language Bilingual Education in the Southeastern United States

Dual language bilingual education (DLBE) is growing across the United States, but teachers and administrators receive little preparation for it. Therefore, it is important to understand how those involved in DLBE conceptualize it. We interviewed 40 DLBE educators and analyzed their metaphoric uses of language to determine their underlying conceptions about DLBE, which could in turn influence their practice.

Domke, Lisa — Georgia State University
May, Laura — Georgia State University
Harvey-Torres, Rosalyn — Georgia State University
Amanti, Cathy — Georgia State University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 3
Session Topic: Curriculum, Research and Development **Session Chair:** Greene, Kimberly

Convergent Transparency in Action: Enhancing the Transformational Potential of Virtual Andragogy in Practice

Data illustrating how online learners were consistently earning lower marks than their on-ground counterparts lead to a pilot study on Convergent Transparency, a new design approach intended to offer nontraditional learners greater clarity through purposeful instructional and design transparency, thus helping students understand faculty intentions behind the learning experience. The results show how graduate level education students significantly felt the transparency improved their confidence as well as elevated the authenticity and meaningfulness of feedback.

Greene, Kimberly — University of Massachusetts Global
Hill, Michael — University of Massachusetts Global

The Empowering Course Choice: Identifying Psychological Perspectives and Linguistic Backgrounds that Lead to College Writing Courses

The purpose of the study is to explore students' First-Year Writing course choices by comparing psychological perspectives and linguistic backgrounds of the students. This study explores the psychological perspectives and linguistic backgrounds of students when they placed themselves into a writing course as well as their academic outcomes. Do student perform differently when their choices are aligned with their course choice?

Chang, Angel — San Jose State University
Smith, Amanda — San Jose State University

Transforming the Field Education Landscape: A Focus on Training and Mentorship

This presentation will discuss the Transforming the Field Education Landscape (TFEL) partnership that aims to integrate research and practice in the preparation of the next generation of social workers by developing partnered research training initiatives, both within academia and across the public and not-for-profit sectors, that enhance student and trainee research practice knowledge and applied skill development. The presentation will focus on training and mentorship of post-secondary social work students.

Drolet, Julie — University of Calgary

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 4
Session Topic: Educational Measurement and Evaluation **Session Chair:** Gilderbloom, John

The Devastating Impact of Toxic Air Pollution on Public School Achievement: A Case Study of One of America's Most Environmentally Degraded Cities

This paper examines the health impacts on educational achievement in one of United States most polluted cities, Louisville, Kentucky. In Louisville, students attending elementary schools located close to chemical factories have enormous learning problems with over half unable to read or do math at proficient levels.
Gilderbloom, John — University of Louisville
Kingsbery, Isiaiah — University of Louisville
Squires, Gregory — George Washington University

A Validity Study Aligning the Problem-Solving Measures for Grades 3 – 8 to Webb's Depth-of-Knowledge Framework

First, we will describe the PSMs 3-8. Next, we will present a proposed alignment study using Webb's depth-of-knowledge framework, and provide the opportunity for feedback and discussion. Finally, we will briefly connect initial findings of the research-in-progress back to prior studies with the PSMs.
Folger, Timothy — Bowling Green State University
Bostic, Jonathan — Bowling Green State University
Koskey, Kristin — Drexel University
Brown, Noah — Bowling Green State University
Evans, Emily — Bowling Green State University

Detecting Latent Differential Item Function Using Mixture IRT on the General Aptitude Test–Verbal Part

This presentation will administrate the application of the Mixture IRT model to detect latent differential item function using the General Aptitude Test–Verbal Part. The results showed that this model helps to identify latent classes beyond the use of manifest groups to identify items that function differently among groups.
Alzahrani, Dareen — University of Denver
Green, Kathy — University of Denver
Alghamdi, Hanan — National Center for Assessment

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership **Session Chair:** Niesz, Tricia

How Do Educators Become Education Activists?

This paper presents findings from an ethnographic study exploring how educators become education activists. The first part of the presentation offers descriptions of how some education activists had profound experiences both with democratic participation and also with education policy and practice promoted in anti-democratic ways. The second part explores how several activists in the study traced their entrée into advocacy to the informal and nonformal education they received from their teachers union participation.
Niesz, Tricia — Kent State University

Inquiry-Based Professional Learning and Generative Dialogue: Reporting on a Three-Year Project Supporting Leader and Teacher Growth

This paper presents findings of a system-wide survey administered in September 2021 to ascertain the impact of a three-year initiative focused on supporting leader and teacher professional growth in a school authority in southern Alberta, Canada. Participant observations highlight the ways in which involvement in inquiry-based professional learning and generative dialogue supported the realization of their jurisdiction's four universal goals: building an inclusive mindset; supporting optimum learning; nurturing a culture of wellness; and developing leadership capacity.
Allan, Sharon — University of Lethbridge
Adams, Pamela — University of Lethbridge
Mombourquette, Carmen — University of Lethbridge

States' Juvenile Justice Purpose Clauses and Educational Outcomes: Does a Contextual Framework Emphasizing a Positive Youth Development Framework Matter?

This paper explores school policies as a metaphor for examining juvenile justice outcomes in relation to current educational policies. To do so, we examine purpose clauses of state juvenile justice systems in light of current sociolegal and scientific research standards to determine how they facilitate the school to prison pipeline. We conclude with policy recommendations based on positive youth developmental approaches to help facilitate educators implement best practices regarding youth at risk of criminal justice involvement.
Barboza-Salerno, Gia Elise — University of Colorado Colorado Springs
Radabaugh, Richard — University of Colorado Colorado Springs

At the Threshold: A Mixed-Methods Study into the Experiences of Teacher Parents During a Pandemic

Globally, teachers are being confronted with the most complex and unprecedented challenges of their careers. This 2-Phase, mixed methods study explores the longitudinal impact of COVID- 19 for a segment of teachers who are also parents/guardians/caretakers of school-aged children. Highlighted in this paper are the experiences of Teacher Parents, findings, and implications of this research which works to inform and develop more inclusive educational policies and practices with, and for, teachers who are also parents.
Chung, Simmee — Concordia University of Edmonton
Bradford, Brent — Concordia University of Edmonton

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 6
Session Topic: Distance Education **Session Chair:** Ni, Anna Ya

Faculty Online Teaching Adoption under the Effect of Covid-19

We will present the results of a survey research with 200 respondents across various higher-ed institutions in the United States. We examine the UTAUT model of faculty online teaching adoption in the event of Covid-19 and discuss lessons learned for higher education institutions.

Ni, Anna Ya — California State University, San Bernardino
Wart, Monty Van — California State University, San Bernardino
Mali, Nidhi Vij — University of Mississippi

Building Self-Efficacy in Remote Learners

This presentation provides a description of coursework and activities that build self-efficacy in UC Santa Cruz students who are learning remotely. Remote learners struggle with motivation, time management, and engagement, all of which can be improved by implementing activities that build self-efficacy into the remote learning experience. This presentation includes theories of self-efficacy, portable examples of exercises to build students' self-efficacy, and samples of students' reflective writing about how they have increased their self-efficacy while learning remotely.

Knisely, Lindsay — UC Santa Cruz

Factors That Influence Tenured Faculty Participation in Development and Delivery of Virtual Instruction

In this presentation, the presenters will focus on factors that administrators and faculty members perceive to motivate development and participation in online instruction. Additionally, the presenters will discuss how COVID 19 has caused a paradigm shift in how educators are designing and delivering instruction in schools across the globe. Implications for further research include moving toward developing virtual education systems of the future.

Grace, Ronald — Alabama State University
Howard, Betty — Alabama State University
Obas, Kenley — Alabama State University
Strange-Martin, Nicole — Alabama State University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/5/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education **Session Chair:** Perez, Kathy

Fostering Resilience in a Trauma-Informed Classroom

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

Perez, Kathy — Saint Mary's College of California

English Tutor Volunteers in Rural Area via Online Teaching

Due to Covid 19, Etosha Education Consulting Institution gathered 22 high school students located in southern California to help teach students that lack the most help, using online learning is the safest way of teaching. This program calls "English Tutor Volunteers." After a year of hardworking, we opened to four Rural Area to teach English, next we hope to help more kids that lack resources of Education to learn English.

Liao, Yuwen — Etosha Education Consulting Institution
Shih, Ian — Etosha Education Consulting Institution
Shih, Linus — Etosha Education Consulting Institution
Huang, Teddy — Etosha Education Consulting Institution

Creating an ARTERY for School-Based Mental Health Professionals

Nevada State College School of Education received a grant to build a pathway for training mental health professionals. The grant comes on the heels of the Las Vegas October 1 mass shooting, the pandemic, and legislation addressing mental health of students. Presenters will identify the critical shortage of school psychologists to support the social, emotional and behavioral health of PK-12 students. They will describe the NSC ARTERY leading to a Master's Degree in School Psychology.

Kaufman, Roberta C. Brack — Nevada State College
Dockweiler, Katherine — Nevada State College

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Panel **Session Chair:** Hill-Jackson, Valerie

Grow Your Own: Expanding the Teacher Education Pipeline Alongside School District Partners

By breaking down barriers and working closely with community partners, new school-community-university initiatives are creating teacher education pipelines for learners in a rural region in the state of Texas. The Brazos Valley Teach education academy mobilizes high school learners and stakeholders across the state for the advancement of postsecondary access, preparation, persistence, and completion in the field of teacher education. The contributions of relationship-building and effective engagement for sustained project success, through shared goals and ethical decision-making, will also be explored.

Hill-Jackson, Valerie — Texas A&M University
Smith, Leann — Texas A&M University
Meyer, Janice — Texas A&M University
McCall, Christine — Texas A&M University
Hinnant, Amy Jurica — Texas A&M University
Caldwell, Cassidy — Texas A&M University
Hinojosa, Valeria — Texas A&M University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 2
Session Topic: Educational Administration - Workshop **Session Chair:** Raskin, Candace

Principal Leadership for Racial Equity: A Field Guide for Developing Race Consciousness

This workshop will explore an approach to transforming current and future school and district leaders through the lens of race, personal race consciousness, and courageous leadership. Participants will engage in racial equity curriculum and pedagogy from the book, "Leadership for Racial Equity: A Field Guide for Development Race Consciousness" by C. Raskin, M. Krull, and A. Felix. Participants will also learn through mentors' stories who bring real-world experiences to racially conscious leadership.

Raskin, Candace — Minnesota State University, Mankato
Krull, Melissa — Minnesota State University, Mankato

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kings 3
Session Topic: Educational Technology - Workshop **Session Chair:** Myers, Michael

Tech Tools and Tips for Educators to Increase Online Integrity

Technology has enhanced and transformed education in the current era of at-home instruction in response to the coronavirus pandemic. Vast knowledge is now at students' fingertips. The downside is that it can allow students to cheat and plagiarize with ease. This presentation will help put this concern in perspective and offer knowledge, insight, and interventions for moving from cheating to integrity in your digital classroom.

Myers, Michael — National University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Hunter, Jr., Frederick

HBCUs and the Growth Mindset: Cultivating Innovation for Continuous Improvement

Higher Educational institutions are actively engaged in cultivating innovative mindsets within the organizational structure. Notably, organization change within HBCUs are driven by the pursuit of continuous student growth and the identification of financial supports, which support institutional change that ensures relevance in the 21st century. This presentation outlines how intentional planning, situated within an innovation mindset, can be achieved through the use of internal and external support to facilitate consensus building from the ground.

Hunter, Jr., Frederick — Tougaloo College
McDowell-Robinson, Whitney — Tougaloo College
Harris-Allen, Roshunda — Tougaloo College

Pandemic Pivot Requirements to Ensure Regulatory Readiness for Nurse Practitioners

The presentation will present the results of a course evaluation study to provide evidence that students in a graduate Nurse Practitioner (NP) program can meet entry-to-practice competencies and program outcomes based on a virtual platform.

Lamarche, Kimberley — Athabasca University
Knopp-Sihota, Jennifer — Athabasca University
Barton, Luisa — Athabasca University
O'Rourke, Tammy — Athabasca University

Competition in Social Work Education During Times of COVID-19: One Program's Fight for Academic Survival

Competition to attract students for enrollment in social work degree programs is intense. Program attributes (e.g. minimum grade point average, maximum transfer credits permitted, tuition rate, and rankings) distinguish social work programs. Determining which program attributes appeal to potential students could help increase a program's competitiveness in a crowded education marketplace. The COVID-19 pandemic is further challenging recruitment of students to some BSW programs, leaving these programs vastly under-enrolled and fighting for academic survival.

Joiner, Janet — University of Detroit Mercy
Keys, Fayette — Wayne State University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Sun, Marcia

Fostering a Sense of Belonging through Embracing an Intersectionality Approach

The presenters will introduce the positive contributions associated with a sense of belonging regarding academic and institutional programming. To further embrace a student's sense of belonging, the concept of intersectionality will be explored and how it impacts student experiences. By addressing students' needs through a multifaceted lens associated with identity while seeking to provide a sense of belonging, student affairs professionals may foster a more inclusive college experience for all students.

Sun, Marcia — Oklahoma State University
Berg, Maegan — Oklahoma State University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kohala 3
Session Topic: Counselor Education - Panel **Session Chair:** Rodriguez, Sonia

School Counselors Professional Identity “The Pilots of Change for Just-Centered Leadership”

COVID spotlighted the inequalities that exists in schools and children encountered drastic disruptions to their educational experience. While social justice practices by School Counselors were widely used before the pandemic, they were more likely to become the leaders of social reform as their communities encountered chaos. The presentation will take an in-depth look at the leadership characteristics of school counselors in California, as they steer schools into becoming justice centered communities.

Rodriguez, Sonia — National University
Rakich, Sladjana — National University
Morgan, Ronald — National University
Hernandez, Samuel — National University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 1
Session Topic: Arts & Humanities Education **Session Chair:** Gaiters, Christopher

From Boys to Men: The Influence of Commercialized Hip-Hop on the Adoption of Masculinity by Black Male Adolescents

Research examining the persuasive powers contained within hip-hop is critical to the understanding of how black male adolescents understand and display masculinity. Using Possible Selves theory as a theoretical framework, this study provides a praxis in which to understand in what ways black male adolescents use, and more importantly, do not use commercialized hip-hop in crafting their masculine identities.

Gaiters, Christopher — Coweta County School System

Art Empowerment: Teenagers Revisit Diversity and Social Justice

This presentation explores the use of an artwork called “Kikito (Tecate, Mexico-USA, 2017),” a work in the Giant series by a French artist JR, to encourage middle school students to reflect on the concepts of diversity and social justice. The artwork and the artist's stories engaged the students in an examination of the U.S./Mexico relationship and sparked their interest in the role of the visual arts as a source of social justice and systematic change.

Song, Borim — East Carolina University

SmART Literacy: How Authentic Arts Integration and Literacy Support Student Success

ArtsNOW will share specific examples of how arts integration has supported school improvement efforts in literacy. Participants will leave with greater knowledge of how to strategically align professional learning opportunities with local school and system-wide priorities. Also, they will have a better understanding about how to effectively facilitate K-12 collaborative planning of school reform with the arts. The session will include the sharing of multiple strategies and approaches to unify and advance arts in education.

Walker, Pam — ArtsNOW, Inc.
Collins, Crystal — ArtsNOW, Inc.
Snuggs, Whitney — SmART Literacy grant
Mollette, Melinda — REaL K-12 Consulting

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 2
Session Topic: Adult Education **Session Chair:** Baliram, Nalline

Self-Directed Learners in Online Learning Environments: Examining Student Choice and Voice

The researchers explored the idea of giving autonomy to adult learners who are graduate students to engage with the course materials. Would they still learn the content presented and perceive it as engaging? Recognizing the adult learner as self-directed, the researchers examined if this metacognitive process allowed students to be more aware of how they learn by tracking whether they engaged in content differently over the course of a quarter.

Baliram, Nalline — Seattle Pacific University
Henrikson, Robin — Seattle Pacific University

The Role of Social Service Provision in Disaster Recovery: Building Capacity Through the Social Work and Disaster Network

This presentation will discuss the role of social work practitioners and human service professionals in the aftermath of the 2016 Alberta wildfire. A mixed methods study was conducted to investigate direct practice understanding, knowledge, and information. The findings on social work practice in disaster contexts, building capacity, advocacy, and wellness and self-care will be shared. The new Social Work and Disaster Network will be discussed along with recommendations for higher education, research, and development.

Drolet, Julie — University of Calgary

Where Theoretical Assumptions Meet Best Practices in Support of Online Adult Learners

An introduction investigating historical context and traditional frameworks will precede careful examination of Knowles' assumptions of adult learners. Discussion of andragogy will serve as a foundation for looking at benefits and challenges associated with teaching and learning in higher education. This will be narrowed by way of applying best practices specific to online adult education based on the authors' expertise as practitioners in the field.

Doyle, Lori — Concordia University, Irvine
Tarbutton, Tanya — Concordia University, Irvine

Cross-Racial-Autoethnography of Adult Education Professors of Color Examining Diversity in Academia: The Myth of the Progressive Landscape

Two professors of Color, an Asian man and an African American woman, describe and analyze their academic journeys as students and faculty members by detailing their struggles for place and acceptance in higher education using their cross-racial autoethnographic research approach. Some implications for research and practice will also be provided.

Misawa, Mitsunori — University of Tennessee
Johnson-Bailey, Juanita — University of Georgia

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 3
Session Topic: Special Education **Session Chair:** Mitsch, Maryssa Kucskar

How Do You Define Inclusion? Examining Perceptions from Special Education Interdisciplinary Team Members

Perceptions of inclusion were captured in a qualitative study in the fields of ECE, ECSE, physical therapy, speech language therapists, counselors, and social workers. Implications for teacher preparation programs, collaboration across higher education programs, and policy will be discussed. This presentation will also share and discuss suggestions for ways to strengthen and expand supports for existing interdisciplinary teams that currently work with young children with disabilities and their families in school and natural settings.

Mitsch, Maryssa Kucskar — San Francisco State University
Friesen, Amber — San Francisco State University

Suicide Prevention and Intervention in School: Tips for School Professionals

According to the CDC, suicide is the second primary cause of death among young people (10-24 years old). As reported, 17.2% of students have attempted suicide, and 13.6% have planned their suicide. Schools play a significant role in identifying and helping at-risk of suicide students, and however, school-based suicide prevention programs are activated in some schools; there are still many schools without these programs. Educators have to be skilled in suicide prevention and intervention practice.

Hamzah, Ayat — Andrews University

From Systems to Schools: A Canadian Perspective on the Shortcomings of Gifted Education

Gifted education is often characterized as a privilege rather than an educational need, and the needs of gifted students tend to be placed as the lowest priority in special education. This paper explores the current issues impacting gifted education in Canada. Effective support for highly able learners is hindered by issues at all levels, including systemic issues in education, socio-political factors, school infrastructure, classroom management, and curricular design.

Brayley, Sacha — University of British Columbia

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Blancaflor, Mercedes

Home in the Face of Climate Change: Communicating about Climate Displacement in the Pacific Islands and Alaska using NOAA Science On a Sphere® Infrastructure

Using an innovative 3-D spherical projection system created by the National Oceanic and Atmospheric Administration, this Science on a Sphere® lesson plan was developed to communicate the relationship between climate change and forced movement of communities in Alaska and the Pacific Islands. The lesson visualizes scientific data sets to showcase climate change impacts at different latitudes, the different challenges regions face because of rising temperatures, and broader national/global efforts in climate adaptation.

Blancaflor, Mercedes — Stanford University

Geschwind, Leon — NOAA Inouye Regional Center

Russell, Beth — NOAA Global Systems Laboratory

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 4
Session Topic: Indigenous Education - Panel **Session Chair:** Peltier, Sharla Mskokii

Nurturing Children's Curiosity and Wholeness as They Journey Toward the Acquisition of Wisdom: Social Studies Pre-service Education and Anishinaabe Inter-Relational Pedagogy

Ongoing guidance and relationship with an Anishinaabe Elder and his teaching of the Anishinaabe concepts of Wijiindowin and Odenang as inseparable from Aki (at the level of earth, land) and the Anishinaabemowin language, has influenced how we teach a Social Studies teacher education course. Understanding the inter-relatedness among Aki, land, place, language, and concepts has supported us to support pre-service teachers to nurture children's curiosity and wholeness as they journey toward the acquisition of wisdom.

Peltier, Sharla Mskokii — University of Alberta

Peltier, Elder Stanley — University of Alberta

Huber, Janice — University of Alberta

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 5
Session Topic: Elementary Education **Session Chair:** Stockton, Jamie

VEX Robotics as an Alternative Education Space, Part II: A Case Study of Teaching and Learning

This continuing case study features an elementary educator's robotics team(s) over a five-year period from the programs' inception. In Nappanee, Indiana, U.S.A., robotics has become an alternative educational space replacing its G/T curriculum. Comparative reflections of teaching and learning in a classroom and an extra-curricular robotics program are highlighted as the mentor guides his students to VEX world competition four consecutive years, earning a world team excellence award. Program inclusion and expansion will be highlighted. (75 words)

Stockton, Jamie — DePauw University

Price, Paige — DePauw University

Safari Small Schools: Innovation in Education. Improving Education Five Students at a Time.

I will be presenting on Safari Small Schools. A vibrant micro school in East Texas designed to meet the needs of students who for whatever reason aren't thriving in the traditional classroom.

Sanders, Teresa — Safari Small Schools

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Queens 6
Session Topic: Distance Education **Session Chair:** Simecek, Michelle

Discussion Forum Redesign: Student and Faculty Experience

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

Simecek, Michelle — University of Arizona Global Campus
Aylward, Bryan — University of Arizona Global Campus
Johnson, Amy — University of Arizona Global Campus

Purdue Repository for online Teaching and Learning (PoRTAL): Developing and Implementing OERs to Guide Excellence in Online Teaching

PoRTAL (Purdue Repository for online Teaching and Learning) is a web-based Open Educational Resource (OER) assisting instructors and graduate teaching assistants in delivering high-quality teaching and learning experiences when they have limited training and/or resources to assist them. This presentation will showcase the PoRTAL project, discuss its systematic and iterative design and development process, and share its influence on users based on the feedback received and the user access data captured by the system.

Richardson, Jennifer — Purdue University
Huang, Wanju — Purdue University
Alsup, Janet — Purdue University
Castellanos-Reyes, Daniela — Purdue University
Duha, Mohammad Shams — Purdue University

Virtual Global Health Electives: What's Lost, What's Gained?

Child Family Health International, a US-based NGO, developed a virtual global health elective for health professions students as an alternative to international electives, due to travel restrictions during the COVID-19 pandemic. This paper will examine how the organization maintained its commitment to fair-trade learning, expanded student access, and infused cross-cultural perspectives in this new learning modality. Pre and post elective survey data and results from the Community Learning Collaborative's Global Engagement Survey will be examined.

Samaan, Janette "Jenny" — Child Family Health International

Innovations in Distance Education During the Covid-19 Pandemic

This study is trying to provide some innovative ideas for professors to take advantage of the current online teaching tools and technologies to interact with their students, which tend to increase the students' satisfaction of learning online. The instructors can also easily generate positive feedback from their students since the online teaching can be structured in an interesting and interactive way.

Yu, Peiyong — University of Hawai'i - West Oahu

Time: 9:45 - 11:15 AM / **Wednesday** - 1/5/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education - Workshop **Session Chair:** Robbins, Sherard

The Business Case for Diversity: How Equity & Inclusion Lead to Organizational Success

In organizations across the globe, the words "diversity, equity, & inclusion" have become buzzwords in ways that "trendy" companies and businesses are using to market themselves every day. As a result, the work of diversity is treated as a quota and as a checkbox.

What these organizations fail to realize is that there is far more to diversity, equity, and inclusion than simply checking a box. Now, more than ever, there is a need for businesses and institutions across the globe to understand why and just how organizational success, health, and overall longevity directly relate to DEI competence.

Robbins, Sherard — Visceral Change
Robbins, Stephanie — University of Arizona

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Brando-Subis, Christina

Warrior Writing Buddies: An Interactive Approach to Teaching Preservice Elementary Teachers About Evaluating Student Writing and Constructive Conferencing

Participants will learn about a pen pal project in which preservice teachers exchange letters with a second-grade classroom in a nearby school district to practice analyzing authentic writing samples and providing feedback. Participants will engage in a simulation of the project, which includes reviewing spelling stages, writing standards, and established, evidence-based rubrics to evaluate writing samples, as well as discuss strengths, challenges, and ways to adapt this project for participants' own use.

Brando-Subis, Christina — Lewis-Clark State College

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kings 2
Session Topic: Health Education **Session Chair:** Davis, Lauren

Mitigating Rural Adolescent Trauma during COVID-19: Remote Delivery of a Trauma-Informed Yoga Intervention

Given the prevalence of suicide and mental health issues in rural Montana, this project was intended to help mitigate stressors that may contribute to poor behavioral and mental health in high school-aged children, which may be exacerbated by the collective trauma of the COVID-19 pandemic. The immediate goal was to measure physical and mental health outcomes in adolescents resulting from a remotely-delivered trauma-informed yoga intervention designed to foster positive youth development and student success.

Davis, Lauren — Montana State University

Aylward, Alexandra — Montana State University

COVID-19 Equitable Response with Marginalized Immigrant Communities: Bridging the Information Gap with Trusted Community Partners

This presentation will highlight the culturally and linguistically appropriate approaches utilized in disseminating COVID-19 guidance, contact tracing and vaccine distribution efforts, and resources coordination with trusted partners and leaders working with the Latino community bridging the information gap and mitigating the health impact of COVID-19. Followed by listing the PHDs efforts in providing culturally and linguistically appropriate COVID-19 information dissemination. And concluding with the current overview of vaccination and recovery strategies using an equity lens.

Diaz, Alba Lucia — National University

Bhawal, Ritika — National University

Blended Learning in Education: Lessons Learned during COVID and Applications for Future.

During this interactive presentation, participants will experience and understand our faculty's journey in educational delivery during COVID. As COVID closed the world and traditional face to face classroom spaces disappeared, new innovative methods arose. This presentation will follow the program, educators, and learners through the learning space transitions as COVID closed traditional face to face learning, to innovative virtual learning, to the post pandemic blended online and face to face learning spaces of the future.

Parker, Lara — British Columbia Institute of Technology

Ladha, El — British Columbia Institute of Technology

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Ma, Catherine

Awakening Your Inner Antiracist: How to Use Antiracism to Teach About Race, Racism & Discrimination in Academia

This presentation details my journey in how I learned to teach heavy topics related to race, racism, and discrimination. At a time when racism has grown exponentially, educators need support in how to teach about and address racism in their classrooms. My presentation aims to provide a safe space for educators to learn tools that can help them create an inclusive environment for their students that centers on diversity, inclusion, and social justice.

Ma, Catherine — City University of New York

Aligning Academic Credentials to Industry Credentials to Add Value to Learners

Continuing one's education provides a structured pathway for career advancement. Data collected from a survey of 314 learners showed that more than 50% of the respondents were working toward industry credentials. Continuing education institutions can create value for learners in the current knowledge economy by offering programs that link academic credentials to industry credentials.

Lee, Nammy — University of Virginia

Seeing Through the Data

With so much misinformation being shared through media outlets and social media, it is important that students develop critical thinking skills. It is also important that students understand how data is being used, or misused, to back invalid or unfounded arguments. To that end, a general education course was developed to merge two skills sets: critical thinking and data analysis. This session will review the success of this course in meeting its initial outcomes.

Kirstein, Kurt — Central Washington University

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Williams, Brittany

It Takes More than Magic: 2020's Considerations for Supporting Black Women and Girls in Education

Black women and girls have been monumental in shifting primary, secondary, and postsecondary education environments across the United States, yet they remain systematically and structurally ignored. In this session, we highlight disparities in Black women and girls' experiences across the educational spectrum from the standpoint of resource allocation, policies, and practice. Attendees will leave this workshop with strategies to increase their support for Black women and girls within their own schools, campuses, and educational workplaces.

Williams, Brittany — St. Cloud State University

Shelly, LaJoya — University of Hawai'i at Mānoa

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 3
Session Topic: Educational Psychology **Session Chair:** McKenzie, Jared

Encouraging “Wildness”: Supporting Executive Functions Through Outdoor Education

This paper presentation will report on a mixed-methods study that sought to explore the influence of outdoor education on executive functions in adolescents by investigating participating students’ qualitative perceptions of their experiences. Three themes emerged from thematic analysis of participant interviews, and these will be presented as essential considerations for meaningful outdoor education experiences as well as indirect supports for executive functions.

McKenzie, Jared — University of Lethbridge
Adams, Pamela — University of Lethbridge

Impact of Emotional Stability and Conscientiousness on Procrastination Behavior

A study of 72 individuals examined the correlations between Emotional Stability, Conscientiousness, and Procrastination, the former two tested using questions from the OCEAN psychometric test and the latter tested using questions developed by this researcher, with correlations performed with the Pearson R. Additionally, the researcher isolated active procrastinators from passive procrastinators and found substantial differences between these groups.

Olafsrud, Andreas Fredriksen — Makua Lani Christian Academy

Implementing Cognitive Training in Two School Settings: Evidence for the Efficacy of a Working Memory Intervention

Summary: The purpose of the current study was to examine the efficacy of computerized cognitive training in improving primary school students’ working memory capabilities in two different school settings. Findings demonstrate that working memory capabilities significantly improved for both private-school and public-school students after the training was completed. The results provide further insight on computerized cognitive training’s effectiveness among different student populations from two different educational settings.

Lugo, Emely — California State University, San Bernardino
Rivera, Imalay — California State University, San Bernardino
Wong, Eugene — California State University, San Bernardino

Differences in the Motivation of High-GPA and High-IQ Students

Gifted & Talented are the most unreached group of Special Education students. They are a distinct group from academically gifted students, and the degree of non-overlap exceeds the degree of overlap between high-IQ and high-GPA students. Understanding the motivational construct of gifted students will help teachers identify them, teach them, and help them succeed after high school - this latter point being non-trivial, since many gifted students struggle in their careers after graduation.

Herrmann, Frederick — Makua Lani Christian Academy

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Komura, Kiriko

Challenges of Academic Exchange During the Covid-19 Pandemic Part II: A Case Study of Curriculum Development of a Collaborative International Education Program for Graduate Students in Life Sciences

This is a continuing study about development of a collaborative online international program designed for graduate students in Life Sciences in Japan and in the United States. During the Pandemic, demand of employers has increased emphasizing improved students’ online soft-skills. The authors discuss both the successes and pit-falls of the program deployment by utilizing Information Communication Technologies and to align curricula within two institution’s preexisting curriculums between an institution in Japan and the United States.

Komura, Kiriko — Tokyo University of Pharmacy and Life Sciences
Thomas, Michael — Claremont Graduate University

Perspectives from Engineering Faculty on Teaching Expectations in a Post-COVID World

This presentation presents faculty’s reflections on their teaching experience during the pandemic and their expectations for the Fall 2021 semester at a northwestern US university, which at this point is expected to return to live, full capacity instruction.

LaMeres, Brock — Montana State University
Gannon, Paul — Montana State University
Schell, William — Montana State University
Tran, Que — Montana State University

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 2
Session Topic: ESL/TESL **Session Chair:** Macias, Heather

Supporting Teachers During Changes in Educational Policy: A Critical Discourse Analysis of the Ideologies of Different Stakeholders Towards the Education of California's Emergent Bilinguals

This study examined the experiences and views of three stakeholder groups (inservice teachers; professional development [PD] facilitators; the state of California) to better understand their ideologies towards bilingual education during a time of policy change for California's emerging bilingual (EB) students. Findings reveal a positive shift in State attitudes towards EBs; however, teachers seek out their own PD for professional learning concerning EBs because of perceived unclear/apathetic support from school/district officials.

Macias, Heather — California State University, Long Beach

Square Pegs and Round Holes

Too often, refugees — both children and adults— are placed in inappropriate educational situations. For some refugees, adjustments are made to fit their needs. Others languish, stop trying or simply quit. In this round table, we will discuss examples that ESL teachers have encountered and what how we have/could have adjusted instruction.

Richardson, Judy — Virginia Commonwealth University

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 3

Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Moore Jr., Eddie

The 21 Day Racial Equity Habit Building Challenge

Creating effective social justice habits, particularly those dealing with issues of power, privilege, white supremacy and leadership is like any lifestyle change. Setting our intentions and adjusting what we spend our time doing is essential. It is all about building new habits. "The 21-Day Racial Equity Habit Building Challenge"© includes an abundance of resources just waiting to empower educators to be more effective players in the quest for equity and justice.

Moore Jr., Eddie — The Privilege Institute

Penick, Marguerite — University of Wisconsin Oshkosh

Jackson, Adam — The Privilege Institute

Oliver, Jenni — The Privilege Institute

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 4

Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

Transformational Program Assessment: Using Design Thinking to Build, Sustain, and Assess Effective Programs

Effective and sustainable programmatic planning, including but not limited to mapping, assessment, supports the use of transformational strategies, such as the use of design thinking, to deliver programs that meet the intersecting needs of all stakeholders. In this workshop, participants will explore the principles of design thinking, explore a case study in which design thinking was implemented in new and sustained program planning, and explore how design thinking be implemented on micro, meso, and macro programmatic levels and analytics.

Foster, Susan — The Chicago School of Professional Psychology

Malone, Colleen — The Chicago School of Professional Psychology

Dickson, Cody — The Chicago School of Professional Psychology

Colarusso, Michelle — The Chicago School of Professional Psychology

Wilson, Tiffany Rush — The Chicago School of Professional Psychology

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 4
Session Topic: Indigenous Education **Session Chair:** Lemaire, Eva

Recruitment and Retention of Indigenous Teachers in Francophone schools and French Immersion Programs in Western Canada

This paper aims to question the invisibility and/or absence of Indigenous teachers in French-speaking schools in Western Canada. Based on individual interviews with French-speaking Indigenous teachers, the research allows us to better understand the experiences of these teachers who have chosen to teach in Francophone schools and immersion programs, and the experiences of Indigenous teachers who could teach in French, but who have chosen to join the English-language school system.

Lemaire, Eva — University of Alberta

Knowledge Transfer in Teacher Training Practica related to the Integration of Indigenous Knowledge and Worldviews

In this paper, I analyze the transfer of knowledge that occurs during teaching practica between mentor teachers and their trainees in regard to the integration of Indigenous knowledge and worldviews. Thus far there has been little research published that addresses the realities and challenges faced by Francophone teachers within the Western Canadian context who are struggling to integrate Indigenous Education in their practice in a meaningful and respectful way, and as a pathway towards reconciliation and anti-racism.

Lemaire, Eva — University of Alberta

Two-Eyed Seeing for Both Ways Knowing: Bridging Indigenous and Western Ways in Environmental Stewardship

In this work-in-progress presentation we share outcomes of a first-year pilot Indigenous youth and community land-based learning and culture stewardship program. The goal of this work is to engage Indigenous youth in STEM through land-based culturally relevant summer camps. We present outcomes of our summer pilot focused on three community driven themes of bridging cultures between Indigenous and Western Ways of approaching: a) invasive species, b) water quality and, c) ecological perspectives.

Hogue, Michelle — University of Lethbridge

Provost, Ira — Piikani Consultation

Removing or Reinforcing Systemic Racism?: Exploring Attendance Initiatives' Lack Relational Understandings With First Nations Families

This study examines the experiences of First Nations students, who reside on reserve and experience chronic absenteeism. A mixed methods study was completed with interviews conducted with First Nation's families and surveys were responded to by district staff. What was revealed as a barrier to attendance was a lack of relational understandings between cultures which were reinforced in the school system through professional learning and attendance initiatives.

Fowler, Teresa Anne — Concordia University of Edmonton

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 5

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 Alberta superintendents are coming to know as Generative Leadership.

Mombourquette, Carmen — University of Lethbridge

Adams, Pamela — University of Lethbridge

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 6
Session Topic: Early Childhood Education **Session Chair:** Park, Mi-Hwa

An Inquiry-Driven Sinking and Floating STEM Activity

This study describes how to help children (here defined as K-3rd grade) actively engage in an inquiry-driven STEM activity in the classroom. The experiment reported here tries something different, by using steel wire. This material floats rather than sinks in the water, an outcome that may surprise and intrigue children. The steel wire activity invites children not only just have fun but also cognitively engage in resolving the challenge.
Park, Mi-Hwa — Murray State University

Creating Justice-Oriented Pedagogies with Black Early Childhood Educators

The paper engages with findings from a research project focused on Black early childhood educators' experiences with justice-oriented curriculum and anti-blackness in early childhood education in the Canadian context. It responds to an interest in the possibilities enacted when Black early childhood educators gather to inquire on collective responses to ongoing deficit constructions of Black children, families, and communities in early childhood education programs in Canada.
Nxumalo, Fikile — University of Toronto

Lessons Learned from The Classrooms That Never Closed During the Covid-19 Global Pandemic

This session will share the results of a study of essential early childhood practitioners that remained in active, in-person classrooms throughout the Covid-19 global pandemic. There will also be an opportunity to review themes that emerged from the data, centered around this work and connect with participants that may have had similar experiences.
Phaire, Candace Barribeau — Central Connecticut State University

Implementing Early Childhood Culturally Relevant Project During the COVID-19: What If There Is No Participant?

This pilot study documents an Early Childhood project implementation during the COVID-19. Focusing on the issue of participant recruitment, the study demonstrates a problem-solving process with a better understanding of the meaning of culturally relevant. A critical reflective learning journey and culturally relevant experience are also discussed.
Wang, Wenjie — New Mexico State University
Owens, Angela — New Mexico State University

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/5/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education **Session Chair:** Mayo, Jr., J.B.

Mark Bingham and Marsha P. Johnson: The Creation and Validation of Queer Heroes and Sheroes

The author recounts the events of September 11, 2001, when four airlines crashed after being hijacked by Al-Qaeda terrorists. Mark Bingham, an openly gay businessman and member of a small group onboard United flight 93 who wrested control from the hijackers, died that day. Known as a gay hero, the author claims Bingham's hero status contributes to the erasure of queer/Black/trans sheroes who, like Marsha P. Johnson, also performed heroic acts throughout modern U.S. history.
Mayo, Jr., J.B. — University of Minnesota

Creating Mirrors: Exploring the Impact of a 'Critical Cultural Identity Tool' as a Means of Identity Reclamation in the Multicultural Secondary English Classroom

This presentation outlines a proposal for future research connected to an instructional intervention in the secondary English classroom. The proposal, designed as a mixed-methods study, aims to explore the ways in which a critical cultural identity tool can support and empower students' multicultural identities when they read texts without mirrors. The aim of this session is to generate discussion regarding the design of the intervention, as well as the overall aims of the study.
Young, Neisha Terry — Drexel University

Applying a "Hackathon" Model to Achieve Social Justice Outcomes for Gender Diverse People

Transgender and gender diverse (TGD) people face elevated risk of discrimination versus cisgender peers, especially given anti-TGD U.S. legislation. This paper presentation reports one social work program's development and implementation of a Trans Hackathon to combat state-level, anti-TGD discrimination on its campus. Students reviewed literature, heard from local experts, and collaborated to construct a list of action items for faculty and administration that can impact positive change in the campus climate toward TGD
Salvatore, Cara — University of Arkansas, Fayetteville
Goffnett, Jacob — University of Arkansas, Fayetteville
Hubbard, Taylor — University of Arkansas, Fayetteville
Stauss, Kimberly — University of Arkansas
Gandhi, Reeya — University of Arkansas, Fayetteville

Poster Session

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Grand Promenade

Autoethnography: Stories to Live Through Grief

The author shares evocative autoethnographic stories that reflect on the inherent complications of living through grief from several tragedies. The stories highlight the conflict between the social and cultural aspects of continuing to live while coping with the loss of the deceased. Autoethnography becomes a storied way to share both memories alongside the suffering from the paralyzing aspects of grief and mourning.

Lee, Karen — University of British Columbia

Equity-Minded Follower Engagement in Elementary Schools: A Multi-Site Study

This study of three schools in racially and socioeconomically diverse contexts within the United States offers insights into how, even within relatively high-performing nations, the local context matters. Understanding what motivates follower action, how it develops over time, and the idiosyncratic shapes it takes may help local educational leaders and global policy makers fine-tune their strategies to promote educational access and equity.

Owens, Michael — Brigham Young University

Hallam, Pamela — Brigham Young University

Brown, Samuel — Brigham Young University

Getting More out of University Seminar: Service-Learning, Retention & Self-Change in First-Year Students

This poster presents results of a project assessing the impact of a service-learning component in a University Seminar course – a course required of all incoming first-semester students. This study shows the impact (from pretest to posttest) of completion of a service-learning component (with all other course elements the same) on Civic Attitudes (the other focus mentioned above), Self-descriptors used (especially comparing self-oriented versus other-oriented descriptors) and retention to the following semester.

Osborne, Randall — Texas State University

Where Is the Metaphor? How Allegories Are Utilized in Counselor Education and Social Justice.

Often times when we enter into the world of counseling, we feel the need to act serious, although our beings or existence is very complex. We often utilized our rational or conscious parts of our minds. However, the unconscious may have some valuable insight into our work as a counselor, counselor educator and as a supervisor. This presentation will provide an experiential creative activity along with reflection and feed back.

Jones-Trebatoski, Kathleen — Private Practice

Chiles, Tracy — Texas State University

Investigating Science During Family-Based Routine Activities

Routine activities are those that occur throughout the day that are unavoidable such as eating breakfast, waking up, going to sleep, and traveling from one point to another. Because these activities are unavoidable, they are opportune times to incorporate science-focused activities. This presentation will provide examples of age appropriate science-focused activities that educators who work in Pre-K settings can share with parents.

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

Krasch, Delilah — University of Nevada, Las Vegas

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

Buchter, Jennifer — Eastern Illinois University

Filler, John — University of Nevada, Las Vegas

Gelfer, Jeff — University of Nevada, Las Vegas

The World of Oneness

Using data derived from a real-time focus group experience, this session addresses strategies for improving retention and recruitment of minorities at institutions of higher education. The data collected provided answers to the proposed questions, but revealed additional information validating the experiences impacting programs. It addresses how the Robinson syndrome transcends to academia and can be challenged with using the TIPS model. The data collected from this process allowed for the development of mentoring opportunities.

Sanders, Anita — Gardner-Webb University

Sanders, Joshua — Social Studies and Lead Teacher

Knowledge Management Systems in Educational Institutions

This poster session will present several of the most commonly used Knowledge Management (KM) models used in educational organizations comparing and contrasting common elements. Additionally, a discussion on how educational organizations are leveraging KM to move the educational organization forward in meeting their goals and objectives will be held.

Loose, William — National University

Moderating Effects of Emotion Regulation Difficulties and Resilience on Students' Mental Health and Well-Being during the COVID-19 Pandemic

This study measured the effects of emotion regulation difficulties and resilience on the mental health and well-being of college students during the COVID-19 pandemic. Analyses found that students who reported higher levels of emotion dysregulation also reported lower levels of resilience. This negative correlation resulted in higher levels of depression and insomnia and lower well-being in students with increased emotion regulation difficulties. However, those with higher levels of resilience reported more moderate changes in mental health across the pandemic.

Rufino, Katrina — University of Houston-Downtown
Babb, Stephanie — University of Houston-Downtown
Johnson, Ruth — University of Houston-Downtown

The Impact of COVID-19 Pandemic on Candidates' Knowledge-Base and Practice: Improving K-12 Student Learning Through PLC Meetings

This session will present a research study that evaluated the impact of the Professional Learning Community (PLC) and research-based practices on Literacy Specialist Endorsement P-12 candidates working as literacy coaches and reading specialists. The session will discuss the purpose/goals of the study and provide an overview of the design of the graduate literacy methods course in which the study was conducted.

Islam, Chhanda — Murray State University

Substitute Teachers: Building Teaching Capacity

The purpose of this research is to study a) substitute teachers' challenges and opportunities in the field of teaching; b) K-12 hired California teachers' challenges and opportunities with substitute teachers; and c) identify support systems needed to develop effective substitute teachers.

Rapaido, Cynthia — California State University, East Bay
Rosenzweig, Gary — South San Francisco Unified School District

General vs. Special Education: Can We Have Inclusion in a Dichotomous World?

Drawing on personal experience, current educational literature on equity and inclusion, and Self-reflection in teacher education, the facilitators will engage participants in discussion about the state of inclusion and the challenges of dichotomous thinking and practices, such as "dual endorsement" programs. We will reflect on the alignment of our language, beliefs, mindsets and actions support, or deflect, from inclusive safe spaces for teachers and students. Activities for Self-reflection and sustainable being (Arogya) will be introduced.

Robinson, LeAnne — Western Washington University
Perzigian, Aaron — Western Washington University
Lambert, Charles — Western Washington University

Using Remote-Control Features in Zoom Allowing Laboratory Courses to be Taught at a Distance: A Case Study

This is a case study highlighting a method of remote teaching of laboratory courses using Zoom. A laboratory course was adapted for remote instruction. The laboratory is equipped with mechanisms, sensors, and actuators controlled by microcontrollers. Students perform measurements and design controllers to improve their understanding of concepts taught in lecture. Remote students were able to collaborate, operate equipment, and record and analyze data using Zoom's features of breakout rooms, screen sharing, and remote control.

Littman, Michael — Princeton University

Professional Development in Higher Education: An Independent Research Study of Teaching and Learning Centres

This poster will outline the approach taken towards the professional development of university teaching within higher education institutions. This poster will summarize the commonalities and differences between TLC approaches discovered in a study of ten public Canadian universities. It will then propose an approach on how additional university models can adopt successful methods that may serve to enhance student experience, education quality, and academic independence.

Patel, Nashania — University of Lethbridge
Williams, Lorne — University of Lethbridge

Elementary Teachers' Agency, Professional Space, and Autonomy

In this poster, we explore elementary teachers' perceived professional space, especially in relation to perceived autonomy, and what these perceptions reveal about their agency. We found two distinct profiles for perceived professional space, and a positive correlation between pedagogical autonomy and some aspects of perceived professional space. Teachers that experienced more autonomy and support from their professional space, however, were not always able to achieve agency, as agency was mediated by personal and contextual factors.

Nguyen, Phi — University of Missouri
Webel, Corey — University of Missouri
Yeo, Sheunghyun — University of Alabama

Ditching Discussion Boards: Providing Voice and Choice to Students Through Alternative Platforms

Rather than perpetuating the standard "post once, reply twice" approach of traditional asynchronous discussion boards, which often results in feigned discourse, this roundtable explains using discussion boards as a public repository where students post smaller, application-based tasks to an audience of their many peers rather than uploading assignments as a submission only the instructor sees. This method not only encourages student voice and choice and authentic peer interactions, but also facilitates more effective instructor feedback.

Lickteig, Amanda — Emporia State University

Analysis of Design Features in a Competency-Based Grading Schema

In this design-based research study, data were collected from different sections of two different courses in Computer Science and Pharmacy. This data, collected from open-ended survey responses, was coded into categories based on questions about what the students liked, disliked, suggested, and achieved, and then was analyzed using correlation matrices and semantic network analysis to make changes to the competency-based grading design in these courses.

Pace, Dillard — Texas A&M University
Donaldson, Jonan Phillip — Texas A&M University

Fostering An Effective Online Learning Community: Blending Research And Personal Experience

Research indicates that an effective online learning environment is built upon a framework comprised of four components: practice, community, belonging; and identity. When teaching entirely online, extra emphasis must be placed on each of these components. This roundtable will share how one university faculty member strives to create an effective learning environment with classes that often exceed 100 students in a single class.

Pitler, Howard — Emporia State University

Illuminating the Utility Value of Resources to Increase Student Success

I will present findings from an experiment to reduce attrition through targeted interventions in intro to higher education courses. Specifically, having student role models make concrete how and why to use college resources increased students desire to use campus resources and early GPA. Further, dropout rates were significantly lower 3 semesters following the intervention. I will discuss using an improvement science framework to build the institutional support for ongoing successful interventions.

Jackson, Matthew — Cal State L.A.

Ramirez, Gerardo — Ball State University

Covarrubias, Rebecca — UC Santa Cruz

Son, Ji — Cal State L.A.

STEM in a Post-Covid World: Using Distance Learning to Enhance Equitable Student Engagement

In today's world, affected by the coronavirus, many schools switched to online learning and may still continue to teach online for the students that do not return in person. Therefore, it is important that STEM is taught effectively and keeps students engaged, especially the younger elementary students.

Patterson, Ava — Aerospace and Innovation Academy

Purvis, Cyndl — Aerospace and Innovation Academy

Mohanty, Mili — Aerospace and Innovation Academy

Simmons, Kevin — Aerospace and Innovation Academy

Multiple Ways in which Math Anxious Undergraduates are Experientially Avoidant

The role of avoidance in math anxiety remains relatively unexplored. Previously, we found a moderate positive relationship between math anxiety (MA) and experiential avoidance (EA) as a unitary construct. Here we explored the relationships between MA and multiple dimensions of EA with a sample of undergraduate students. MA had moderate positive relationships with procrastination, distraction and suppression, and repression and denial. This finding highlights the complex relationship between math anxiety and various forms of avoidance.

Allen, M. Todd — University of Northern Colorado

Jameson, Molly — University of Northern Colorado

Playing with the Teacher in Pre-Kindergarten: Whose Turn Is it?

Play allows preschool children to develop themselves and to learn, and those gains are magnified when teachers are involved in children's play. This descriptive and correlational study aims to examine teachers' involvement in play during prekindergarten play time. Results show that teachers are, most of the time, uninvolved during play, and their involvement seems to vary depending on the type of play and the gender of the child.

Mavungu-Blouin, Corinne — University of Sherbrooke

Laurent, Angélique — University of Sherbrooke

Letarte, Marie-Josée — University of Sherbrooke

Stress, Support, and the COVID-19 Pandemic: A Mixed Methods Study Exploring How Teachers and Staff Experienced the 2020-2021 School Year

This mixed methods study focused on understanding how south Texas teachers and staff assessed the nature of their stress and the support provided in their districts against the backdrop of the COVID-19 pandemic. Preliminary findings included participants describing increased workloads elevated stress. Yet, their responses also reflected feelings of being supported by their administrator/supervisor.

Sanders, Jana — Texas A&M University – Corpus Christi

Robertson, Phyllis — Texas A&M University – Corpus Christi

Hemmer, Lynn — Texas A&M University – Corpus Christi

Service Utilization and Psychosocial Adjustment of Girls and Boys With Conduct Problems: A Longitudinal Study

Over a five years times period, this study examined the effects of trajectories of medical and social services, as well as school-based mental health services, on subsequent psychosocial adjustment of children with CP in school at study inception. The moderating effect of sex was also examined. Overall, these results suggest that services (school-based, first line medical and social services) might not improve children's functioning but could prevent, in some cases, further psychosocial problems.

Lapalme, Mélanie — University of Sherbrooke

Déry, Michèle — University of Sherbrooke

Temcheff, Caroline — McGill University

Martin-Storey, Alexa — University of Sherbrooke

Boutin, Stéphanie — Université du Québec à Montréal

Examining Elementary Student Learning in Relation to Lesson Study

The presentation presents comparative research following teachers from a large district and their students. A large group of teachers in the district was doing lesson study as their PD while other district teachers were engaging in the districts normal PD program. We share the results of students' learning from both groups of teachers and offer them up for discussion among teaching professionals. Implications from this study related to teacher education and research will be shared.

Matney, Gabriel — Bowling Green State University

Matney, Tamarah — Bowling Green City Schools

Lane, Sherry — Career Teacher and Curriculum Director (retired)

Writing for Work or Writing for Learning: How Two-Year College Faculty Use Writing Across the Curriculum

To better understand how and why faculty use writing in their classes, this qualitative case study collected data from 10 faculty members across eight disciplines at the same two-year college. The study reveals that faculty members vary widely in their approaches to student writing; these differences suggest a deeper tension between how faculty understand and prioritize students' need to learn "correct" writing for future employability versus the value of writing as a pedagogical tool.
Nephew, Alissa — Oklahoma State University

Unplug Yourself: How Writing About Their Online Selves Motivates Students to Disconnect

This poster presents revelatory writing produced in a UC Santa Cruz composition course in which students movingly interrogate and reevaluate their "digital selves." The poster displays selections and analysis of student essays that are an inspiring call-to-arms to their peers to disconnect to reconnect. In their writing, students describe their own over-reliance on digital media and the insights they gained after undertaking a "digital detox," which allowed them to see their dependence on screens.

Knisely, Lindsay — UC Santa Cruz

The Role of Gender on Motivation and Performance in a Game-Based Learning Environment for Science

This study examined the role of gender on motivational variables such as task value, interest, and goal orientations and also content learning in a science literacy program for 5th graders called MISSIONS WITH MONTY. Girls reported similar levels of interest and science content learning as boys despite lower initial task value and interest in video games. Results and implications for effectively engaging students in game-based learning environments are provided.

Nietfeld, John — North Carolina State University

Syal, Samira — North Carolina State University

Sunsetting the Discrepancy Model and Introducing Evidence-Based Interventions: Diagnosis of Specific Learning Disability

The paper explores the phenomenological experience of state departments of education in the sunset of the discrepancy model for the diagnosis of Specific Learning Disability (SLD). The paper included research through qualitative interviews with state-level leadership in states where the discrepancy model is already sunset or transitioning out. The process will help pave the way for future states to explore methods of diagnosis outside of the discrepancy model.

Rodney, Matthew — University of Northern Colorado

Lawson, Liz — University of Northern Colorado

Observations for Research and Practice: Sample Characteristics of On-campus Health Services Before, During and After Pandemic-based Lockdown

This study explores the differences in the types of students who seek services at a university-based health center and psychological services clinic before, during and after the pandemic related lockdown. The domains of anxiety, depression, sexual risk, resiliency, substance abuse, technology/gaming addiction and eating disorders will be graphically represented and statistically compared to observe distinct "client profiles" which are analyzed for change over time and between location.

Merchant, William — University of Northern Colorado

Wright, Stephen — University of Northern Colorado

De Oliveira, Becky — University of Northern Colorado

Rue, Lisa — Cliexa

Aouar, Lynda — University of Northern Colorado

Tobacco Smoke Exposure and Engagement in School and Extracurricular Activities among U.S. Children

The study objective was to assess the associations between home tobacco smoke exposure status and engagement in school and extracurricular activities among U.S. school-aged children. Compared to children with no home tobacco smoke exposure, children exposed to thirdhand smoke exposure only were less likely to be engaged in school and participate in extracurricular activities. Children exposed to secondhand and thirdhand smoke were less likely to participate in extracurricular activities.

Merianos, Ashley — University of Cincinnati

Jacobs, Wura — California State University, Stanislaus

Olaniyan, Afolakemi — University of Cincinnati

Smith, Matthew Lee — Texas A&M University

Mahabee-Gittens, E. Melinda — University of Cincinnati

Introducing DEI (Diversity, Equity, Inclusion) for Japanese Early Education Preservice Teachers Amidst Traditional Ideals of National Identity

This research describes current public and academic consciousness regarding multicultural education in Japan amidst an increasingly non-indigenous population, and suggests how DEI (Diversity, Equity, and Inclusion) curricula, despite its perceived threat to the valued "traditions" of a "homogeneous" society may help to address the increasingly diverse population. This research is part of a larger project that looks at DEI curricula in countries with high immigrant populations, in particular Sweden and the USA.

Morrone, Michelle Henault — Nagoya University of Arts and Sciences

Matsuyama, Yumi — Nihon Fukushi University

Asian Americans in US Higher Education: A Content Analysis of Publications from 2016 to 2021

The purpose of this study is to uncover the current trends and issues in studies pertaining to Asian Americans in US higher education, so as to gain a better understanding of the topic that can inform institutions and future researchers in determining the critical issues in this domain.

Marpaung, Jonathan — Oklahoma State University

Sun, Marcia — Oklahoma State University

Competencies to Combat Crises

This presentation is offered to generate discussion around emerging competencies that leaders have ranked as effective in overcoming crises. It will highlight a humanistic leadership model which resulted from a Delphi study of US healthcare executives during the COVID-19 crisis. The resulting analysis of best practice behaviors and competencies contributes to leadership development literature to help organizations reassess the relevancy of their leadership competencies postpandemic specifically as a preventive measure in advance of future crises.

Pugh, Jeannette Hutton — Pepperdine University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kings 2

Session Topic: Educational Administration - Workshop **Session Chair:** Johnson, Bernadeia

The Discipline and Suspension Dilemma

A Superintendent in Minnesota tackled the school-to-prison pipeline to improve academic outcomes for children. The goal disrupted discipline disparities and improved educational outcomes for students. These practices included creating a School Mental Health model, adopting a new Behavior Standard's model, and placing a Moratorium on Suspending children in PreK-2nd grades.

Johnson, Bernadeia — Minnesota State University, Mankato

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 1

Session Topic: Higher Education **Session Chair:** Martin, Amanda

Theory to Practice: The Use of Assessment in Shaping First-Year Student Services and Support

This study is focused on the role of theory and assessment in shaping student services and support, through collaboration between student and academic affairs. Specifically, this paper highlights the use of a first-year student assessment tool that informs student support practices in the College of Agriculture at Louisiana State University. The paper concludes with four recommendations for scholar practitioners to help inform practice with first-year experiences and retention initiatives within higher education broadly.

Martin, Amanda — Louisiana State University

Clayton, Ashley — Louisiana State University

Teaching, Learning, and Exploring the Geography of North America with Virtual Globes, Geovisual Narratives, and Storymapping

This paper discusses a 2021 online undergraduate Geography of North America course using Google Earth for virtual field trips and semester projects. Findings from an online survey of students suggest increased student engagement through being introduced to and given the opportunity to creatively work with a new type of technology and mapping platform without needing prior experience, and recommendations for ways in which such technology can be incorporated into other courses and disciplines.

McDaniel, Paul — Kennesaw State University

Reconceptualizing Trigger Warnings: Dispelling the Dichotomies of Safety and Censorship

This presentation centers around the perceived motivations behind trigger warnings and their potential implications within higher education. Our current arguments posit trigger warnings as a student problem when trigger warnings actually draw attention to problems of curriculum development. This author argues that rather than seeking to silence instructors or remove themselves from content, students use trigger warnings to engage in performative politics in an attempt to reassert the interconnectedness of student identity and classroom curriculum.

Maldonado, Ashleigh — Baylor University

Framework for Strategically Aligning A Culturally Relevant Network Mentoring Continuum

A framework and avenue for culturally relevant mentoring and networking designed to assist women of color doctoral students, post-doctoral scholars and early career faculty in developing skills necessary for success in higher education is presented. The mentoring continuum framework is centered on culturally relevant mentoring, senior scholar mentors, academy recruitment strategies, assessment accountability, and longitudinal development opportunities. This framework focuses on the developmental continuum to increase women of color faculty in STEM disciplines.

Thomas, Sylvia — University of South Florida

Austin, Sandra Johnson — University of South Florida

Walker, Brenda — University of South Florida

Lane, Tonisha — Virginia Tech

Watson, Allyson — Florida A&M University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 2

Session Topic: Higher Education - Panel **Session Chair:** Hilton, Justin

Exploring the Impact of the Pandemic: Higher Education, International Non-Profits and Marginalized Communities Together

This session is intended to have a dialogue with participants about a new model of higher education/non-profit organization collaboration, based on human-centered design and an ecosystem framework. The focus is on research of change processes among LGBTQI refugees, students, and staff/facilitators during a program intended to empower participants in an inclusive community. Questions and early findings will be explored through qualitative and quantitative inquiry, encouraging participants in the session to offer their own insights.

Hilton, Justin — Safe Place International

Thornburg, Devin — Adelphi University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 3
Session Topic: Educational Psychology **Session Chair:** Waldorf, Sarah

Effective Trauma-Informed Practices for Schools and Educators: A Literature Review

The impact that trauma has on today's learners has become a well-researched topic in the field of education. The purpose of this paper is to review the common themes found in the research revolving around trauma-informed practices. This literature review will identify and describe the various approaches and strategies that have been identified in the literature to most effectively support students who have suffered trauma in their lives.

Waldorf, Sarah — Wartburg College

The Psychological Impact of Separating Immigrant Children from their Families: A Report to a U.S. Oversight Committee and Subsequent Meetings with Two Members of Congress

In 2019, the staff of the U.S. House Oversight Committee wrote a report, "Child Separations by the Trump Administration." The staff report, which included ten case studies, discussed the legal, economic, political, and medical aspects of child separations, but omitted the psychological impact of child separations. One professor and twelve psychology graduate students researched and wrote a report in response, "The Psychological Impact of Separating Immigrant Children from their Families"; they sent it to fourteen members of Congress. In their report, the professor and graduate students elaborated on the ten case studies in the staff report and explained relevant psychological theories that apply to each of the case studies. Later, the professor and one student were able to meet with two members of Congress.

Stiles, Deborah — Webster University

Do Students With Trauma Histories Have Challenges Forming Secure Attachments in Educational Settings?

Current research indicates individuals have optimal physical and psychological health and school success when they have secure bonds with others. Individuals with trauma histories often have difficulty forming secure relational attachments. We hypothesize that a positive relationship between student and teacher may counteract attachment injuries resulting from individual trauma history and that teachers can use proven coping strategies to foster secure attachments with their students, leading to improved student subjective well-being, higher self-esteem, and reduced long-term trauma impacts.

Vadnais, Aimee — Azusa Pacific University

Triplett, Tiffany — Azusa Pacific University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Otey, Jeffrey

Implementation of Complex Engineering Problems in Capstone Courses

This paper describes the use of complex open-ended engineering problems in the development and implementation of multiple capstone projects as well as the assessment tools created to verify attainment of professional performance standards. Discussion includes project description, performance expectations, and the creation of scoring sheets and rubrics. Rubrics were developed so that students recognize the importance of expected deliverables and their relative importance to other assessed criteria.

Otey, Jeffrey — College of the Ozarks

Nowack, Mark — College of the Ozarks

Camba, Jorge — Purdue University

The Need for Domain-Specific Measures regarding Mindset: Preliminary analysis of the Engineering Mindset Scale

Research shows that students' growth or fixed mindset, or beliefs about the malleability of intelligence, can potentially impact their performance in a course. While Dweck's well-known scale measuring mindset is useful in evaluating beliefs about the malleability of intelligence, individuals may have different beliefs regarding the malleability of abilities in different domains. This paper presents a case study of the need for and the development of an instrument measuring growth mindset in engineering.

Zappe, Sarah — Pennsylvania State University

Cutler, Stephanie — Pennsylvania State University

Spiegel, Sam — Colorado School of Mines

Jordan, Deborah — Colorado School of Mines

Unfamiliar WATERS – Navigating a National Science Foundation Grant in the time of COVID-19

In the spring of 2020, schools around the globe, closed their doors and transitioned learning online. This paper explores how a National Science Foundation grant-funded project transitioned a middle school watershed curriculum online and discusses the lessons learned from this experience.

Marcum-Dietrich, Nanette — Millersville University of Pennsylvania

"This Is What's Out There": Supporting Social Justice in Elementary Science Teacher Education

Attention to issues of social justice is an area that is frequently absent from elementary science teacher methods courses. In this study, we examine science teacher education faculty intentions the topic and preservice science teacher thinking. Data sources include course documents such as syllabi and student reflections. Our findings suggest the need for more explicit attention to social justice through interaction with specific frameworks and purposefully designed learning experiences.

Nelson, Frederick Peinado — California State University, Fresno

Arciniega, Francisco — Fresno Unified School District

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Kona 2
Session Topic: Language Education - Workshop **Session Chair:** Eddy, Jennifer

Articulated Assessment Transfer Tasks for World Language Intercultural Competence

Articulation is intentional curriculum and assessment design between levels. This workshop guides World Language educators on performance task design for a common context in the three modes of communication at any level of learner engagement. These tasks solve problems and create products to engage critical thinking for college, community, work and world readiness. Participants have the opportunity to join the free online DesignSpace to design and collaborate with colleagues on exemplars for learners K-16.

Eddy, Jennifer — City University of New York

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 4
Session Topic: Human Resource Development - Workshop **Session Chair:** Snyder, Carla

My Passion Is People Empowerment. My Purpose Is Coaching Greatness.

Shifting Individuals to an Empowered Purpose, Mindset & Action Plan to create an extraordinary life. The Why- New norms, shifting world, changing skills. We can no longer force-fit on a single source of education, skills, knowledge, or experience to fit a standardized model of a predictable reality. The How- Through a guided questioning process, this is where passion meets purpose, and inspires great action. The When- "The greatest plight of the human being is knowing you have more potential and didn't use it." Dale Carnegie Evaluating your life, career and success is an ongoing life choice.

Snyder, Carla — President, Impact Transformation

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 5
Session Topic: Elementary Education/Higher Education - Workshop **Session Chair:** Ritland, Valerie

Transformative Education; Relationship Based Collaboration with Parents and Colleagues

In order to maximize academic, social and emotional outcomes for all students it is imperative that we focus on building relationships with our students, families and colleagues. Based on over forty years of research, this workshop will offer a variety of strategies to guide you in building strong relationships with students, parents and your colleagues.

Ritland, Valerie — Minnesota State University, Moorhead

Time: 1:15 - 2:45 PM / **Wednesday** - 1/5/2022 / **Room:** Waikoloa 1
Session Topic: Other Areas of Education - Panel **Session Chair:** Bray, Rachel

Critical Pedagogical Bricolage: Using Book Clubs to Support a Community's Awareness Of The Black Liberation Struggle

This presentation spotlights efforts to implement a book club during the pandemic as part of a signature Social Justice Dialogue Series at our institution. This lively presentation will feature historical context, key discussion of key strategies, reflection and participant interviews to discuss this initiative and its impact regarding the ongoing Black Lives Matter movement.

Bray, Rachel — Georgia College & State University

Little, C. Emmanuel — Georgia College & State University

Peck, Marcia — Georgia College & State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/5/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Vona, Lynn

Mindfulness: An Action Research Project to Ensure Students and Teachers Well-Being

We engaged in a professional learning experience that explored "The Five Realms of Mindful Literacy": Physical, Mental, Emotional, Social and Global, based on The Mindful Education Workbook (2016) by Daniel Rechtschaffen. We problem solved these realms using mindfulness techniques, both professionally and personally. We worked with students in general and special education, integrated bilingual co-teaching. Students were between the ages of 5 -18 years between 4 schools across 6 classrooms.

Vona, Lynn — Rochester City School District

Time: 3:00 - 4:30 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Neddeau, Browning

Navigating a New Ethnic Studies Requirement through Shared Governance with Integrity, Speed, and an Antiracist Lens

AB-1460, a 2020 California state law, mandated 23 California State University (CSU) campuses to add a one-course Ethnic Studies undergraduate graduation requirement. The paper is a case study of the Ethnic Studies requirement implementation at one of the campuses through shared governance. The paper includes discussion on cultural taxation and recommendations for other primarily white institutions of higher education to consider regarding the design and implementation of Ethnic Studies in general education.

Neddeau, Browning — California State University, Chico

Nice, J. A. — California State University, Chico

Analysis: Bullying Power Dynamics in Higher Education

The roundtable will discuss the imbalances observed in power relationships amongst faculty members to provide a critique of the power structures individuals navigate within their interpersonal interactions and how these structures pose a bigger problem in higher education as students are not the only victims of bullying. The presenters will use Foucauldian discourse and critical theory perspectives to examine how faculty and adjunct instructors experience bullying through various forms of language and other micro-aggressive behaviors.

Pippins, Essie-Elizabeth — Texas A&M University-Commerce

Pippins, Esther — Texas State University

Statistics Anxiety and Attitudes Toward Statistics Among Online and on-Campus Graduate Students.

This experimental study examined the effect of teaching statistic styles (online, on-campus) on graduated students' statistics anxiety and their attitude toward statistics. The study also explored the statistical anxiety levels of graduate students in education and social sciences-related disciplines. This study explored whether scores on students' attitudes towards statistics and statistics anxiety among graduate students at different universities in Saudi Arabia manifest in the same way for students in online and on-campus courses.

Abdulghani, Rabab — Andrews University

Teaching the History of Spanish (or of Any Other 'Major' Language) in the Era of Critical Race Theory (CRT)

Embedding CRT in traditional philological courses, such as the history of Spanish, is linguistically and historically sound. It may also make them relevant for current and future generations of university students by providing an account of the power structures that shaped the Spanish-speaking world, affecting the language, while validating the students' own experience, since those institutions are still visible today. For many Heritage Speakers, moreover, it will facilitate understanding and accepting their linguistic identity.

Miglio, Viola — University of California, Santa Barbara

Time: 3:00 - 4:30 PM / **Wednesday** - 1/5/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Pitler, Howard

Reimagining Teaching and Learning: Lessons to Carry Forward in Online Instruction

Research has long demonstrated that students can thrive in an online learning community but cultivating this active engagement must be purposeful and deliberate. This presentation will explore what three university faculty members have learned works well, what should be avoided, and what comes next in online teaching and learning—pre-COVID and beyond.

Pitler, Howard — Emporia State University

Lickteig, Amanda — Emporia State University

Lickteig, Seth — Emporia State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/5/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership **Session Chair:** Madkins, Tia

School Leaders' Broadening Participation Efforts: Leadership Practices to Support Equity-Focused STEM Teaching and Learning

In this paper, we discuss school leaders' equity-focused leadership practices and how that contributes to (or not) broadening participation efforts within STEM education. Using a comparative case study approach, we examine school leaders across states in the Midwest, South, and Northeast to explore their culturally relevant leadership practices. Study findings can inform research on school leaders' roles in equity-focused STEM education—specifically in schools serving predominantly minoritized students with attention to place and local communities.

Madkins, Tia — University of Texas at Austin

Marshall, Stefanie — University of Minnesota

Grooms, Ain — University of Iowa

Childs, Joshua — University of Texas at Austin

How Does Teacher Perception of the Authenticity of Principal Feedback Relate to Change in Classroom Instruction?

We investigated how variability in the authenticity of the feedback teachers receive from principals trained to use the Ohio Teacher Evaluation System is related to teachers' intentions to make instructional changes. Analyzing data collected from 178 teachers in nine school districts, we found that evaluation feedback authenticity was a positive predictor of teachers' intentions to change instruction ($\beta=.092, p<.001$). We discuss the implications of this finding for future teacher evaluation policy, practice and research.

Sternberg, Bill — Creative Leadership Solutions

Goddard, Roger — Ohio State University

"Baila Conmigo" (Come Dance With Me) Mentoring Latina School Leaders While Harnessing their Cultural Wealth

This presentation highlights a critical discourse surrounding the issues, dilemmas, struggles, and micro-aggressions Latina leaders experience. The author identifies the unique mentoring needs of Latina leaders and will provide strategies that will assist them in finding their voice and developing the resiliency that is necessary for harnessing their leadership skills. This presentation will assist school organizations in utilizing the Latina's cultural wealth to lead diverse schools and promote justice centered school leaders.

Rodriguez, Sonia — National University

A Policy Case Study of the Deferred Action for Childhood Arrivals

The purpose of this study is to examine the DACA program as a case study by focusing on the significance of the development of the directive and determine the key stakeholders' primary motivations and the measures they pursued to accomplish. This roundtable postulates issues surrounding DACA towards immigration reform.

Sun, Marcia — Oklahoma State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/5/2022 / **Room:** Waikoloa 1
Session Topic: Reading Education - Workshop **Session Chair:** Arriaga, Teresa

FELA: An Approach for Maximizing Reading Growth Through Family Engagement

This workshop will focus on teaching participants the six-step Family-Educator Learning Accelerator (FELA) method to increase reading outcomes by increasing family engagement at home and school. The Family-Educator Learning Accelerator (FELA) has been used by thousands of educators, families, and students across the nation to improve school-home collaborations to improve students' reading outcomes in grades PreK-3rd. This relationship-building methodology equips educators with the knowledge to inspire, empower, and coach families to be at-home reading coaches.

Arriaga, Teresa — Springboard Collaborative

Leung, Robbieana — Springboard Collaborative

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Gardner, Jennifer

The Confusabet: Building Empathy and Understanding in Preservice Elementary Teachers

Preservice elementary teachers need to understand the depth and rigor of learning to read in grades K-2 so they can teach with empathy, as well as how foundational reading instruction practices facilitate reading development in K-2 students. This study presents research on how teacher educators can use an embodied activity called the "Confusabet" to remind preservice teachers of the complexity and difficulty in learning to read, as well as how instructional best-practices facilitate reading ability.

Gardner, Jennifer — Lewis-Clark State College

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Harris, Janeé Avent

Facing the Storm: Our First Faculty of Color Writing Retreat as a Microcosm for Being a Black Woman in the Academy

The paper session is based on the article, "Facing the Storm: Our First Faculty of Color Writing Retreat as a Microcosm for Being a Black Woman in the Academy". The presenter will share themes from their experiences and provide recommendations for Black women scholars navigating tenure and promotion and share ideas for university administrators to provide institutional support. Audience members will engage in reflection and dialogue to leave informed and empowered.

Harris, Janeé Avent — East Carolina University

College Futures for Underrepresented Minorities

The College Futures Project, a partnership between a community college and a large Southern California school district, seeks to increase the number of students that participate in dual enrollment in high school. With a college education, people experience better health and income throughout their lifetime. Underrepresented Minorities are still distinctly under-represented in higher education spaces and fewer yet attain a bachelor's degree. Community colleges have an incredible opportunity to shift the attainment numbers of URM.

Dueñas, Miguel — East Los Angeles College

Gomez, Blanca — East Los Angeles College

Nava, Imelda — University of California Los Angeles

Nava, Marco — Los Angeles Unified School District

Results from the Transforming RN Roles In Community-Based Integrated Primary Care (TRIP): Lessons Learned from Clinical Partners, Students, Faculty and the RN Work Force

The Transforming Registered Nurse (RN) Roles In Community-Based Integrated Primary Care (TRIP-now early in year four) curriculum is a federally funded research project that marries an innovative interprofessional (nursing, pharmacy and nutrition) undergraduate curriculum with RN workforce development. Having overviewed our implementation plan during a past HICE poster session (2019), we will share work in progress results and lessons learned in this interactive presentation.

Beebe, Lora Humphrey — University of Tennessee

Mixer, Sandra — University of Tennessee

Elliott, Lizanne — University of Tennessee

McCoig, Claire — University of Tennessee

Jarnigan, Gail — Cherokee Health Systems

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Rodriguez, Sonia

Social Emotional Learning in Higher Education Providing Directions and Support to our Future Leaders

This presentation will focus on the need for Social Emotional Learning in our high educational systems. Embedding SEL into our coursework will provide adult learners the experience needed to produce the courage, safety and confidence to shape their classrooms into an applicable SEL model of support for our PK-12 students.

Rodriguez, Sonia — National University

Rakich, Sladjana — National University

Morgan, Ronald — National University

Hernandez, Samuel — National University

Tsuda, Lily — National University

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kona 1
Session Topic: STEM Education - Workshop **Session Chair:** Peterson, Kirsten

Inclusive Instructional Design Strategies: Online Professional Development Activities that Engage Diverse Learning Styles

This hands-on workshop will demonstrate several key instructional design strategies used to create collaborative, engaging online learning activities for high school STEM teacher professional development. Presenters will showcase examples from a collection of online professional development projects/courses currently being offered for science and computer science teachers. Participants who bring a laptop or mobile device will have the opportunity to try out activities as learners and discuss potential applications in their local contexts/learning environments.

Peterson, Kirsten — Education Development Center

Goode, Joanna — University of Oregon

Chapman, Gail — Exploring Computer Science

Malyn-Smith, Joyce — Education Development Center

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kona 3
Session Topic: Curriculum, Research and Development **Session Chair:** Alsuwaida, Nouf

Using Canva for Teaching Online Course in Graphic Design in Saudi Arabia

For this session, the researcher will create an interactive Google Slides presentation to share the literature review, author experience, and recommendations for how to use Canva in teaching online art and design classrooms. The researcher also will create a handout with key concepts and questions to engage the session participants in a small group, and brainstorming activities.

Alsuwaida, Nouf — University of Ha'il

“Changing Diapers”: An Examination of 21st Century Seminary Curriculum 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 all three of 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

A Time to Teach Model for Classroom Management That Inspires, Motivates, and Engages Students

I will present Time To Teach which is an evidence-based classroom management model that provides all educators with practical, proven, and powerful strategies to increase student achievement in a positive learning environment. These strategies are research-based and embrace five core components that support what many esteemed researchers tell us are highly effective for teachers, administrators, and students. These components are Self-Control Strategies, Classroom Design Techniques, Teaching to Appropriate Behaviors, Accurate and Timely Consequences, and Student Teacher Relationships that engage and motivate student learning.

Harrison, Colleen — The Center for Teacher Effectiveness

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** LaFleur, Heidi

Soaring Balloons & Heavy Shackles: Helping the Most Challenged Kids Soar

Trauma manipulates a child's whole world and practicing our perspective can assist in a child's journey to reclaim livelihood. This powerful workshop, based on real life experience, provides over 10 practical strategies to understand how our Actions, Words & Expressions (AWE) have a direct impact on the outcome of interactions with our students. All behavior is communication and our goal is deescalation above all else in order to keep our students regulated and soaring.

LaFleur, Heidi — Heidi with a WHY, Inc.

Time: 8:00 - 9:30 AM / **Thursday** - 1/6/2022 / **Room:** Queens 5
Session Topic: Early Childhood Education - Workshop **Session Chair:** Mitsch, Maryssa Kucskar

Family First: How to Create Powerful Partnerships with Families in High-Quality Inclusive Early Childhood Classrooms

This workshop will focus on building relationships with families of students in high-quality inclusive early childhood classroom environments. Throughout the workshop staff and teachers, will learn how classroom arrangement, material choice, language, and communication all influence family involvement. Teachers and staff will learn strategies to use to create inclusive classrooms where families trust the school environment and feel welcome and comfortable. Creating meaningful partnerships with families will help students succeed both academically and socially.

Mitsch, Maryssa Kucskar — San Francisco State University

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

Krasch, Delilah — University of Nevada, Las Vegas

Filler, John — University of Nevada, Las Vegas

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kings 1
Session Topic: Teacher Education - Workshop **Session Chair:** Skaggs, Paul

Sketchnotes: The Power of Visual Note Taking

Sketchnoting has become popular in both in academia and industry in the last few years as a methodology to increase comprehension, develop listening skills, and improve memory. Sketchnoting is a process of adding visuals to notes in a systematic way in order to reinforce information and to push to think about the information in a new way.

Skaggs, Paul — Brigham Young University

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Piquemal, Nathalie

Classroom Incivility in Higher Education: Faculty Perspectives on gender, Race, and Indigeneity

Based on 20 semi-structured interviews with faculty members from a mid-size university in Western Canada, this presentation offers an examination of Faculty's experiences and perceptions of classroom incivility, with special attention to race, gender and indigeneity.

Piquemal, Nathalie — University of Manitoba

Chinese International Student Support During a Pandemic: Challenges and Opportunities

At present, China is the largest sending country for international students in the United States & largest sending country in Canada for university students. Support and outreach for Asian students, particularly those who are international students, require mental health/wellness support and services in high schools and in colleges. This qualitative study explores Chinese international student support in secondary, undergraduate, and graduate spaces during the COVID-19 pandemic through interviews and open-ended surveys.

Saito, Lorine Erika — National University

The Hidden Repercussions of Microaggressions on Individuals in Higher Education

Although higher education institutions have engaged in efforts on diversity, equity, and inclusion, members of marginalized or excluded groups on-campus experience microaggressions on a daily basis. The literature also discusses how the act and the effect of microaggressions perpetuate the systems of oppression in place, protecting privileged groups status and limiting the opportunities and access to resources to groups of the population considered undeserving based on their cultural identities [1-3] and hierarchy status.

Rosa-Dávila, Emarely — Texas Woman's University

Dissertation Dialogues and Doctoral Identity

The authors advance the use of dissertation dialogues among doctoral students as an approach for developing doctoral identity.

Voss, Stephanie — Pepperdine University

Hyatt, Laura — Pepperdine University

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Workshop **Session Chair:** Foster, Susan

Strong Online Communities of Inquiry: Increasing Engagement and Reducing Online Disinhibition Effects

More and more, online communities of inquiry have become necessary and popular and are accompanied with the need for knowledge and skills to address challenges that arise. In this presentation, participants will explore the neurocognitive underpinnings of online disinhibition, explore how online disinhibition impacts the community of inquiry, and explore creative ways to neutralize online disinhibition, build strong communities of inquiry, and increase engagement in higher education.

Foster, Susan — The Chicago School of Professional Psychology

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Lee, Cliff

Code for Power: Using Critical Computational Expression to Demystify, Challenge, and Reimagine Computer Science

Over the past decade, numerous policies and initiatives have pushed for broadening Computer Science education participation amongst girls, Black, and Latinx communities, but recent studies have shown that these efforts are stymied by institutionalized systems of white supremacy and patriarchy. Our research in an out-of-school media production organization have demonstrated that utilizing a critical computational expression approach with a production-centered curriculum that forefronts sociopolitical awareness, computational thinking, and creative expression has led to high levels of engagement, skill development, interdisciplinary understandings, and applied knowledge in multiple contexts.

Lee, Cliff — Mills College

Serving Low-income and Minority Students through Recruitment and Retention in Elementary STEM Fields

The presentation is about how the Title V grant has been implemented and support systems the college of education provided to teacher candidates in Elementary Education STEM fields.

Lynx, Koray — Heritage University

Magana, Margarita — Heritage University

Terjeson, Kari — Heritage University

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kona 3
Session Topic: Curriculum, Research and Development - Panel **Session Chair:** Ramirez, Joseph

Direct and Remote Education Access Model (DREAM): A Mixed-Methods Study With Middle School Students.

The authors developed a model focused on early psychoeducation intervention and explored its effectiveness among middle school students. The program evaluation of the pilot program utilized a mixed-methods approach to discuss the results and the impact of the model on a vulnerable population.

Ramirez, Joseph — Alliant International University

Anes, Teresa — Alliant International University

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Kona 4
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Jorgenson, Jennifer

Reconceptualizing Trauma, Resilience, and Climate Change Education in the Age of Overwhelm: A Workshop for Education Professionals

This interactive workshop provides educators with a cross-disciplinary framework for teaching about climate change, addressing trauma, and building resilience without adding to overwhelm. The workshop features an expanded conception of trauma based on social-ecological systems theory, new ways of thinking about climate change education based on the principle 'do no harm', pedagogical strategies for grounding students and self in nature, and time for participants to experience trauma-informed interventions used in schools and classrooms.

Jorgenson, Jennifer — University of Vermont

Jorgenson, Simon — University of Vermont

Time: 9:45 - 11:15 AM / **Thursday** - 1/6/2022 / **Room:** Queens 5
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Ruby, Susan

Conducting Program Evaluations in Multi-Tiered Systems of Supports: Strengthening ESSA Investments

Our workshop will present a model for conducting program evaluations in multi-tiered systems of supports (MTSS). Participants will learn how to link program evaluation results to continuous improvement efforts. We will demonstrate how to conduct needs assessments, formative and process evaluations (including logic models), and outcome evaluations. We will provide resources for participants to take steps for addressing gaps in implementation in their schools.

Ruby, Susan — Eastern Washington University

Waldron-Soler, Kathleen — Eastern Washington University

Islam-Zwart, Kayleen — Eastern Washington University

Poster Session

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Grand Promenade

The Diversity Stress Game

Managing stress is the increased self awareness of your personal reaction to stress and building your sense of control and mastery over the stressors in your life. Stress is an everyday fact of life. It is how you respond to these experiences that determine the impact stress will have on your life. This presentation will provide an experiential creative activity along with reflection and feed back.

Jones-Trebatoski, Kathleen — Private Practice

Chiles, Tracy — Texas State University

A Head Start on Science Professional Development Workshops

Research clearly demonstrates the value of early childhood science education, but also the reality that science does not receive enough attention in early childhood classrooms. Many attribute this to teachers' views of science and of themselves as science teachers. This presentation describes a professional development workshop designed to help toddler and preK teachers appreciate science and increase their confidence in designing and implementing science experiences for their young children and shares data documenting its success.

Straits, William — California State University, Long Beach

How Can I Meet the Needs of All Learners? Teacher Retention and Best Practices for Effective and Efficient Scheduling

The number of educators leaving the field within the first five years presents a problem that requires attention in order to retain teachers and provide students with a quality educational experience. This presentation will provide strategies for developing teacher schedules and instructional groups for students with disabilities that allows for common planning, job embedded professional development and collaboration with other educators to increase the effective delivery of services resulting in increased outcomes for students.

Friend, Jinni — University of South Carolina

Stahl, Mary Margaret — University of South Carolina

Early Intensive Behavioral Intervention (EIBI) for Children with Autism Spectrum Disorders (ASD)

This poster presents a meta-analysis of EIBI-focused studies published between 2000 and 2018 that investigates the effectiveness of EIBI on the core symptoms of children with ASD. EIBI is characterized by an early implementation (from birth to three), high intensity (20 to 40 hours a week), and a long duration (at least a year and a half). The results and recommendations for future research are provided at the end of the poster.

Alnahari, Maram — Duquesne University

Huang, Ann — Duquesne University

The Future of Study Abroad Programs Past COVID-19: Can Global Virtual Programs Provide Global Competence Development for Students?

Discussion will focus on how institutions of higher education addressed study abroad and other global learning opportunities during the 2020/2021 COVID-19 pandemic. Special attention will be given to virtual study abroad and global internships, and how these specific programs affected areas of student personal development: cognitive, intrapersonal, and interpersonal in a multicultural environment. Discussion will be led to share and compare preparedness of students for the post-pandemic world as they prepare for the global workforce.

Ozkul, Pavla — University of South Florida
Ozkul, Seckin — University of South Florida

The Role of Narrative Reading and Empathy in a Non-Reading Undergraduate Psychology Course

Longitudinal data indicate undergraduate students in the United States read less, demonstrate fewer interpersonal skills and lack empathy compared to previous generations. Research has demonstrated that reading fiction increases empathy. We hypothesized that reading a book, because of the length and time spent engaged with the material, would increase empathy over the semester. Our hypothesis was not confirmed; empathy decreased among students over the semester.

Worthy, Lisa Degiorgio — Glendale Community College
Reed, Karen — Glendale Community College
Re, Kelly — William James College

Thinking and Acting Across the Ponds: Glocalized Intersections of Trepidation, Neoliberalism, and Possibilities for 21st Century Teacher Education

We argue that from a glocal lens (global and local) the dynamics working against the preparation of teachers are multifaceted, locally significant, and globally consistent. Two relevant areas we take up in this piece, which resonate in our local contexts with global reach and consistency are: 1) internal university resistances and fighting over funding, status, and role and 2) over-reliance on market-economies that depend on cheap labor fueled by nationalism, neoliberalism, and xenophobia.

Varner, Kenneth — University of Nevada, Las Vegas
Schrader, PG — University of Nevada, Las Vegas
Gerlach, David — University of Wuppertal
Markides, Jennifer — University of Calgary
Ladd, Sophie — University of Nevada, Las Vegas

Development of Career Education Program for Sustainable Community on Remote Island in Japan

The purpose of this study is to make the remote island of “Tanegashima” in Japan, which is expected to have a declining birthrate and an aging population, sustainable. In order to achieve this, we aim to develop a career education program for junior high and high school students, who will be the future leaders of their local area, to enable them think about their future and that of their hometown at the same time.

Yatagawa, Rumi — Shibaura Institute of Technology
Kurishima, Hideaki — Shibaura Institute of Technology

To Include or Not Include: The Story of Antisemitism

This past year our nation has seen a rise in reported incidents of antisemitic hate crimes. At the same time our universities have been responding to the Black Lives Matter Movement by introducing curricular changes, new required course and adjustments in first year experiences. But not many of these include antisemitism. This poster will explore this phenomenon and introduce the complexities of antisemitism as an aspect of diversity, equity and inclusion in higher education

Shultz, Norah — San Diego State University
Gomez-Fuentes, Daisy — San Diego State University

Impact of a Before-School PA Program on Students’ SEL and Energy

The study’s purpose was to investigate the impact of a before-school fitness-based PA program on students’ social and emotional learning (SEL). Participants included 85 students from a middle school. Students (n = 33) who participated in the 6-week program self-reported a significantly higher SEL score compared to students (n = 52) in the control group. Furthermore, students reported, on average, feeling sleepy and still before the session and feeling focused and purposeful after the session.

Ciotto, Carol — Central CT State University
Fede, Jacquelyn — University of Rhode Island
Fede, Marybeth — Southern CT State University
Goh, Tan Leng — Central CT State University

Physical Activity and Cognition through the Lifespan: The Mind-Body Connection

Want to be healthier, happier, and smarter? Learn to feed your brain regularly with physical activity. The physical, mental, and social-emotional benefits of movement throughout the lifespan along with compelling information and effective strategies to understand the role physical activity plays on cognition will be shared. Discussion will focus on a comprehensive physical activity program the authors have created and will implement in Connecticut schools, workspaces, senior centers, and nursing homes.

Ciotto, Carol — Central CT State University
Fede, Marybeth — Southern CT State University

Faculty Professional Development for Emergency Remote Teaching in Higher Education

In this roundtable presentation, we describe and reflect on how three professional development courses at a Midwestern higher education institution were implemented during the Covid-19 pandemic. The courses focused on flipping a remote classroom, small teaching online, and engaging students in online learning. We discuss the development, management, and participant reactions to the courses, and conclude with some suggestions for future faculty development courses.

Goodell, Joanne — Cleveland State University
Koç, Selma — Cleveland State University

A Cross-Disciplinary Comparison of Portfolios for Student Success

The idea of a portfolio project has been long established in some disciplines but lacks universal appeal as a capstone experience for students. The success of portfolios in two distinct programs is discussed in terms of objective criteria, including graduation rates and time to graduation, and more subjective assessments by students regarding the usefulness in juxtaposition to traditional discipline-specific learning. Reviews of portfolios across the two programs illustrates variability in design and universality of essential elements of a quality distillation of one's knowledge, skills, and abilities for showcasing

Warren, Christopher — California State University, Long Beach

Wechsler, Suzanne — California State University, Long Beach

Le, Bridget — California State University, Long Beach

Can Students' Executive Functioning Help Them Adapt to Their Behavior Problems?

Children with behavior problems are faced with important consequences. For instance, it could lead to poor academic performance, suspension, expulsion and school dropout. However, executive functioning was found to play a key role in the development of behavior problems and to be of great importance in the daily task, which raise the question, can executive functioning help students with behavior problems adapt? The results indicated that better executive functioning allows for a better adaptation in terms of students' behavior problems, school performance, their alcohol, cigarette and drug consumption, and social skills. Moreover, working memory in particular was found to be a significant protective factor. The present study provides important contributions for schools' curriculum and educational psychology professionals.

Santacroce, Cynthia — University of Sherbrooke

Lapalme, Mélanie — University of Sherbrooke

Letarte, Marie-Josée — University of Sherbrooke

Déry, Michèle — University of Sherbrooke

Nationality Differences In The Relationship Between Career Decision-Making Profiles And Career Decision-Making Difficulties: Comparison of Korea and U.S Samples

The purpose of this study is to investigate how students' career decision-making profiles(CDMP) affect Korean and U.S. university students career decision-making difficulties. The subjects were 115 college students in Korea and 103 college students in the U.S. The results of this study imply ways of reducing career decision-making difficulties and increasing the career decision-making profiles effective.

Yunkyung, Au — Kongju National University

Eunjin, Bae — Kongju National University

Examining the Development of Science Identity and Sense of Belonging Among Underrepresented Minority STEM Students Participating in the METRIC Program.

The purpose of this study is to examine how participation in a scholarship program which was designed to support student success influenced the development of science identity and sense of belonging among underrepresented STEM undergraduate students. Focus groups, interviews and surveys were conducted with program participants. Preliminary findings indicate that students reported an increase in science identity and sense of belonging as a result of participating in the program.

Galvez, Gino — California State University, Long Beach

Berg, Madeline — California State University, Long Beach

Stoll, Emily — California State University, Long Beach

Giang, Michael — California State Polytechnic University, Pomona

Chang, Jen-Mei — California State University, Long Beach

How does Elementary Mathematics Specialist Program Influence Teachers' Knowledge, Beliefs, and Instructional Practices?

In this poster, we investigate the difference of Elementary Mathematics Specialist (EMS) teachers and their peers. EMSs showed significantly higher scores in mathematical knowledge for teaching, beliefs and attitudes related to mathematics teaching and learning, and teaching practice. The results of the path analysis showed that there were two primary paths through which EMS status influenced instructional practice.

Yeo, Sheunghyun — University of Alabama

Shim, Hyejin — University of Missouri

Visual Modeling: Examination of Relationship between Unaligned Assignment and Assessment

Learning activities have been created to promote student learning and engagement in the classroom. Many studies showed the effectiveness of learning interventions through statistical analysis of pre and post scores. But little research is focused on the learning outcomes when interventions and assessments are grounded in different theories. This paper examines the patterns that emerge from quantitative analysis when the course assignments and assessments are not aligned.

Zhang, Siqi — Texas A&M University

Comparing Elementary Math Specialists Beliefs and Practices with their Peers

In this presentation we will share specific beliefs that Elementary Math Specialists (EMSs) hold which differ from their peers. Furthermore, we will look at how those beliefs are related to reported and observed teaching practices.

Stewart, Maria — University of Missouri

Webel, Corey — University of Missouri

Confronting Misperceptions: Undergraduate Elementary Teacher Candidates Uncover Their Beliefs Toward Homeless Students

To reconstruct the perceptions about homeless students, an elementary education professor implemented a community-based semester-long field experience at the city's homeless shelter for families for six semesters. This presentation will address the findings of this research which documented the benefits of providing experiences that focus on formal and informal learning and allow undergraduate teacher candidates to work closely with struggling at-risk homeless students and their families.

Zelenka, Valerie — Fort Hays State University

Cultivating Educator Efficacy Through Co-Teaching: Positively Impacting the Lives of Students with Disabilities

With a continued emphasis on inclusive practices and an increase in student diversity, schools face the hurdle of providing services to students with disabilities, and all students, that are universal, effective, and least restrictive. Co-teaching is a model that emphasizes collaboration and communication among all members of an educational team – general education, special education, paraeducators, school counselors, and other education specialists- to meet the needs of all students. his presentation will address effective classroom co-teaching practices.

Zelenka, Valerie — Fort Hays State University

An Exploration of Stress Factors and Technology Use Related to Divorce During the USA Covid Pandemic

This study looks at the role that stress factors and technology played for individuals experiencing divorce during the Covid-19 pandemic. Potential uses of educational technology include, counseling, legal filing, support groups and even dating services.

Tyler-Wood, Tandra — University of North Texas

Cockerham, Deborah — University of North Texas

COVID: Cheating Online Virtual Ignorance & Dishonesty

Our presentation highlights the quantity of admitted cheating within courses by students during the pandemic and how their lack of integrity can ultimately negatively affect their future career. We offer data that highlights improved GPA's, but an overall drop in knowledge within their discipline.

Henke, Scott — Texas A&M University-Kingsville

Fedynich, Alan — Texas A&M University-Kingsville

Fedynich, LaVonne — Texas A&M University-Kingsville

A Comparative Study of Teachers' Involvement at Mealtimes in Nursery Schools in the United States and Japan

I conducted an observational study of mealtimes in nursery schools in the United States and Japan to identify the differences during mealtimes. The result revealed that whereas Japanese nursery teachers 'feed' children who are reluctant to eaters, American counterparts do not; and whereas in Japan all the food is served and laid out before the start of the meal, in the United States, the food is served while the children are still eating.

Senoo, Tomoko — Akita University

Advising With a Side of Fries: Customer Service, Training, and Efficiency Lessons From the Fast-Food Industry

Since advising shares similarities to customer service entities, this research will educate attendees on viewing advising through an experience that many individuals have encountered: fast food dining. Using analysis of efficacy and training research in fast-food compared to real world experience in a fast-paced advising center, this research will educate attendees on using a familiar experience, like ordering at fast-food restaurants, to review advising center processes, reinforce training methods, and improve overall quality of advising.

Fuller, Noel — Texas State University

Infante, Kristopher — Texas State University

Trauma and Self-Efficacy: Complex Factors Affecting the Learning Processes in Children

The research presented in this poster session explores the role of trauma and self-efficacy on the learning process in children. Specific attention is given to implications for classroom teachers and school systems. An in-depth review of self-efficacy measures is provided, and trauma informed systems change methods discussed within the context of ethnic and racial identity (Umaña-Taylor et al., 2016).

Woodside-Jiron, Haley — University of Vermont

A Hawaiian's Perspective on Educational Leadership: A Framework Developed Over a Lifetime of Deep Relationships with 'Āina and People

As an aboriginal Hawaiian educator from the island of O'ahu, a tenured-faculty member at the University of Hawai'i at Mānoa, and an educator and educational leader at various levels for over 25 years, I share an evolving Hawaiian educational leadership framework developed over a lifetime of deep relationships with 'Āina (land) and people. Traditional and personal stories will be told to help highlight the key tenets of the framework.

Cashman, Kimo Alexander — University of Hawai'i at Mānoa

Communicating for Collaboration: Reinforcing Teamwork through Complicated Interactions

Communication is an essential skill for teamwork in any setting or discipline. Practical training and education efforts are needed to provide students and practitioners with opportunities to learn and apply communication skills in differing situations. The purpose of this proposal is to describe an innovative and engaging instruction technique used to analyze communication dynamics during a complicated teamwork activity. A brief overview of the activity, learning objectives, teachable moments, and guidance for facilitated discussions will be described.

Smith, Matthew Lee — Texas A&M University

Guinn, James — Texas A&M University

Merianos, Ashley — University of Cincinnati

Comparative Analysis of the Factors Affecting Among Korea and Taiwan Youth's School Experiences and Out-of-School Experiences on Citizenship

This study compared and analyzed the influence factors of Korean and Taiwanese adolescents' school experiences and out-of-school experiences on civic consciousness in order to encourage and cultivate civic consciousness among Korean adolescents. According to the results of this study, in order to inspire and nurture the citizenship of Korean youth, it is necessary to pay attention to more active social participation activities, efforts to foster parental citizenship, and careful selection and use of media.

Lee, Sang Ok — Chungnam National University

Kim, Ha-Ni — Chungnam National University

Bae, Seon Hui — Chungnam National University

Moon, Hee Jeong — Chungnam National University

Inclusion of Students with Special Needs in High School in Riyadh, Saudi Arabia: An Initiative Using Social Media

In Saudi Arabia, inclusion is perceived as the end goal and it means that students with disabilities at the high school are equally educated in the same classroom with their peers who do not have disabilities. As a special education advocate, using social media, I want to raise awareness about this issue amongst different stakeholders including government officials, teachers, school principals and other decision makers to provide more support and resources for high school teachers in Riyadh, Saudi Arabia. This Presentation will allow me to discuss the issue with educators and participants of the conference that will lead to fruitful discussions.

Alhudaib, Suhaila — Concordia University Chicago

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Kohala 1
Session Topic: Higher Education **Session Chair:** Schiffecker, Sarah

Coming of Age in Dual Enrollment – The Female Underage Experience on U.S. College Campuses

This paper will explore experiences of objectivation of minor females participating in dual credit or early college programs on U.S. college campuses. With most research on dual credit focusing on the positive outcomes, as well as potential challenges of granting high school students access to college level education, this study will make a valuable scholarly contribution to how we can make U.S. college campuses safer for everyone.

Schiffecker, Sarah — Texas Tech University

García, Hugo — Texas Tech University

Herridge, Andrew — University of Southern Mississippi

Best Practices in Online Doctoral Instruction

The relevance of best practices in online doctoral instruction has been highlighted because of the COVID19 pandemic. The student learning experience online is different from a face-to-face instructional environment, and instructors needed to use different instructional strategies to support online learning and collaboration. Five themes emerged from the research on best practices in online doctoral instruction and provide clear guidance to professors wishing to improve their instruction in the virtual classroom.

Schumacher, Jane — University of Phoenix

Graduate-to-undergraduate Student Peer Mentoring: Ameliorating the Academic, Personal, and Social-emotional Impact of the Pandemic

This presentation examines the effects of graduate-to-undergraduate student mentoring on students' academic/personal/social-emotional experiences at a southwestern US Tier-1 university during the pandemic. Qualitative study findings highlight program benefits as organic relationship building, multi-faceted support, reciprocity, and personal/professional student growth. Among challenges illuminated are time/effort commitments, technological issues, Zoom fatigue, privacy issues, and complexity of life during the pandemic. Conclusions point to the ameliorating effects of student-to-student mentoring in times of crisis such as COVID-19.

Zou, Yali — University of Houston

Curtis, Gayle — University of Houston

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Kohala 2
Session Topic: Higher Education - Panel **Session Chair:** Lambert, Charles

COVID-19 Teacher Education: Lessons Learned Propelling Us Forward

COVID-19 raised multiple questions and challenged our core pedagogical beliefs about the delivery of our traditional face-to-face teacher preparation program. Through the experience of adapting to a synchronous and asynchronous on-line program faculty found that many of the emergency systems implemented, not only benefited the structure and delivery of the program, but also benefited students seeking special education certification.

Lambert, Charles — Western Washington University

Coulter, Gail — Western Washington University

Robinson, LeAnne — Western Washington University

Perzigian, Aaron — Western Washington University

Hart, Jeffery — Western Washington University

Foreman-Murray, Lindsay — Western Washington University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Kona 1
Session Topic: STEM Education **Session Chair:** Stohlmann, Micah

In-service Teachers' Development of Mathematical Modeling Understanding

This study investigated in-service teachers' understanding of mathematical modeling and how these understandings changed throughout a master's level class focused on functions and mathematical modeling. Essential elements of mathematical modeling were used to ascertain the extent to which the teachers developed understanding of mathematical modeling. The teachers had incomplete understandings at the beginning of the course but progressed to a more complete understanding of mathematical modeling.

Stohlmann, Micah — University of Nevada, Las Vegas

The Case for Noticing in a Technology-Enhanced Algebra I Classroom

Classroom Connectivity Technology (CCT), which allows students and teachers to exchange information wirelessly, has several features that have shown to impact student achievement (Pape et al., 2012; 2013). Students in the technology-enhanced CCT classrooms outperformed students in business-as-usual classrooms on the End of Course (EOC) results in Algebra I. In this presentation, we will examine five, 90-minute class sessions to understand the teacher's behaviors in the technology-enhanced classroom with a focus on how the teacher supported student noticing of the dynamically linked symbolic and visual representations to build knowledge of quadratic equations.

Pape, Stephen — Johns Hopkins University

Gunpinar, Yasemin — St. Catherine University

Bell, Clare — University of Missouri – Kansas City

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Kona 4

Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Pickens, Bryon

Hardiness & Coping Behaviors: Understanding How Students Manage Stress

The researcher will present the results of a study investigating the relationship between coping behaviors and personal hardiness. Participants will learn about coping behaviors in college students as well as the the components of hardiness (commitment, control, and challenge) and how coping behavior can be used to predict student hardiness. Additionally, the presentation will discuss the practical implications for the research within higher education, and ways the concepts may be applied.

Pickens, Bryon — The Chicago School of Professional Psychology

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/6/2022 / **Room:** Queens 5

Session Topic: Elementary Education - Workshop **Session Chair:** Stramel, Janet

Edpuzzles: A Focus on Teaching Elementary STEM

This presentation is the continuation of a 100Kin10 Foundational Math Project that explored giving teachers the tools needed to be successful at teaching STEM to all students. We will present the "Principles of Effective STEM Teaching for ALL Elementary Students" and the video series that provides opportunities for reflection on high quality integrated STEM teaching practices by showcasing the six 'Principles of Effective STEM Teachers.'

Stramel, Janet — Fort Hays State University

Wambold, Kristina — Educational Service District 112

Uy, Fred — California State University

Pallett, Lisa — Notre Dame of Maryland University

Lopez, Elena — California Science Center

Stith, Toni — Carnegie Science Center

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