

Welcome to the Twenty First Annual Hawaii International Conference on Education



Aloha!

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

This year we have more than 1200 participants representing more than 55 countries. Thank you for joining the 2023 Hawaii International Conference on Education!

The 2024 Hawaii International Conference on Education is tentatively scheduled for early January 2024. Please check our website in February for more details!

<http://www.hiceducation.org>

Email: education@hiceducation.org

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

Registration Hours:

January 2, 2023 (Monday)	6:00pm - 8:00pm
January 3, 2023 (Tuesday)	7:00am - 4:30pm
January 4, 2023 (Wednesday)	7:00am - 4:30pm
January 5, 2023 (Thursday)	7:00am - 4:30pm
January 6, 2023 (Friday)	7:00am - 1:00pm

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

Concurrent Session Times:

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

Session Chairs are asked to:

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

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

Poster and Round Table Sessions:

All Poster Sessions will be held in the **Coral III Ballroom**. 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.

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** only. The wireless Internet SSID is “**HICattendee**”. Password: **HAWAII2023**

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)

1/3/2023	Tuesday	7:00 AM – 9:00 AM	Coral III Ballroom
1/4/2023	Wednesday	7:00 AM – 9:00 AM	Coral III Ballroom
1/5/2023	Thursday	7:00 AM – 9:00 AM	Coral III Ballroom
1/6/2023	Friday	7:00 AM – 9:00 AM	Coral III Ballroom

Additional breakfasts for guests are available for \$50(per day) at the registration desk.

Coffee Breaks:

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

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

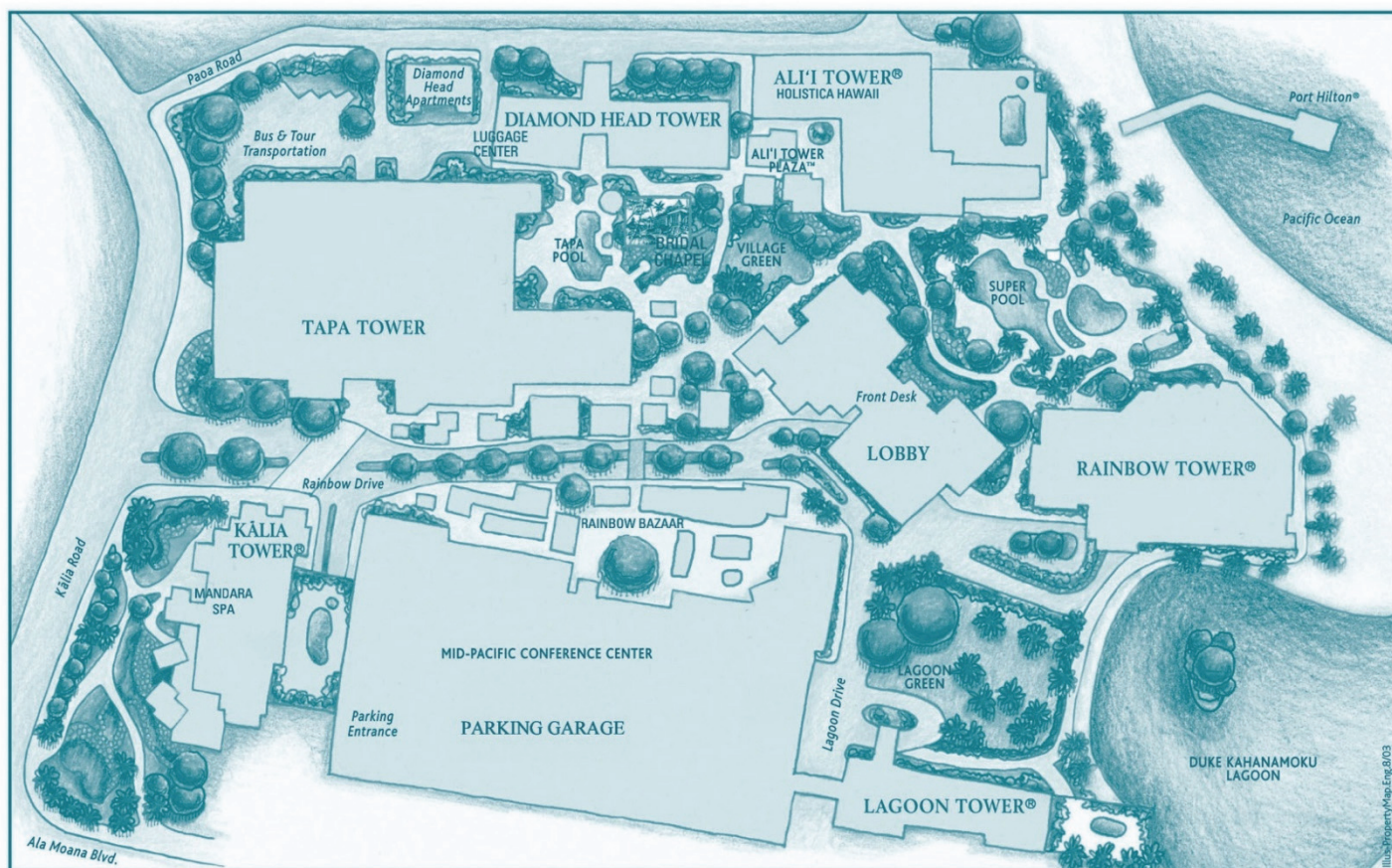
Audio/Visual Equipment:

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

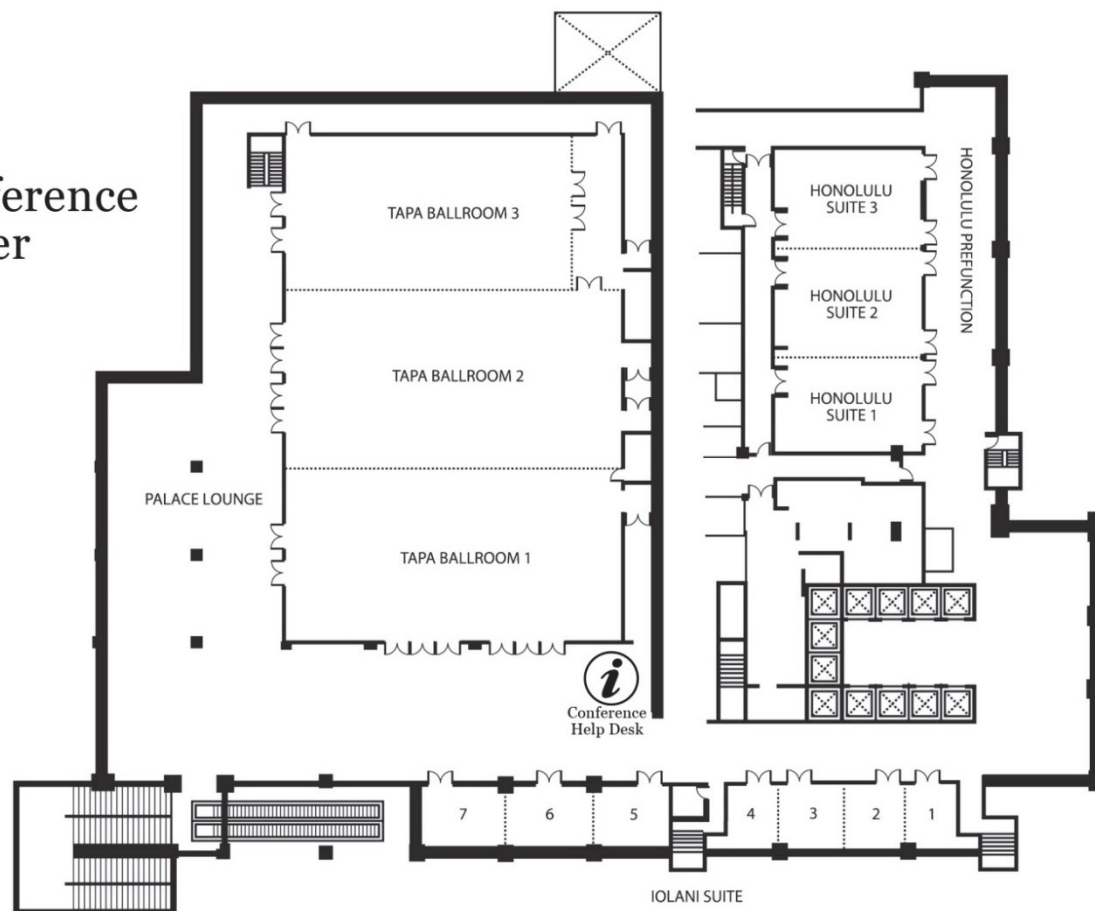
- ✓ Video Projector
- ✓ Speakers
- ✓ Standard HDMI Cable for laptop hookup with adaptors for Display Port, USB-C, and MacBooks

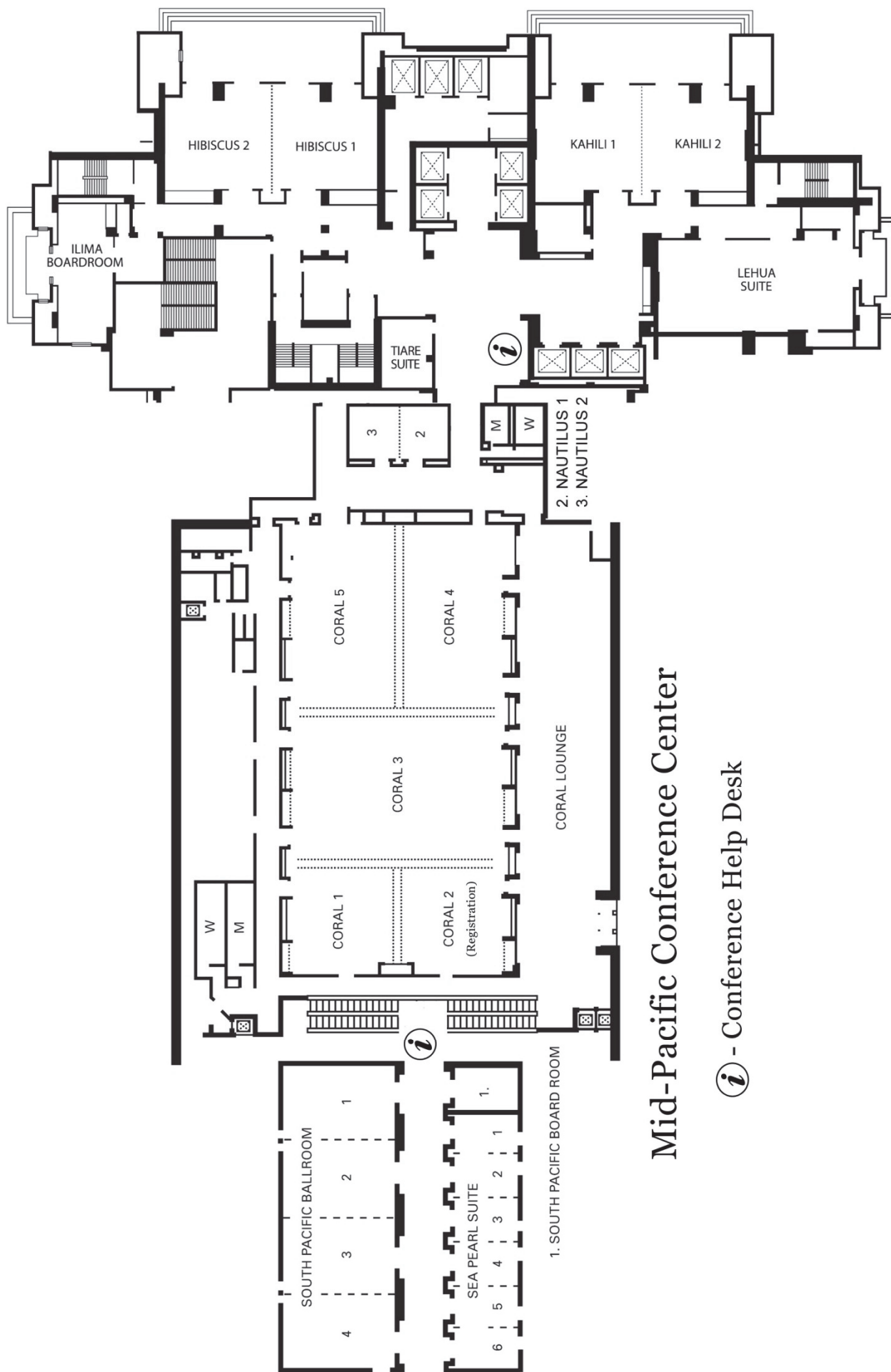
Please note that **Internet access is NOT provided** in any of the presentation rooms.

HILTON HAWAIIAN VILLAGE® BEACH RESORT & SPA



Tapa Conference Center





Mid-Pacific Conference Center

i - Conference Help Desk

Kalia Tower

Keynote Address

Time: 11:30 AM - 1:00 PM / **Wednesday** - 1/4/2023 / **Room:** Coral 3 Ballroom

KŪLANA & KULEANA

When one knows their role, one knows their responsibility

Kulana is one's station, rank, position, title, or role.

Kuleana is how that role is fulfilled along with all the details that speak to carrying out that responsibility, obligation, or duty

Life in Hawai'i prior to western contact was governed by one of the highest of terms, and that term is Aloha. Aloha was shared amongst all in society regardless of the plethora of stereotypical factors that often skew or slant western views and understanding of acceptance.

According to Kanaka worldview (a.k.a. Hawaiian culture), Hawaiians and other Polynesians had a built-in mechanism that was 1) inclusive 2) cognizant of diversity 3) replete with a pronoun that for centuries reflected an understanding of a gender binary beyond that of Kāne (male) and Wahine (female). Hawaiian culture utilized the adjective term Māhū to articulate the experience that some in this lifetime are blessed to have, and that is to be Māhū. Māhū were and remain, the children of parents, the grandchildren of grandparents and Māhū fulfilled roles in and throughout Hawaiian society to include but not limited to being caretakers, keepers of culture, mediators and bridge builders, historians and much more. Māhū continue to be respected, honored and some even revered in modern society because their greatness comes from what they do in this lifetime and how they serve others.

Listen on now to the words of Kumu Hinaleimoana Wong-Kalu as she shares more about KŪLANA & KULEANA.....Knowing your role to know your responsibility.

THAT IS THE HAWAIIAN WAY.



Hinaleimoana Wong-Kalu, a community leader and teacher of Hawaiian worldview and philosophy, a kumu hula, filmmaker, and community advocate on a range of issues including Āina based education, Hawaiian language, malama lwi kupuna as well as Mahu/Noho Aikane (LGBTQI) subject areas.

Born and raised on the island of O'ahu, she is fluent in 'ōlelo Hawai'i (Hawaiian language), has formally studied Tongan, Samoan and Tahitian languages and can communicate in several other

Polynesian dialects. Her life experiences include teaching at all levels of community learning, elementary, secondary and post-secondary teaching, working with elders and the larger island community, along with classes taught in Hawai'i's incarceration system. She is a Haku Mele (song writer/composer) whose composition received the Song of the Year award in 2020 and whose film work includes "Kapaemahu", an Oscar nominated animated short film. She is a graduate of the Kamehameha Schools Kapalama and a twice graduate of the University of Hawai'i at Manoa in Hawaiian Studies and Education.

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Panel **Session Chair:** Tours, Sara

Students' Perspectives of British Forest School in Rural Pennsylvania

Undergraduate students and faculty investigated the inception of a British Forest School approach at a rural private school in Western Pennsylvania. Elementary and middle school student perspectives on this teaching methodology were gleaned via student Polaroid photographs and written reflections. Themes and trends of the research will be shared by the student and faculty researchers.

Tours, Sara — Slippery Rock University
Zane, Linda — Slippery Rock University
Jordan, Jessica — Slippery Rock University
Nkana, Enoch — Slippery Rock University
Bucha, Paige — Slippery Rock University
Daniszewski, Morgan — Slippery Rock University
Ellis, Juliana — Slippery Rock University
Won, Hye Ryung — Slippery Rock University
Sciorilli, Sarah — Slippery Rock University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Essien, Idara

When Discipline is Disparate: Understanding the Experiences of Black Children through Teacher and Parent Perspectives

This presentation focuses on the experiences of Black Children and families in ECE through the associated lens of teachers and parents. This workshop is part of a larger study that focuses on racial microaggressions in early childhood education (preschool through third grade).

Essien, Idara — San Diego State University
DeJohnette, Michelle — California State Polytechnic University, Pomona
Wood, J. Luke — San Diego State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL **Session Chair:** Edwards, Michael

Japanese American History: A Short Course for a Japanese Junior College Seminar

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

On-line Dictionary Definitions: How Are They Different? Which Do Learners Prefer?

Several on-line learner dictionaries are available on the Internet. However, their definitions can vary with the types of words they use and how they define words. This presentation will show the quantitative results concerning the readability of definitions from on-line learner dictionaries and share the qualitative findings for the types of definitions learners prefer. At the end of the presentation participants will have a better understanding of which dictionaries might be best for their students.

Dilenschneider, Robert — Jichi Medical University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 4
Session Topic: Reading Education **Session Chair:** Watkins, Shawn

Integrating the Whole Science of Reading into Effective Literacy Instruction

Throughout the last several decades, reading educators have debated and investigated the best ways to teach reading. This has led to many theories and beliefs about what is best for learners. Currently, the Science of Reading theory has come to the forefront of literacy educators, yet there are misconceptions and confusions about what this means and how it fits into the elementary classroom. This session will focus on specific processes, strategies, and ideas for integrating the most current research in literacy into effective reading instruction.

Watkins, Shawn — East Stroudsburg University

Allen, Mary Beth — East Stroudsburg University

Using Multimodal Tools in a Virtual Book Club: Supporting Multilingual Latinx Adolescent Students

This presentation focuses on a study of multilingual elementary/middle school and university students participating in a virtual book club experience. The book club emerged in the summer of 2020 during the pandemic to stay connected to a group of students who attended the university's reading program and grew to include others. This study explored how and in what manner members negotiated literacy, multimodal tools and technology issues and positioned themselves in virtual spaces as readers.

Salas, Rachel — University of Nevada Reno

Family Involvement in Summer Learning Opportunities That Promote Literacy

Drawing on faucet theory, cultural capital, and bioecological theory, the research study examines to what extent does family involvement, in particular, the home literacy environment and literacy-based family-child interactions during the summer months vary by student demographics.

Aleman, M. Kirsten — Chick-fil-A Inc.

Young, Tamara — North Carolina State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Bechtel, Michael

The Growth of Educator Cohorts Using Educational Aquaponics Systems

Ioponics (Iowa Educational Aquaponics) is a cohort program where participants receive a complete aquaponics system and cross-curricular (NGSS, AFNR, and others) lessons. Over two hundred 40-gallon systems were placed in educational settings during 2021-2022. Ioponics integrates pre-service educators through lesson plan creation, system maintenance, and hands-on teaching activities. Current research involves: using direct current (photovoltaic), age-appropriate components (plastic tubs), reaching diverse audiences (blind libraries and residential facilities), and utilizing indigenous components (native fauna and flora).

Bechtel, Michael — Wartburg College

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Kahili 1
Session Topic: Business Education - Workshop **Session Chair:** Ketsa, Kimball

Enhancing Classroom Engagement by Practicing Socialization Strategies to Elevate the Student Learning Experience

Attendees in this interactive, socially-infused session will clearly identify ways to design lesson plans to encourage student socialization and engagement as well as examine barriers to student face-to-face social engagement. Participants will add to their teaching toolbox instructional strategies that encourages student socialization and increases engagement. Through active participation, attendees will learn new skills through practicing a, "flipped classroom" approach, closely analyzing how changing the lesson plan has an impact on student collaboration.

Ketsa, Kimball — University of Victoria

Van Buskirk, Christian — University of Victoria

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Panel **Session Chair:** Stansberry, Susan

Building University Capacity for Successful STEM Education Partnerships: 55 Years of Oklahoma State University's Stellar Journey with NASA

Oklahoma State University and NASA have partnered in providing K-20 students innovative, authentic STEM engagement opportunities for the past 55 years. We will share expertise regarding proposal writing for government contracts and cooperative agreements; project management, finance, and reporting; personnel and talent development; information technology and educational technology; and STEM education programming. We hope to collaboratively imagine and cultivate opportunities for 55 more years of STEM education partnerships with other interested conference attendees.

Stansberry, Susan — Oklahoma State University

Gaches, Toma — Oklahoma State University

Adams, Richard — Oklahoma State University

McCarty, Kim — Oklahoma State University

Casselman, Michael — Oklahoma State University

Brown, Amy — Oklahoma State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Lehua
Session Topic: Adult Education - Workshop **Session Chair:** Arrighi, Nicole Kendall

A+ Andragogy in Online Learning using NearPod

This presentation will demonstrate the features of NearPod and clarify how its use has changed how adult learners interact with digital instructional tools. The goal lies in retentive and engaging strategies support in andragogy principles that advocate for meaningful learning pathways in hybrid/online settings.

Arrighi, Nicole Kendall — Tennessee State University

Pirtle, Julian — Tennessee State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Panel **Session Chair:** Greenwood, Margo

Writing THE Indigenous Health Education Textbook: Reflections on Partnered Publishing Strategies and Editing Books to Educate Healthcare Professionals

This presentation focuses on the development of the National Collaborating Centre for Indigenous Health's (NCCIH) unique university-level textbook titled, *Determinants of Indigenous Health in Canada: Beyond the Social*. The textbook, primarily authored by Indigenous scholars, activists, artists, professionals, and educators (now in its 3rd edition) aims to educate future health care professionals, researchers, students and the public at large, on the multiple and intersecting determinants of health that continue to affect the health and well-being of Indigenous peoples across Canada.

Greenwood, Margo — University of Northern British Columbia

de Leeuw, Sarah — University of Northern British Columbia

Atkinson, Donna — University of Northern British Columbia

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education **Session Chair:** Dumouchel, Mélanie

Coherence between Teaching Practices in Oral Didactics and Classroom Management: a Collaborative Research to increase Student's Speaking Time

This communication will present part of our collaborative research which aims to co-construct, with primary school teachers (n=12), teaching practices to increase student's speaking time through the implementation of reflective's oral situation and consistent empowering classroom management practices. Indeed, this communication will pay particular attention to the integration of classroom management and oral didactics, considering them as inseparable, but above all, as one enhancing the other and vice versa when they are consistent.

Dumouchel, Mélanie — Université du Québec à Montréal

Sénéchal, Kathleen — Université du Québec à Montréal

Messier, Geneviève — Université du Québec à Montréal

The Effects of Mindfulness on Social-Emotional Learning

Youth Yoga Project partnered with Columbus Public Schools to engage in a yearlong Social-Emotional Learning Mindfulness Institute. Youth Yoga project provided the curriculum and monthly seminars to provide guidance and reflection opportunities for teachers. The teachers engaged their students in weekly mindfulness practices. Beginning and end-of-year data was collected to analyze the potential value of such practices for children and teachers in a school setting.

Creasap, Sally — Capital University

Learning by Storytelling: The Development of Effective English Activities for 3rd Graders Through Storytelling with Picture Books

The paper presents a series of effective English activities developed for 3rd graders whose native language is Japanese. The activities followed when telling a picture story include 1) interaction with the teacher, 2) ordering the pictures in sequence, 3) retelling the story, and 4) performing the story on stage. The results show that the activities can help the pupils to understand how to express themselves better in English within a given context.

Ono, Naomi — Seikei University

Tabuchi, Mayumi — Kyoto Koka Women's University

Augustine, Machi — Notre Dame Elementary School

Yoshimoto, Ren — Notre Dame Elementary School

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** McDonald, Lyn

Using Goal Setting to Support Self-Regulation in Student Teacher Learning

The role university supervisors play in promoting and supporting student teacher learning on practicum is important. In the research study which is described, some university supervisors excelled in their role through teaching the skills of self-regulation for example goal setting, while fostering the development of adaptive competence and self-regulation, integral components of being an effective teacher. The incorporation of these self-regulatory skills with student teachers needs to be central to learning in Initial Teacher Education.

McDonald, Lyn — University of Auckland

Becoming as the Tentative Nature of Teacher Identity: A Critical Poly-Ethnographic Dialogical Engagement

The process of becoming is a recognition of the tentative nature of one's identity as an educator. As a group of four experienced educators, administrators, and university professors through the process of polyethnographic dialogues, we consider how our ever-changing identities are being acted upon by education and educating, and the possible entailments that may be associated with preservice and practicing teacher training.

Markides, Jennifer — University of Calgary

Crawford, Kathryn — University of Calgary

Markides, Derek — Foothills School Division

Shergill, Shashi — Connect Charter School

Scrutinizing the Teacher Performance Expectations (TPEs) in California: Deconstructing Language Conceptions Through Raciolinguistic Lens

This presentation focuses on the analysis of California's Teaching Performance Expectations (TPEs) (CTC, 2016) and its language conceptions such as Academic English (AE) and Standard English (SE). Based on critical concepts from raciolinguistics (Flores & Rosa, 2015), a Poststructural Policy Analysis (PSA) (Bacchi & Goodwin, 2016) of the TPEs highlights tensions regarding monoglossic conceptions of language and underlying deficit perspectives on language diversity. Implications for future policy revisions together and other US contexts are discussed.

Muñoz-Muñoz, Eduardo — San José State University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 2
Session Topic: Academic Advising and Counseling - Workshop **Session Chair:** Diker, Ann

Lessons Learned and Best Practices from Running a Successful Scholarship for Disadvantaged Students (SDS) Program, Revolving Around Advising for Diverse Students in a Baccalaureate Program at a Four-Year Institute

The presenters received a \$3.2 million federal Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students (SDS) grant to implement the HRSA SDS Nutrition Scholars program. The program includes intrusive advising and supportive activities for diverse students from disadvantaged backgrounds. Everything from program successes, to challenges to recruit and retain diverse students, to best practices learnt during the process of running this program will be discussed, as evidenced by student and advisor feedback.

Diker, Ann — Metropolitan State University of Denver

Sandha, Prabdeep — Metropolitan State University of Denver

Sinley, Rachel — Metropolitan State University of Denver

Collins, Kaprice — Metropolitan State University of Denver

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 3
Session Topic: Educational Administration **Session Chair:** Hood, Shannon

A Multilevel Examination of the Relationship between Teacher Trust and Student Learning in Ethnically Diverse, High Poverty Schools

The purposes of this study were to estimate the relationship between teacher trust in clients and differences among schools student mathematics and reading achievement. The secondary purpose was to determine if school demographics predicted variation in teacher trust in clients. We found that trust in clients was a positive and significant predictor of mathematics and reading achievement and that the greater the level of poverty in schools, the lower the level of trust characterizing them.

Hood, Shannon — Lamar Consolidated Independent School District

Goddard, Roger — Ohio State University

Legal Literacy for School Administrators: Critical Issues and Contextual Considerations

This paper shares feedback from 193 surveyed Arizona school administrators who identified their preferred purpose and priorities for legal aspects training, while also addressing contextual considerations affecting legal literacy. These included contemporary critical issues, along with complex cultural challenges they predicted would emerge in the short-term. These insights and resulting recommendations are integrated in combination with inputs from a parallel group of 46 surveyed participants from the ranks of the Education Law Association (ELA) membership.

Hughes, Thomas — Northern Arizona University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 4
Session Topic: Educational Technology - Workshop **Session Chair:** Myers, Michael

Using Tech Tools to Teach with Integrity in 2023

Educational technology has enhanced and transformed how we teach and learn in an era of remote work and instruction. With just a smart phone, vast knowledge is now at our students' fingertips with the downside being that it can allow them 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: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Akridge, Vanige

Combating Deprofessionalization: How Women of Color Survive Higher Education

In terms of employment and leadership, positive changes have occurred for women. As women of color move into high-profile/executive positions, equality of treatment and pay continues to be a struggling demand. In addition to gender pay gaps, women of color are often faced with microaggressions, gaslighting, pigeon-holding, and high levels of deprofessionalization. This workshop will identify approaches and strategies to combat the HMI disadvantages for women and women of color namely, deprofessionalization, fatigue, and invisibility.

Akridge, Vanige — Alliant International University

Andersen, Tamara — Alliant International University

Jackson, Michelle — Alliant International University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Panel **Session Chair:** Hernandez, Sam

COVID Exacerbated Inequalities in Schools

This presentation will focus on school counselors' knowledge, motivation, skills servicing students during the COVID pandemic. In addition, this study will examine school counselors' motivational influences and stakeholder knowledge. Moreover, our study will provide adult learners SEL recommendations to support our PK-12 grade students.

Hernandez, Sam — National University

Morgan, Ronald — National University

Rodriguez, Sonia — National University

Rakich, Sladjana — National University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Holt, Brett

Establishing Lernfreiheit and Lerfreiheit to Challenge a Culture of Fear

The purpose of this presentation is to provide information on how fear generators inhibit academic freedoms. The presentation will provide an opportunity to share examples and provide recommendation for combating a "culture of fear" in the classroom.

Holt, Brett — University of Vermont

Online Faculty Development to Enhance Graduate Supervision and Student Success

Every graduate student deserves an excellent graduate supervisor. The Quality Graduate Supervision MOOC brings faculty from across disciplines together online to explore supervision practices, exchange strategies for building research relationships, enhance mentoring of academic writing, enrich their mentoring for diverse careers and embody balance in academic excellence and wellness. Online faculty development benefits graduate supervisors. Our research demonstrates effectiveness and impact of this online community of practice on faculty development.

Jacobsen, Michele — University of Calgary

Alharbi, Hawazen — King Abdulaziz University

Fraser, Shawn — Athabasca University

Reckseidler-Zenteno, Shauna — University of Calgary

Johnston, Sonja — University of Calgary

Supporting Student with Imposter Syndrome in Honor Education

Students in honors programs and colleges represent the most motivated and highest achieving students in higher education. Many students in honors settings suffer from imposter syndrome; a concern about being exposed as incompetent or incapable. Imposter syndrome increases in honors settings that are expanding the diversity of their students. We examine imposter syndrome in honors students, and describe ways to support high performing students with imposter syndrome within honors spaces in higher education.

Hilton, Jason — Slippery Rock University

Willford, Jennifer Anne — Slippery Rock University

Time: 8:00 - 9:30 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Abduljawad, Samah

Female Instructors' Perceptions of Teaching Male Students Under the Shadow of Saudi Cultures and Traditions in ESL Classrooms

Recently, the Kingdom of Saudi Arabia (KSA) allowed female teachers to teach male students, who are not accustomed to be taught by the opposite gender, in order to keep pace with the developments and requirements of the times. Therefore, the study aims to explore female English second language (ESL) instructors' perceptions of teaching male students and examine their efficiency of teaching the opposite gender under the restrictions of Saudi customs and traditions in ESL classrooms.

Abduljawad, Samah — Royal Commission Yanbu Colleges and Institutions

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Harrison, Colleen

Smart, Proven, and Dynamic Student Discipline and Classroom Management Strategies that Eliminate Challenging Student Behaviors and Elevate Student Engagement and Achievement

Classroom Management has been rated as the most important variable to building and maintaining a high achieving classroom. Time To Teach Classroom Management strategies have been proven to bolster student achievement, reduce discipline challenges, and generate positive learning environments. Educators will walk away with powerful strategies that researchers tell us work! These strategies are Self-Control, Classroom Design, Teaching to Appropriate Behaviors, Accurate and Timely Consequences, and Student Teacher Relationships.

Harrison, Colleen — Oregon State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Panel **Session Chair:** Dean, Yasmin

How Do Racialized and Gendered Educators and Administrators Navigate Equity, Diversity, and Inclusion Work in Post-secondary Education?

Universities across Canada have embarked upon institutional efforts to address equity, diversity and inclusion in learning, research and service. As an integral aspect of developing race and equity-conscious organizations, faculty members and administrators are asked to consider their own experiences with racism and group privilege. (Universities-Canada, 2022). In the panel session, four racialized, gendered faculty members and administrators, will critically reflect on experiences in navigating through intersecting identities, power and privilege in higher education

Dean, Yasmin — Thompson Rivers University

Srivastava, Rani — Thompson Rivers University

Lee, Yeonjung — Chung-Ang University & University of Calgary

Ngo, Hieu Van — University of Calgary

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL - Workshop **Session Chair:** Bhoola, Tracy

Infusing the Sustainable Development Goals (SDGs) in ESL Teaching and Higher Education

This workshop introduces how Sustainable Development Goals can be infused in higher education and how ESL teachers can strengthen the application of SDGs to ESL education and link purpose with impact. An SDG hyperdoc lesson will be presented along with showing a multi-disciplinary online SDGs-in-the-Classroom Toolkit that offers a dynamic suite of cross-disciplinary supports to mobilize knowledge and help teachers identify how their classrooms can welcome an inspiring and innovative SDG discussion, activity, or lesson.

Bhoola, Tracy — York University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Chorney, David

Give Children Their Wildhoods Back

This presentation is intended to highlight the benefits of student learning in the outdoors and allow all attendees to reflect on their own pedagogical practices and consider how they might provide more learning opportunities for children in the outdoors. Worldwide research will be shared as to how many countries incorporate outdoor learning for children. Additionally, practical ideas will be offered by the presenter on how to make teaching any subject more engaging and meaningful to students by planning more lessons for the outdoor environment.

Chorney, David — University of Alberta

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Farrell, Alice

School Culture and Climate – A Panoramic View on the Intersection of Vicarious Traumatization, Secondary Stress and Urban Trauma

Participants will learn principals of trauma informed approach. They will review school culture and climate best practices and gain understanding of the relationship between school culture and climate and educators' vicarious traumatization/secondary stress experiences and urban trauma. Unpacking and discussing participants observations, insights and exploration of nuances associated with each vignette/scenario will be integral to the learning experience. The interactive process will increase participants ability to transfer the knowledge to skill development and application.

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

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Kahili 1
Session Topic: STEM Education **Session Chair:** Hilgenkamp, Jennefer

How Does Pre-teaching of Vocabulary and the Use of Technology Increase Student Learning in Science

Understanding science vocabulary is one of the key components leading to student success in mastering science content. This study looks at the research surrounding pre-teaching vocabulary and the use of technology in a 6th grade classroom. The purpose is to further investigate and deepen knowledge of science vocabulary.

Hilgenkamp, Jennefer — Fremont Public Schools

Latina Girls and Parents in a Gardening Project Depicted through Narrative Photography

In an alternative presentation format, narrative photography of poignant and salient moments is used to depict a seven-week gardening project for Latina 5th/6th grade girls and their parents. Without spoken words, the images of the participants and their seed-to-harvest project and parallel garden-based-learning activities have potential to evoke aesthetic, emotional, and intellectual connections. Themes of culture, language, growth, parenting, renewal, childhood, nurture, life cycles, the environment and science may emerge in the subsequent discussions.

Cuevas, Lorenzo — Urban Farming Education

Rillero, Kim — Urban Farming Education

Rillero, Peter — Arizona State 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 microaggressions in the classroom, (2) the multidimensionality of the classroom context, and (3) self-advocacy. 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

Cover, Matthew — California State University, Stanislaus

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Kahili 2
Session Topic: Social-Emotional Education - Workshop **Session Chair:** Starr, Maxine Langdon

Dancing too Close to the Fire: Burnout Prevention for Related Service Providers in Schools

While much of the workforce lost the ability to work during the pandemic, related school-based service providers (e.g., SLPs and mental health therapists) had to immediately pivot to continue providing services to students via telehealth. Essential workers were never truly permitted to take time off to realize the mental and physical toll of COVID-19. This workshop will explore the signs and symptoms of related school-based service provider burnout and explore how to prevent educator burnout.

Starr, Maxine Langdon — UMass Global

Langdon, Henriette — San José State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Lehua
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Fortner, Kitty

Equitable Education: Experiences Voiced by Women of Color

When thinking about the systems that need to be dismantled, redesigned, reconstructed and reimagined to transform educational systems that have propagated structural racism, our team recognized a gap in the education of people of color, specifically women of color in doctoral programs. This presentation highlights the findings from interviews with women of color on their experiences in their doctoral programs.

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

Using Innovative Technology to Support Youth with Intellectual Disabilities to Form Healthy Relationships and Sexuality

This presentation addresses a quality improvement study which endeavored to educate youth with intellectual disabilities about healthy sexuality and relationships via innovative technology. The study also aimed to build the capacity of parents and service providers to support their youth. We developed, implemented, and evaluated five online modules (self-care; boundaries; sexual orientation and gender identity; relationships; and social media) held on tascc.ca. We will discuss the preliminary findings and the challenges of implementing this study.

Lokanc-Diluzio, Wendi — University of Lethbridge
Reilly, Sandra — University of Calgary
Cobb, Heather — Alberta Health Services

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 1
Session Topic: Human Resource Development - Workshop **Session Chair:** Brock, Tessa

Intentional Leadership Is No Longer Optional

Times have changed... life, students, and staff are different. However, leaders like you are Revolutionary... evolving into the Next Normal. You are interested and invested in the wellness of your staff, not only because it is what is best for their mental health, but because their emotional wellness will benefit your student's social-emotional success and academic outcomes. This session will strengthen how you lead – and change your staff's experience of being led by you!

Brock, Tessa — Tessa Brock Consulting

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 2
Session Topic: Early Childhood Education - Workshop **Session Chair:** Glass, Wykeshia

Fostering Creativity Across the Curriculum: Going Beyond A is for Alligator

This session discusses the value of fostering creativity in young children. It is important for educators to ensure that children learn to follow directions, learn to count, tie shoes, and recite the alphabet it is more crucial that we nurture creativity in students as it leads to critical thinking and problem-solving skills that can have lifelong benefits not only to the child but also to the world around them.

Glass, Wykeshia — North Carolina Central University
Hickman, Desiree — Sam Houston State University
Byars, Shanika — Sam Houston State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Madden, Jake

Teacher Professional Learning: The impact of the St Edward's Teacher as Researcher Initiative

The "teacher as researcher" initiative was undertaken at a large primary school in rural NSW, Australia. This presentation unpacks the initiative and showcases the impact of teacher reflection and action research has on teacher professional learning. The initiative has received an Awardee Excellence in the 2022 Australian Education Awards.

Madden, Jake — St Edward's Primary School

Affirming Students' Complex Life Experiences and Knowledge: Helping Preservice Teachers to Expand Their Understanding of the Diversity of Students' Funds of Knowledge

This study examined student learning data of preservice teachers (PSTs) from a literacy course. This study's purpose was to provide insight into how PSTs demonstrate an understanding of historically marginalized students' "complex" funds of knowledge (FoK) to reject stigmas portraying said students as lacking cultural capital. Findings reveal: (1) presenting and sharing their own FoK helps PSTs gain deeper FoK understanding; and (2) PSTs benefit from practice reframing complex life challenges as FoK for learning.

Macias, Heather — California State University, Long Beach

Carving Linguaging Spaces in Teacher Education: Policy Tensions, Linguistic Dilemmas, and Translingual Ways of Teacher Being

Translanguaging as concept and praxis has concrete implications for teacher preparation programs serving candidates and districts. This presentation explores the ideological relationship among California teacher preparation programs, their bilingual teacher candidates, and the districts that host their field placements and hire them. While exploring ideological tensions around language, this research proposes practical approaches and pedagogies to navigate this space, reinforce the bilingual candidates' counterideological stances, and advance a productive, asset-based dialogue in teacher preparation.

Muñoz-Muñoz, Eduardo — San José State University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 2
Session Topic: Educational Psychology **Session Chair:** Flint, Annaline

Teachers' Perceptions of the Relationships between Teacher Beliefs, Teacher Characteristics, School Context Factors, Student Achievement, and Teachers' Instructional Practices.

Teacher beliefs, characteristics, and school factors can influence teachers' cognitive processes, expectations, instructional decisions, and practices, thereby affecting learning activities and experiences offered to students. This research study presents teachers' perceptions of the relationships between teacher beliefs, characteristics, and school context factors, and how these relate to student achievement and teachers' instructional practices. The implications of the inter-relationships between these factors should be a key consideration for school leadership and initial teacher education providers.

Flint, Annaline — University of Auckland

Rubie-Davies, Christine — University of Auckland

A Literature Review on Neuroimaging in Mathematics

This is a literature review on multimodal techniques in neuroimaging focused on mathematics and education. The presentation will provide information on prior literature and possibilities for ways to move forward to fill existing gaps and drive new studies.

Largo, Nathaniel — University of Nebraska-Lincoln

Beyond Intelligence: A Survey of Grit and Fear of Failure as Interrelated Non-Cognitive Invariants in Academic Performance

In this paper, we present the results of a systematic literature review about two determinants; grit and the fear of failure. While there exist a significant empirical and theoretical body of knowledge on each, research into their interrelatedness is disproportionately scant and often fragmented, given their invariant role in the academic context. We include perspectives of empirically supported pedagogical augmentation for learner and educator consideration.

Allison, Mark — University of Michigan - Flint

Jefferson, Felicia — Fort Valley State University

Allison, Dana — University of Vermont

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Krull, Melissa

District and School Leadership for Racial Equity

During this time of heightened crisis in education, leaders are more aware of systemic racism in schools. It's time for leaders to denounce racist policies and practices and replace them with approaches that truly benefit all students. This workshop focuses on strategies that will equip participants with the skills to implement leadership actions to confront systemic racism in education.

Krull, Melissa — Minnesota State University, Mankato

Raskin, Candace — Minnesota State University, Mankato

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 4
Session Topic: Indigenous Education **Session Chair:** Gabriel, Mikaela

Gina'masuti: Reflections & Consideration of Indigenous Education and Miseducation in Canada

There are diverse understandings of Indigenous education: 1) Indigenous traditional knowledges on teaching and learning; 1) need for education on Indigenous health in Canada; and 3) Indigenous experiences in Western schools. These contribute to the ongoing barriers, drop-out rates, and achievement disparities of Indigenous youth, and the multi-level barriers that impact Indigenous supports, stability, and success in urban centres. This presentation will offer perspectives, reflections, and recommendations for Indigenous students, supports, and representation in education.

Gabriel, Mikaela — University of Toronto

The Education of Strong Ikwe: What We Learn of Power and Agency from Women in Anishinaabe and Cree Sacred Story and Narrative

Through the lens of an Indigenous story methodology, an analysis on the many identities and cultural and societal roles of ikwe (woman), whether human or supernatural, and their demonstrations of power and agency will be revealed through textual sacred story examples. An inquiry into the traditional and cultural roles of ikwe will be balanced alongside sacred story examples to illustrate a picture of the inherent strength, power, and agency of ikwe within sacred story.

Farrell, Amy — University of Manitoba

Intercultural Communication in Second-Language Learning via Social Media in the Inuit Context: A Scoping Literature Review

In this paper, I show gaps in the research on studies in second-language learning and intercultural communication on social media in relation to Inuit in my home region of Nunavik (northern Quebec, Canada). This is significant considering the prevalence of social media being used by youth in Nunavik, the English second-language context of the region, and the drive to maintain cultural and linguistic integrity for Inuit in a globalized world.

MacDonald, Natasha — Concordia University

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Thomas, Sylvia

Train the Trainer: Landscape and Assessment Tools for Implementing a Culturally Relevant Mentoring Model for Women of Color in the Professoriate

Research shows that implementing culturally relevant mentoring (CRM) at institutions of higher education can improve the success of women of color (WOC) in the professoriate. The institutional culture and climate, coupled with mentor competency plays a critical role in implementing a CRM model. This workshop offers training to a network of leaders, mentors, or educators primed to impact institutional excellence through engagement, discussion, and evaluation for sustainable mentoring models to support WOC in the professoriate.

Thomas, Sylvia — University of South Florida

Austin, Sandra Johnson — University of South Florida

Lane, Tonisha — Virginia Tech

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Archer-Kuhn, Beth

Dismantling Higher Education With Inquiry-Based Learning

This presentation reveals findings from 6 cohorts of undergraduate students where pedagogy was Inquiry-Based Learning (IBL). Using quasi-experimental design students completed self-assessment and peer-assessment scales rating the development of 4 key skills at two points in time: mid-term and end of term. We found that peers in all classes reported improvement in students' skills over time from week 6 to week 12, however, only in the Social Work IBL courses were the findings statistically significant.

Archer-Kuhn, Beth — University of Calgary

Beltrano, Natalie — University of Windsor

Continuous Improvement Cycle Applied to Adjunct Compensation for Increased Faculty Engagement

This session will share the continuous improvement process leveraged by the UAGC's Academic Operations department to carry out faculty focused system and process initiatives. The focus will be specifically on the design, development, and implementation of a new adjunct faculty compensation model launched in October 2021, and the process used to evaluate and collect feedback from faculty and staff which helped make informed decisions on planned improvements to the model for the next fiscal year.

Aylward, Bryan — University of Arizona Global Campus

Hurst, Cassie — University of Arizona Global Campus

College Affordability for Low-Income Students

This presentation seeks to identify alternatives available to low-income American adults for reducing the cost of postsecondary education so students can afford to attend and complete a college education. The research questions are: What are the barriers to college affordability? What methods exist to assist students in paying for college? And why is facilitating students' perseverance in this process so important?

Aquino, Gonzalo — University of Portland

Time: 9:45 - 11:15 AM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Kannenberg, Gary

Eleven Considerations in the Development of the Online Course

The session presentation (with Power-point and Handout) will discuss important considerations in the development of online courses in higher education. The eleven considerations addressed are intended to provide participants with valuable information to be used in the development and presentation of the online course.

Kannenberg, Gary — Webster University

Kannenberg, Karen — Missouri Baptist University

Helping Students Rebuild Academic and Social Skills Post-Pandemic

The presenter will provide practical suggestions for teachers helping students rebuild their academic skills and love for learning after the pandemic. In particular, the presenter will focus on how teachers can use classroom activities to support their students' evolving emotional and social needs. The presenter will share student perspectives—captured in the students' own plaintive words—on their surprising need for relearning social skills after several years spent learning online.

Knisely, Lindsay — UC Santa Cruz

Helping Students and the Public Engage in Hawaii's Self-Sufficiency in Food Production

Controlled environment agriculture (CEA) involves growing crops in structures that protect the crop from the environment and provide more favorable growing conditions. This paper describes and discusses the approaches I have used to engage students and the public on what CEA is, how it works, and its value and benefits to Hawaii's agriculture and food production.

Kobayashi, Kent — University of Hawai'i at Mānoa

Roundtable Session

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

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Coral III

1. Stress Management after COVID

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

Calley, Tracy — Texas State University

Markopoulos, Panagiotis — Upper Iowa University

2. Outcomes of Developing a Productive Science and Math, School-University Partnership: Becoming a STEM-certified School

This roundtable presentation describes steps taken to develop and grow a university-school, math-science partnership that contributed to the distinction of a STEM-certified school. Attendees will learn firsthand the measures necessary for creating their own partnerships and ways of securing STEM-certification.

Capobianco, Brenda — Purdue University

Beasley, Karen — Lafayette Sunnyside Intermediate School

Vandewalle, Jason — Lafayette Sunnyside Intermediate School

Lehman, James — Purdue University

3. The Leadership of Listening

This session will explore the idea of listening as a personal and professional practice that is critical to taking up effective leadership. Researched using a scholar-practitioner approach, there will be a range of accessible and practical resources regarding the practice of listening as a foundation for effectiveness.

Bolster, Jeff — Point Loma Nazarene University

4. An Online Graduate Inclusive Early Childhood Education Program at a Southwestern University

In recent decades, a number of institutions of higher education are developing online graduate education programs in early childhood education (ECE) and early childhood special education (ECSE) to alleviate personnel shortages due to the escalating student enrollment. This presentation will describe and discuss a graduate inclusive teacher preparation program in ECE employing an online delivery approach as well as the development and organization of sequential online graduate classes and student perceptions of the online program after graduating.

Gelfer, Jeffrey — University of Nevada, Las Vegas

5. Amplifying Youth Voice in Developing Culturally Relevant SEL Models; The Intersection of Culturally Responsive Teaching (CRT) and Social Emotional Learning (SEL)

A discussion about the lack of culturally relevant Social Emotional Learning (SEL) models made available for students from historically marginalized populations (racial, cultural, socioeconomic), and the impact this has on perpetuating the opportunity gap (in academics, social, and psychological areas) that disproportionately afflicts these students. This future research and paper will aim to centralize and amplify youth voice (YPAR) in developing relevant out-of-school-time (OST) programs by embedding culturally relevant teaching (CRT) components into SEL.

Andry, Hannah Alice — Plymouth State University

6. Supporting Academic Integrity: A Balanced Approach

This roundtable will discuss issues surrounding academic integrity in higher education. We propose to inform attendees about our recommendations for a balanced approach to supporting academic integrity and request their feedback and ideas. Discussion will centre on concerns and resolutions from attendees related to policy and procedures, compliance and commitment, and resources. We will also ask about the roles of university administrators, instructors, and students for implementing solutions.

Kier, Cheryl — Athabasca University

Ives, Cindy — Athabasca University

7. Hibakusha-inspired Inquiry: Teaching Nuclear War and Non-proliferation in Troubling Times

In February 2019, two nations with the largest nuclear arsenals announced their withdrawal from the Intermediate-Range Nuclear Forces (INF) Treaty. Russia's interference in U.S. elections and the invasion of Ukraine has exacerbated tensions between the U.S. and Russia. These actions bring renewed attention to nuclear non-proliferation efforts worldwide. In this troubling context but finding inspiration from Hibakusha [survivors of Hiroshima & Nagasaki] testimonies, we propose one way to teach nuclear war and non-proliferation.

Hilburn, Jeremy — University of North Carolina Wilmington

Maguth, Brad — University of Akron

Jacobs, Kaylee — Mills Park Middle School

Parra, Heather — St. Raphael Catholic School

8. Exploring the Compose and Code Digital Platform to Provide Leveled Support for Writing and Coding in Inclusive Classrooms

The purpose of the proposed roundtable is to share outcomes from implementation of a newly developed digital platform called Compose and Code (CoCo). CoCo is a digital learning platform that embeds self-regulated learning strategies and Universal Design for Learning supports (including a graphic organizer, audio comments, video models, and text-to-speech) to help scaffold written composition and computational thinking (CT), and guide students to code creative projects using Scratch.

Hutchison, Amy — University of Alabama

Kaya, Erdogan — George Mason University

Reagan, Kelley — George Mason University

Evmenova, Anya — George Mason University

Gutierrez, Kristie — Old Dominion University

Colwell, Jamie — Old Dominion University

9. Supporting English Learners through Teacher Professional Development: Successes, Challenges, and Lessons Learned from Key Grant Personnel of a US Department of Education National Professional Development Grant Program

A US Department of Education National Professional Development (PD) Grant Program funded a STEMSS PD for teachers of language learners to increase knowledge, skills, and confidence in working with English learners in their K-12 classrooms. A partnership between the grant and the Arizona Geographic Alliance guided the PD format and teacher leadership development. This session will share the successes, challenges, and lessons learned as a result of this 5-year project.

Guerrero, Karen — Arizona State University

Jimenez-Silva, Margarita — University of California, Davis

Montgomery, Barbara Jean — Arizona State University

Moll, Heather — Arizona State University

Lambson, Dawn — Arizona State University

10. Developing Anti-Racist Approaches in Teacher Education

Given recent resistance to anti-racism education across our nation, this session invites participants to dialog and strategize around meaningful approaches for integrating anti-racist teaching in PK-12 teacher education. Roundtable participants will engage in conversation about the potential of education for global competence as an approach to anti-racist teaching in teacher education.

Ramos, Kathleen — George Mason University

Foster, April Mattix — George Mason University

11. Socioscientific Issues to Promote Discussions on Social Justice: Making STEM Concepts Accessible and Relevant to Everyday Life Experiences of Grades 6-12 Students

The socioscientific issues (SSI) consist of contexts that can enhance learning of science, technology, engineering, and mathematics (STEM) concepts as students engage in real-world and authentic problems. In this round table discussion, we will: (a) discuss a SSI with social justice professional development for teachers and lesson planning guide, (c) review several lessons developed by teachers, (d) reflect on components of SSI with social justice, and (e) brainstorm SSI topics to promote learning of STEM.

Macalalag Jr., Augusto — Arcadia University

12. Preliminary Literature Review of the Best Practices for Teaching Mathematics to Students with Language-Based Learning Differences (LBDs) in the Upper Elementary Grades

Our preliminary literature review resulted in more questions than answers, regarding established best practices in teaching mathematics to students with LBDs. We found little consensus in the Math Education and Special Education research on this topic. The goals of our roundtable discussion are to: (1) present our work, (2) engage attendees in conversation and feedback about best practices that bridge the Math Education and Special Education fields, and (3) brainstorm future research avenues.

Holliday, Meg Burke — Punahou School

Yokooji, Tomoko — Punahou School

13. An Examination of The Aims and Role of Critical Race Theory in Education: This vs That

This presentation explores the foundations of Critical Race Theory (CRT) in education. In doing so, it highlights CRT as a framework that interrogates both conservative and liberal agendas in the pursuit of equity. Attendees are then invited to critically explore some of the criticisms leveled against CRT, with the aim of engaging in insightful dialectical discourse that can help to inform policy positions in the United States of America.

Young, Neisha Terry — Drexel University

14. Transition Experiences for First-year College Students with Disabilities in a Public University

This study examined first-semester transition experiences among first-year students with disabilities at a public university in southeast of U.S. Responses (i.e., post-course interviews, course reflections, online discussion boards) from thirteen students of 2018 to 2021 cohorts of Engage 100 course (an orientation program for first-year students with disabilities) were analyzed. Participants benefit in social and academic transition. The results highlight the need for college campuses to foster early transition success for college students with disabilities.

Dong, Shengli — Florida State University

Harding, JR — Florida State University

15. Integrating Diversity, Equity, and Inclusion in the Virtual Classroom

This discussion will cover the results of a yearlong project that incorporated specific practices in a virtual marketing course setting to promote the awareness of diversity, equity, and inclusion among peer college students. The results of my research included student reflections and peer discussions on how they were more aware of and practiced inclusion and acceptance practices during virtual interactions and with their class assignments.

Gajewski, Amy — Northcentral Technical College

16. Disproportionality of Culturally and Linguistically Diverse Students in Gifted and Talented Programs

Data of the underrepresentation of culturally and linguistically diverse students in gifted and talented programs will be presented and some of the major causes will be discussed. Characteristics of culturally and linguistically diverse gifted Hispanic students will be examined.

Coronado, Jennifer — Texas A&M International University

17. Applying What We Already Know: The Paradox of Supporting Innovation in Education

This presentation shares findings from a case study that explores innovation within a K-12 context. As a result of document analysis and over two-dozen interviews from custodial staff to the CEO and Board Members, this work shares the perceived practical steps and missteps of an explicit leadership focus on innovation.

Braunberger, Dana — University of Calgary

18. Teaching Appropriate Sleep, Rest, and Recovery Techniques Toward Optimum Physical Conditioning and Performance

The round table will discuss instruction toward proper techniques for sleep, rest, and recovery to optimize physical fitness and recovery. There will be particular emphasis on teaching proper rest and recovery for those who wish to participate in fitness and physique competitions. The round table will also consider teaching techniques for fitness professionals for delivery to their clients. It will include an opportunity for questions and conversations between attendees and presenters.

Badger, Adam — Physical Fitness Consultant

Holt, Jerry — Florida A&M University

19. Counselor Education Roundtable on Quality Training from Outcome-Based Research

Data was collected from 4 Vocational Rehabilitation State Agencies about how successful the counselors were in putting their clients into competitive integrated employment. The value of the Master's degree in Rehabilitation Counseling was reviewed from an outcome-based perspective. Other parameters of success in counseling were reviewed. Four topic areas emerged as the most statistically significant in predicting success. The issues surrounding this Counselor Education research will be discussed.

Schiro-Geist, Chrisann — University of Memphis

20. Inclusive Teaching: A Model for Faculty Professional Development

Helping faculty navigate issues of diversity, equity, and inclusion (DEI) in the midst of a tense political landscape is challenging; however, these subjects should not be avoided. A well-planned professional development offering can create a climate where meaningful discussions take place. The authors share their model for a twelve-week immersive, DEI professional development offering that helps instructors connect the latest research in cognitive science with principles of inclusive teaching.

Morris, Gina — Oklahoma State University

Dickey, Kristi — Oklahoma State University

21. Expanding and Maximizing Flexibility, Choice and Accessibility with HyFlex Courses

This presentation will focus on maximizing access and flexibility through the use of technology tools and Hyflex course design. Discussion will include the design process, outcomes and lessons learned, and tips and strategies for those considering the implementation of this course design.

Hernández Tittle, Glenda — Montgomery College

22. The Impact of a Tailored Psychological Intervention on Academic Outcomes During COVID-19

I will present findings from an experiment to reduce attrition through targeted interventions in intro to higher education courses. We longitudinally tracked the success (i.e., grades, dropout rates) of these students over five semesters. Three semesters into this work, COVID-19 was declared a pandemic; thus, we compared the trajectory of outcomes prior and after this declaration. We found our intervention groups had better outcomes than an untreated comparison group. The current work informs our understanding the boundaries of the effectiveness of wise interventions during times of societal uncertainty.

Jackson, Matthew — California State University, Los Angeles

Remache, Leslie — Stanford University

Ramirez, Gerardo — Ball State University

Covarrubias, Rebecca — UC Santa Cruz

Son, Ji — California State University, Los Angeles

23. Student Perspectives on Teaching Diverse Learners in Online Fishbowl Simulations

The Covid-19 pandemic has greatly impacted educational practice for students and teachers who were only used to face-to-face instruction by having to transition to remote learning and instruction. This paper discusses the perceptions of teacher candidates on their implementation of second language acquisition (SLA) strategies in online fishbowl simulation exercises. Implications for future research and suggestions for change to teacher education programs are provided.

McFarland, Jon — California State University, Stanislaus

Liu, Kimy — California State University, Stanislaus

24. Hearing Students, Sensitizing Faculty: Mitigating the Impact of Non-academic Factors on Academic Engagement and Performance

The assumption that financially challenged students enrolled in postsecondary institutions are receiving sufficient financial aid to meet the costs is erroneous. The number of students who are financially challenged, housing unstable and food insecure is growing. After participating in this session, attendees will be able to listen for cues from students that they are financially insecure, engage with students about how financial challenges are affecting their academic progress, and identify resources to assist students.

Holley, Karen — Georgia State University-Perimeter College

25. *The Importance of Justice, Equity, Diversity, Inclusion, and Indigeneity in Higher Education: Lessons Learned and Paths Forward*

The aim of this roundtable discussion is to exchange ideas on the topic of Justice, Equity, Diversity, Inclusion, and Indigeneity in higher education. We will discuss the development of the Committee for Critical Social Justice in the School and Applied Child Psychology program at The University of British Columbia. We will also facilitate critical conversation on the Western and Colonial nature of much of the work that has been completed thus far across university contexts.

Kassan, Anusha — University of British Columbia

Schanding, Thomas — University of British Columbia

26. *The Intercultural Development Inventory as a tool to assess and foster increased cultural competence amongst Honors students at a PWI*

This project utilizes the Intercultural Development Inventory (IDI) to assess intercultural competence amongst students at a PWI in central Virginia. In this project, the IDI was administered to Honors students pre- and post-pandemic (2019 & 2022) and was deployed alongside individual and group-level IDI debriefs, student professional development aimed to increase cultural competence, foster inclusivity, and promote awareness of inequity, and the implementation of a Common Read yearlong series with a DEI theme.

Cribbs, Sarah — Randolph-Macon College

Marchetti, April — Randolph-Macon College

27. *Embracing and Cultivating Compassionate Minds in Early Childhood Classrooms*

The purpose of this presentation is to provide conference attendees and early childhood educators the defining elements of compassion to the discipline of early childhood education and calls upon stakeholders to integrate more concerted and systematic knowledge from compassion science research into contemporary early childhood classroom practices.

Nguyen, Neal Nghia — Stephen F. Austin State University

28. *Social Emotional Learning Strategies in the Post-Secondary Education Setting*

This roundtable discussion focuses on innovative social and emotional learning teaching strategies for online and immersion course delivery in the post-secondary education setting.

Hrncir, Shawn Marie — Arizona State University

Sidman, Cara — Arizona State University

29. *Training and Retaining Special Education Teachers for High-Poverty Urban Schools*

This presentation will discuss the findings of a study investigating the career paths of special education Urban Teacher Enhancement Program graduates who completed between 2007-2012, and who began teaching in high-poverty urban schools. Participants' teaching careers were examined at the first-, fifth-, and tenth-year mark to investigate their longevity in urban schools. Their perceptions of their career trajectories, and their thoughts about the role their teacher education program played, also were investigated.

Voltz, Deborah — University of Alabama at Birmingham

30. *Gender Inequality and Bias in STEM in K-12 Context: A Girl's Experiences in School's Robotics Club*

Gender inequality is a serious issue in the STEM fields. Much of the research in this area has focused on women's workplace experiences and female undergraduate students' experiences in colleges. Little is known about the earlier years of girls' experiences and exposure to STEM related subjects and topics. This paper presents a self-study on a high school girl's experience in her school's robotics club as a minority girl. The girl shared her reflections on her girl identity development, the challenges she had experienced and the strategies that she had employed to overcome those challenges.

Meng, Ying — Dulaney High School

31. *Using Restorative Practices to Build Cultures of Continuous Improvement in Education*

Using the practice of restorative circles during the tabling format, I aim for an open discussion around the use of restorative practices within K-12 classrooms. My hope is to reflect upon the current research with participants, learn their experiences, and introduce restorative practices that can be used prior to conflict in classrooms. My paper demonstrates the need for further restorative tools that educators can use to fit the needs of their classrooms beyond restorative circles.

Harris, Michelle — University of Portland

32. *Advocating for Indigenous Early Childhood Education: The Case of Parents as Partners Program in the Unrecognized Bedouin Villages- Naqab, Israel*

I will present the case study of the Parents as Partners Program, an advocacy-based service provided by an indigenous NGO to tackle the lack of early childhood services in Bedouin villages in Israel. I will discuss the context of the case, the different stages of the program, as well as practice and policy implications.

Alhjooj, Amal Elsana — Hebrew University of Jerusalem

33. *Understanding Time Management in College Students*

Efficient time management is a critical component of academic success, job performance, life satisfaction, and health. How can we best help college students develop time management skills? Our research explores the time management challenges of college students and proposes a new time management assessment tool. We plan to facilitate a discussion on: 1) components of time management, 2) ways to measure time management, and 3) how to best teach and support efficient time management strategies.

Metz, A.J. — University of Utah

Hill, K.C. — University of Utah

Richardson, Courtney — University of Utah

Mitchell, Chloe — University of Utah

Findley, Sam — University of Utah

34. Thinking in Content Areas using Computational Thinking in Elementary Classrooms

Every subject area has both content knowledge and thinking skills. Computational Thinking proscribes several thinking/processing skills including decomposition, algorithm development, pattern recognition and debugging. Our research indicates that teaching these thinking skills seems to make a difference in learning outcomes in subject area (Social Studies, Language Arts, Math and Science) elementary classrooms.

Berry, Kenneth — Southern Methodist University

35. Corequisite Mathematics: Initial Results of the Implementation of the Corequisite Model of Instruction

St. Cloud State University implemented co-requisite math courses for students who do not require the College Algebra pathway for their major program. The purpose of this study was to determine the effects of implementing the co-requisite model of instruction with introductory college level mathematics and statistics courses.

Houdek, Stephanie — St. Cloud State University

36. The Social-Emotional Consequences of Misaligned Values Between Educational Leaders and Their Constituents

This roundtable discussion explores the impact of leadership, good and bad, on the social and emotional work environment. When highly talented and productive faculty and staff withdraw, stop volunteering, stop caring, and isolate themselves from the mission of the department and organization, it identifies a major misalignment of the values and standards between employees and their leaders. Mental and emotional coping strategies begin to fail and as a result, our most valuable resource suffers.

Splichal, Kevin — Fort Hays State University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 1
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 — Autism Level UP!

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Artis, Sharnnia

Reflecting to Re-Envision the Doctoral Experience: Learning From Black Women Before and During a Pandemic

This workshop aims to use the experiences from Black doctoral women before and during the pandemic to re-envision doctoral experiences in higher education. The goals of this interactive workshop are to: 1) increase attendees' awareness and understanding of race-related experiences impacting the well-being of Black women in STEM; and 2) share recommendations that foster an inclusive environment for Black doctoral women in higher education institutions, which will also positively impact all graduate students.

Artis, Sharnnia — George Mason University

Shavers, Marjorie — Missouri State University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL **Session Chair:** Robinson, Ingrid

An Exploration of the Effects of an EAL Learning Summer Program for Newcomer Syrian Immigrants

This presentation reports on the results of an action research project created to meet the needs of newcomer Syrian children and youth immigrants through an English as an Additional Language learning summer program. Results suggest that the programming offered has the potential to support newcomer immigrant children and youth's development of EAL skills, physical literacy, confidence, and leadership skills. Details of the program and the findings of this research will be discussed.

Robinson, Ingrid — St. Francis Xavier University

Developing Sustainable Development Goals (SDGs) Curriculum for ESL Students

With recent increase of demand for SDG curriculums, I was tasked to develop three curriculums with different focuses: service learning, sustainability, and introduction to contemporary American culture. I will discuss how I tied these focuses to SDGs and the process of curriculum development, and will report how they are implemented and my observation based on students' work and feedback.

Shimaji, Kiriko — University of Hawai'i at Mānoa

Teaching Critical Thinking Through Art

This paper will discuss the findings of a research study that sought to develop students' critical thinking skills through artworks in an EFL class for first-year students at a public university in Japan. A three-step procedure for analyzing art was created in which students first describe objectively what they see, then ask critical questions to analyze it more deeply, and finally interpret the meaning of the artwork.

Swanson, Mark — Yamaguchi Prefectural University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 4
Session Topic: Kinesiology & Leisure Science **Session Chair:** Valdez, Lindy

Comparison of Fitness Levels Among School Aged Children From Before the COVID-19 Lockdown to After the Return From the Lockdown

The presentation summarizes a thesis study comparing the fitness levels of school aged children from before and after the COVID-19 lockdown. In this cross-sectional study the FitnessGram® subtests (PACER, Curl-Up, Push-Up, Shoulder Stretch, Trunk Lift, and BMI) were used to compare data from two student cohorts. Findings from the study include, participants BMI increased by an average of 2.5% from 2019 to 2021 and overall fitness levels also decreased in the PACER and Curl-Up subtests.

Valdez, Lindy — California State University, Sacramento

Curtis, Julianne — California State University, Sacramento

High School Students' Evaluation of a Multi-Component Physical Activity Intervention

Current rates of adolescent physical activity (PA), particularly in rural areas, are disturbingly low even though evidence supports numerous benefits from attaining adequate PA. PA interventions have been implemented among high school (HS) adolescents; yet comprehensive process evaluations from HS adolescents, especially in rural settings, are lacking. The aim of this study was to explore rural HS students' experiences with and perceptions of a multi-component, after-school PA intervention.

Palmer, Karla — Michigan State University

Robbins, Lorraine — Michigan State University

Ling, Jiying — Michigan State University

Kao, Tsui-Sui — Michigan State University

Smith, Alan — Utah State University

Pathak, Dola — Michigan State University

West, Patricia — Michigan State University

Promoting Physical Activity in Elementary Schools

Physical activity can play an important role in the health and wellbeing of children. Based on some ongoing work, several creative ideas and strategies will be presented that will provide opportunities for children to be active in school and other environments. Ideas will also be given about promoting physical activity in the community and how families might integrate some of the strategies after school and on weekends to become more active.

Bowyer, Garry — Miami University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Xing, Jun

Academic Opportunities and Programmatic Challenges: A Field Report on American Satellite Campuses in China

As part of a forthcoming book publication, the proposed paper presents some of the most invaluable benefits and existing challenges for American satellite campuses in China. Based on exit interviews with faculty and students and the author's empirical research, this field report also identifies some of the best practices and strategies for those programs, from the perspectives of curriculum, pedagogy and administration.

Xing, Jun — California State University, Los Angeles

Marginalized Children's Views of School Choice: Decolonial Potentials

My presentation explores the underexamined views of economically and racially marginalized children on school choice. It draws on my mixed-methods study that combines maps (generated using geographic information systems) with interviews with 40 children in two of Canada's global cities. In particular, the presentation discusses the significance of neighborhood and land in marginalized urban children's views of school choice. It offers new insights into more equitable future policymaking in the era of decolonization and (re)conciliation.

Yoon, Ee-Seul — University of Manitoba

PiManager

Organizations can defend themselves against network attacks using network monitoring systems. However, these systems are often expensive and difficult to maintain and setup. We propose a solution, PiManager, involving off-the-shelf computing and communication devices and open-source software. Network managers and learners of all levels can easily re-create our project and gain the ability to protect their network by monitoring network traffic and data flows.

Wojtaszek, Michael — Wentworth Institute of Technology

Hakimian, Corbin — Wentworth Institute of Technology

Park, Sunjae — Wentworth Institute of Technology

Ellabidy, Magdy — Wentworth Institute of Technology

Yun, Mira — Wentworth Institute of Technology

5 Minutes On K-12 Online Learning With... – A Thematic Analysis of Advice from Experts

In Spring 2020, a series of interviews with a variety of stakeholders in K-12 online learning were posted to the Virtual School Meanderings blog. The series provided advice to teachers on how to provide continuity of learning or to parents on how to structure learning at home during emergency remote learning. Portions of these interviews were analyzed to generate five themes related to guidance these experts would provide to classroom teachers during this emergency period.

Barbour, Michael — Touro University California

Wilson, E. Vaughn — Mission Hills High School

University Student's Perceptions Regarding On-Line Learning Capacity

In this presentation, the presenters will focus on investigating the readiness of Four-Year, Public Colleges and Universities in Alabama to adapt the educational process for exclusively online teaching and learning as seen through the perspectives of students. More specifically, the researchers designed this proposal to examine student perceptions regarding on-line learning, capacity to assimilate instructional content, and the use of virtual learning platforms through a Likert-Type Scale instrument.

Howard, Betty — Alabama State University

Grace, Ronald — Alabama State University

Weston, Sonja Harrington — Alabama State University

Strange-Martin, Nicole — Alabama State University

Reed, Roberto — Alabama State University

Obas, Kenley — Alabama State University

Faculty Experiences of Teaching HyFlex Classes: A Collaborative Self-Study

A collaborative self-study on three instructors' HyFlex teaching experiences will be shared during the presentation. The three instructors collaboratively reflected via Zoom meetings on their HyFlex teaching experiences during the 2021-2022 academic year. The participants specifically discussed their professional goals for the self-study, the challenges and issues they had experienced during their HyFlex instruction, and shared suggestions to improve the HyFlex learning environment.

Song, Liyan — Towson University

Sadera, William — Towson University

Caples, Robert — Towson University

What's Fun Got to Do With It: Observations of Online Student Motivation and Teacher Social Presence Within an Online Kanji Learning Course

The design and development of new online courses will always present challenges and triumphs for instructional designers, instructors, and students. This presentation seeks to share the experience of all stakeholders during the implementation of an online Kanji course for adult learners in the local community. Specifically, this presentation will discuss how student motivation and teacher presence led to online success and the need to be mindful of issues regarding student on-boarding and low technological knowledge.

Agullana, Patrick — University of Hawai'i at Mānoa

Doi, Saori — University of Hawai'i at Mānoa

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Kahili 2
Session Topic: STEM Education **Session Chair:** Akerson, Valarie

Science Education in the Elementary Grades in the United States: Teaching and Learning Science

Elementary science has been included in national science standards for decades. Despite this inclusion for science beginning from the kindergarten grades, science is often taught less than other subjects. Research on best practices in elementary science teaching emphasize science literacy and equitable science teaching but are not always included. Recommendations are made to influence policy for including science in elementary schools beyond listing in science standards, and provide funding for professional development for elementary teachers.

Akerson, Valarie — Indiana University
Ariyaratne, Tulana — Indiana University
Cesljarev, Claire — Indiana University
El Ahmadi, Nader — Indiana University

We Are Already a Part of It! – Linking the Existing Rural Preservice Teachers' Understanding of Globalization to Teach Them the Importance of Learning Science

The rural science teachers in the Midwest are often criticized for their lack of knowledge of global scientific knowledge and standards. So, the purpose of this study is to guide pre-service teachers to find the existing exposure to globalization in their lives and let them understand that globalization is not a foreign phenomenon but they are already a part of it. With the discussion made, the researchers expect the learners to engage with the globalization phenomenon better and also expect a positive attitude change towards globalization.

Ariyaratne, Tulana — Indiana University
Akerson, Valarie — Indiana University

Citizen Science and Environmental Education Courses: Assessing Motivation and Achievement

Recently, Environmental Education courses include ways for students to engage in citizen science programs in which volunteers collect data and/or engage in a variety of research activities. While previous research often incorporates measures of environmental stewardship, the pilot study focused on preliminary tests of environmental attitudes as well as self-motivational beliefs such as interest, outcome expectations, and self-efficacy as well as examining correlations among variables, and offering new tools to measure the impact of citizen science.

Hiller, Suzanne — Hood College
Williams, Victoria Lieurey — Hood College

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Lehua
Session Topic: Adult Education - Panel **Session Chair:** Zhu, Yidan

Women, Race, and Lifelong Learning: Navigating Feminist Approaches in Adult Educational Studies

The purpose of this panel is to explore a diverse feminist theoretical frameworks for studying women's lifelong learning in adult education. The papers in this panel discuss the possible feminist theoretical and methodological approaches for enriching adult educational studies. This panel has recruited scholars from a diverse cultural background to explore a wide array of feminist theoretical approaches in recent adult educational studies in the post-pandemic era.

Zhu, Yidan — Texas State University
Pena, Cindy — Texas State University
Lopez, Sonia Rey — University of The Incarnate Word
Quintero, Jessica — Our Lady of the Lake University
Pippins, Esther — Texas State University
Lewellen, Chelesea — Southern Illinois University
Pippins, Essie-Elizabeth — Texas A&M University-Commerce
Askary, Mona — Texas State University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 1
Session Topic: Educational Foundations - Workshop **Session Chair:** Mitchell- Pellett, Mary-Ann

Exploring the Sweet Spots of Inspired Leadership

Through hands-on activities, participants will explore an Inspired Leadership Map framework utilized in the Leading with Heart program, a four-course topic in an interdisciplinary graduate program at a Canadian university. Throughout the session, participants will experience key teachings from the map, and consider their usefulness in the development of heart-centered leaders. The activities will also provide examples and guidance for developing a personalized leadership map visually representing the growth and insights of leaders as they interpret and apply the concepts and processes from the map into their own contexts. These experiences will have implications for developing programming for emerging educational leaders who are open to exploring the benefits of whole-person and whole-hearted leadership.

Mitchell- Pellett, Mary-Ann — University of Calgary

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 2
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Newman, Judi

Redefining Leadership in Schools: A Neuroscience Perspective

In the last twenty years, social cognitive neuroscience has shed light on the nature of effective leadership and recent research in Australian schools shows how a principal's ability to inspire a team for peak performance can be strengthened utilising a neuroscience lens. Learn about the leadership attributes and their corresponding association with brain function that help leaders adjust their behaviour to align with the physiology not against it. The leadership attributes can be used as a reflective tool for leaders in schools and beyond.

Newman, Judi — The Academy of Organisational Neuroscience

Purnell, Ken — Central Queensland University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Fowler, Teresa Anne

On Becoming an Elementary Science Teacher: A Reflexive Approach to Science Methods in Teacher Education

In preparing teacher candidates for teaching science, attention needs to be given not just to methods of teaching science but to address issues of equity and discrimination which go unchallenged in science. Using a reflexive approach, supporting teacher candidates to first understand their identities of becoming a science teacher and then grapple with a colonized view of science and how this shaped their understanding of science education presents a new approach to teaching science 'methods.'

Fowler, Teresa Anne — Concordia University of Edmonton

14 Years, 8 Lessons: What Have We Learned From Teacher Residency Programs?

Presenters will describe lessons learned from three different teacher residency programs spanning over fourteen years. Using the eight principles of an effective residency as defined by the Learning Policy Institute (2016), presenters will explain how these characteristics were utilized to build comprehensive residency programs and lessons learned.

Gunderson, Jamie — California State University, Chico

Oloff-Lewis, Jennifer — California State University, Chico

Justeson, Rebecca — California State University, Chico

Sustainable Partnerships in a Teacher Education Residency Program: Working Through the Bureaucratic and Financial Jungles

This presentation will describe the creation and development of an innovative residency teacher preparation program, from initial planning up to its current sustainable model, which incorporates multiple degree programs, certifications, and add-on endorsements and certificates, such as ESL and Special Education. The model established and continues to maintain essential partnerships with five high-need school districts, all in an environment that is resistant to change and provision of adequate funding.

Sprow Forté, Karin — Pennsylvania State University, Harrisburg

Wilburne, Jane — Pennsylvania State University, Harrisburg

Rhen, Linda — Pennsylvania State University, Harrisburg

Lesson Planning in Initial Teacher Education: A Systematic Review of the Literature

This paper reports on the initial theoretical phase of a multi-site action research study that investigated how pre-service teachers might be better supported in their transition from detailed lesson planning towards in-service practice, where lesson planning activities are not widely practiced. A systematic review of the literature related to lesson planning is presented and next steps for this project outlined. This work will be of interest to teacher educators, practitioners, and researchers in the field of education.

Flynn, Paul — University of Galway

McCauley, Veronica — University of Galway

Capobianco, Brenda — Purdue University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Henninger, Janessa

Building Learning Communities in Synchronous and Asynchronous Counseling Classrooms

The counseling classroom is an ever-changing landscape with student needs for engagement varying on the class format. By engaging in reflective experiences, students can build content knowledge as well as counseling skills related to introspection, communication, and critical thinking while connecting with each other and the professor. This presentation provides an overview of experiential learning theory, its application in counselor education and supervision, and examples of experiential activities for synchronous and asynchronous classrooms.

Henninger, Janessa — Adams State University

Cureton, Jenny — Kent State University

Music Is the Heartbeat of Life

There is an amazing and increasing amount of research being conducted on music in relation to wellbeing, and various levels of physical, mental, emotional and spiritual health. Many empirical studies are suggesting there are physical alterations that can take place, such as raised levels of oxytocin, an improved heart rate and a reduction of cortisol, when patients are exposed to music. This paper will focus on ways music can be the heartbeat of life.

Doetzel, NancyAngel — Mount Royal University

From Typewriters to Twitter-Verse: Education in a Multigenerational Nursing Classroom

Modern nursing classrooms are highly heterogeneous, consisting of multigenerational learners. The diversity of values, beliefs, and attitudes in a multigenerational classroom can present unique challenges but also unexpected opportunities for educators seeking to engage their learners. This presentation will discuss the characteristics of each generational cohort and provide strategies to leverage each cohort's learning strengths to create a cohesive and dynamic learning environment.

Krapchan, Ludmila — British Columbia Institute of Technology

Yong, Jasmine — British Columbia Institute of Technology

Sport as a Transformational Learning Experience: The Athlete, Coach, Team, and Organizational Learning Factors Required

This paper is a culmination of a series of studies conducted over the past decade exploring the role of the sport experience and environment in fostering transformational learning. Myriad factors required to foster human and social development through sport were identified and include athlete mindset and skill development, coach leadership and socio-emotional training, team development processes, and organizational governance, leadership, and communication structures and systems.

Walinga, Jennifer — Royal Roads University

From Art to Empathy to the 'Net: Opening Minds and Hearts in Nursing Students Online

Originally presented at the 2016 HICE, this presentation includes an update on an innovative art / education collaboration between undergraduate nursing students and community-based seniors living with dementia. Due to the public health restrictions, we worked hard to keep our program running and were able to successfully 'pivot' to an online format. We would like to share an overview of the program and the results from the students, staff, and seniors who participated.

Burns, Julie — University of Calgary

Cada, Ali — Alzheimer Society of Calgary

Immersive Virtual Field Trips: Teaching Science Vocabulary to Grade-School Students With Developmental Language Disorder

An immersive virtual field trip (iVFT) is a category of virtual reality that has been utilized as an alternative to class trips especially due to travel restrictions imposed by the Covid-19 pandemic. This study investigated a 3D iVFT as a form of multi-sensory instruction to teach science vocabulary to young grade-school children with a developmental language disorder. Learning outcomes and motivation to learn following the iVFT are discussed.

Howard, Yvonne D'Uva — Salus University

Engaging Geographic Learning With Hawaiian Youth

This session shares findings from using three d printed maps and app maker to support youth sense of rightful presence (Calabrese-Barton & Tan, 2019) and consequentiality (Hall & Jurow, 2015) while engaging in learning about the needs of their local community and geography.

Tofel-Grehl, Colby — Utah State University

About the Analysis of Biometric Information during Learning of Visual- and Text-based Programming Language

In this study, a comparison is made between learning a visual- and text-based language in terms of the learning state. we focus on the learning state and compare the biometric information during visual- and text-based language learning. Specifically, to understand the learning state, biometric information such as electroencephalogram (EEG), heart rate, and facial expressions was measured and analyzed for comparison.

Umezawa, Katsuyuki — Shonan Institute of Technology

Nakazawa, Makoto — Junior College of Aizu

Nakano, Michiko — Waseda University

Hirasawa, Shigeichi — Waseda University

Effective Learning in Geography: Combining Crowdsourcing and Digital Earth Technologies

This presentation demonstrates a specific case of efficient learning in Geography and discusses the role, adoption, and potential challenges of a range of crowdsourcing and digital earth technologies in furthering geographical education for future generations.

Huang, Xiao — University of Arkansas

Niu, Yuanlu — University of Arkansas

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Andersen, Tamara

Tackling the Asynchronous Setting With Adult Learners: Experiences From Veteran and Novelist Instructors

As many Universities move to online credentialing programs, the asynchronous setting continues to reveal both positive and challenging experiences for candidates and faculty. In this workshop, veteran and novelist instructors will share their experiences in innovative instructional approaches and strategies to develop and maintain a positive online learning experience for faculty and adult learners.

Andersen, Tamara — Alliant International University

Ashline, Elizabeth — Alliant International University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Panel **Session Chair:** Kirkey, Christopher

Students, Scholars, Identity and Survival in Higher Education: Contemporary Case Studies from the International Community

This roundtable panel workshop, comprised of seasoned academics and practitioners in the field of higher education and international education, will profile and examine current challenges confronting students and scholars alike in the international community who are committed to pursuing and promoting higher education – at times, under very difficult circumstances.

Kirkey, Christopher — SUNY College at Plattsburgh

Holland, Julie — American University of Afghanistan

Holland, Kenneth — O.P Jindal Global University

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Koke, Andrew

Peer Academic Coaching: Undergraduate Peers Supporting At-Risk Student Populations in Higher Education

This paper session will share the details of a for-credit college class that features undergraduate peers offering academic coaching for enrolled undergraduate students. Materials will include qualitative and quantitative indications of impact on enrolled students and peer coaches, as well as a discussion of target students for enrollment. This discussion will also include examples of how this academic coaching class helps students identify and address self-sabotaging academic behavior.

Koke, Andrew — Indiana University, Bloomington

The Use of Simulation Learning in a First Year Social Work Class

Field education is the signature pedagogy of social work education and it is the expectation that students graduating with an undergraduate degree in social work be able to demonstrate program outcomes related to practice. However, the lack of standardization in field education settings suggest that the competencies of graduates may vary significantly. Integrating simulation into undergraduate education with standardized clients has created opportunities for students to demonstrate practice competencies.

Warthe, D. Gaye — Mount Royal University

Oliver, Brent — Mount Royal University

Teame, Danaïet — Mount Royal University

Shifting Role-Identities of Education Doctoral Students: A Qualitative Study

The research study was based on my PhD research project in the University of Waikato New Zealand. I aimed to explore the socialization and academic identity development of PhD students in the field of Education in Pakistan. I recorded the stories of their doctoral journey and then analyzed through the lens of socialization theory, stage models of doctoral studies, and role identity perspective.

Khalil, Atif — University of Waikato

Cowie, Bronwen — University of Waikato

Who Am I? A Multi-Site Case Study of Black Student Unions: The Impact on Identity

Based on a multi-site, embedded case study, this research paper draws upon qualitative data to explore the role of the Black Student Union (BSU) in the lived experiences of Black students within the large university systems. The research findings will be shared and discussed about the benefits of BSUs in non-Black institutions along with actionable recommendations for higher education institutions that seek to affirm the identity of all students especially the marginalized populations including African Americans.

Lane, Patricia — California State University, Bakersfield

Suleiman, Mahmoud — California State University, Bakersfield

Time: 11:30 AM - 1:00 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Persiani, Kimberly

Designing Culturally and Linguistically Responsive Classrooms

Understanding culturally responsive pedagogy, one must consider Community Cultural Wealth, Critical Equity Literacy, Cultural Proficiency and Translanguaging all lend themselves to designing culturally and linguistically responsive classrooms where students are considered, welcomed, and celebrated as they engage in a safe space of connectedness among their peers and with their teacher who is actively committed to legitimizing students' rightful presence in the classroom by learning with them while building a community classroom culture through these approaches.

Persiani, Kimberly — California State University, Los Angeles

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Harrison, Colleen

Ignite and Heighten Student Motivation, Engagement, and Achievement Through Dynamic Differentiated Instructional Strategies That Respond to Every Learner's Needs, in Every Classroom K-12

In this interactive workshop, educators will learn research-based differentiation of instruction strategies that challenge advanced students, reach struggling students, and very importantly provide opportunities for all students to practice various learning modalities that capitalize on each student's strengths and interests. Educators will walk away from this workshop with relevant lesson designs that include responsive activities to instruction which capture a student's interest and catapult student achievement to "new" and higher levels.

Harrison, Colleen — Oregon State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Sanford, Amanda

Evidence Based Strategies to Improve Language and Literacy Outcomes for Multilingual Learners: the PLUSS Framework

This presentation focuses on culturally and linguistically sustaining evidence-based practices to support multilingual learners' (MLs) literacy acquisition. There are three key objectives: a. highlight the unique needs of MLs, b. Identify research based strategies (i.e. PLUSS framework) to meet the unique needs of MLs within the context of Multi-tiered support systems (MTSS), and c. explain a video self reflection process that can be used to improve learning outcomes for MLs.

Sanford, Amanda — Portland State University

Brown, Julie Esparza — Portland State University

Loman, Sheldon — Portland State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 3
Session Topic: Special Education **Session Chair:** Saad Aldosari, Mubarak

Attitudes of the Principals of General Education Schools Which Incorporate Inclusion Programs Toward the Inclusion of Students With Intellectual Disabilities and Relationship Between These Attitudes and Some Variables

The current quantitative study aims to investigate the attitudes of the principals of general education schools which incorporate inclusion programs for students with intellectual disabilities toward the inclusion. Using the Principals' Attitudes Towards Inclusive Education (PATIE) scale, the study demonstrates that the principals have highly positive attitudes toward the inclusion. The study also shows that there is a negative correlation between the variable number of years of experience as a school principal and the attitudes of these principals toward the inclusion, but a positive correlation between the variable of training courses in special education and the attitudes of these principals towards the inclusion.

Saad Aldosari, Mubarak — Prince Sattam Bin Abdulaziz University

Exploring Employers' Views on their Involvement in Supporting Work Internships for Students with Disabilities

The presentation will focus on discussing employers' views on their partnerships with schools to support training and employment opportunities for secondary students with disabilities. The discussion will cover their possible participations in different contributions such as assessment, planning, training, supervision, and employment for those students.

Almalky, Hussain — Prince Sattam bin Abdulaziz University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 4
Session Topic: Libraries and Learning Commons **Session Chair:** Riehman-Murphy, Christina

Rethinking Coursework: Librarian and Faculty Collaborations to Increase Student Access and Agency Through Open Educational Resources and Open Pedagogy

In a literature survey course at a small undergraduate public land-grant campus, a literature professor and an open education librarian, teamed up to transform a traditional literature course with open pedagogical approaches and open educational resources (OER). In this paper, I will share how we piloted a multi-year student-created open anthology project by rethinking what coursework can be and what the affordances are when students become creators rather than consumers of literary scholarship.

Riehman-Murphy, Christina — Pennsylvania State University

Empowering Teacher Librarians to Support STEM Education

Presentation of the results from a three-year project to provide professional development for school librarians on leading and supporting STEM education in their schools. This study utilized a pre/post-test quasi-experimental design to determine the influence of the PD on teacher librarians' knowledge, skills, and abilities to support STEM education.

Johnston, Melissa — University of West Georgia

Podcast Resources for Entrepreneurs

This paper is inspired by an episode of Purdue University's MakeYourStory podcast, focusing upon podcast resources for entrepreneurs. This session will highlight podcast hosting services and editing tools in addition to resources dedicated to marketing one's podcast. Moreover, attendees will learn about how to create effective partnerships to craft a podcast and review marketing strategies to bolster engagement and participation.

Bochenek, Annette — Purdue University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 5
Session Topic: Posthumanism/Complexity **Session Chair:** Varga, Bretton

Rupturing Anthropocentrism Through Posthuman Historical Thinking (PHT)

The Posthuman Historical Thinking (PHT) enactments we discuss in this paper can guide educators and their learners towards “exploring and accepting the strangeness of the past on its own terms” (Maza, 2017, p. 196) as mediated through wondering about the existence of the world across temporal dimensions that blur distinctions of the past, present, and future (i.e., pastpresentfuture [Author A]). PHT allows history educators to hint at new kinds of knowledge(s) about and for the more-than-human world that lies beyond the historian’s archive.

Varga, Bretton — California State University, Chico

Helmsing, Mark — George Mason University

Disrupting Colonized Spaces: The q̓ic̓ay̓ Slough Yesterday, Today and Tomorrow Project

Through this posthuman action research project we invite traces of the past to “haunt” the present and bring forth the future, seeking justice for the q̓ic̓ay̓ (Katzie) Slough and all its inhabitants. The children learn about the slough from Elders and environmentalists and paint aspects of this polluted waterway that was once a wetland of abundance. During the encounter, the past interrupts the present in indeterminant ways as we disrupt the everyday production of this colonial space through art.

Hill, Cher — Simon Fraser University

Bailey, Rick — q̓ic̓ay̓ First Nation

Immanent energy/ies in a portrait of Ann

This paper follows post qualitative material feminisms as situated ontologies implicit in every becoming moment, connecting non-humans and humans across spaces and times, expressing shifting and situated energy/ies, and ways of being in and engaging with the world. Taking up visual examples, a process of art making is examined, focusing on the immanent energy/ies that occupied a portrait of “Ann” over time, and the energy/ies that resonate/d in the still becoming process of this painting.

Blaikie, Fiona — Brock University

A Thousand Tiny Methodologies: Critical Posthumanism and Education Research

The critical posthumanities are intradisciplinary and dynamic. They draw on critical race theory, decolonization studies, proqueer feminisms and more. The critical posthumanities are also informed by the ideas of Deleuze and Guattari (1987) that reflect a flattened ontology, troubling binary thinking and the violence of social and species hierarchies. In this paper, I will outline what the critical posthumanities are and how these can inform a postqualitative ontology within educational research.

Kitchin, Adrienne — Brock University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Bailey, Tonya

Can’t We All Just Belong? Institutional Climate and Collegiate Experiences of First-Generation African American Students’ Sense of Belonging and Resiliency at Predominately White Institutions (PWIs)

Bailey, Tonya — Lansing Community College

Paradigm Expansion: Visual Literacy Research for the Field of Information Education

This presentation introduces the paradigm expansion of research and theoretical framework of visual literacy for the field of information.

Ma, Yan — University of Rhode Island

Writing for Publication in Scientific Journals in North America

Writing a paper for publication in scientific journals requires knowledge of the preferred formatting convention and proficiency in the rhetorical style that science texts are typically employed in order to present scientific research findings with clarity and precision. This presentation highlights the formatting guidelines and explains the linguistic features of science texts to help international authors to write for publication in the scientific journals in North America.

Zhang, Wei — University of Akron

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Farrell, Alice

Radicalizing Family Engagement – The Intersection of Protective Factors and Parent Leadership

This workshop is based on the reality that historically, education systems have struggled to effectively engage families of neurotypical and neurodivergent children across grade levels and racial and ethnic backgrounds. I will use open-ended exploratory questions, small and large group reflective discussions specific to case scenarios/vignettes, and interactive exercises to guide participants in a process that they can use to assess their capability and capacity for effectively engaging families from BIPOC population groups.

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

Universal Design for Learning in the Middle School Science Classroom

This study investigates, using a comparative case study methodology, the UDL (Universal Design for Learning) framework, and how it is employed in a ten-lesson watershed science curriculum in three middle school science classrooms. UDL is a framework for guiding the design of flexible learning environments to support learner variability and this NSF-funded project paves a path to increased access that holds the potential to significantly increase students' confidence and efficacy in STEM subjects and 21st-century learning skills.

Marcum-Dietrich, Nanette — Millersville University

Muenz, Tara — Stroud Water Research Center

STEM Identity Development for Black Girls in Middle School: Insights Into a Summer Immersive Experience

This presentation explores the powerful ways in which Black girls exude brilliance and develop positive STEM identities within the context of a summer program offered in collaboration with an institution of higher education and community-based organization. The multidimensionality of Black girls' STEM learning conceptual framework informed the study by exposing racial and gender essentialism as they engaged in STEM learning spaces. Findings are presented in the form of counterstories unearthing their intent to pursue STEM pathways.

King, Natalie — Georgia State University

Artificial Intelligence Activities for Teachers: What and How They Learned

In-service teachers from two states (Arizona and Georgia) virtually participated in artificial intelligence training. They explored a variety of artificial intelligence activities using technology that lasted between two and three weeks. Personal Construct Theory (Kelly, 1955) was used to explore what changes in thinking occurred in relation to artificial intelligence after they participated in the activities through a pre/post repertory grid creation. Dendrograms showed shifts across clusters.

Jayasuriya, Suren — Arizona State University

Kurz, Terri — Arizona State University

Swisher, Kimberlee — Arizona State University

Mativo, John — University of Georgia

Pidaparti, Ramana — University of Georgia

"Following the Breath:" A Trauma-Informed Pilot Study for Educator Wellness in Rural Montana

Given the prevalence of mental health issues for both educators and adolescents in rural Montana, this project is designed to help mitigate the impact of stressors by providing coping strategies linked to improvements in overall mental health outcomes for teachers, which may ultimately lead to improved co-regulation of students and classroom climate. The immediate goal of this pilot study was to measure physical and mental health outcomes of educators resulting from a remotely-delivered trauma-informed yoga intervention. Findings suggest improvements in participants' depression and anxiety levels, trauma symptoms, sleep quality, heart rate variability, and cortisol levels.

Davis, Lauren — Montana State University

Aylward, Alexandra — Montana State University

Scott, Brandon — Montana State University

Jacobs, Jonathan — Montana State University

Fostering Resilience: Creating Trauma-Sensitive Classrooms and Schools

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

Bullying Prevention and Prosocial Behavior: Grade Four Student Comprehension of Learning Objectives from the Mental Health Kit "Be Kind to Yourself and Others"

This qualitative study explored the effectiveness of "Peer Relations: Bullying and Friendship" activities from the "Be Kind to Yourself and Others" mental health kit, which were implemented in thirteen schools (30 grade 4 classrooms) across Central Alberta, Canada. The bullying activities educate students on types of bullying, intervention strategies, and effects of bullying. Friendship activities strive to teach students friendship can change, qualities of inclusive and exclusive friendship, and strategies to avoid excluding others.

Bearden, Anomi — Red Deer Polytechnic

Van Bavel, Marisa — University of Calgary

Wells, Gregory — Red Deer Polytechnic

Oddie, Scott — Alberta Health Services

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Albiladi, Waheeb

Teaching English in Saudi Arabia: Navigating Emerging Practices and Strategies for Achieving the Educational Goals of the Vision 2030

The paper highlighted the key elements of English teaching and learning related to Saudi Vision 2030. The findings of this research indicate that the educational objectives of the Vision can be achieved by replacing traditional language curriculum with authentic materials and resources, integrating more technology in language classes, incorporating cooperative learning strategies, increasing the sense of openness and tolerance among language learners, and using language instructions that prepare students for the labor market.

Albiladi, Waheeb — Royal Commission for Yanbu

The Role of the Hidden Curriculum in Building the Personality of English Language Young Learners

The paper highlighted the role of the hidden curriculum in building the personality of Young English language learners. It provides a theoretical review of the hidden curriculum including the concept, the characteristics, and the sources of the hidden curriculum.

Al-Zahrani, Ahmad — Royal Commission for Yanbu

On Language Learning and Constructional Relations: The Case of Adjectival Resultative and Make-Causative Constructions in English

In this paper, we propose that recognizing syntactic and semantic relations between existence constructions makes it more possible for second language (English) learners to understand new syntactic structures. We take two causative constructions in English: adjectival resultative and make-causative constructions. We argue about a constructional relation between these two from the viewpoint of Construction Grammar theory in cognitive linguistics, and show research findings of language learning for non-native speakers.

Akiko, Honda — Kobe Women's University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education **Session Chair:** de Leeuw, Sarah

Teaching about Truth, Reconciliation, and Racism in Colonial Canada: Educating the Hearts and Minds of Medical Students in Canada

This presentation highlights work underway by the National Collaborating Centre for Indigenous Health (NCCIH) and the Health Arts Research Centre (HARC), both located in Canada, to address Call to Action #24 of the Truth and Reconciliation Commission (TRC), which calls upon medical and nursing schools that all students take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. It showcases how the NCCIH and HARC are utilizing arts-based, creative and humanities-informed educational methods and methodologies within medical education.

de Leeuw, Sarah — University of Northern British Columbia

Greenwood, Margo — University of Northern British Columbia

Moving Towards Reconciliation: Indigenous Education Braided Within Teacher Education

In Northern Alberta, Concordia University of Edmonton is located on Treaty 6 territory, home of the Cree, Saulteaux, Blackfoot, Métis, Dené and Nakota Sioux. This case study report highlights how a settler university worked with local Elders and knowledge keepers to braid Indigenous knowledge into the teacher education program. Newly graduated teachers felt more confident in approaching local Indigenous historical and cultural topics as a result of their direct experiential learning with Elders and Indigenous instructors.

Chung, Simmee — Concordia University of Edmonton

Schmidt, Edgar — Concordia University of Edmonton

Teaching Indigenous Feminist Literature: How and Why

Indigenist feminism is emerging in literature as a grounding principle for narrative strategies, plots, character development and decolonial mode of discourse. The paper will focus on a suggested methodology and pedagogy of Indigenist feminist narrative as well as an explanation of the significance and rationale of such study.

Dulfano, Isabel — University of Utah

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education - Workshop **Session Chair:** Levy, Nathan

Powerful Strategies to Enhance Learning of Gifted & Highly Capable Students

This workshop explores numerous, proven ways to reach gifted learners in challenging ways. The objective is to have participants leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. A variety of successful teaching and parenting techniques will be shared - as well as numerous writing, science, math and thinking activities. Bring your thinking caps and funny bones to this dynamic workshop by author (Stories With Holes, Teachers's Guide to Trauma, Beyond Schoolwork, Creativity Day By Day, plus many others) Nathan Levy.

Levy, Nathan — Nathan Levy Books LLC

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Smith, Gillian

Clinical Supervision Forum

This interactive workshop will focus on models of clinical supervision as a framework for counselor education in a clinic or practicum setting.
Smith, Gillian — Simon Fraser University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Panel **Session Chair:** Dreibelbis, Tomi

Recognizing the Complexity of Organizational Culture Change

Our team of subject matter expert panelists will provide a framework for addressing last-minute changes in education programming while strengthening team culture through intentional gratitude and recognition. We developed an interactive program providing opportunity for faculty/staff discussion on managing last-minute changes and strategies for 1) offsetting those changes and 2) improving communication. The panelists will share facts, personal experiences, express opinions and answer audience questions during the panel presentation.

Dreibelbis, Tomi — Pennsylvania State University
Carmo, Stacey — Pennsylvania State University
Anderson, Robin — Pennsylvania State University
Blatt, Barbara — Pennsylvania State University
Attinger, Cheryl — Pennsylvania State University
Dubots, Deanna — Pennsylvania State University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 4
Session Topic: Arts & Humanities Education **Session Chair:** Song, Borim

VR/AR Technologies for Art Education: Students' Perspectives and Responses

The possibilities of virtual realities (VR) and augmented reality (AR) technologies have motivated educators to explore the tools in various settings. This presentation will highlight the pedagogical potential of VR/AR and undergraduate art and art education students' perceptions of the technologies and their possibilities as educational tools and resources.

Song, Borim — East Carolina University

Anti-Asian Racism and Racial Justice in the Classroom

In this presentation, we discuss the urgent issues and concerns about anti-East Asian racism in our society and provides several pedagogical strategies to counter anti-East Asian racism. Against historical and current bias and stereotypes against anti-Asian racism, we share how art educators can confront them through art intervention strategies, highlighting some of student art projects and written testimonials about anti-Asian racism.

Shin, Ryan — University of Arizona School of Art
Song, Borim — East Carolina University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Panel **Session Chair:** Creech, Jennifer

Apo Haumana: A First-Year Student Experience Program

Apo Haumana is a program offering incoming Chaminade University first-year students with tangible experiences through a three-series program. This includes a first-year retreat, faculty mentoring, and internship/career experiences coupled with learning components that are open to all first-year students. Although not required, participation is strongly encouraged. The priority is providing a model that optimizes current best practices with student success to be a foundation for a well-rounded student and also aids with student retention.

Creech, Jennifer — Chaminade University
Masuda, Danielle — Chaminade University
Chun, Hans — Chaminade University
Iwamoto, Darren — Chaminade University
Padesky, Christopher — Chaminade University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Pitler, Howard

Creating and Using Open Educational Resources (OER) as a Way To Improve Student Retention

Research into the impact of OER on student retention indicates that OER can overcome barriers to students' access to course materials and lowers the cost of higher education while allowing faculty to customize materials to their needs.

Pitler, Howard — Emporia State University

Educational Implications of Artificial Intelligence in Teaching and Learning Across Disciplines

Recent advances in readily available tools powered by Artificial Intelligence have significant implications for all disciplines in higher education including but not limited to academic integrity, ethics, delivery, and assessment. It is also likely that these tools may alter even more fundamental aspects of teaching and learning such as what is taught and how it is learned. This paper explores these implications from a cross-disciplinary perspective, focusing on those likely to fundamentally affect multiple disciplines.

Becker, Brett — University College Dublin

Mooney, Catherine — University College Dublin

Teaching Emotion in Participatory Research With Youth: From Fearing Harm to Inviting Transformative Understandings

Emotion has traditionally been considered contrary to the production of scientific knowledge as well as potentially harmful to research participants and researchers. In this presentation, the authors propose the transformative potential of the integration of emotion in participatory research with youth and explore critical pedagogical strategies for inviting students to engage with emotion as they learn to glean knowledge from and conduct participatory research with youth.

Carlton, Rosemary — Université de Montréal

Denov, Myriam — McGill University

Van Praagh, Shauna — McGill University

Mosseau, Nate — McGill University

Cooperrider, Vygotsky, and Wenger Would Dig Our Center

The Center for Global Partnerships and Learning (CGPL), situated in the Education division in Pepperdine University's Graduate School of Education and Psychology serves to mentor graduate students and facilitate their engagement in scholarly communication, and promote their research and achievements. This case study will profile the Center's explosive growth over the two years since its founding in the Fall of 2020 and describe the theoretical underpinnings that have informed its evolution.

Brahme, Maria — Pepperdine University

Miramontes, Gabriela — Pepperdine University

Time: 1:15 - 2:45 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 3
Session Topic: Higher Education - Workshop **Session Chair:** Robbins, Sherard

The Missing Link: Mentorship as The Key to Success

This workshop will focus on the importance of mentorship for students, staff, and faculty. Using a multicultural lens, this session will explore the ways in which cultural and social identities impact how people connect with one another while providing helpful tips to create space to celebrate our diversity; when done correctly, this will lead to a collectivist approach to growth and development.

Robbins, Sherard — Visceral Change

How Teacher Education Should be in order to Nurture Co-agency in Students and Teachers - Practical Case Studies from Egypt and Japan and the Issues Raised -

The OECD Learning Compass 2030 which is a product of the on-going 'OECD Future of Education and Skills 2030' project focuses on 'Student Agency' as the core of its framework. On the other hand, 'Teacher Agency' is also essential to facilitate teaching and learning for students and support them in making decisions. This research aims to explore how teacher education should be in order to support co-agency in teachers and students through two case studies of Egypt and Japan.

Mostafa, Yasmine — University of Fukui

Hayase, Yuri — University of Fukui

Hambara, Yoshiko — University of Fukui

Classroom Management and Didactics: Perceptions of Teacher Training Students in Quebec and France

This communication presents the results of our descriptive and exploratory research aimed at examining the perceptions of students in initial teacher training of each of the two central dimensions of their professionalism: classroom management and didactics. This exploratory approach is carried out through the analysis of semi-directed interviews on their understanding of these two dimensions and their ability to establish explicit and coherent links between them.

Dumouchel, Mélanie — Université du Québec à Montréal

Lanaris, Catherine — Université du Québec en Outaouais

Soudani, Mohamed — Université Claude Bernard Lyon

Paquette, Noémie — Université du Québec en Outaouais

Fallacious Probabilistic Reasoning from Future Math Teachers: The Case of the Fallacy of Composition

Probability, in math class, is often only taught if there is enough time left in the school year. Algebra, for example, is deemed much more important. This is becoming a problem, however. The world we live in is rapidly requiring citizens to understand probability, statistics, and data science. Fortunately, a subset of researchers in the field of mathematics education, statistics educators, are investigating this pressing matter. This article contributes to said research in stochastics education.

Chernoff, Egan — University of Saskatchewan

Using Equity-Based Feedback in the Clinical Experience to Facilitate a Critical Stance toward Teaching and Learning in Preservice Teachers

This bounded case study (Stake, 1995) investigates the influence of four university liaison's feedback on 15 teacher candidates' development of an equity stance in their clinical placements during a global pandemic. Findings documented a developmental continuum from thin to thick equity (Cochran-Smith et al., 2016), a heightened awareness of inequities and the development of more equitable teaching practices.

Dismuke, Sherry — Boise State University

Snow, Jennifer — Boise State University

Poster Session

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Coral III

Seeds to STEM: Cultivating Early Nutrition, Literacy, Numeracy and STEM Knowledge and Skills in Teachers, 3-5 Year Olds, and Families Through a Bilingual Asset-based Curriculum in Two Major Cities

Seeds to STEM is a new program empowering urban children in Philadelphia and Los Angeles along with their families and teachers to make healthy food choices through an inquiry-based nutrition, STEM, literacy and garden education program. This poster presentation will describe the project's three-pronged approach, research questions and preliminary results.

Romaninsky, Mariah — Drexel University

DelDuca, Kaitlyn — Drexel University

Genovesi, Jacqueline — Drexel University

Engaging Women in Engineering: Introducing Engineering Concepts into a Natural Science After-school STEM Program

In this case study we describe the collaboration between museum staff, College of Engineering faculty, researchers from School of Education and students to transform a highly successful natural science program into a natural science and engineering program.

Genovesi, Jacqueline — Drexel University

Godfrey, Kimberly — Drexel University

Thomas, Dominique — Drexel University

Exploring the Impact of Studying Abroad on Pre-Service Teachers' Learning Experience

The presenters will share how to organize a 10-day study abroad program, which included a community-based service-learning project, in Taiwan. The presenters will also disseminate the results of a survey, which showed that the program made positive impacts on student development personally, professionally, and academically.

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

Sanatullova-Allison, Elvira — Texas A&M University-Kingsville

Connection, Co-regulation, and Children: Training Student Counselors to use Relational-Cultural Therapy with Youth

Relational-cultural therapy (RCT) focuses on the inherent need for connection and the influence and impact of culture and power on one's lived experience. Although scholars recommend RCT for treating a variety of presenting concerns, literature on RCT with youth remains sparse. In this presentation, attendees will explore the central role of relationships in establishing co-regulation in children and ways counselor educators can guide counselors-in-training to developmentally facilitate RCT with youth.

Haiyasoso, Maria — Texas State University

An Improving Undergraduate STEM Education (IUSE) Project Funded by the National Science Foundation, Hispanic-Servicing Institutions Program at San Francisco State University

This project is a collaborative effort of three Hispanic Serving Institutes (HSI), San Francisco State University (SFSU), Cañada College and Skyline College), to enhance the quality of engineering education. This project aims to build capacity in the School of Engineering at SFSU, by increasing retention and graduation rates of underrepresented minority (URM) students; shortening time to graduation; enhancing career development resources for students; and improving teaching effectiveness through faculty development.

Jiang, Zhaoshuo — San Francisco State University

Khalkhal, Fatemeh — San Francisco State University

Pong, Chris Wenshen — San Francisco State University

Quintero, David — San Francisco State University

Wang, Yiyi — San Francisco State University

Wong, Jenna — San Francisco State University

Zhang, Xiaorong — San Francisco State University

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

Breakout with Zoom: Pre-service Teachers' Perceptions Must Guide Future Teacher Education Online Interactions

Virtual technologies impact educational experiences; thus, teacher educators should consider the benefits and drawbacks. We used a mixed-methods research methodology to examine a teacher education course using Zoom's videoconferencing platform. The study identified pre-service teachers' perceptions and interactions within Zoom's Breakout Rooms. Findings indicate that students appreciated Breakout Room interactions, although males and females valued different aspects of Breakout Room communication. We conclude with recommendations regarding videoconferences in teacher education and suggest future research.

Buttler, Tim — Burman University

Scheurer, Jacob — Burman University

Addressing Healthy Connection and Disconnection After Experiences of Trauma

For clients who experienced relational trauma, struggles often include trusting self and others to form safe and healthy connection and to navigate healthy disconnection. In this presentation, attendees will learn about the function and process of relational-cultural therapy (RCT) in trauma work, which involves establishing safety, engaging in co-regulation, examining clients' relational health, and enhancing relational resilience to allow for stronger interpersonal connection and healthy disconnection in relationships after surviving trauma.

Haiyasoso, Maria — Texas State University

Change in Teacher's Knowledge and Attitude After Dyslexia Simulation Professional Development

This research project will examine the impact of a dyslexia simulation and the opportunity to talk with students who have dyslexia on teachers' knowledge and attitudes about dyslexia. In 2017, 72 K-12 teachers were given a survey on knowledge and attitudes about dyslexia. In October of 2022, this same district will offer a dyslexia simulation professional development. This poster will describe the impact from that PD and compare original survey results with results from 2022.

Genovesi, Joseph — Hopewell Valley Central High School

Pilitsis, Vicky — Hopewell Valley Central High School

Re-Examining Best Practices in Preparing Paraprofessionals to Meet Post Pandemic Expectations and Roles

Paraprofessionals play a critical role in successful classroom functioning. Their roles include assisting teachers with data collection, behavior management, instructional support as well as supporting students with daily activities. While their roles and responsibilities are well documented, it is recommended previous best practices be revisited in the light of increasing virtual instruction. The presentation will provide recommendations to work effectively with paraprofessionals and revisit their roles and responsibilities for in-person and remote education settings.

Lee, Yeunjoo — California State University, Bakersfield

Vega, Luis — California State University, Bakersfield

Roberts, Sarana — California State University, Bakersfield

Relationship between Academic Ability and Physical Fitness in Elementary and Middle School Students

The purpose of this study was to clarify the relationship between physical fitness and academic ability of Japanese children (elementary and middle school students) using the data of the "National physical fitness survey" of the Japan Sports Agency and the "National academic ability survey" of the Ministry of Education, Culture, Sports, Science and Technology.

Kasuga, Kosho — Gifu University

Reaching Collective Agreement: A Negotiation Methodology Utilizing Personality Assessment

Negotiation is an essential skill for teamwork in any setting or discipline, and practical education efforts are needed to provide students with opportunities to learn and apply negotiation skills in differing situations. The purpose of this proposal is to describe an innovative and engaging instruction technique used to analyze students' application of their assessment skills in a complex negotiation.

Smith, Matthew — Texas A&M University

Merianos, Ashley — University of Cincinnati

Guinn III, James — Texas A&M University

Leveraging Digital Innovation for Teaching in Any Discipline: Creating New Knowledge and Transferring Digital Impacts

Recent digital advances present myriad opportunities for teaching in all disciplines. These can be used to allow students to create new knowledge and teachers to transfer learning opportunities across disciplines. A practical course consisting of several independent learning units was recently constructed to allow educators to learn how to exploit these advances in their own disciplines. This poster aims to disseminate these opportunities and to gather new ideas that can be incorporated into this course.

Becker, Brett — University College Dublin

Connecting the Dots: Students' Mental Organization and Storage of Biochemistry Visual Literacy Skills

This presentation will cover the development and use of a novel instrument for measuring visual literacy skills in the molecular life sciences.

Terrell, Cassidy — University of Minnesota– Rochester

Erdman, Robert — University of Minnesota– Rochester

Prat-Resina, Xavier — University of Minnesota– Rochester

Leveling Up Technology Integration Practices with LATs

In this presentation, a professional learning activity, unpacking an existing lesson plan using a curriculum-based learning activity types (LATs) planning resource, is explored as a vehicle to build teachers' TPACK (technological pedagogical content knowledge).

Choi, Cynthia — Le Moyne College

Professional Development and Teacher Emotion: Finding Equilibrium Through Reflection

Teachers often face unique emotional stressors including limited contracts, large classes, and pressure to publish. These events and others often produce emotional responses which can impact teachers in their role as instructors, their pursuit of professional development and their identity within the education teaching community. This paper attends to emotional challenges teachers might face when engaged in professional development and provides insight into how educational researchers might support each other in efforts to develop professionally.

Wilson, John — Nanzan University

Work-in-Progress: Interaction of Project-type and Persistence in First-Year Engineering

Project-based first-year engineering courses have become widespread and have improved retention relative to prior content-based courses. This work looks at students' intent to persist in their major in the context of how they envision the "role of the engineer." This is part of a larger project investigating the influence of project characteristics in how students conceptualize the role of the engineer.

Jarvie-Eggart, Michelle — Michigan Technological University

Singer, Amanda — Ohio State University

Vigeant, Margot — Bucknell University

Remote Learners: Use of Open-Source Online Simulators for Teaching Robotics, Electronics, and Computer Control

This paper describes the use of open-source online tools that run in a browser that allow remote students to simulate devices of the type that they would design in the physical laboratory if they were not remote.

Littman, Michael — Princeton University

Effects of Universal Design for Learning-based Explicit Vocabulary Instruction using a Graphic Organizer and an iPad on Receptive and Expressive Vocabulary Ability of Elementary Students with Intellectual Disabilities

The study used a single case design to investigate the effects of universal design for learning-based explicit vocabulary instruction using a graphic organizer and an iPad on the receptive and expressive vocabulary ability of elementary students with intellectual disabilities.

Lee, Mi-Kyung — Daegu University

Ok, Min Wook — Daegu University

Developing Culturally and Linguistically Responsive Practices in Novice Teachers

This session will describe the journey of an educator preparation program (EPP) to develop cultural and linguistic competence in prospective teachers by presenting (1) an overview of the EPP and state's teacher evaluation system, (2) mastery portfolio entries that students complete to reflect on their growth as culturally responsive educators, and (3) future directions within teacher education as the student population continues to become increasingly diverse.

Delgado, Rocio — Trinity University

Combined Faculty and Peer Mentoring During the COVID-19 Pandemic: Model, Strategies, and Promising Practices

Hostos Community College's Engineering Academic Talent (HEAT) Scholarship Program offers Scholars financial support and access to a combined faculty/peer-mentoring experience in an effort to increase the number of low-income academically talented students who graduate with engineering degrees. HEAT was designed to take place in person; however, the pandemic required us to adapt to an online format. Here, we share the HEAT strategies, and lessons learned for maintaining a robust and engaging online combined mentoring model.

Rodríguez, Yoel — Hostos Community College of CUNY

Varelas, Antonios — Hostos Community College of CUNY

Angulo, Nieves — Hostos Community College of CUNY

Nieto-Wire, Clara — Hostos Community College of CUNY

DePass, Anthony — DePass Academic Consulting

K12 Computer Science Pathway for Fond du Lac Ojibwe School, Minnesota

This poster will highlight the progress and plans of Fond du Lac Ojibwe School in developing a K-12 Computer Science pathway. Fond du Lac Ojibwe School is a tribal school in Minnesota and is part of an NSF-funded research practice partnership. The school developed a vision for computer science education and has had successes in professional development, coaching, and literacy initiatives, while experiencing challenges around teacher buy-in and the integration of CS into all subjects.

Liimatainen, Dawn — Fond du Lac Ojibwe School

Heskin, Brittany — Fond du Lac Ojibwe School

Lockling, Jodie — Fond du Lac Ojibwe School

An Action Research Study: How Do Values and Faith Affect Students' Views on the Nature of Science?

This poster presentation will exhibit results from an action research study. Our findings show how students' values and faith affect their views on the Nature of Science and what preconceived notions or misconceptions may prevent students from viewing science and religion as compatible. We also present recommendations for how teachers can more effectively teach NOS in a way that coexists with religious principles.

Stamper, Tina — Indiana University

Nelson, Nicole Conrad — Indiana University

Engaging Middle School Immigrant Latinx Youth as STEM Camp Counselors

This poster illustrates youth development culturally relevant practices associated with engaging 13 immigrant youth as teachers in a 4-H STEM day-camp. Five organizations partnered with 4-H to train teens for their new role as camp counselors. 4-H staff engaged teens as partners in the implementation and evaluation of the STEM day-camp. Teens conducted informal focus groups with children. Post surveys indicate all teens increased their leadership skills, sense of belonging, and environmental education.

Moncloa, Fe — University of California

Weaver, Susan — University of California

Improvement of Special Notation Handling for Pseudo Natural Programming Language

This paper addresses a multi-lingual pseudo natural language programming for college education, to introduce basics of computer science and support to develop applications. In this paper, we at first explain the background of this research, and we discuss to improve the prototype for handling some of special notations.

Maeda, Toshiyuki — Hannan University

Yajima, Masumi — Meikai University

Wakatani, Akiyoshi — Konan University

Water Safety Education of Japanese Elementary School Students

Japan is surrounded by the sea, and so, drowning accidents in the sea and rivers occur every year. In elementary school swimming education, it is necessary to establish water accident prevention education in open waters, assuming actual water accidents. In this study, we aim to establish a water safety education in open waters, and report on the plan and implementation method.

Toriumi, Takashi — Keio University

Fujimoto, Hideki — Keio Yochisha Elementary School

Hagiwara, Ryujiro — Keio Yochisha Elementary School

Ishide, Yasushi — Keio University

Perspectives and Experiences of Special Education Alternative Route Teachers Working in Culturally and Linguistically Diverse Classrooms

This case study will be conducted with 10 Alternative Route to Licensure (ARL) special education teachers along with five school-based administrators working in schools with a large population of students from culturally and linguistically diverse backgrounds (at least 51% of the student population) located in a large urban school district. A priori themes from the interviews conducted in this case study will include challenges faced, preparation, and importance of route taken.

Terrill, William — Northern Arizona University

Analysis on College Students Career Decision-making Profiles difference : Comparison of Korean and American

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 100 college students in Korea and 95 college students in the U.S. The results of this study imply ways of increasing the career decision-making profiles effective.

Au, Yunkyung — Kongju National University

Incorporating Diabetes Health Education During Shared Medical Appointments

Shared Medical Appointments (SMAs) are an efficient and effective treatment and educational tool. The objectives of this proposed study are to assess SMA patients' diabetes knowledge, treatment satisfaction, medication adherence and clinical outcomes. This innovative and multidisciplinary approach to care stands to improve patients' understanding of their disease state and ultimately lead to beneficial outcomes.

Singleton, Brittany — Xavier University of Louisiana

Hooker, Gwendolyn — New Orleans East Hospital

Menhem, Mariam — New Orleans East Hospital

Johnson, Lauren — New Orleans East Hospital - Diabetes Center

Johnson, Deborah — New Orleans East Hospital

Hughes-Foret, Emily — The National Diabetes & Obesity Research Institute (NDORI)

Community Stakeholders in the College Classroom

This presentation focuses on a recent project that took place in an elementary methods course focusing on classroom management. Community stakeholders such as parents, retired educators, professors from other disciplines, and business owners joined the methods course to serve as “parents” as pre-service teachers presented their classroom management plans at a “mock” Meet the Teacher Night. Valuable lessons were learned from both the pre-service teachers and stakeholders that contribute to the field of teacher education.

Davis, Ji Ji — University of Montevallo

Raulston, Cassie — University of Montevallo

Ploessl, Donna — University of Montevallo

Hooper, Will — University of Montevallo

Not Just for the Camera

In this poster session, researchers will outline pre-service teacher candidates’ perceptions of the effectiveness and feasibility of feedback via two online options during practicum experiences. The first option provided delayed feedback through recorded and annotated lessons. The second included immediate feedback via bug-in-ear technologies with an option to view the recorded lesson with feedback.

Harper-Hooper IV, William — University of Montevallo

Ploessl, Donna — University of Montevallo

Impact of COVID-19 Pandemic on Educational Experience of Students in India

This is the result of a survey done in India about the educational experience of high school and college students during 2020 COVID outbreak. The survey focused on students experience with online education, their preference between online versus in-person education, and their worries about their future. This survey was done by students and if accepted, the results of this survey will be presented by one of those students.

Ranjan, Harsh — MGM Senior Secondary School

Shrivastava, Nishant — Casady School

Shrivastava, Anika — Casady School

Trivedy, Spriha — New York University

Shrivastava, Dipty — Hemchand Yadav University

Shrivastava, Rakesh — University of Oklahoma

Mental Health of Students During COVID-19 Pandemic in India

This is the result of a survey done in India on the impact of COVID-19 pandemic on the mental health of students. The survey used the PHQ 2 and GAD 2 questionnaire and asked students about their interest or pleasure in doing things, feeling down, depressed, nervous, anxious, and not being able to stop or control worrying. This survey was done by students and if accepted, the results of this survey will be presented by one of those students.

Shrivastava, Nishant — Casady School

Ranjan, Harsh — MGM Senior Secondary School

Shrivastava, Anika — Casady School

Trivedy, Spriha — New York University

Shrivastava, Dipty — Hemchand Yadav University

Shrivastava, Rakesh — University of Oklahoma

Pharmacists’ Delivery of Health Education to Prevent Diabetes in the New Orleans Hospitality Industry Workforce

This proposed project seeks to impact the lives of hospitality workers in New Orleans, Louisiana. Project objectives include prediabetes screening, focused health education and connection to further healthcare resources. With pharmacy professionals’ early interventions focused on increasing knowledge, awareness and access to affordable healthcare, it is possible to achieve positive health outcomes for this worthy population

Nguyen, Katrina — Xavier University of Louisiana

Singleton, Brittany — Xavier University of Louisiana

KNU ESD: 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

Analysis of Girls Ages 13-17 Residing in Hawaii’s Perceptions of STEM Fields Before and After Attending a One-Week Residential Culturally Responsive STEM Camp

A residential culturally responsive STEM camp held in Hawaii during the summer of 2022 for girls ages 13-17 residing in Hawaii included highly engaged and active STEM-based activities. The researchers will describe the activities and present the findings of the pre-and post-survey responses of the camper's level of interest in STEM, intent on taking a future STEM course, and the likelihood of pursuing a STEM degree.

Smith, Mary — Hawaii Pacific University

Martin, Georgianna — Hawaii Pacific University

Roberts, Ali — Arizona State University

Nkrumah, Tara — Arizona State University

Jensen, Brenda — Hawaii Pacific University

Scott, Kimberly — Arizona State University

Teaching Katakana for learners of Japanese: Breaking the code

English and Katakana words are used a lot in Japanese lifestyle. Most katakana words are originated from foreign languages, but their structure is changed to match the sounds found in Japanese, which makes it quite difficult. I would like to show the basic rules for converting English words into Katakana, or vice versa, hoping to help the learners to understand how Katakana works, and for the teachers to consider teaching the rules in their classrooms.

Torii-Williams, Eiko — Wellesley College

Learning Where We Live: A Focus on Air

This poster proposal is based on the connections between mathematics and science for middle and high school teachers through the lens of air quality. Fort Hays State University hosted a one-day training focused on air quality investigations in rural Kansas communities, and leveraged the FHSU GLOBE partnership to help understand air quality, the Earth's climate, and human health. Purple Air sensors were provided to each participant

Stramel, Janet — Fort Hays State University

Post-secondary Campus-based Strategies To Support Former Foster Youth

This poster presentation will bring awareness to participants regarding the lived experiences of former foster youth as they navigated the transition from high school to a four-year institution and their first year. The academic, social, and emotional supports they sought, utilized, and wished they had known about will be highlighted.

Hampton-Campbell, Sharva — Governors State University

4-H STEM & Civic Engagement: Youth Participatory Action Research

STEM and Civic Engagement are two core program areas of the 4-H Youth Development Program. Youth participatory action research (YPAR) is an approach to youth and community development where youth engage in science practices, conducting a research project, and then use the results to improve their lives and communities. The poster will share the introduction to YPAR, a preparation checklist, and links to the curricula.

Mariscal, Diego — University of California

Worker, Steven — University of California

Espinoza, Dorina — University of California

Neas, Sally — University of California

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 1

Session Topic: Curriculum, Research and Development **Session Chair:** Jamal, Aamir

Rethinking and Redesigning the MSW International Social Development Program

This presentation explores the ethical and theoretical framework that guided the curriculum redesign, and our transformative learning approach. We share our perspectives as four faculty members of the redesign and instructional team and one alumnus from the first ISD cohort. Reflections and insights will be shared and broader implications for social work, social development, and sustainable development will be offered.

Jamal, Aamir — University of Calgary

Lorenzetti, Liza — University of Calgary

Drolet, Julie — University of Calgary

El.Lahib, Yahya — University of Calgary

Khawwaja, Kamal — University of Calgary

“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

Transforming the Field Education Landscape: A Partnership 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

McConnell, Sheri — Memorial University

How to Take an Academic Case Study and Develop it into a Case Study for Teaching

Published case studies in a particular setting are a rich source of problems that can inform the development of a case study for teaching. In this presentation, the researchers will discuss how they used their published study on COVID-19 workplace adaptation and recovery to develop a teaching case study for a hospitality and tourism management course. In this presentation we will share steps for writing a case study with specific illustrative examples.

Axe, Jo — Royal Roads University

Wilson-Mah, Rebecca — Royal Roads University

Dahlquist-Axe, Hannah — Royal Roads University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Ellis, Joanna Howard

Maslow's Hierarchy of Needs' Guide to Cultural Humility Training

In this session, participants will identify the primary tenets of cultural humility training and Maslow's hierarchy of needs, discuss challenges associated with multicultural education, and strategize educator responses to example student reactions to cultural humility curricula. In this interactive workshop, participants will discuss case studies that can be used in cultural humility training and engage in role playing activities to learn how to navigate common miscommunications that arise from cultural insensitivities.

Ellis, Joanna Howard — Texas State University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 4
Session Topic: Secondary Education - Panel **Session Chair:** Persiani, Kimberly

Centering Equity and Justice in a Community Engaged Secondary Residency Program

A critical social justice lens and building a culturally sustaining classroom culture are the issues for this submission. Based on Critical Community Literacy where language use develops us as agents inside a larger culture, and is understood as community-engaged critical learning of/with/for the communities residents will teach in, becoming critical junctures for centering their community literacy(ies), and Culturally Sustaining Pedagogy where schools are viewed as places where the cultural ways of being in communities of color are sustained, rather than eradicated, serve as the frameworks with which the Los Angeles Urban Teacher Residency (LAUTR) subscribes to.

Persiani, Kimberly — California State University, Los Angeles

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

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Ramsay, Lorna

Buried Truth, Living Trauma, and Canadian Education Cultural Narrative Inquiry: Reconciliation Perspective

Discoveries of hundreds of unmarked graves at Canadian government mandated/Catholic-run First Nations residential schools, 2021, and Pope Francis' apology, 2022, precipitated the author's pre-service teachers/inquirers' commitment to multidisciplinary pedagogy to support cultural identity narratives of buried truths and living trauma. With interpretative redesign of past theory-to-practice, future teachers critically consider British Columbia education policy reform to strengthen Canadian inclusivity and multi-culturalism with dynamic citizenship of reconciliation by championing collaborative, integrated pedagogy of cultural resilience.

Ramsay, Lorna — University of British Columbia

Vision & Reading Readiness

This session will address the fundamentals of vision function and its relationship to literacy and literacy development: what our eyes do as we read, how our eyes contribute to reading success, and how oculomotor deficiencies can impact reading. Participants will also learn about ways to help children sharpen their visual accuracy to enhance their reading and writing skills.

Timmermans, Karren — Pacific University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** Barbour, Michael

Teaching During Times of Turmoil in Canada: Ensuring Continuity of Learning During School Closures

In April 2020 of the COVID-19 pandemic forced all of Canada's schools to begin emergency remote teaching for their K-12 learners. Over the past two and a half years the Canadian eLearning Network has documented the impact of the pandemic on K-12 schooling. This presentation provides a national overview and individual jurisdictional summary of each phase of the response to the pandemic. (62 words)

Barbour, Michael — Touro University California

LaBonte, Randy — Canadian eLearning Network

Mongrain, Jean — CCJ Entreprises

Design Principles for K-12 Online Learning: National Validation Study

This session will share the results of a National Validation Study to assess the efficacy of the initial "Design Principles for K-12 Online Learning" in the broader Canadian context. The participatory design process used will be discussed and the finalized "Design Principles for K-12 Online Learning" emerging from this research will be shared.

Childs, Elizabeth — Royal Roads University

Crichton, Susan — University of British Columbia – Okanagan

Gedak, Lisa — Royal Roads University

Elementary Teachers' NGSS STEM-Needs Survey

Forty-nine elementary school teachers completed a NGSS STEM-needs survey designed to determine their (1) familiarity with STEM standards, (2) perceptions of their abilities to work with students during science lessons, (3) perceptions of the support needed and received to successfully conduct the lessons, (4) and interests in learning more about twelve specific subjects related to STEM education. This presentation provides the findings of the NGSS STEM-needs survey.

Pinner, Pascale Creek — Hilo Intermediate School

Ray, Jan — University of Hawaii at Hilo

Hybrid and Virtual Summer Research Experience of First and Second Year Computer Science Undergraduate Students

Amidst COVID-19 pandemic, engaging students was a challenge. During summer 2021, research activities were undertaken by ECS undergraduate students virtually through the NSF project “Building Capacity: Advancing Student Success in Undergraduate Engineering and Computer Science (ASSURE-US).” In Summer 2022, a new cohort of students were accepted to do research in hybrid modality. We observed a greater engagement of the students during the hybrid summer research in 2022 than in virtual summer research in 2021.

Bai, Yu — California State University, Fullerton

Bein, Doina — California State University, Fullerton

Huang, Jidong — California State University, Fullerton

Kurwadkar, Sudarshan — California State University, Fullerton

Indigenous Themes in a Teacher Education STEAM Course: A Focus Group Inquiry

The Indigenization of a STEAM course (Science, Technology, Engineering, Art, and Math) in a teacher education program is examined using focus group techniques. Recommendations from the pre-service teachers participating in the focus group include developing strong relationships with local Indigenous communities, less reliance on “one-and-done” activities, smaller class sizes, and more time for reflection and discussion. An additional suggestion was that like students, instructors also be required to take courses in Indigenous culture and language.

Campbell, Robert — University of British Columbia

Cohen, Bill — University of British Columbia

Klassen, Wendy — University of British Columbia

Marshall-Peer, Des — University of British Columbia

Understanding Interventions for Middle-School Student's Online Cybersecurity Risks: A Multidisciplinary Analysis

This paper presents the work-in-progress of a pilot study on STEM learning and learning environments for cybersecurity. The paper reports on a project on 6-8 middle-school students' learning: (1) their understanding of key personal and school-related cybersecurity issues, and (2) how students monitor, think about and communicate to others about their own cybersecurity, both at home with family members and at school with peers. The topic of this pilot study is of acute concern globally.

Schmeelk, Suzanna — St. John's University

Krupnik, Victoria — Rutgers University

Maher, Carolyn — Rutgers University

Wilkinson, Louise — Syracuse University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Etmanski, Catherine

“If You Have Come Because Your Liberation Is Bound up With Mine, Then Let Us Work Together” – Engaging Adult Learners in Decolonizing Organizations

The title draws from a quote, often attributed to Lilla Watson, which encapsulates the spirit of mutual liberation with which I collaborate with Indigenous colleagues. This presentation will offer preliminary findings from a Fall 2022 study. Objectives include: (a) Identifying how colonial thinking, structures, values, and practices embedded in organizations contribute to less than ideal workplace cultures; and (b) developing creative adult learning, leadership, and organizational change strategies that support decolonization and healthy workplace cultures.

Etmanski, Catherine — Royal Roads University

Integrating Adult Education and Human Resource Development with Workplace Demands

Globally adult education has been on a rise as employees constantly try to develop their human resources to meet their personal and organizational needs but integrating this with the demands at the work place has always been a major challenge to the employees as they are mostly guided by self-directed needs. This paper puts in place strategies organizations can use to help them to integrate adult education and human resource development with work place demands so as to increase both employee and organizational performance.

Regina, Emelem — University of Buea

Exploring Transformative Learning among K-12 Teachers during the COVID-19 Pandemic

The presentation reports the study regarding adult learning as a transformative practice that fosters K-12 teachers' career development, professional learning, and management during the Covid-19 crisis. In this exploratory study, 30 K-12 teachers were interviewed in the United States. Inform scholars and practitioners in adult education in terms of how best support K-12 teachers' professional development during the crisis such as the Covid-19 pandemic.

Zhu, Yidan — Texas State University

Maffei, Amy — University of Arkansas

Niu, Yuanlu — University of Arkansas

Lee, Yi-Jung — University of Arkansas

Xie, Lei — Texas State University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 1
Session Topic: Human Resource Development - Workshop **Session Chair:** Brock, Tessa

How Should I Say This? (Strategies for Difficult Conversations)

Approaching challenging conversations with parents, co-worker and professionals can be difficult – yet is incredibly important! In this lighthearted and insightful presentation, participants will be able to self-reflect on their personal intentions for conversations and styles of holding “emotionally charged” or “high stakes” conversations. Participants will use real life scenarios to gain new ideas and skills for holding difficult conversations with more successful outcomes.

Brock, Tessa — Tessa Brock Consulting

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Nautilus 2
Session Topic: Education Policy and Leadership **Session Chair:** Volante, Louis

COVID-19, Immigrant Students, and Learning Loss: Lessons for the International Community

The present analysis examined a variety of international jurisdictions to identify policies and programs that ameliorate learning losses associated with the COVID-19 pandemic. A series of “lessons” are proposed for the international community to inform the development of education and social protection policies for this vulnerable student population.

Volante, Louis — Brock University

Leadership, Innovation, and Collaboration-Moving Education Forward in Times of Crisis

Utilizing a social justice education framework, inspiring scalable Leadership, Innovation, and Collaboration practices surrounding diversity, equity, inclusion, and anti-racism are discussed. 21 interviews with Deans of Colleges of Education throughout the United States were conducted. Emerging themes included anti-racism initiatives, curricular modifications, program-specific initiatives related to colleges of education and to K12 partnerships, and strategic intentionality. Examples from the Dean interviews will be discussed in relation to a theory of teacher education for social justice.

Quezada, Reyes — University of San Diego

Rogers, Paul — University of California, Santa Barbara

León, Kelly — University of San Diego

Velázquez, Sobeida — University of San Diego

Do Education Curricular Frameworks Reflect the Consensus About Key 21st Century Skills? Evidence from Canada

Building on the growing global consensus around “21st century Skills” – that is, the skills needed for workplaces of the future – and examining the case of Canada, this paper investigates whether and to what extent primary and secondary school curriculum frameworks reflect 21st century skills.

White, Linda — University of Toronto

Dhuey, Elizabeth — University of Toronto Scarborough

An, I Younan — University of Toronto

Perlman, Michal — University of Toronto

Living in a Francophone Minority Setting: Understanding the Issues and Focusing On Training Based on Shared Leadership to Meet the Challenges

This presentation examines the desire to unite the strengths of people from schools, universities and communities by inviting them to take a critical look at their individual and collective power in societal and educational advancement. One purpose is to work on the challenges of minority-set Francophone schools in Canada regarding students’ identity and linguistic development. Educational events such as the Forum Francophone sur l’Apprentissage is given as an example which promotes discussions favouring solutions.

Boudreau, Lyne Chantal — Université de Moncton

Auger, Claudine — Université de Moncton

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Heiney-Smith, Jill

Supporting Teacher Education Students’ Sense of Belonging Through Professional Learning Networks

In 2021-2022, members of a teacher education program launched a new program requirement that grouped incoming graduate students with other endorsement-similar classmates for the duration of their program. The researchers will present the results of this mixed-methods study that describes the model and benefits of a Professional Learning Network (PLN) component to a teacher education program (TEP).

Heiney-Smith, Jill — Seattle Pacific University

Koetje, Kirsten — Seattle Pacific University

Baliram, Nalline — Seattle Pacific University

Huff, Emily — Seattle Pacific University

Rural Alternative Route Stakeholder Feedback in Challenging Times

Presenters will provide insight gained from stakeholder feedback relative to implementation of a rural alternative route teacher preparation program. Data from focus groups and interviews will be discussed and resulting programmatic changes presented.

Haskins, Tara — Eastern Washington University

Potter, R. Lance — Eastern Washington University

Henning, Suzie — Eastern Washington University

U.S. Education in Crisis? Comparison and Views Concerning Pathways to K-12 Classrooms.

Is Education in a state of crisis? Statistics in the U.S. indicate things are amiss since the 2020-2021 AY in terms of enrollment in teacher preparation programs and the number of licensed teachers currently in K-12 classrooms. This pilot study documented the comparison of multiple perspectives based on various venues into the K-12 classroom and relevant questions interconnected to the work of contemporary teaching are explored.

Stockton, Jamie — DePauw University

Price, Paige — Brown Elementary

Valentine, Ryan — White Lick Elementary

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education **Session Chair:** Bernes, Kerry

Career Education at the Grade 1 and 2 Level: The Effectiveness of a Career Exploration Unit Integrated into the Elementary English Language Arts Curriculum

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

Bernes, Kerry — University of Lethbridge

Career Planning Integration into the Alberta Physics 30 Curriculum: The Experience of Career Education in a Grade 12 Classroom

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 12 students in Canada participate in a career-planning unit consisting of a variety of different learning activities. Curriculum outcomes for the Grade 12 Physics curriculum were integrated into the various activities.

Bernes, Kerry — University of Lethbridge

Why Counseling Psychology? Why Counselors in Canada Pursue Counselling Psychology over Counselor Education for Advanced Doctoral Study

Counselors and those with master's degrees in counselor education sometimes choose advanced degrees and have several disciplines to choose from. This study investigated the reasons that 44 individuals who were previously provincially or nationally certified counselors or graduated with a master's degree qualifying them to become counselors elected to pursue advanced doctoral study in counseling psychology over counselor education in Canada.

Bedi, Robinder — University of British Columbia

Douce, Thomas — Wheaton College

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 3
Session Topic: Arts & Humanities Education - Panel **Session Chair:** Marshall, Elizabeth

Space and Place in Texts for Youth

Panelists draw on a range of critical theories to analyze space, place, and youth within children's picture books, animated film, and young adult literature.

Marshall, Elizabeth — Simon Fraser University

Martin, Michelle — University of Washington

Rogers, Theresa — University of British Columbia

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** Sea Pearl 4
Session Topic: Indigenous Education **Session Chair:** Stavrou, Stavros Georgios

A Narrative Inquiry into My Understanding of Social Justice in School Mathematics

I use a narrative inquiry to share my experiences Indigenizing school math as I worked alongside Cree teachers. Our work helped me make sense of social justice in mathematics through three strands: Indigenization and cultural revitalization; decolonization; and Critical Race Theory and anti-racist education.

Stavrou, Stavros Georgios — University of Saskatchewan

From the Heart: Supporting Indigenous Women Through Community Building, Service Delivery, and Education

The Native Women's Resource Centre of Toronto provides community-based holistic care for Indigenous women, children, and families. COVID-19 profoundly impacted Indigenous communities' abilities to access health, healing, and educational services to ensure stability, survival, and career transitions in avoiding and preventing homelessness. This presentation reviews the multisystemic barriers, challenges, and successes of Indigenous community service provision to address the foundations of advancing Indigenous education, holistic health, and wellbeing, and their adaptability over COVID-19.

Stewart, Suzanne — University of Toronto

Gabriel, Mikaela — University of Toronto

Hart, Pamela — Native Women's Resource Centre of Toronto

Developing an Indigenous Cultural Safety Training Impact Assessment Tool in Post-Secondary Institutions on Vancouver Island, B.C.

This 3-year SSHRC funded project is the first-of-its-kind to develop a survey-based tool to measure the impact of Indigenous Cultural Safety Training (ICST) for staff, faculty and leaders across four post-secondary institutions on Vancouver Island. The project involved organizing a series of workshops as well as on-line validation meetings with leaders, Elders, staff, faculty and students to help illicit, inform and categorise the key items, variables, statements and questions underpinning the impact assessment survey tool.

Whitnui, Paul — University of Victoria

Examining Community Well-Being In Three Indigenous (Navajo) Communities: Towards an Indigenous Centered Transformative Approach To Rebuilding Community

The presentation will present research projects aimed at developing transformative ways to engage local community members and schools districts to enable Diné-centered approaches to language and community revitalization efforts. The theoretical framework uses Tribal Critical theory while using community based participatory research (CBPR) to address critical issues related to community identity, educational sovereignty, and strategic planning with Indigenous communities to recover and revitalize their languages and traditional ecological knowledge for community wellbeing.

Werito, Vincent — University of New Mexico

Belone, Lorenda — University of New Mexico

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Panel **Session Chair:** Lambert, Charles

A Giant Leap Forward: Positive Impact of COVID-19 on the Focus and Implementation of a Special Education Program

Since March of 2020, 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, Jeff — Western Washington University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 3
Session Topic: Higher Education - Workshop **Session Chair:** Melton, Robbie

The Impact of Open Education Resources (OER) For Historically Black Colleges and Universities

With the cost of tuition increasing on an annual basis, many HBCUs have investigated no-cost and low-cost digital course materials, including OER, to save students thousands of dollars. This workshop will include demonstrations and practice using MERLOT and SkillsCommons to support adopting no-cost course materials as well guidelines for planning your own AL\$ program for your own campus.

Melton, Robbie — Tennessee State University

Arrighi, Nicole Kendall — Tennessee State University

Time: 3:00 - 4:30 PM / **Tuesday** - 1/3/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Duff, Ana

Teaching Problem-Solving

This workshop will engage participants in a discussion on and practical applications to teaching problem-solving using a systematic approach based on a problem-solving framework that is universal in nature. The discussion and the applications will frame the problem-solving process with the focus on the problem's deliverable and addressing the inherent and specific conditions on the deliverable in a systematic way, using the dual principle of eyes-on-the-prize and just-in-time information.

Duff, Ana — Ontario Tech University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Delano-Oriaran, Omobolade

Teaching Beautiful Brilliant Black Girls

Book editors of "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. Participants will engage in large and small group discussions, explore personal narratives from both text contributors and workshop participants and leave with multiple resources.

Delano-Oriaran, Omobolade — St. Norbert College

Penick, Marguerite — University of Wisconsin Oshkosh

Arki, Shemariah — Kent State University

Moore Jr., Eddie — The Privilege Institute

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Adelabu, Detris Honora

Teaching and Learning Practices to Affirm and Sustain a Positive Ethnic Identity among Underrepresented Students of Color

Participants will: 1) engage in personal reflection and build knowledge of teaching and learning practices that sustain and affirm a positive ethnic identity among ethnically diverse students, 2) learn to cultivate ethnic identity affirming spaces where students learn and play, 3) examine ways to partner with families and communities to affirm and sustain students' ethnic identity, and 4) become aware of ways to actively engage in dismantling systems that disavow underrepresented Students of Color of an affirming ethnic identity.

Adelabu, Detris Honora — Boston University

Santilli, Linda Banks — Boston University

Crawford, Felicity — Boston University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL **Session Chair:** Berman, Shari Joy

Japan's 英語苦手 "eigo nigate" Syndrome: Etiology, Prognosis, and Treatment Options for Surgeons and Med Students Learning English

After years of analyzing affective variables impeding Japanese learners, a quest for solutions for medical professionals acquiring presentation-ready English, has unearthed an old trope. The National complex, "eigo nigate," I-suck-at-English (ISAE), prevents learners from progressing. The etiology of ISAE syndrome, pronounced "I say," is me, myself, and I! "Believing I can't speak well causes me to fail." Conversely, approaching preoperative conferences confidently, with intelligible pronunciation and useful presentation strategies, puts ISAE on a curative course.

Berman, Shari Joy — Hiroasaki University

The Pressures Come from Many Directions; Enough Already!

As founding faculty members of the "EL," a decade-old, SALC-like center at a remote Japanese National university, the chief goal has been to establish a mutually beneficial language learning environment where local students and international students from around the globe can communicate effectively. Designing a job system for the overseas students and managing the facility require that faculty, staff, and management work harmoniously. Enough already! The time to focus on similarities over differences is now.

Tada, Megumi — Hiroasaki University

Berman, Shari Joy — Hiroasaki University

Perspective Setting in L2 English Storytelling

The proposed study will demonstrate if Japanese learners of English transfer L1 perspective setting style to their L2 English storytelling. 90 learners of English at various proficiency levels participated in the study, and viewpoint indicators have been coded. The analysis is still ongoing, but by the time of the conference, the author will have the results to show if and how conceptual transfer might be observed and if patterns among different proficiency levels are identified.

Nakahama, Yuko — Keio University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 4
Session Topic: Libraries and Learning Commons **Session Chair:** Groenendyk, Michael

Tracking Dataset Citations and Measuring Data's Research Impact

This presentation describes methods used to track dataset citations—including Scopus, Web of Science, AltMetric, and PlumX—and illustrates how the results of these methods compare. In the context of educating researchers, attendees will learn the best ways to collection dataset citation information and to measure the research impact of published datasets.

Groenendyk, Michael — Concordia University

Indigenous Students' Learning in Library Spaces: Exploring Perspectives Through the 5R's Framework

We provide an overview of a two-phased study focused on undergraduate Indigenous students' perspectives of learning in library spaces. We will delve into the participatory photography methods utilized: Photovoice and Photo Elicitation, describing the process used in each phase. Results presented are informed by the 5R's for Indigenous Research Framework, sharing the themes generated through data analysis. Throughout our presentation, we will share the words and the photographs from the student co-researchers and participants.

Hayden, K. Alix — University of Calgary

Beatty, Susan — University of Calgary

Jeffs, Cheryl — University of Calgary

Rutherford, Shauna — University of Calgary

History in Motion: Applying the Archival Collections of Frank and Lillian Gilbreth's Time and Motion Studies to Business Education

This paper presentation discusses the use of the Frank and Lillian Gilbreth time and motion studies collection, housed in Purdue University's archives, and its application in the coursework of first-year business students. Through examining the Gilbreth papers and supporting them with access to digitized Gilbreth films, students' understanding of time and motion studies is enhanced. Students gain a stronger understanding of the importance of efficiency studies and can effectively consider modern approaches to workplace efficiency.

Bochenek, Annette — Purdue University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education **Session Chair:** Borgland, Michelle Nicole

Here and Now: Nursing Education and Global Grief

Attendees for this session will learn about a unique and innovative course titled Life, Living, Death, and Dying. The course has evolved since the pandemic to include components of global grief. This interdisciplinary offering to students attending Thompson Rivers University has attracted community members such as paramedics, funeral home employees, and numerous students from varying programming across campus.

Borgland, Michelle Nicole — Thompson Rivers University

The Impact on Learner Interest with the Incorporation of Authentic Materials in a Tertiary CLIL Context

This presentation will report on research conducted with regard to the effect on Learner interest with the incorporation of authentic materials in a Japanese Tertiary CLIL context. Preliminary findings from a mixed methods research project conducted with a cohort of Sports Education students will be reported. The positive effects of scaffolded authentic materials will be highlighted as findings revealing that upon completion of the course students reported an increase in triggered situational interest.

Yamauchi, Darlene — Bunkyo Gakuin University

Between the Lines: Challenges of Measuring and Developing Ecological Literacy to Conserve the Critically Endangered Mariana Crow

The Mariana Crow (*Corvus kubaryi*), locally known as Āga, is a critically endangered bird on the island of Rota in the Northern Mariana Islands. This research project designed, implemented, and tested an Āga-centric ecological education curriculum with elementary school students on Rota. Despite significant challenges with funding, resources, and local support, results for this project show increased ecological knowledge and improved attitudes towards Āga. This presentation details the curriculum, challenges, solutions, and future implications.

Cook, Emily Louina — Independent Researcher

Ormsby, Alison — University of North Carolina, Asheville

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education - Workshop **Session Chair:** Chorney, David

Cell Phone Use and Habits of Grade 5 Students

This research was intended to evaluate and understand youth's use of cell phones, including the positives, negatives that come with having these devices. Cell phone use and habits among youth have implications for not only the youth, but parents, teachers and schools alike, and this research aims to help answer some of questions and probe us to ask some new ones.

Chorney, David — University of Alberta

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Kahili 1
Session Topic: Business Education **Session Chair:** Johnston, Sonja

Performing Entrepreneurialism: Improving the Presentation Skills of Undergraduate Business Students Using Drama

Have you ever wondered how to reframe art in the art of the pitch? In an era where entrepreneurship is becoming ubiquitous in popular culture due to the influence of Dragon's Den™ or Shark Tank™, the art of presentation is deeply critical. Looking towards drama as a discipline capable of encompassing multiple art forms, such as improvisation, has the potential to create a stronger foundation of essential communication and presentation skills for business students.

Johnston, Sonja — University of Calgary

Campbell, Harrison — University of Calgary

Using Case Studies to Teach Cultural Competence in Business Education

Many believe in case-based education that includes real world experiences is an excellent way to teach cultural competence in education. The goal is to create synergy from diversity and an inclusive environment for all by linking the classroom to the real world of business. As Verna Myers has said, "Diversity is being invited to the party, but inclusion is being asked to dance."

Barker, Kimberley — Eastern Michigan University

The Role of Accounting Information for Decision Making

Economic development requires reliable and vital information to achieve economic decisions from investors, managers, administrators etc. In addition, developing an accounting system that can provide reliable information in decision-making is essential. In accounting, accounting information is considered a significant factor due to its important role in the accounting information system related to economic entities, especially for making the needful and correct decisions for the business. Reliable and Accurate financial information is essential in making decisions because having this information available in our hands is very important in business management.

Bukhari, Duaa — Long Island University

Baqader, Saleh — Umm Al Qura University

Preparing Generation Z with Valued Agribusiness Skills

The recent pandemic has significantly disrupted the business environment creating a demand for new employees. This study examines the skills that agricultural businesses value the most when hiring recent graduates.

Kalyvaki, Maria — Minnesota State University, Mankato

Spencer, DQ — Minnesota State University, Mankato

Bowyer, Shane — Minnesota State University, Mankato

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Workshop **Session Chair:** Bland, Shakiyya

The Role of Professional Learning Communities in Supporting K-12 Educators to Develop Culturally Responsive STEM Curriculum

Professional Learning Communities provide opportunities for teachers seeking to create academically-rich and affirming classrooms by designing rigorous, culturally-connected STEM learning experiences for all students. The content of traditional STEM instruction pedagogies has contributed to the inequities experienced by Black, Latinx, Indigenous, and Emergent Bilingual students, thereby failing to engage their strengths and restricting equitable access to the full scope of learning STEM content in schools.

Bland, Shakiyya — Just Equations

Perspectives on International Inclusion of Students with Disabilities: What We Can Learn from Policy and Practice in Austria

Session describes a research study that investigates the inclusion of students with disabilities in mainstream classrooms through policy and practice in Austria. The rationale is to facilitate discussion of inclusion from international perspectives. Research results provide inclusion practices, outcomes, challenges, perspectives of stakeholders, and recommendations for future efforts related to inclusion services in Austria.

Peterson, Patricia — Northern Arizona University

Frates, Adriana — University of Texas Permian Basin

Olszewski, Cynthia — Northern Arizona University

Gender Rows: How Transphobia Is Enacted and Resisted in Catholic Schools of Canada and Australia

Determining the depth of discrimination against gender and sexual minority groups in Catholic schools is best undertaken from an international-comparative perspective. We explore discourses about gender and sexuality in relation to Catholic schooling and how policies and practices concerning Canadian and Australian Catholic schools can contradict anti-discrimination laws, particularly Alberta's "washroom wars," and a "gender row" over uniform changes in Sydney. We highlight lesbian, gay, bisexual, transgender, and intersex (LGBTI) marginalization within Catholic schools.

Callaghan, Tonya — University of Calgary

Esterhuizen, Alix — University of Calgary

Higham, Leanne — La Trobe University

Jeffries, Michelle — Queensland University of Technology

Peace, Reconciliation, and Restorative Justice: Expanding Students' Understanding of Diversity, Equity, and Inclusion Through Study Abroad

Our session will walk participants through the process of developing a multidisciplinary study abroad program which includes pre-departure classroom learning, experiential learning while abroad in Ireland, and reflection and application of learning after completion. We explore how study abroad experiences expand students' understanding of diversity, equity, and inclusion.

Carney, Jeremy — Minnesota State University, Moorhead

Sloan, Geraldine — Minnesota State University, Moorhead

Exploring Educational Leadership Response to the COVID-19 Pandemic in United States and China: Implications for HRD Research and Practice

The presentation will report the study regarding the educational leadership support as perceived by K-12 teachers and leadership effectiveness in addressing the work transition during the COVID-19 pandemic in two countries: China and the U.S. In this exploratory study, sixteen K-12 teachers from China and the U.S. were interviewed. This study provides insights for educational leaders and human resource development (HRD) professionals on strategies to support teachers in a crisis such as the pandemic.

Niu, Yuanlu — University of Arkansas

Lee, Yi-Jung — University of Arkansas

Hughes, Claretha — University of Arkansas

Xu, Xu — Henderson State University

Zhu, Yidan — Texas State University

Driving the ATLAS Value Path

The ATLAS Value Path is based on established cognitive principles; emerging neuropsychology techniques; and evidence-based learning strategies to direct and manage workplace learning. Session participants will learn how to apply the ATLAS Value Path to build bench strength through knowledge capture and transfer. The framework is used to guide teams through the process of creating profiles, identifying and assessing skill gaps, developing cross-functional peer training, and creating a learning library of training tools and resources.

McNeil, Rita — ATLAS Learning & Performance Consultants

A Study of Career Paths of Japanese Local Recruits in Asia and Human Resource Employment Strategies of Japanese Overseas Subsidiaries: The effectiveness of Education for Career Development in Encouraging Overseas Experience before Employment

The purpose of this study is to clarify the characteristics of employment attitudes and factors contributing to the success of both Japanese nationals hired locally overseas and the companies that accept them. A comparative study in Thailand and Singapore, two countries with different economic development and employment environments, revealed that people with high job satisfaction had several attributes, and that pre-employment overseas experience and university education that encourages it are effective in career development.

Koizumi, Kyomi — Sagami Woman's University

Sugiyama, Akira — Tokyo University

Equality of Women in a Global Economy: The Impact of Violence Prevention in the Workplace

This paper reviews and evaluates the United States policy on sexual harassment in the workplace, considering foreign policies and practices around the globe.

Anzano, Julia — Pepperdine University

Grubb, Bethany — Pepperdine University

Jacquez-Nares, Patricia — Pepperdine University

Raymond, Sasheen — Pepperdine University

Trimboli, Haille — Pepperdine University

Leading Equitable and Democratic Educational Organizations

This workshop is focused on how to bring diverse people together to engage in meaningful conversations for learning. New ways to connect with each other are needed if educational organizations are to reclaim their function as equity-focused and democratic. This takes more than simply building relationships. This interactive session models and shares specific processes and protocols that we have successfully used to help school educators create relational trust with families, teachers, and students.

Militello, Matthew — East Carolina University

Morris, Carrie — East Carolina University

Hodgkins, Larry — East Carolina University

Characterizing Suggestions of Mathematics Coaches

This session will focus on the characterization of the suggestions that mathematics coaches provide to practicing mathematics teachers as they work with them in one-on-one coaching cycles. The characterization includes language that specifically describes the content focus of suggestions, relationships to mathematical goals, contingency, scope, and clarity. The resulting typology provides a way to characterize how coaches provide teachers directive support.

Amador, Julie — University of Idaho

The Sadness of x: A Make-Work Project for Math Teachers and Students.

Future math teachers have an uber-procedural understanding of solving equations. Before we, as a class, discuss my make-work project perspective, I ask them: “What are you actually doing when you solve an equation?”. Their responses are, most often, some version of “You’re balancing a teeter-totter” or “You’re doing the same thing to both sides” or “You’re isolating the variable”. When I go further, their procedural understanding of solving equations naturally reveals itself. I think I have a solution...

Chernoff, Egan — University of Saskatchewan

Staying Afloat: Perceptions of Teacher Retention Problems and Practices in Minnesota

This qualitative study identified and addressed common themes that exist across multiple groups of educational professionals (pre-service teachers, beginning in-service teachers, and administrators) regarding retention rates of beginning teachers in Minnesota in order to expand our understanding of why half of the state’s fully licensed teachers are leaving the field. Insights gained from this study will inform preparation program content, alleviate the research to practice gap, and provide recommendations to help improve teacher retention rates.

Barron-Albers, Michele — St. Cloud State University

Christensen, Amy — St. Cloud State University

“I Feel Like I Can’t Handle It Anymore”: Examining Teacher Burnout, Stress, and Mental Health During the COVID-19 Pandemic and Their Links With Perfectionism

Anecdotal reports along with emerging evidence suggest that teachers experienced unprecedented levels of burnout and distress during the COVID-19 pandemic. Perfectionistic teachers may be at higher risk for experiencing burnout and poorer mental health, given their unrelenting standards and proclivity for self-criticism. Results from qualitative analyses with 183 school teachers indicated high levels of anxiety, depressive symptoms, stress, and burnout. Further, perfectionistic teachers were more likely to feel disconnected from others compared to non-perfectionistic teachers

Molnar, Danielle — Brock University

Zinga, Dawn — Brock University

Blackburn, Melissa — Brock University

Youth as Meaningful Agents of Climate Mitigation: Identification of Knowledge and Education Deficits Limiting Individual-Level Climate Action

Youth carry the burden of a climate crisis not of their making, yet their accumulative lifestyle decisions will help determine the severity of future climate impacts. We surveyed 17-18 year old Canadians to determine their preparedness to effectively engage in individual-level climate mitigation actions, and their action stages for mitigation behaviors. Results highlight important knowledge and education deficits that affect the ability of youth to make high impact climate mitigation lifestyle decisions.

Pickering, Gary — Brock University

Schoen, Kaylee — Brock University

Botta, Marta — University of the Sunshine Coast

Fazio, Xavier — Brock University

Shifting the Scholarly Habitus: Using Mirror Data on Cultural Differences to Effect Classroom Change

This research employed Mirror Data in a Change Laboratory with Japanese university students to raise consciousness about cultural norms regarding ideal Western and East Asian behaviors and attitudes. The mirror data comprised summaries of Gelfand’s thesis of tight and loose cultures, Hofstede’s theory of cultural dimensions, and Tweed and Lehman’s Confucian-Socratic framework. The students incorporated this new knowledge as a mediating tool to effect changes in behavior and attitudes depending on cultural context. (73 words)

Reid, James — Akita International University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 3

Session Topic: Health Education **Session Chair:** Murza, Gabriela

Living Well Self-Management Programs

Living Well Self-Management Programs teach participants evidence-based strategies to help them manage their chronic conditions and chronic pain. Throughout the six-week program, participants learn and practice such strategies as problem solving, developing action plans, reframing and redirecting negative thinking, adjusting eating and activity habits, and communicating with their family and healthcare provider, among others. Results show decreased pain levels, increased confidence in managing their condition, and high satisfaction with the program.

Murza, Gabriela — Utah State University Extension

Yaughner, Ashley — Utah State University Extension

Wille, Celina — Utah State University Extension

Ure, Kari — Utah State University Extension

Taylor-Olson, Chapel — Utah State University Extension

Voss, Maren — Utah State University Extension

Practical Report on The Educational Videos about The Rehabilitation for People with Cognitive Impairments Caused by Acquired Brain Injuries during the COVID-19 Pandemic

Due to the COVID-19 the pandemic, inpatient visits have been restricted in hospitals. Cognitive impairments caused by acquired brain injuries (ABI) are difficult to understand by both families and patients, and there is a concern that a patient's rehabilitation may not progress after they are discharge. This report introduces educational videos on cognitive impairments caused by ABI for patients and families which the cross-organizational ABI support team created to promote understanding of rehabilitation.

Aida, Tamami — Mejiro University

Takahashi, Syohei — Takekawa Hospital

Yamaguchi, Keiichi — Itabashi People With Disabilities Welfare Center

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 4

Session Topic: Educational Technology **Session Chair:** Lee, Yi-Jung

Professional Growth, Challenges, and Equity Regarding Technology Integration in Secondary STEM Classrooms

The presentation will report a study regarding 13 secondary STEM teachers (grades 5-12) who integrated educational technology (EdTech) into teaching during the COVID-19 pandemic. Their professional growth and challenges in the EdTech integration were analyzed via the TPACK framework (Koehler & Mishra, 2008). In addition, their perspectives on how EdTech integration affects equity through rehumanizing teaching and learning will be shared and the educational and scholarly significance and implications of EdTech will be discussed.

Lee, Yi-Jung — University of Arkansas

Niu, Yuanlu — University of Arkansas

Making Tech-Savvy Elementary School Teachers

Between the excitement, anxiety, and struggles of technology use in schools, elementary school teachers face tremendous challenges in learning and using technology in their classrooms. These challenges are compounded during the unprecedented COVID-19 pandemic. In this presentation, I will showcase how I guide teacher candidates to build their own toolbox and meaningfully integrate educational technologies into their teaching and their students learning.

Strause, Shufang — SUNY Cortland

The Influence of Digital Gameplay on Learner Profiles in the Japanese University Context

In this session, the presenters will describe the results of a study they conducted to examine the relationship between informal digital gameplay and learner profiles in Japanese universities. This session will benefit educators and researchers interested in digital games and their effect on the development of 21st-century skills. The presenters will discuss how the results of their research can inform the implementation of digital games into higher education classes.

Mills, Daniel — Ritsumeikan University

White, Jeremy — Ritsumeikan University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 1

Session Topic: Higher Education - Workshop **Session Chair:** Ashline, Elizabeth

How General Educators Perceive Inclusion Instructional Practices When Serving the Developmental Needs of Students With ASD

In recent research, data revealed teachers perceive that additional education and support are needed in preservice training in regard to inclusion and inclusive practices when teaching students on the spectrum. In addition, co-teaching is a growing inclusive instructional practice that educators would like to implement in their classrooms after further education in the practice

Ashline, Elizabeth — Alliant International University

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Panel **Session Chair:** Lindsay, Brittany

How Can We Support Students in Higher Education?: Perspectives on the Intersection of Teaching, Learning, and Student Wellbeing

In 2020-2021, we conducted strengths and needs assessments at two Canadian universities to better understand how to support student wellbeing in higher education. Follow-up interviews with students and faculty were also conducted. In this session, panelists will discuss the process and the quantitative and qualitative findings of this research; facilitate discussion on how these research findings can inform supportive teaching and learning practices, policies, and environments; and respond to audience queries.

Lindsay, Brittany — University of Calgary
Bernier, Emily — University of Calgary
Boman, Jennifer — Mount Royal University
Boyce, Melissa — University of Calgary

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Leckenby, Katie

Pre-Service During a Pandemic: College Students' Perceived Effects of Mindfulness Practices: A Mixed Methods Study

It is no surprise that college students are stressed. This presentation will discuss research collected regarding the use of meditation and gratitude journaling with pre-service teachers and explain ways that higher education professionals can incorporate these practices into their existing courses.

Leckenby, Katie — Slippery Rock University

Effects of Responsibility Center Management System on Financial Performance Indicators among Public Universities and Impact to its Colleges

Many universities and colleges have recently adopted decentralized budget systems, such as a Responsibility Center Management (RCM) system. This research studied 50 top public universities over a ten year period and determined whether a decentralized system improved the higher education institution's overall financial performance. The study also reviewed the impact to colleges and units for one particular higher education institution, Auburn University, that chose to adopt a decentralized budget system.

Long, Jeff — Auburn University
Frank, Adrienne — Auburn University

Student Use of Instructor Office Hours: Participating, Spectating, or Missing Out

Office hour sessions between instructors and students are a nearly ubiquitous resource in higher education, yet most suffer from poor attendance. We combine survey and observational data in a project to characterize student perceptions of office hours and offer insights into student and instructor behavior during office hours.

Liu, Yanying — University of California, Irvine
Bhargava, Shashwat — University of California, Irvine
Barry, Rachael — University of California, Irvine

Assessment of Strengths-Based Interventions on First-year Medical Students

This research presents a qualitative study to determine the impact training first-year medical students using the CliftonStrengths® assessment would have on self-efficacy, resiliency, and academic performance throughout the first semester. The current study is the first known to be conducted with students in a medical school setting utilizing the CliftonStrengths® assessment. The results and recommendations for future research are provided in the presentation.

White, Linnette — Purdue University- West Lafayette

Time: 8:00 - 9:30 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Guerrero, Karen

Westward Expansion through the Lens of Indigenous Populations: A Place-Based Teacher Professional Development and Collection of K-12 Lessons to Teach History Through the Lens of Those Whose Stories Aren't Told in Textbooks

A US Department of Education Grant Program funded a GeoCivics PD for teachers of language learners to increase knowledge, skills, and confidence in working with English learners while teaching history, geography, and government in their K-12 classrooms. The first year of the grant looked at history through the lens of those whose stories aren't told in traditional classroom curriculum. As part of the PD, teacher participants developed 3-5 lessons to bring their knowledge back to their schools; one lesson including a civics action project to bridge classroom instruction to community needs - empowering our next generation of leaders. This workshop will include teacher's stories from the PD and the exploration of these freely-accessible lessons.

Guerrero, Karen — Arizona State University
Burns, Jewell Eva — Cliff Elementary School
Holguin, Heather — Cliff Elementary School

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 1
Session Topic: Special Education - Workshop **Session Chair:** Landrum, Timothy

Building Relationships with Behavioral Interventions: The Best of Both Worlds

Extensive research supports a number of behavioral interventions to support students with challenging behavior. But a growing body of research also suggests that teacher-student relationships are also critical to and predictive of student success. In this session we dispel the myth that a relationship focus is incompatible with a behavioral orientation. Specifically, we describe four positive, antecedent behavioral interventions that are effective in promoting positive behavior, while also enhancing relationships between teachers and students.

Landrum, Timothy — University of Louisville

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Panel **Session Chair:** Simmons-Reed, Evette

Black Women Faculty's Intrinsic Motivation to Excellence: Disrupting Hegemonic Notions of Social Capital within Predominantly White Institutions (PWIs)

The presenters, as Black women Faculty in predominantly White institutions (PWIs), will share their personal narratives compare/contrast with the stories of their ancestors and other historically significant Black educators. They will showcase and celebrate the sheer will of Black educators against the odds. The purpose of this presentation is to share strategies employed by seeking inward strength and resiliency to achieve their goals despite formidable obstacles.

Simmons-Reed, Evette — Ball State University

Lancaster, Lamaiya — Ball State University

Cain, Ruby — Ball State University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL - Workshop **Session Chair:** Yoder, Gina Borgioli

Supporting Multilingual Learners in PK-12 Mathematics Classrooms

A practical pedagogical framework for supporting multilingual learners, the 6 Enduring Principles of Learning (6 EPLs), is presented via hands-on centers where participants will collaboratively make meaning of each principle and then analyze an elementary or secondary mathematics lesson plan for evidence of the EPLs. The goal is for participants to walk away with practical strategies to support and scaffold multilinguals' learning in their mathematics classes.

Yoder, Gina Borgioli — Indiana University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 4
Session Topic: Reading Education - Workshop **Session Chair:** Yeilding, Gail Harper

Research in Teacher Education

This workshop will present the curriculum, and give you access to Google Classroom, including 6 units with 36 lesson plans as well as a free Teacher CEU course via Catalog to support your teaching. It will also give you time to contribute ideas, evaluate the curriculum, and share your own stories. There is also the possibility of free books and a visit with the author as well.

Yeilding, Gail Harper — Auburn University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 5
Session Topic: Posthumanism/Complexity **Session Chair:** Strom, Kathryn

Theorizing Outside the Lines: A Self-Study of Collaborative Learning in a Critical Posthuman Reading Group

In this self-study, three women faculty members examine working outside the lines of neoliberal institutions (McKittrick, 2020) to nurture onto-epistemological development through a year-long reading group. Authors considered the ways in which we worked and talked through challenging philosophical and theoretical texts in community and connected to our everyday experience as researchers/instructors.

Edwards, Laura — University of Northern Iowa

Fontanella-Nothom, Oona — California State University, Los Angeles

Strom, Kathryn — California State University, East Bay

Teacher Inquiry as Ontological Practice

In the ontological turn, scholars are finding important intersections among philosophies that enable educators to consider theory and practice in new ways. This study seeks to consider an entanglement of post-humanist approaches, Indigenous philosophies, and teacher inquiry within a program focused on building the capacity of in-service teachers to provide effective classroom instruction for English learners. We consider teacher inquiry as an ontological practice, especially when centered in Indigenous philosophies and values.

Coulter, Cathy — University of Alaska Anchorage

John-Shields, Panigkaq Agatha — University of Alaska Anchorage

Richardson, Lisa — University of Alaska Anchorage

Chocolates and Paper Balls: Embodiment in Critical Multicultural Teacher Education

The presentation draws on data collected in a year-long ethnographic study conducted in an undergraduate teacher education course in the Southeastern U.S.. In the presentation, I explore how a range of embodied activities that involve everyday material “objects” created entry points for diverse students and instructor to (1) engage with each other’s everyday material □ □ discursive itineraries and (2) (un)make sense of issues around race, gender, and class in connection to their own lived experiences and identifications.

Zhang, Maverick — University of Georgia

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Albrecht, Nancy Richard

Strengthening Resilience During a Teacher Shortage: Creative Self-Care and Positive Psychology

Throughout the global pandemic, school administrators and teachers thoughtfully and selflessly addressed the social-emotional and academic needs of students. Of course, the pandemic impacted education professionals as well as students; the teacher shortage is one reflection of the depth of hardship experienced. The cross-disciplinary panelists recognize self-care as an ethical mandate. They will introduce positive psychology constructs and strategies for building resilience, and engage participants in a fun, hands-on, creative experience designed to support resilience.

Albrecht, Nancy Richard — Emporia State University

Bordonaro, Gaelynn Wolf — Emporia State University

Davis, Carolyn Richard — Unified School District #386 Madison-Virgil

Erath, Barry — Aspen Family Counseling

Basten-Erath, Paula — Aspen Family Counseling

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Montgomery, Pati

Why Professional Development Maybe More Important for Principals than Teachers

Schools Cubed has been providing comprehensive leadership development aligns with the research findings by the Wallace Foundation on the foundations of effective schools in combination with the Science of Reading. The results we have gathered over the past five years indicate signs of rapid school improvement and increased student outcomes. This workshop will provide opportunities to learn about the components of our comprehensive approach as we work to generate feedback and ideas for future research.

Montgomery, Pati — Schools Cubed, LLC

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** DeLong, Marilyn

Distance Education in Arts & Humanities: A Case Study of Textbook Accessibility

Offering classes online in the Arts and Humanities within multiple curricula to an interdisciplinary student body during the pandemic provided the opportunity to advance technology. Faculty at two universities collaborated to author and evaluate a digital textbook now available for their online courses through the university library. Rethinking online education with synchronous and asynchronous venues became possible with the availability of an online textbook.

DeLong, Marilyn — University of Minnesota

Goncu-Berk, Gozde — University of California at Davis

Bouncing Back in Uncertain Times: University Experience and Mental Health of Students After 24 Months of a COVID-Ruled Life.

The purpose of this study is to explore the academic experience of students faced with the uncertainty brought by the Covid-related situation, and find out its relationship with their well-being, depressive symptoms, and academic perseverance.

Jeanrie, Chantale — Laval University

Soares, Maria Eduarda — Lisbon University

Da Silveira Santiago, Joanna Krywalski — VIVES University of Applied Sciences, Belgique

Examining a Teaching Assistant Model for Online Courses

In face-to-face college courses, teaching assistants have been used to help a lead instructor with responsibilities such as grading and providing feedback to students. This session will examine how a private university employed a teaching assistant model to deliver its online courses more efficiently. Session participants will review the benefits of the model as they relate to student achievement, student satisfaction, faculty development, and cost efficiency.

Shepard, Elisa — California Baptist University

Shields, Robert — California Baptist University

Davis, Dirk — California Baptist University

Carrera, Julianna — California Baptist University

“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

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Kahili 2
Session Topic: STEM Education **Session Chair:** Shryock, Kristi

Been There, Done That, and Survived - Lessons Learned from STEM Online to In-person Again

Active learning tools help us engage students in a large STEM in-person class. How did these tools transition to our online teaching? Now that things are mostly, if not all, in-person, what have we kept and/or discarded? Themes uncovered from a series of facilitated discussions with over 100 STEM faculty on moving their course back to face to face teaching after the switch to online will be shared.

Shryock, Kristi — Texas A&M University

Preparing the Next Generation of STEM Teachers: One Implementation Team’s Priorities

Building on the work of a state-wide effort to improve STEM preparation in Washington’s K-16 programs (The Next Generation of STEM Teacher Preparation in Washington project), one university focused on two priorities: 1) Developing and implementing an Environmental and Sustainability Education (ESE)

Microcredential for preK-12 preservice teachers enrolled in their teacher preparation program, and 2) Engaging in a Diversity Campaign to develop an action plan specifically to support diverse students in STEM teacher preparation programs.

Baldwin, Kathryn — Eastern Washington University

Nollmeyer, Gustave — Eastern Washington University

Rios, José — University of Washington Tacoma

Teacher and Student Perceptions of a Game-Enhanced Fraction Curriculum

Simulated learning environments have the potential to significantly enhance engagement and conceptual understanding for historically marginalized students, including students with learning disabilities and difficulties. This paper reports on a study involving a game enhanced fraction curriculum. Impacts on teachers’ and students’ perceptions of the program as well as students’ engagement and conceptual understanding of fractions before and after taking part in the fraction curriculum are shared.

Hunt, Jessica — North Carolina State University

Student Science Skills Have Improved over Time as a Function of Undergraduate Research Experience

Although progress has been made to decrease racial/ethnic and gender disparities in science over the last 15 years, the work must continue as gains continue to be modest or lacking in some areas. NIH BUILD program launched in 2014 with a mission to diversify biomedical workforce and engage undergraduate students from diverse backgrounds in STEM-related research. We found that science skills have significantly improved across four years as a function of this research experience.

Moon, Sungmin — California State University, Northridge

Guan, Shu-Sha Angie — California State University, Northridge

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Carando, Agustina

“I ♥ Spanish”: Developing Confidence, Writing, and College Literacy Through Heritage Language Peer-Tutoring

We analyzed the reflections of heritage Spanish students working with peer-tutors on their Spanish assignments. Our findings reveal overwhelmingly positive feedback regarding their tutoring experience: gaining confidence in the language, building a relationship with their tutor, developing writing strategies, and adapting to college. While critical comments were minimal, the topics centered on “grammar” expectations and the format of the sessions. We conclude with a discussion of the implications for program development and tutor training.

Carando, Agustina — University of California Davis

Lozano, Claire — Macalester College

Speaking in Tongues: A Review of the Impact of Graded Moodle Oral Assessments on Students’ Perceived Oral Proficiency During COVID-19

This paper will report on perceived confidence and speaking proficiency of students of Spanish during COVID-19, as it pertains to graded Moodle practice assessments. During the presentation, a brief demonstration of the design and structure of the oral assessments will be facilitated.

Fischer, Josie — Thompson Rivers University

The Use of Research-based Approach in Teaching English Oral Skills: The Case of English Language Institute at the Royal Commission of Yanbu

This research study focuses on understanding the use of research-based approach to enhance the speaking and listening skills of adult English language learners. Research-based or research-informed teaching is an English teaching approach in which learners use research to practice and develop their language proficiency. It is a teaching approach that combines language learning with research skills. The results indicated that using this teaching methodology improves students’ language competency, increase their motivation, and allow for more creative and interactive learning environment.

Albiladi, Waheeb — Royal Commission for Yanbu

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Nautilus 1
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: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education - Workshop **Session Chair:** Levy, Nathan

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

The current climate in education calls for educators to better prepare our students with special needs. This presentation will address the challenges of working with students who appear unmotivated, frustrated, and resigned to experiencing failure. In this session logic stories will be demonstrated as a powerful method for increasing motivation and achievement of your students with special needs. Other creative ideas will be offered to help break the cycle of discouragement and failure that many of these students face by developing strong, positive relationships in the classroom—a culture where ALL students will find learning opportunities and a willingness to participate. Bring open minds and questions to this dynamic workshop by author (Stories With Holes, Teachers’s Guide to Trauma, Brain Whys, Resiliency Through the Arts) Nathan Levy.

Levy, Nathan — Nathan Levy Books LLC

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** O'Grady-Cunniff, Dianne

Building a Statewide P-20 Computer Science Teaching and Learning Infrastructure

Computer Science is here to stay impacts education at all levels along the PK-20 continuum. In a constantly changing subject area that includes robotics, cybersecurity, artificial intelligence, coding, data science, internet of things, and even quantum computing there is a shared base of knowledge that is foundational for all specialty areas to build upon.

In this session, presenters will share some of the most critical aspects of Maryland's work to build a nationally-recognized P-20 computer science teaching and learning infrastructure. Attendees will learn about the challenges and opportunities associated with building an infrastructure that prepares technology literate citizens who have the necessary knowledge & skills and understand the ethics of computing in our 21st century life.

O'Grady-Cunniff, Dianne — University System of Maryland

Morgan, Dewayne — University System of Maryland

A Different Approach to Technology Professional Development for K-12 and Post-Secondary Educators

To best meet the needs of all students in the current high-tech world of education, it is in the best interest of K-12 and higher education educators to invest in learning and working partnerships, specifically in technology training. Future research is warranted in conducting professional development where the two subgroups of educators collaborate to share their expertise in pedagogy, content, and technology knowledge to meet learners' needs and break down barriers between the subgroups.

Ropp, Alysia — Oklahoma State University

Pedagogy and Curriculum for a Transformed South African Reality

This paper is a reflection of curriculum transformation and decolonisation of the higher education curriculum in South Africa. I will interrogate the role that education should be playing in a transforming society. I will argue that a focus on social justice is indispensable in a society such as South Africa. I will finally argue for a pluralisation of knowledges away from the Western canon.

Blignaut, Sylvan Everton — Nelson Mandela University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 2
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

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 3
Session Topic: Educational Administration - Workshop **Session Chair:** Nash, John

Winning at Action Research: How Teachers and Leaders Can Visualize Change

This interactive workshop is ideal for educators who are interested in applying principles of action research to create positive change in schools. Using a blend of participatory approaches and design thinking mindsets, participants will learn how to use popular visualization techniques that take the mystery out of planning and implementing an action research project in their school or university. Includes a take-home workbook.

Nash, John — University of Kentucky

Rous, Beth — University of Kentucky

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 4
Session Topic: Arts & Humanities Education **Session Chair:** Song, Borim

Culturally Responsive Teaching Practices for Asian Art and Culture

This presentation will explore the theory and practice of teaching Asian art and culture based on the culturally responsive pedagogical perspective. Various discourses and teaching practices regarding culturally responsive Asian art and culture will be explored. The presenters will also examine some distinctive patterns of cultural appropriations often found in Asian art curricula.

Song, Borim — East Carolina University

Lim, Maria — University of North Carolina at Greensboro

The Julius Rosenwald Schools: Bridging the Gap

This qualitative study examines the rural school building program of the Julius Rosenwald Fund and its focus upon providing functional and positive learning environments for rural African American communities in the South before the civil rights movement of the 1950s and 1960s. Through the 1928 publication of Community School Plans, the Julius Rosenwald Fund provided design plans for over 20 one-teacher to ten-teacher school buildings along with plans for laboratories, industrial shops, and teacher homes.

Smith, Matthew — Tennessee Tech University

They are Listening: Youth Reawakening Language through Media Arts

At the arc: a centre for art, research and community, we explore arts-based literacies to stimulate culturally responsive learning through youth-led public art projects. Through youth participatory research, a group of young people, Elders and community members revisited and reclaimed Indigenous languages through media arts. In this paper presentation, we share the arts-based research practices we used, view youth creations, hear stories from the practitioners and share our reflections and analysis of the process.

Wager, Amanda Claudia — Vancouver Island University

My Observative Approach to Learn the World: What is the Purpose of Life

The research takes place in seeing what is the purpose of our life. The term purpose was defined ambiguously throughout the generational decade. I argue how the current modern media, philosophy, and psychology are misleading our understanding of the term purpose. In addition, I present how people, living in the modern world, can find their purpose by being the best version of themselves.

Huang, Edward — University of California, Irvine

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Van Wig, Ann

The Use of Discussion in Online Classes: Thinking Outside-the-Box

Discussion boards are a mainstay in online courses. The digital conversations are used to mimic the back-and-forth discussions that occur during in-person classes that serve to expand student's thinking and offer new perspectives on content. This workshop session highlights the various methods that can be utilized beyond the prompt/response type of discussion board. Attendees to this session will learn and then try new methods for creating student-centered conversations.

Van Wig, Ann — Eastern Washington University

Haskins, Tara — Eastern Washington University

Waldron-Soler, Kathleen — Eastern Washington University

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Albrecht, Kate

Best Practices to Integrate Digital Tools into the First-year Undergraduate English Composition Classroom

This session will discuss how to use digital tools such as multimodal projects to transform the first-year undergraduate English composition classroom into a space of professionalization. By emphasizing transferrable skills in the first-year English composition classroom we can form students to be transformational leaders and critical thinkers—pushing them to see beyond the ivory tower. How can we as educators rethink the transferability of our pedagogy in the face of a rapidly changing digital culture?

Albrecht, Kate — University of Miami

Combating Hunger in Colleges through Food Pantries: Putting Sustainable Development Goal 2 to Practice

Food insecurity and its impact on student success remains a significant concern as colleges and universities embrace unique solutions to the increasing challenge of meeting the needs of students. Food pantries have become ubiquitous on campuses, yet stigma represents a significant barrier. This session will focus on the experience of students who use the pantry, the experience of stigma, and how universities can respond as they seek to address food insecurity and improve student retention.

Watkins, Jason — California State University, Bakersfield

Suleiman, Mahmoud — California State University, Bakersfield

Tenure-Track Teaching-Intensive Professors: An Exploratory Case Study of the University of California System

4. Using data from multiple sources and a mixed methods approach, the present study aims to broaden the understanding of tenure-track teaching-intensive faculty and analyze their impact on student outcomes. Specifically, the study will use the University of California system as a case study to shed light on how novel faculty models are leveraged in a system and to profile the distinct faculty type via descriptive analysis. Implications for faculty development will be discussed.

Solanki, Sabrina — University of California, Irvine

Xu, Di — University of California, Irvine

Sato, Brian — University of California, Irvine

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 3
Session Topic: Indigenous Education - Panel **Session Chair:** Sockbeson, Rebecca

Indigenous Knowledge Mobilization: A Purposeful Collaboration Between Indigenous Communities and Higher Education

Indigenous Knowledge Mobilization (IKM) names a process wherein Indigenous people engage in the intergenerational transfer of their own IK, to the benefit of themselves and all Canadians. Dr. Rebecca Sockbeson will discuss this SSHRC (Social Sciences Humanities Research Council) research that investigates ways that IKM can be realized through the collaborative involvement of IK holders/Elders, Indigenous communities, and universities toward building an educational policy framework for IKM that benefits Indigenous communities. Indigenous graduate students, Sarah Auger, PhD Candidate and Crystal Wood, PhD will join the panel discussing their research as it relates to IKM.

Sockbeson, Rebecca — University of Alberta

Auger, Sarah — University of Alberta

Wood, Crystal — University of Alberta

Louis, Claudine — Maskwacis Cultural College

Time: 9:45 - 11:15 AM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Panel **Session Chair:** Varner, Kenneth

Accelerating Educator Preparation Models: Modeling Teacher Licensure Through Accelerated for Paraprofessionals, School Support Personnel, and Career Switchers

It is imperative to increase licensed teachers given shortages. Paraprofessionals often lack Bachelor degrees whereas career switchers lack licensing requirements. This session highlights a model of accelerated licensure/degree programs called the NV-Educator Preparation Institute and Collaborative centered on filling the gaps caused by teacher shortages, cultivating next generation teachers trained with next-generation pedagogies. We walk attendees through the NV-EPIC process of creating rapid and rigorous bachelor/master completion degrees in replicatable ways nationwide.

Varner, Kenneth — University of Nevada, Las Vegas

Dahl-Jacinto, Heather — University of Nevada, Las Vegas

Feather, Katherine — University of Nevada, Las Vegas

Morgan, Joseph — University of Nevada, Las Vegas

Schrader, PG — University of Nevada, Las Vegas

VanNess, Heather — University of Nevada, Las Vegas

Briske, Jeff — Nevada Department of Education

Hays, Danica — University of Nevada, Las Vegas

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Safford, Monika

Weill Cornell Medicine (WCM) Hands-on Service-Learning Opportunity Utilizing the Patient Activated Learning System (PALS)

Mentors offer an experiential learning course at Weill Cornell Medicine to under-represented minorities. Service-Learning Opportunities include literature review training, writing evidence-based scientific information and translation into easy-to-understand language, and receiving end-user feedback. Lessons learned can inform experiential learning opportunities and may apply to other eHealth platforms.

Safford, Monika — Weill Cornell Medical College

Baquero, Elizabeth — Weill Cornell Medical College

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Greathouse, Tanya

Applying Transformational Anti-Oppressive Organizational Practices in Higher Education

Applying qualitative, narrative illustrations this proposed workshop presents an approach rooted in feminist leadership principles and anti-oppressive pedagogy. The focus is on the development of skills to facilitate critical conversations and create meaningful self-introspection with the intention of fostering learning environments that support the interrogation of social issues that affect work in the field. Case examples will be shared to demonstrate how to apply in different educational settings.

Greathouse, Tanya — Metropolitan State University of Denver

Darnel, Lori — Metropolitan State University of Denver

Clockston, Julie — Metropolitan State University of Denver

Retrum, Jess — Metropolitan State University of Denver

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Iolani 4
Session Topic: Social Studies Education **Session Chair:** Viggiano, Stephanie

Sociocultural Learning Theory, Online Learning, and the Affordances of Social Media

With the rise of social media consumption and online learning due to the pandemic, digital platforms and their affordances continue to grow in complexity. To better understand how these affordances affect a students' potential for deep learning, sociocultural learning theory (SCLT) is applied to help educators better understand those features. The session will also include strategies on reimagining SCLT's impact when applying ethical and liberatory design frameworks for a universally imagined online classroom.

Viggiano, Stephanie — Pepperdine University

Stories and Experiences of Asian Immigrants in the United States

Examining the intersectionality of Asian immigrants' identities with race, ethnicity, language, nationality and legal status, this paper presents stories and experiences of five Asian immigrants living in the United States. Through a three year long participatory action research, this study highlights their cross-cultural negotiation as minorities who seek a sense of belonging. This paper also challenges existing racialized perspectives of Asian immigrants/Asian-Americans in the United States while criticizing stereotypes and myth toward the underrepresented population.

Koo, Ahran — California State University, Fresno

Challenges of Human Rights Education in Japanese Universities - Comparison between Japanese HRE and Other Countries'

The purpose is to find out the challenges that HRE in Japan faces, and suggest a way to improve them. The author conducted an internet survey by searching HP of universities in Japan, USA and UK, and visiting several universities to hear about the practices in Japan and the UK. The findings are that Japanese HRE raises individual HR issues more than universal concepts and professors tried to make students be aware of the facts.

Takahashi, Mino — Tohoku University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Kwofie, Winnie

Creating Humanizing Physical Spaces for Black Students: Reflections: Challenging Hegemony in Space Design and Allocation

This self-study research illustrates how social interactions in physical spaces reflect the authors' racialized and gendered experiences. The objective of this study is to challenge hegemonic space design and distribution concepts so we can begin to disrupt the patriarchal and power structures in physical spaces and in turn, provide a useful pathway for moving toward a socially just space design and distribution that centers the needs of Black students and communities.

Kwofie, Winnie — California State University, East Bay

Kwanele, Babalwa Ife — California State University, East Bay

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Liao, Yuwen

English Tutor Volunteers in Rural Area via Online Teaching-Tutors' Perspectives

The research takes place in seeing what is the purpose of our life. The term purpose was defined ambiguously throughout the generational decade. I argue how the current modern media, philosophy, and psychology are misleading our understanding of the term purpose. In addition, I present how people, living in the modern world, can find their purpose by being the best version of themselves.

Liao, Yuwen — Etosha Education Consulting Institution
Huang, Edward — Etosha Education Consulting Institution
Chen, Andrew — Etosha Education Consulting Institution
Huang, Teddy — Etosha Education Consulting Institution
Zhang, Yike — Etosha Education Consulting Institution

Children's Rights, Social Justice, and Quality Education: Findings From a Comparative Case Study Involving Schoolchildren in Uganda and Canada

Drawing upon a comparative case study involving schoolchildren in Uganda and Canada, presenters share insights on ways contextually-responsive child rights education contributes to quality education that engages children in meaningful learning about their own rights and responsibilities, as well as those of all children throughout the world. We discuss how global educational partnerships better enable us to collectively strive to meet the aspirations of the United Nations Convention on the Rights of the Child.

Jones, Shelley — Royal Roads University
Manion, Kathleen — Royal Roads University

Composing More Equitable Spaces in Schools for Teachers and their Children - Intersection of Lived Identities

This paper is a narrative inquiry into the experiences of educators who have been teaching during a pandemic while also simultaneously balancing the schooling of their own child(ren). The lived complexities of increased responsibilities within home and school landscapes, layered by the infinite, exponential demands of teaching children are explored. This study strives to compose more equitable spaces for teachers and their children by informing and shaping policies at schools, institutional, and government levels.

Chung, Simmee — Concordia University of Edmonton

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Kahili 1
Session Topic: Business Education - Workshop **Session Chair:** Van Buskirk, Christian

The Playbook for Teaching Responsible Leadership

A UN Global Impact initiative, Principles for Responsible Management Education's (PRME) Impactful Five (i5) framework forms the basis for this practitioner workshop. The workshop introduces the, "Playbook", a pilot of pedagogical approaches for holistic skillset development to help the next generation of business leaders address the United Nations Sustainable Development Goals. Attendees will learn and practice evidence-based instructional strategies of 'playful learning' to integrate collaborative, social, meaningful, joyful, iterative, and actively engaging methods in their classrooms.

Van Buskirk, Christian — University of Victoria

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Workshop **Session Chair:** Crumbly-Franklin, Juanita

Teacher Perceptions of Science Pedagogical Content Knowledge Obtained in an Educator Preparation Program at a Middle Tennessee State University

This presentation will discuss the findings of a research study that examined the perceptions of both preservice (PST) and in-service educators on the pedagogical science content knowledge they received from the university.

Crumbly-Franklin, Juanita — Metro-Nashville Public Schools
Arrighi, Nicole Kendall — Tennessee State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Lehua
Session Topic: Adult Education **Session Chair:** Doetzel, NancyAngel

An Eye for the Highest and Best: Appreciative Inquiry in Action

“Appreciative Inquiry in Action” involves Seeing the best, in one’s teaching experiences. An “Appreciative Inquiry” model introduced by Diana Whitney and Amanda Kirsten -Bloom encourages us to “examine the “best of what was; what is; what could be, what should be, and what will be.” This presentation aims to encourage scholars to adopt some new habits of mind, during challenging times, by changing the lens, they have been judging their teaching practices through, especially during Covid.

Doetzel, NancyAngel — Mount Royal 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

Transformative E-Learning: Design Strategies to Foster Transformational Online Learning

Transformative Learning Theory (TLT) focuses on the adult learner’s ability to achieve perspective change through critical reflection (Mezirow, 1978a). Today, as more adults engage in e-learning, educational designers are seeking to incorporate transformative principles in online programs. This literature review explores the origins, influences, criticisms, and evolution of TLT to address the theory’s applicability to e-learning. Additionally, this paper analyzes six diverse studies of adult e-learning programs from which four fundamental design strategies emerged for fostering transformative learning through e-learning design.

Weintraub, Liane — Pepperdine University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Workshop **Session Chair:** Farrell, Amy

The Balance of Tensions: Exploring Patience and Cultural Learning Through Anishinaabe Beadwork within a Bachelor of Education Arts Course

In this workshop, participants will hear a brief lecture on the balance of tensions in an Indigenous Cultural Arts course within a Bachelor of Education, including discussion of Indigenous arts as resiliency, curriculum alignments with Indigenous beadwork, and balances of tensions while assigning and making appliqué and loom beadwork. In this interactive workshop held by an Indigenous faculty member, participants will learn and practice thread tension creating their own small appliqué beadwork project. Supplies provided at no cost.

Farrell, Amy — University of Manitoba

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Nautilus 2
Session Topic: Early Childhood Education - Workshop **Session Chair:** Moroney, Kim

Thank You for Protecting My Right to Play

This presentation intellectualizes PLAY, exploring it from a multitude of different perspectives. Participants will be immersed in a world of PLAY through a variety of examples and case studies from early years classrooms in a selection of Australian schools. PLAY is essential to learning, development and well-being as well as global competencies such as creativity and citizenship! Let’s deepen connections and protect every child’s right to PLAY!

Moroney, Kim — University of Newcastle

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Van Duinen, Deborah

Empowering Beginning Secondary Teachers to use Disciplinary Literacy and Content Area Literacy Strategies to Support Adolescents' Literacy Development

In this presentation, we discuss differences between content area literacy strategies and disciplinary literacy approaches, noting that beginning secondary teachers need to use both to support adolescents' literacy development. Based on a two-year research study conducted between 2020-2022 with beginning teachers (N = 214) at two different institutions, we explore ways in which beginning teachers learned about, applied, and integrated and made sense of these strategies and approaches in secondary classrooms, across various subject areas.

Van Duinen, Deborah — Hope College

Hamilton, Erica — Grand Valley State University

Gender and Sexual Diversity and Inclusion in Teacher Education: How to Shift Learning and Practice

Multiple studies show that teachers do not feel sufficiently prepared to teach inclusively with respect to gender and sexual diversity; at the same time, homophobia and transphobia continue to be documented in Canadian schools. A university teacher education program sought to shift practices, discourses, curriculum and cultures to better address inclusion. A 3-year study of preservice teachers in the program (n=813) provides evidence of how this shift impacted their sense of preparedness to teach inclusively.

Carr, Wendy — University of British Columbia

Frank, Blye — University of British Columbia

Training Model for Graduate Peer Mentors

At a large Midwestern university, a center housed in their Graduate College has developed a professional development model that trains and certifies graduate students as consultants and hires them as graduate peer mentors to assist in various academic communication practices including academic writing, presentation and teaching skills, interpersonal communication, and more. This presentation describes the training model, demonstrating a scenario-based approach to self-paced learning through a learning management system

Compton, Lily — Iowa State University

Cotos, Elena — Iowa State University

We Don't Do That for Other Students: Developing a Bridging Program for Internationally Educated Teachers

Underemployment is a significant problem for Canadian immigrants as the majority work in jobs that are not commensurate with their education or work experience. Using an equity framework, this presentation will describe efforts to address the needs of immigrant teachers who arrive as qualified and experienced teachers and are transitioning to becoming Canadian teachers. An overview of existing research along with preliminary research findings taken from interviews with Internationally Educated Teachers will be presented.

Wimmer, Randy — University of Alberta

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Thomas, Chippewa

Mental Health, Rehabilitation, and School Counseling Ethics, Oh My!

This workshop will present the findings of a counseling literature content analysis from the past seven years identifying current ethical trends that focus on the counseling specialties of clinical mental health, rehabilitation, and school counseling. The findings include a review of 72 articles that resulted in the emergence of five key topics and thematic areas. Presenters will discuss the findings as implications for counselor education, counseling practice, and future research.

Thomas, Chippewa — Auburn University

Barkley, Astra — Auburn University

Worthey, Leah — Auburn University

Park, Jinhee — Auburn University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 4
Session Topic: Educational Measurement and Evaluation **Session Chair:** Delobbe, Anne-Michele

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 — Université Laval

Lauzier, Martin — Université du Québec en Outaouais

Examining the Beliefs of Calculus Students About Mathematics

This study examined the mathematics beliefs of students enrolled in a first-year calculus course using the Indiana Mathematics Belief Scale. An exploratory factor analysis (EFA) on the data yielded five factors: Effort, Usefulness, Difficult problems, Understanding, and Steps. The results were consistent with similar studies conducted by Kloosterman and Stage (1992) as well as Berkaliyev and Kloosterman (2009).

Ayebo, Abraham — University of Minnesota– Rochester

Comparison of Respondent Groups to Handle Nonresponse Error in School-Based Agricultural Education Teacher Research

The presentation will focus on the findings of this study, aimed at evaluating best practices for handling non-response bias in school-based agricultural education teacher research. Additionally, the research team will discuss conclusions, implications, and recommendations from the study and their impact on educational teacher research.

Eck, Christopher — Oklahoma State University

Robinson, J. Shane — Oklahoma State University

Cole, Ki — Oklahoma State University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Frandsen, Natalie

Look Up: Upstream and Mental Health Promoting Approaches to Accessibility in Online Learning Environments

As post-secondary institutions continue to offer more online and hybrid courses and as more students live with mental health related challenges, the need to provide mental health promoting and accessible learning environments is critical. Findings from an exploratory study focused on influences on learning for students with mental health related disabilities will be shared followed by a discussion focused on how we can create more inclusive and health-promoting communities of learning.

Frandsen, Natalie — University of Victoria

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 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, Jeff — Western Washington University

Lambert, Charles — Western Washington University

Coulter, Gail — Western Washington University

Foreman-Murray, Lindsay — Western Washington University

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Lanzrath, Aline

Talent and Diversity Management in Sales

Our research examines reasons for and measures against students' low interest in sales careers. Using a mixed-methods design comprising qualitative data, large-scale cross-national and cross-university survey data conjoint analytic data on students' career choice drivers and text analysis on real world labor market communication and university curricula, we develop actionable guidelines for aligning future university curricula and academic-practice collaborations with graduates' needs and dispel their lay beliefs about the profession.

Lanzrath, Aline — University of Mannheim

Homburg, Christian — University of Mannheim

Ruhnau, Robin-Christopher — University of Mannheim

Peer-mentorship Training: An Evidence-Based Approach to Promoting Graduate Students' Academic Resiliency and Mental Health

Academic isolation is associated with an increased prevalence of anxiety, stress, and depression among university students; peer-mentoring is a key strategy to promote positive mental health and academic resiliency in higher education. Our multidisciplinary team developed a self-directed online peer-mentorship training course for graduate students. In this interactive presentation, we share our experiences of creating and evaluating this course and engage attendees in conversations on effective strategies to scale up this learning opportunity.

Lorenzetti, Diane — University of Calgary

Clancy, Tracey — University of Calgary

Jacobsen, Michele — University of Calgary

Lorenzetti, Liza — University of Calgary

Nowell, Lorelli — University of Calgary

Paolucci, Elizabeth Oddone — University of Calgary

Reflective Practice for Online Graduate Students

With the increased societal emphasis on education and the prevalence of technology, the adult learner has become the focus of many institutions of higher education. The purpose of this phenomenological study is to contribute to the educative models used for the development of online graduate students (moreover, is probably of value to other traditional and/or online student demographics) and to report findings from analyzing Master of Public Service student responses from written reflective journal entries in an online leadership course. The use of reflective practice appears to be a valuable tool for the online graduate student.

Maxfield, R. Jeffery — Utah Valley University

Noll, Gary — Utah Valley University

Engaging with Indigenous Founders and Elders in Building Support Systems for Native Women in Higher Education

This paper will provide participants with greater understanding of the impact of a Native American sisterhood on tribal/cultural identity, belongingness, and building Indigenous systems of support on campus. Through the first research inquiry of a Native American sisterhood including founders and Elders(advisors), findings reveal the founders were intentional in creating Indigenous structures of support and having a sustainable presence of Elders(advisors) provided a strong foundation for Native women on campus.

Minthorn, Robin Zape-tah-hol-ah — University of Washington Tacoma

Youngbull, Natalie — University of Oklahoma

Wagnon, James — University of Oklahoma

Time: 1:15 - 2:45 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Kendrick, Astrid

Steaking out of Burnout and Compassion Fatigue

Compassion fatigue and burnout are workplace hazards for caregivers across the educational sector. Join our 90-minute workshop that will detail the resources and strategies needed at the organizational, workplace, professional, and individual levels to prevent and address compassion fatigue and burnout in educators. We will also introduce steaking for well-being, a locally-developed workplace initiative that we integrated into field experience programming at the Werklund School of Education at the University of Calgary.

Kendrick, Astrid — University of Calgary

Kapoyannis, Theodora — University of Calgary

Poster Session

Time: 3:00 - 4:30 PM / Wednesday - 1/4/2023 / Room: Coral III

Increasing Outreach and Awareness Programs for Hispanic Families Impacted by I/DD

Alabama's Hispanic Training and Resource Advocacy Network (HTRAN) serves those who have questions, concerns, training, or resource needs regarding themselves, a family member, friend, client, patient, or a student I/DD. The presenters will discuss the needs in Alabama and how they are providing trainings and resources for this underserved population. The goal is to share this model for use with other underserved communities.

Hill, Doris Adams — Auburn University

Drew, Christine — Auburn University

Gutierrez, Maria — Auburn University

Challenges and Solutions of Online Teaching in Japanese Higher Education

The purpose of this work-in-progress report is to develop effective online teaching skills in Japanese universities. Based on the result of a questionnaire about students' ICT environment, the author reviewed all course contents and changed teaching methodology. The series of lectures were subject to trial and error, with modifications and improvements being continuously introduced; however, the classes were positively assessed by course evaluation from students.

Nakagawa, Rika — Toyo University

Developing RFCDC's Values and Attitudes in Japanese Schools

Students inhabit a diverse, interconnected, and swiftly transforming world in the 21st-century. In this presentation, the diversity and inclusion workshop at Japanese middle and high school given by the presenter will be reported. The students had the opportunity to discuss and exchange ideas with each other about diversity and inclusion; and, within practical exercises, students were able to learn from each other.

Hattori, Takahiko — Otsuma Women's University

Interdisciplinary Collaboration Through a Preservice Training Program in Autism Spectrum Disorders for Early Childhood Special Educators and Behavior Analysts: Exploring the Process for Meaningful Outcomes

This poster presents an interdisciplinary preservice training program at an urban university between Early Childhood Special Education teachers and Behavior Analysts to increase their skills and knowledge in evidence-based practice in autism spectrum disorders (ASD). Participant scholars completed shared coursework in assessment, intervention, and ASD. They also completed a culminating fieldwork course with colleagues from both training backgrounds. Qualitative and quantitative data are presented including themes that emerged from the collaborative process and signature assignments.

Chang, Ya-Chih — California State University, Los Angeles

Symon, Jennifer — California State University, Los Angeles

Orta, Crystal — California State University, Los Angeles

Garcia, Heidy — California State University, Los Angeles

Fryling, Mitchell — California State University, Los Angeles

Characteristics of Pedagogical Reasoning of Beginning Science Teachers in a Professional Learning Community

This study investigated characteristics of pedagogical reasoning of science teachers in a professional learning community. In this study, three novice science teachers created a professional learning community and had 34 weekly meetings to develop lesson plans and reflect on their teaching practice. This study would provide important implications for science educators and researchers to design better experiences to improve science teachers' pedagogical reasoning ability to implement meaningful science lessons.

Choi, Aeran — Ewha Womans University

Career Pathways: A Study of Hearing Officer Internship Experiences and Training for Careers in Criminal Justice

Internships that provide students hands-on experience can enrich their learning and prepare them for professional careers or graduate school. Using focus groups, the researchers aim to assess the knowledge and skills of forty students who have completed the Hearing Officer Internship Program since 2018, examining how well the internship matches the program learning objectives, student satisfaction with the program, and whether and how the experience as a hearing officer assisted students after graduation.

Noble, Jennifer — California State University, Sacramento

Valadez, Mercedes — California State University, Sacramento

Angel, Michelle — California State University, Sacramento

Diversity, Equity, and Inclusion Leadership Course Design

Recently, institutions of higher education have taken unprecedented steps to pledge their commitment to diversity, equity, and inclusion. While campuses prioritize time, attention, and resources to train faculty, staff, and administrators on these issues, students are often bypassed in these efforts. This presentation will address the learning experiences of the first student cohort enrolled in the Diversity, Equity, and Inclusion Leadership in College of Health and Human Services at California State University, Sacramento.

Valadez, Mercedes — California State University, Sacramento

Noble, Jennifer — California State University, Sacramento

Angel, Michelle — California State University, Sacramento

Teaching Focusing on Tables, Equations, and Graphs of Linear Functions Incorporating the Knowledge-Based Jigsaw Method

Beyond this study, the final purpose is to create mathematics teaching materials for linear functions in secondary education. We clarify what should be taught first among tables, equations, and graphs to improve students' understanding of the relationship among them of linear functions. We divided the students into three groups: A: tables → equations/graphs, B: equations → tables /graphs, and C: graphs → tables/equations, and compared the learning effects of the three groups.

Inoue, Takahiro — Tokyo University of Science

Sako, Akifumi — Tokyo University of Science

Early Career Engineers' Advice for Civil Engineering Instructors

The research question addressed in this paper is: What is the most important advice that recent graduates have for civil engineering instructors? Nearly all participants said that instructors should have a better understanding of real-world engineering work practices and/or experience working in industry. Their reasoning and explanations are elaborated upon in this analysis. Connections are also made to prior literature on industry experiences for instructors.

Beddoes, Kacey — San José State University

Support Teams as Professional Development Tools: Long-term Collaboration Among General Educators, Special Educators, and Paraeducators

In practice, collaboration takes the form of regular weekly meetings among special educators, general educators, and paraeducators - each classroom's "student support team." Student support team meetings serve as informal skills-sharing workshops, helping educators learn techniques from each other they can implement in a variety of situations. This presentation will recommend strategies for facilitating long-term student support team collaboration across three dimensions: pre-service preparation, scheduling and administrative support, and student support team planning and meetings.

Zelenka, Valerie — Fort Hays State University

Using Research to Help Plan for Classroom Instruction in Mathematics

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

Fox, Thomas — University of Houston-Clear Lake

Alternative Education Programs: What Works?

This session will share the results of a qualitative study that examined model alternative education programs that provide services for students with social/emotional needs in an alternative educational setting. The goal of this presentation is to share the elements of successful model programs. This information can provide insight into changes that could be beneficial for the students and the teaching faculty.

Tamura, Elizabeth — Norwich Free Academy

Tamura, Ronald — Southern Connecticut State University

Research on Junior High School Students' Use of Digital Science Textbooks

This study focuses on digital textbooks for science, and aims to clarify how students used them in and out of class, based on their free descriptions. The results showed that students used the digital textbooks for research and note-taking in class and for reflection outside of class time.

Kitazawa, Takeshi — Tokyo Gakugei University

Miyamura, Renri — Koganei Junior High School

Ohnishi, Takuya — Koganei Junior High School

Show Me the Data: A Case Study of Identifying a Fourth-Grade Student With a Reading Disorder

Following this poster session, participants will be able to state three key characteristics of a specific learning impairment in reading (e.g., dyslexia), review data from a psychoeducational evaluation, and determine if a student presents with a discrepancy between potential (IQ) and achievement. Lastly, participants will regain insight into the impact of their expertise as valued members of the Interprofessional team.

Howard, Yvonne D'Uva — Salus University

STEM Education for College Students through the Project on Product Development

The project on development of smokeless cook stove was carried out. The aim of this project is to implement the product and its service into market of Base of the Pyramid. We will discuss about the effect of this project from the view point of STEM education for college students.

Iijima, Akihiro — Takasaki City University of Economics

Cham, Vu Ngoc — Takasaki City University of Economics

Conduct Problems in Elementary School-Aged Boys and Girls and Special Educational Service Reception: A Longitudinal Study

The objective is to explore if special educational service reception for conduct problems (CP) affects the evolution of CP in the same way for boys and girls. Results revealed that special educational services were associated with a decrease in CP over time, but this effect was only observed in boys. These results suggest that although these services may be helpful for boys with CP, they may not have the same effect for girls with CP.

Temcheff, Caroline — McGill University

Porier, Martine — Université du Québec à Rimouski

Lemieux, Annie — Université de Sherbrooke

Dery, Michele — Université de Sherbrooke

School Motivation During Remote Learning and School Dropout Risk

This study examined the role of motivation during the pandemic on the association between known risk factors for school dropout and school dropout risk among 100 high school students (55% girls, mean age = 16.2). Academic achievement was directly associated with a lower school dropout risk. In addition, higher internalizing problems, higher substance use, and poor student-teacher relationship were linked with lower motivation levels, which contributed to a higher dropout risk.

Temcheff, Caroline — McGill University

Lau, Marianne — McGill University

Gobeil-Bourdeau, Jasmine — Université de Sherbrooke

Garon-Carrier, Gabrielle — Université de Sherbrooke

Lemieux, Annie — Université de Sherbrooke

Tremblay, Mélanie — COSMOSS Bas St-Laurent

Poirier, Martine — Université du Québec à Rimouski

Evidence of Culturally and Linguistically Diverse Parent Input in IEP Documentation Through Content Analysis

Session describes a dissertation study that that investigates culturally and linguistically diverse parental input on IEP documentation. The dissertation is in progress—preliminary results will be shared. The rationale is to facilitate discussion of how special education teachers can lead IEP meetings and IEP teams in order to include parents from culturally and linguistically diverse backgrounds in the most collaborative way during the IEP process.

Olszewski, Cynthia — Northern Arizona 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

Perceptions of Transition Planning from Culturally and Linguistically Diverse Exceptional Students in Alternative Schools

Using a case study research design, this study seeks to understand Culturally and Linguistically Diverse Exceptional students' perceptions of their individualized transition planning process. The researcher will also review each student's Individualized Transition Plan (ITP) and compare it to their interview responses. The study's results will help make the transition process more culturally inclusive and individualized for CLDE secondary students as well as provide insight for special educators looking to enhance their practices.

Biagas, Develyn — Northern Arizona University

Can I Still Go to School? Examining External Factors That Non – Traditional Students Face Pursuing Post-Secondary

The purpose of this poster session is to create a dialogue around Non – traditional students pursuing post – secondary education. With the increase of post-secondary opportunities, it is important that universities enhance their resources to increase a sense of belonging for this special group. I aim to utilize the existing literature and expand ideas to create the spaces necessary for non – traditional students.

Dunn, Dalvin — Texas A&M University

A Pedagogy of Kindness: Enhancing Student and Teacher Success

Teaching excellence in higher education is a complicated. Outstanding educators use various teaching philosophies to inspire learners while also enhancing their career success. The focus of our poster is the pedagogy of kindness. In sum, a teaching model based on a pedagogy of kindness enhances the performance of outstanding educators and increases their success in teaching. Moreover, this philosophy positively influences students, their learning environments, their educational achievements, and heightens their social consciousness.

Perry, Beth — Athabasca University

Gorny-Wegrzyn, Elizabeth — Athabasca University

SAMR, TPACK, and PICRAT: Which Technology Integration Model is Right for You?

There are several technology integration models designed to help teachers, researchers, and administrators think about technology in meaningful and intentional ways. Some of the most popular are TPACK, SAMR, and PICRAT. This poster session will explore how each of these models and how they are best used as technology integration tools

Pitler, Howard — Emporia State University

Awareness Survey of University Students on AI and Data Science

A questionnaire survey was conducted at one liberal arts university. The participants were 186 university students who are taking the class "Mathematics/ Data Science and the Future." The results revealed that there were three items with high average values. These findings indicate that this class alone cannot provide a sufficient understanding of data science. It is necessary to clarify the level at which the learning goal at the university should be set.

Kambe, Junko — Takamatsu University

Dui, Masahiro — Takamatsu University

Tsukuda, Masamichi — Takamatsu University

Tamada, Kazue — Edogawa University

Matsuda, Toshiki — Tokyo Institute of Technology

Understanding the Challenges and Opportunities for Teacher Preparation From (G)Local Perspectives

We highlight challenges/opportunities in preparing teachers from global/local lenses, using glocality to bridge global similarities manifest in localized contexts.

We show the undercurrents challenging the preparation of teachers as complex, locally situated, and consistent globally. We highlight two key components: 1) resistance centered in status, funding, and perceived responsibility and 2) the proliferation of market-driven economic models that, in hyper nationalistic, neoliberal, and xenophobic contexts, threaten the possibility of what public education can do.

Schrader, PG — University of Nevada, Las Vegas

Varner, Kenneth — University of Nevada, Las Vegas

Gerlach, David — University of Wuppertal

Special and General Education Teacher Collaboration in Saudi Arabia: Challenges and Facilitators

The aim of this study was to understand special and general education teachers' perspectives regarding collaboration challenges and those that teachers identified as critical to facilitating it. The study draws upon a qualitative approach, with initial in-depth and follow-up interviews with nine special and general education teachers. Thematic analysis was used, which generated several themes and a number of sub-themes that helped provide a deeper understanding of the investigated issue.

Abu-Alghayth, Khalid — King Khalid University

How to Use Comics for Students with Disabilities

The proposed poster presents effective ways of employing comics to support children with disabilities. First, I will introduce an overview of the comics as a genre of literacy will be introduced with an in-depth literature review. Second, I will present four different ways of employing comics to support children with disabilities and English Learners. Finally, I will introduce the lesson samples aligned to support the unique challenges of the types of disabilities.

Lee, Sung Hee — California State University, Fullerton

Glaeser, Barbara — California State University, Fullerton

A Recipe for Multidisciplinary Collaboration Success: Transition Unlimited

This session will provide a brief overview of the Transition Unlimited Initiative. Transition Unlimited is an Alabama pre-employment transition services, or Pre-ETS initiative designed to build capacity and connect services to appropriately implement pre-employment transition services throughout the state. The presenters will discuss best practices in collaboration with transition stakeholders to facilitate successful outcomes for students

Derzis, Nicholas — Auburn University

Smith, Crystal — Auburn University

Kerlin, Ashleigh — Auburn University

Design Thinking as a Driver for Equitable Training Innovation

The purpose of this poster will be to provide attendees with insight on how Year Up is using design thinking to diversify its content delivery to better set learners up for success in their educational and professional careers, serving as a role model of new learning and innovation, as it evolves to meet the needs of a wider spectrum of learners and trainers. We will highlight our development of learner personas, our prototyping process in our creation of Academic and Training Standards, and our centering of user needs in our Learning Management System work.

Pearson, Elizabeth — Center of Excellence, Year Up

Blush, Liz — Center of Excellence, Year Up

Stemper, Abby — Center of Excellence, Year Up

Stevenson, Devyn — Center of Excellence, Year Up

Changes in School Motivation During COVID-19 Among Adolescents: Associations With Personal and School Difficulties

This study identified three profiles of school motivation during the pandemic among 128 high school students aged from 14.6 to 18.2 years old. Highly unmotivated (33.6%) and unmotivated (46.1%) students presented higher personal (higher levels of externalizing problems and alcohol use) and school problems (higher risk of school dropout, lower school engagement and lower grades) than students who remained motivated (20.3%). There were no differences between groups for age, sex, internalizing problems, or school absenteeism.

Poirier, Martine — Université du Québec à Rimouski

Garon-Carrier, Gabrielle — Université de Sherbrooke

Lemieux, Annie — Université de Sherbrooke

Tremblay, Mélanie — COSMOSS Bas St-Laurent

Temcheff, Caroline — McGill University

Introducing Singular “They” to Japanese Higher Education

In the English language, the generic “he/his/him” have long been obsolete and now non-binary pronouns “they/their/them” have emerged. This presentation will show how some universities in the US address this topic. Then it discusses how English teachers in Japanese universities can inform students about this topic. The presenters believe the importance of schooling the teachers themselves on this topic, developing pedagogical ideas and sharing what they have learned with each other as a community.

Oda, Kyoko — Sugino Fashion College

Nyui-Kozuka, Akie — Rikkyo University

Kawamorita, Yasue — Rikkyo University

Department Chair Actions to Promote Anti-Racism

Chairing an academic department is challenging but can be even more so when aiming to be an anti-racist chair. Commitment to anti-racism can be highly impactful for ensuring diversity, equity, and inclusion in academic departments through the hiring of tenure-track faculty from marginalized communities who are underrepresented in academia. Strategies and actions that department chairs can take to promote anti-racist practices during faculty searches will be shared in this poster session.

Ricci, Leila Ansari — California State University, Los Angeles

K12 Computer Science Pathway for Hermantown School District, Minnesota

This poster will highlight progress made towards developing a K-12 Computer Science Pathway for Hermantown Community School District in Minnesota.

With support from a NSF-funded research practice partnership program, the district developed a course scope and sequence, computer science curricula, and professional development aimed at supporting target groups that have been historically marginalized in computer science education. Successes and challenges of developing a CS Pathway will be discussed in this poster.

Pothast, Michael — Hermantown Community Schools

Olson, Andy — Hermantown Community Schools

Toward the Utilization of External Professional Human Resources in Physical Education Classes and Sports Club Activities

A survey was conducted on physical education classes and club activity guidance for 95 physical education teachers and 251 sports club activity teachers at junior and senior high schools in Shizuoka Prefecture. As a result, there were more requests for the use of outside human resources in sports club activities than in physical education classes. In addition, among the events in physical education classes, dance was the most frequently requested.

Sugiyama, Takuya — Shizuoka University

Iwaihara, Yutaka — Shizuoka University

Yashiro, Rei — Shizuoka University

Gaming Teaching Materials Toward AI and Personal Information Protection

This research aims to develop gaming teaching materials considering:

- How do humans deal with AI-powered social information systems?
- How should one be aware of and judge personal information on the Internet?
- How should one think as a sovereign citizen about the decision-making to control one's personal information?

Tamada, Kazue — Edogawa University

Matsuda, Toshiki — Tokyo Institute of Technology

Study of Home Learning Using AI-type Mathematics Teaching Materials in Junior High Schools

This study analyzed free descriptions from junior high school students to investigate ways to construct home study using AI-type mathematics teaching tools. Our results revealed that some students could not find enough time to the aforementioned materials in their home study. Additionally, they could not make it a habit to use these materials by compulsion, in class and for homework.

Kano, Ryoki — Tokyo Gakugei University

Uda, Keisuke — Komazawa Junior High School

Kitazawa, Takeshi — Tokyo Gakugei University

Research on ICT Utilization Teaching Skills of Beginning Elementary School Teachers in Japan

This study focused on Information and Communication Technology (ICT) utilization teaching skills of beginning elementary school teachers, aiming to clarify how they felt regarding their own ICT utilization teaching skills by using a revised checklist: "The Checklist of ICT Utilization Teaching Skills of Teachers" The results show that beginning elementary school teachers are more negative about their own ICT utilization teaching skills compared to other teachers in Japan.

Toyoda, Masato — Tokyo Gakugei University

Kitazawa, Takeshi — Tokyo Gakugei University

Early Childhood Literacy Teacher Training: Redesigning Upper-Level Literacy Courses via Integration of Critical Disability and Social Justice Perspectives

This research employed a phenomenological approach to examine perspectives of veteran structured literacy professionals as they restructured an early childhood literacy course for early childhood pre-service teachers in a southern borderland area between New Mexico, Texas, and Mexico. The model used to revitalize the early childhood literacy course was informed by instruction of: explicit modeling of reading skills, culturally responsive planning, asset-based linguistic approaches, and integration of family engagement for future early childhood educators.

Owens, Angela — New Mexico State University

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

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

Cook, Emily Louina — Independent Researcher

Ormsby, Alison — University of North Carolina, Asheville

Digital Literacy Practice to Prepare for 21st Century Special Educator

The proposed poster presents a newly designed literacy education course for pre-service teachers in special education with 21st century digital literacy activities. First, an overview of the digital literacy activities is introduced with the logic behind them. Second, sustainable, and explicit modeling of how to use best practices of utilizing digital literacy will be presented as a tool to reduce the achievement gap for children with reading difficulties. Finally, feedback from pre-service teachers will be shared.

Lee, Sung Hee — California State University, Fullerton

The Effectiveness of The Social Skills Pictures Program on Improving Some of the Social Skills of Children with Autism in KSA

The aim of the study was to examine the Effectiveness of The Social Skills Pictures Program on Improving Some of the Social Skills of Children with Autism in KSA. The study used the semi- experimental design. The sample of the study included (10) children with autism disorders selected from two school to care for children with autism at Najran, Kingdom of Saudi Arabia

Alqahtani, Ragea — Najran University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 1
Session Topic: Special Education **Session Chair:** Leung, Brian

Strategies to Maximize Impact of Special Education One-On-One Aides for Students With Disabilities

In special education, one-on-one aides, also known as paraeducators or therapeutic support staff, are increasingly prevalent within public schools for students with disabilities. The focus of this presentation is to first highlight the positive benefits of one-on-one aides, and then propose a set of strategies (e.g., increase entry qualifications, professional development opportunities jointly with teachers, setting clear work guidelines and school-based expectations) to maximize the positive impact of one-on-one special education aides to support students with disabilities.

Leung, Brian — Loyola Marymount University

Stanton-Eglitis, Carol — Loyola Marymount University

Transition Quality? Preparing Students with Disabilities for Adult Life

This presentation will share the results of an online survey of young adults with disabilities and caregivers examining the transition process from school to adult life. Transition experiences were analyzed by applying the overarching domains of the Revised Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument-2 (QI-2) to determine the degree to which transition practices and processes in the kindergarten to grade 12+ school system aligned with exemplary transition practices outlined in this instrument.

Bartlett, Nadine — University of Manitoba

Heringer, Rebeca — University of Manitoba

Kresta, Anne — University of Manitoba

Khan, Eefa — University of Manitoba

Effects of an Online Parents Training Program on Food Selectivity in Autism Spectrum Disorders

Food selectivity, defined as consumption of a narrow range of foods, is a common feeding problem in children with Autism Spectrum Disorders (ASD). Although parents are often responsible for providing most meals to their children, descriptions for training caregivers to conduct feeding interventions are generally lacking. This study offers the effects of an online parents training program on food selectivity in ASD during the COVID-19 pandemic.

Kim, Yearin — Seoul National University Hospital

School Leadership, Climate, and Professional Isolation as Predictors of Special Education Teachers' Stress and Coping Profiles

This study examined patterns of stress and coping among special education teachers (N=404). We found three profiles: high stress/high coping (80%), high stress/low coping (9%), and low stress/high coping (11%). Profiles were distinguished by several school level factors including the proportion of special education teachers and perceptions of school disciplinary structure and school safety. The findings have implications for creating school contexts that improve special education teacher well-being and persistence.

Herman, Keith — University of Missouri

Reinke, Wendy — University of Missouri

Wiedermann, Wolfgang — University of Missouri

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Hibiscus 2

Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Van Ngo, Hieu

By Design: An Integrated Approach to Equity, Diversity and Inclusion in Higher Education

This workshop supports participants to explore an integrated approach to equity, diversity and inclusion work at the faculty level in higher education. Guided by the social justice principles, it addresses equity, diversity and inclusion in all faculty structures, processes and functions. Participants will explore strategies to prepare, initiate, launch, strategize, approve, implement and evaluate change efforts that shift and transform faculty culture and practices.

Van Ngo, Hieu — University of Calgary

Srivastava, Rani — Thompson Rivers University

Lee, Yeonjung — Chung-Ang University & University of Calgary

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Iolani 4

Session Topic: Secondary Education **Session Chair:** Makishita, Hideyo

Usage of Sangaku in Mathematics Education

In this study, to develop teaching materials in the field of geometry for junior and senior high school and teacher training courses, the author will compile a database of geometry problems by content and shape based on Sangaku books compiled by Wasan researchers in the past. The author will develop geometry teaching materials from the database. In addition, from the viewpoint of ICT, the author will utilize the Dynamic Geometry System for drawing Sangaku.

Makishita, Hideyo — Shibaura Institute of Technology

To Come Out or Not? Navigating the Decision to Come Out as a Trans or Gender Nonconforming Educator

This paper discusses how two transgender and gender nonconforming (TGNC)

pre-service teachers navigate their personal and professional experiences of coming out as LGBTQ+ educators. Results of this study have afforded the researchers to develop a culture of CARE, a grounded theoretical framework that can be implemented by all educators to support LGBTQ+ students in K-12 schools.

McFarland, Jon — California State University, Stanislaus

Kuehn, Heidi — Oxnard Union High School District

Automated Essay Classification Using Transformers (Machine Learning Models): Classification of Student Emails Regarding Politeness

Automated Essay Scoring (AES) of open-ended text responses increases attraction in the education sector since it significantly reduces the effort required for human scoring. We applied state-of-the-art natural language processing (NLP) approaches based on machine learning (ML) algorithms to assess long text responses from students. We want to discuss this interdisciplinary field's scientific relevance and practical implications in our contribution for the auditorium.

Ludwig, Sabrina — University of Mannheim

Mayer, Christian — University of Mannheim

Geechees and Other Gullahs in Georgia: Remembering Their Alliance with Muscogee People During Enslavement Before and After the 1821 First Treaty of Indian Springs

This paper examines the alliance between Gullah Geechee people and the Muscogee people during the enslavement period before and after the 1821 First Treaty of Indian Springs. It also examines how a subgroup of the Gullahs became known as Geechees and united with some Muscogee people to create the Seminole Nation. In addition, this paper details how the Okefenokee Swamp and other areas of southern Georgia became battle zones in the three Seminole Wars.

Cromartie, J. Vern — Contra Costa College

Mediating Institutional Cultural Change: Reflections on Redefining Expectations of « Being and Doing » for Teachers and Students

This paper presents findings of a four-year action-research project (2015-2019) in three secondary schools in Ontario, Canada, focused on literacy across the curriculum. Based on the perspective of the researcher and the pedagogical advisor as mediators of institutional cultural change, we explore how their work led students and teachers at one research-site to collaborate in redefining their expectations and performances of teaching and learning.

Lamoureux, Sylvie — University of Ottawa

Technology Tools that Support Equitable Teaching in Early Math Classrooms

Our findings from a multi-year research and professional development project indicate that using one-to-one mobile devices coupled with screencasting and open mathematical apps can help foster more equitable classroom learning in early mathematics classrooms. Our data suggests that using screencasting tools in mathematics classrooms has the potential to provide more equitable learning by improving teachers' beliefs and expectations, supporting instructional choices that provide equitable access to learning, and fostering students' mathematical agency and identity.

McCormick, Kelly — University of Southern Maine

Larsen, Shannon — University of Maine at Farmington

Voices from the Pacific: Navigating STEM Education in Oceania

This study works to address issues of inequity in STEM education by reporting on the results of over 40 ethnographic interviews of Native Hawaiian and Pacific Islander STEM students from 11 university and community college campuses spread across Oceania. The findings provide insight into the complex intersection of Westernized STEM education and Indigenous perspectives, understandings of STEM identity, self-efficacy, and culturally grounded psychological factors that support their journeys in earning STEM degrees.

Irish, Tobias — University of Hawaii at Hilo

Genz, Joseph — University of Hawaii at Hilo

Storie, Monique — University of Guam

Jetley, Junita — University of Hawaii at Hilo

Orot, Eusebio — University of Guam

Kurn, Derik — University of Hawaii at Hilo

Physics and Elementary Mathematics in Undergraduate Teacher Preparation

In order to support preservice elementary and middle school teachers' STEM development, physics was integrated into a mathematics content course. Changes in thinking were explored in relation to mathematical beliefs. The new content emphasized the use of motion to contextualize algebraic concepts like slope and intercept. The results showed statistically significant improvements in the preservice teachers' self-efficacy. Our results provide guidance regarding the use impact of physics in mathematics.

Kurz, Terri — Arizona State University

Meltzer, David — Arizona State University

Nation, Marcia — Nation Evaluation Consulting

Project-Based Learning and Rigorous Mathematics: Are Modeling and Genuine Interest the Keys to Addressing Achievement and Engagement?

The authors investigate student responses after using a project-based learning (PBL) approach to visualize real-world mathematics through modeling. Using social design experimentation and narrative inquiry, we learn from students how their access to content aided in autonomous learning. Ultimately, students are able to retell their mathematical stories to highlight a genealogy of math learning divergent from normative western forms.

DosAlmas, Mozz — XQ Institute

Weltman, Anna — XQ Institute

Cowan, Lennex — XQ Institute

An Academic Year Co-Curricular Intervention to Prepare a Diverse STEM Workforce of the Future

We describe an undergraduate STEM model funded by the National Science Foundation's S-STEM program, awarded to a Consortium of institutions to mentor and prepare STEM majors from low-income groups for the workforce. We employ a co-curricular experiential strategy which groups students into interdisciplinary clusters in makerspaces at Consortium institutions to make prototypes as technological solutions to community-based problems. The approach simulates practices of the STEM industry through which students gain critical skills sought by employers.

Qazi, Mohammed — Tuskegee University

Escobar, Martha — Oakland University

Synchronous versus Asynchronous STEM Courses: "Design of Algorithms" – A Case Study

In March 2020 education was switched to online in an emergency mode due to the COVID-19 pandemic. This most often meant that a teleconferencing platform was used and instructors simply trained a camera on themselves and lectures were delivered "as usual" without regards to the medium. A much more structured approach – often used later in the pandemic – is the asynchronous format. There is much skepticism among STEM faculty with regards to asynchronous courses for highly analytical topics, but we show that this delivery method is generally better suited to achieving learning outcomes. The paper gives a case study based on a standard undergraduate "design of algorithms" course, taught synchronously at the University of Nevada, Las Vegas in Spring 2020 and asynchronously in the following semester.

Bein, Wolfgang — University of Nevada, Las Vegas

Examining the Effects of an LSAMP Summer Immersion Program on Underrepresented Students Attitudes in Future STEM Participation

This paper examines the effects of a National Science Foundation-funded program through the Louis Stokes Alliance for Minority Participation on underrepresented minority students' attitudes and expectations about pursuing future STEM careers from 2014-2022. The summer immersion program targets academically struggling students in STEM across 18 different institutions in Wisconsin. Pre- and post-results reveal that students who participated in the summer immersion program had improved attitudes and confidence in STEM core subjects and future STEM success.

Fathema, Nafsaniath — University of Wisconsin-Madison

Hernandez, Norma Jimenez — University of Wisconsin-Madison

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Lehua
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Foster, April Mattix

Teaching for Anti-Racism and Global Competence

This session will share work being undertaken at George Mason University and supported by a Longview Foundation Grant to embed teaching for anti-racism and global competence into core teacher education classes. Presenters will share resources, strategies, and tools to immerse teacher candidates in thinking about sample children's texts on immigrant communities, unaccompanied minor children, and refugee resettlement while examining how to use this literature to infuse attitudes of empathy, open-mindedness, and respect in the classroom.

Foster, April Mattix — George Mason University

Ramos, Kathleen — George Mason University

A Case Study on Creating Sustainable Transformation in DEI at Virginia Tech

As a case study, the Transdisciplinary Applied Social Justice model is applied to diversity, equity, and inclusion work at Virginia Tech under the umbrella of InclusiveVT – the institutional and individual commitment to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence. InclusiveVT pillars include sustainable transformation, representational diversity, campus climate, and academic mission. The application of the model illustrates the challenges and opportunities associated with DEI in higher education.

Pratt, Menah — Virginia Tech

Literature Review: How Does Student Culture Shape Participation in Online Learning Communities in Post-secondary institutions?

For this panel presentation, I propose to summarize the findings of a literature review of current research on the experiences of learners from non-dominant cultures in post-secondary online discussion spaces and existing data regarding participation in online learning communities. I have categorized and found several themes from sixteen empirical, peer-reviewed studies sourced from various Educational Technology journals through LearnTechLib and ERIC. This exploration includes information about identity construction and is the basis of my doctoral research proposal.

Davey, Robline Colette Elise — Simon Fraser University

Teachers' and Administrators' Perceptions of Barriers to the Identification of Elementary Second Language Learners in Gifted and Talented Programs

This study explored teachers' and administrators' perceptions of the identification of English Language Learners (ESL) in gifted (GT) programs. Through interviews, teachers and administrators were asked to provide their perceptions about the underrepresentation of ESL learners in G/T programs in Northwest Arkansas. The findings of this study emphasize the importance of fairly including ELLs in G/T programs. These findings showed that ELLs are still underrepresented in G/T programs which can affect their learning.

Hakami, Riyadh — University of Arkansas/ King Saud University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Panel **Session Chair:** Running Bear, Candi

Challenges for Rural Native American Students With Disabilities During COVID-19

The COVID-19 pandemic unexpectedly changed the education of Native American students with disabilities who live in rural and remote areas of the United States. In rural reservation communities, special education services for students with disabilities were significantly disrupted. Contributing factors were high rates of poverty, high percentages of homes with no running water or electricity, shortages of certified special educators, and barriers to distance education due to lack of access to high-speed internet and technology.

Running Bear, Candi — Northern Arizona University

Terrill, William — Northern Arizona University

Frates, Adriana — University of Texas Permian Basin

Peterson, Patricia — Northern Arizona University

Danger, School Ahead! Using Big Data and Public Health to Reduce Gun Violence Near Schools Through Environmental Design

School violence is a public health issue in the United States. Zero tolerance policies have neither kept students safe at school nor considered the impact of violence near school on student academic achievement. This paper discusses how environmental design, urban planning and public health frameworks can be mechanisms to implement preventive interventions that address the causes and consequences of gun violence.

Barboza-Salerno, Gia Elise — Ohio State University

Story Walk: Decolonial and Indigenous Approaches to Reviving Educational Leadership Praxis

We present an innovative pedagogical framework, referred to as a story walk. This pedagogy aims to prepare educational leaders to connect with land and place in a settler-colonial society. Building on Lopez's (2020) decolonial leadership and Donald's (2021) Indigenous pedagogy, we discuss how a story walk can help leaders to engage with the stories of place which can help them to provide meaningful learning experiences for historically marginalized students while facilitating processes of truth and reconciliation.

Yoon, Ee-Seul — University of Manitoba

Farrell, Amy — University of Manitoba

Equity Minded Systems Thinking Leadership and the Implementation of a Culture of Care

This paper is an attempt to help school leaders take advantage of this unique moment in American history to reimagine, reshape and redesign public education in this country. It seeks to provide aspiring leaders, as well as more seasoned veterans, with a set of analytical tools to address, and more importantly, to lead through the complex questions, issues and dilemmas that schools and communities must navigate through in this "post-pandemic" educational landscape. The concepts and themes presented in the paper are selected to support the leadership development of educators seeking to move beyond traditional notions of school leadership, and to develop a school culture that has an Institutional Culture of Care (ICC) as its foundation.

Cooper, Robert — University of California, Los Angeles

Davis, Jonathan — University of California, Los Angeles

Haines-Dodd, Lynn — University of California, Los Angeles

Moore, Nina — University of California, Los Angeles

Why Educator Preparation Programs Should Embrace a Community of Care for Students in Wake of a Paradigm Shift

This presentation focuses on how faculty, staff and students perceive educator preparation program effectiveness regarding support for student learning, school climate, collaborative relationships, and community of care in the pre Covid-19 and Covid-19 environments. The presenters will also discuss present trends in educator preparation, strategies related to support for learning, school climate, collaborative relationships, and community of care for students within the context of the virtual learning environment.

Grace, Ronald — Alabama State University

Weston, Sonja Harrington — Alabama State University

Howard, Betty — Alabama State University

Obas, Kenley — Alabama State University

PUMACHANG: A Journey Through Cordilleran Indigenous Counseling Practices

My research is about the experiences of professional counselors in integrating their Cordilleran cultural beliefs, values and practices into counseling students. The outcome is the development of a theoretical model that can explain indigenous counseling within the Cordilleran culture.

Bustillo, Angeli — University of the Cordilleras

Brief Therapy for Students in a COVID 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

Self-Talk and Self-Leadership: Advancing a New Application of Goleman's Leadership Model for Counseling College Students

Negative self-talk is associated with emotional dysregulation and increased levels of anxiety. The habit is prevalent during emerging adulthood, a sensitive developmental period. Therefore, negative self-talk can be particularly problematic for students struggling with the transition to college. This paper considers Goleman's (2000) widely accepted organizational leadership model as a possible application for coaching and counseling emerging adult college students whose negative self-talk habits are negatively impacting their academic success and overall well-being.

Weintraub, Liane — Pepperdine University

Lessons from the Classroom: Strategies and Challenges for Teaching Cultural and Social Justice Issues in Counseling as a White Professor

White professors teaching cultural and social justice issues in counseling are uniquely positioned 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

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 3
Session Topic: Arts & Humanities Education - Workshop **Session Chair:** Desai, Dipti

Reparations Pedagogy: Art, Activism and Collaboration as a means to Connect University & Community

This workshop explores the possibilities for visual activism in art and education based on collaborative art interventions in the Lower East Side (LES), NYC developed as a partnership between university stakeholders and a community based organization. These case studies made visible hidden histories of African-Americans in the LES and will serve as a means to workshop future praxis at the intersections of art, pedagogy, and reparations.

Desai, Dipti — New York University
Hamlin, Jessica — New York University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** Sea Pearl 4
Session Topic: Project-Based Learning **Session Chair:** Bengler, Bernie

How Does a Third-Party Platform Affect Project-Based Learning Objectives for Faculty and Students? Phase 2

This study looks at how the objectives and activities of a project-based curriculum are affected by the move to a third-party platform. Students and faculty were surveyed and interviewed about the projects they completed using a third-party platform. The results will be used to improve the university's faculty training for project-based learning outside the classroom, improve the student experience with project-based learning, and provide feedback to the platform administrators.

Bengler, Bernie — Hawaii Pacific University
Morikawa, Julie — President and Executive Director ClimBH
Rowland, Larry — Hawaii Pacific University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Panel **Session Chair:** Forde, Althea

Addressing Pandemic Impacted College Students' Academic, Social, and Emotional Needs

Presenters will discuss their institution's holistic approach to supporting the academic, social, and emotional needs of pandemic impacted students, many of whom graduated from under-resourced schools. The panel will share how their institution 1) galvanized around learning recovery, 2) identified and acquired funding, 3) implemented a year-long program that included faculty and student programming, 4) used continuous data analysis to rapidly respond to students needs and drive policy changes for student success, and 5) challenges moving forward.

Forde, Althea — Lehman College, CUNY
Waring, Elin — Lehman College, CUNY
Jimenez, Marisol — Lehman College, CUNY
Sarmiento, Reine — City University of New York

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Covarrubias, Rebecca

Lessons on Servingness from Mentoring Program Leaders at a Hispanic Serving Institution

We explored servingness — a framework detailing how Hispanic Serving Institutions (HSIs) can shift from enrolling to holistically-serving racially- and economically-minoritized students — from the perspective of leaders doing the work on-the-ground. Drawing from interviews with 11 mentoring program leaders at a research-intensive HSI, we documented their visions for servingness (e.g., equity-forward policies), their strengths in daily practices of servingness (e.g., building belonging for minoritized students), and challenges that thwarted their efforts (e.g., limited funding).

Covarrubias, Rebecca — UC Santa Cruz

Laiduc, Giselle — UC Santa Cruz

Quinteros, Katherine — UC Santa Cruz

Arreaga, Joseline — California State University, Fullerton

Words are Free – Why not Textbooks? Open Educational Resources and Digitally Inclusive Pedagogy in Higher Education

This session examines the next steps that need to be taken for adopting Open Educational Resources (OER) with Open Educational Pedagogy (OEP) in higher education to ensure that course content is free and accessible, but also culturally relevant and digitally inclusive. The Remixing of OER Textbooks using an Equity Lens (ROTEL) is discussed as a means of inviting students to contribute to their own learning in scholarly conversations by using their own voices and experiences.

Correa, Elaine — California State University, Bakersfield

Sturm, Matthias — Simon Fraser University

Williams, Tamarah — California State University, Bakersfield

Canadian Postsecondary Leaders' Understanding and Promotion of Social Justice and Educational Equity

Paper presentation of PhD dissertation (2020). Basic qualitative research study on how 11 Canadian mainstream postsecondary leaders describe and understand their leadership related to social justice and educational equity. Critical social theory and applied critical leadership theory guided this study. This study may assist in identifying the gaps in postsecondary leaders' understanding of social justice and educational equity and may contribute to positive social change by showing potential developmental pathways for postsecondary leadership education programs.

Cawley, Pamela — Douglas College

Testing the Efficacy of a Video-Based Sense of Belonging Intervention among Undergraduates Majoring in STEM Fields

This presentation will introduce results from a quasi-experimental study, testing the efficacy of a video-based intervention to boost belonging, subject matter confidence, and academic achievement among a diverse sample of undergraduates majoring in STEM fields at 4-year universities in the United States.

Strayhorn, Terrell — Illinois State University

Time: 3:00 - 4:30 PM / **Wednesday** - 1/4/2023 / **Room:** South Pacific 3
Session Topic: Higher Education - Workshop **Session Chair:** Robbins, Stephanie Troutman

The Teacher-Administrator: A Guide to Navigating the Path from Professor to Department Head

This workshop will focus on the faculty journey from professor to administrator. Drawing on the experience of a Black woman teacher-administrator, this presentation will highlight the challenges that women of color face in this process while also providing tips, tricks, and guidance to those who are seeking a similar career path.

Robbins, Stephanie Troutman — University of Arizona

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 1
Session Topic: Special Education - Workshop **Session Chair:** Waldron-Soler, Kathleen

Counting the Minutes of Specially Designed Instruction (SDI)

This workshop will present an overview of the literature on determining specially designed instruction (SDI) in an Individualized Education Program (IEP). Participants will learn about considerations the IEP teams should make when identifying the type, duration, and location of special education and related services and supplementary aids and services. We will present an SDI Guidance Tool developed from the current literature. Participants will also be able to reflect on the tool based on their experiences.

Waldron-Soler, Kathleen — Eastern Washington University

Haskins, Tara — Eastern Washington University

Van Wig, Ann — Eastern Washington University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Harmon, Camille

Equity and Culturally Responsive Practices for Building Leaders

Ensuring equitable practices are embedded throughout instruction and school operations is essential for schools with culturally and linguistically diverse populations. All school leaders and collegiate programs developing educational leaders must make culturally responsive practices (CRP) a priority. In order to prioritize CRP, school faculty and staff must first be presented with opportunities for self-examination and analysis that informs and promotes individual growth. School leaders will be equipped with strategies to promote and effectively implement CRP.

Harmon, Camille — Harmon Educational Equity Consultants

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 3
Session Topic: ESL/TESL **Session Chair:** Farrell, Thomas

TESOL Teacher Education: A Novice-Service Approach

This paper address two reasons for early career TESOL teachers experiencing difficulties transitioning to their first years of teaching: (1) courses that do not fully prepare learner TESOL teachers for a smooth transition to real classrooms, and (2) early career teachers near complete abandonment to cope these transition traumas during these important developmental years. I argue for a 'novice-service' approach where teacher educators continue to collaborate with their graduate teachers in their early career years

Farrell, Thomas — Brock University

A Current Debate: Which Is Better? TESL-Online or TESL-On-Campus?

The pandemic forced campus closures. Supported by advancing technologies from rudimentary radio to LMS course platforms, learning options have proliferated for adult learners. In these distance learning settings, students and instructors are in separate physical settings and possibly in separate time zones at separate times. Face-to-face collaboration and cultural context are absent. While online learning is effective in certain disciplines, is it a better option for TESL? Join our debate and voice your opinion.

Doi, Saori — University of Hawai'i at Mānoa

Brock, Patricia — Pace University

Reviving Stories in the Old Vernacular as Language Learning Tools

We initiated a project, entitled "Tsugaru mukashiko", part of a "glocal" program, "think global, act local." Our concept is to connect and interrelate traditional language learning with cultural and historical studies of this region. As part of this research, we have collected indigenous oral stories in the local dialect, translated them into English, and are currently testing them as English-learning materials. The hypothesis is that culturally familiar texts will make reading English easier.

Tada, Megumi — Hirosaki University

Solomon, Joshua — Hirosaki University

Building ACE Students: Development and Implementation of a Hybrid Asynchronous Online Language Course

This presentation will cover the development of a hybrid online English Language Learning course which has an online asynchronous component and face-to-face meetings. The asynchronous component of the hybrid course draws upon place-based learning and project-based learning, while the in-person component allows for community building and real-world English language use. Best practices and future iterations of the hybrid course will also be discussed.

Agullana, Patrick — University of Hawai'i at Mānoa

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

How Do We Show Up? Applying Jungian Archetypes to Online Educational Settings

Universities, can act as a microcosm in society, where personalities show up and inherent expectations of order are expressed. Over the last few decades and with the advent of technology, how educators and students show up and what they expect has evolved. Participants will explore, conceptual and operational frameworks for understanding archetypes, assess how they "show up" using a Jungian approach, and explore strategies for working with the archetypes they encounter within their specific roles.

Foster, Susan — The Chicago School of Professional Psychology

Brown, Andy — The Chicago School of Professional Psychology

Harris, Rodney — The Chicago School of Professional Psychology

VanMeter, Jaymie — The Chicago School of Professional Psychology

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Napierski-Prancl, Michelle

The Class of 2020: A Sociological Exploration of High School Closings, Canceled Rituals, and how Schools and Communities Responded

Through interviews with parents of the Class of 2020 from 19 different states, this paper examines the loss felt by high school seniors when schools closed due to COVID-19. It illustrates the importance of day-to-day interactions in classrooms and hallways and the impact of school closings on students' mental health. It also explores the ways schools responded, sometimes positively and sometimes not, when important rituals like prom and graduation were canceled or celebrated virtually.

Napierski-Prancl, Michelle — Russell Sage College

To Be or Not to Be a Mentor

The purpose of this study was to investigate perceptions and experiences of mentoring relationships among pediatric physicians-mentors in the academic medical center. For this study, mentoring was defined as a 'dynamic, context-dependent, goal sensitive, mutually beneficial relationship between an experienced clinician or basic scientist and junior clinicians and undergraduates focused on advancing the mentee's development' (Radha Krishna et al., 2019).

Leahy, Izabela — Harvard Medical

Using The U.N. Sustainable Development Goals (SDGs) as Framework to Prepare Globally Oriented Educators and Leaders

Education 2030 (United Nations, 2015) has been reshaping perspectives in many fronts including education programs across the globe. A major impact can be seen in many countries that have adopted the United Nations' Sustainable Development Goals (SDGs) as part of their social and education reforms and initiatives. Drawing upon the premise and promise of the SDGs, this paper highlights research findings that have implications for refashioning educator and leader preparation programs.

Suleiman, Mahmoud — California State University, Bakersfield

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Kahili 1
Session Topic: Business Education **Session Chair:** Chonevski, Aleksandar

How International College Students Understand Entrepreneurial Readiness in the Colleges for Profit in Florida

The free-market economy provides many opportunities for entrepreneurship curriculum or starting one's own business, attracting many international students. This research shows that international students who graduated from the entrepreneurship curriculum in Florida do not start their businesses. This qualitative study explores how business skills learned in college for-profit and play a role in the entrepreneurial readiness of undergraduate business students. MacGregor Burns' transformational leadership theory explains how leaders transform an organization.

Chonevski, Aleksandar — United International College

Fostering a Critical Mindset in Leadership Studies

The purpose of this report is to illuminate the importance of critically questioning taken-for-granted leadership development ideas and information that are embedded in leadership texts. I propose critical thinking, critical reflection and critical hope as practices that can be invited into the classroom to deepen educators and students' capacity to think more broadly and critically about established leadership development beliefs and worldviews, including their own.

Fitzgerald, Catherine — Okanagan College

Knowledge Management, a Path to Technology Innovation: A Comparative International Case Study of Engineering Companies in Japan, Ghana, and Northwestern China

A civil engineering company in Northwestern China faces communication and innovation challenges, preventing it from moving forward as an organization. These issues appear to stem from the challenge of managing knowledge related to technology innovation within the organization. This comparative case study aims to explore the successful applications of knowledge management in technology innovation for companies like the one in Northwest China -- by comparing it to two different organizations in Japan and Ghana.

Chen, Xuanyi — Pepperdine University

Kamali, Abdulla — Pepperdine University

PhenoBL: A Case of Teaching Students to Grapple with Real-World Concepts and Problems

Organizations need suitable candidates who have the right skills and appropriate education to fill an ever-increasing number of jobs. To alleviate the talent shortage impacting innovation and global economies, young people need a globalized perspective that may in part, be developed through phenomenon-based learning (PhenoBL) at the university level. The presenter will share a case of the application of PhenoBL in business courses and reflections from PhenoBL observations and discussions with faculty in Finland and Mauritius.

La Venture, Kelly — Bemidji State University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Workshop **Session Chair:** Ivie, Deborah Taylor

Storybook STEM: Integrating Science and literacy for STEM Identity Development

Elementary Education is often most effective when it is integrated. This workshop will enable educators to integrate traditional children's literature with Next Generation Science Standards to help early development of STEM identity and efficacy. Participants will experience hands-on methods of integrating engineering design and computational thinking into work already being done with literacy for well-balanced, integrated STEM experiences.

Ivie, Deborah Taylor — Utah State University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Jang, Soon Young

Working Together: Korean Government and Korean-Canadian Immigrants on Heritage Language Education

Through a church-based heritage language school in the Greater Toronto Area, this paper identifies various supporting factors of Korean-Canadian children's bilingual learning. Data sources include a CAKS (the Canadian Association of Korean Schools) conference, school meetings and interviews with leaders and Korean language teachers at Grace Church, a congregation with multiple generations of Korean-Canadian immigrants.

Jang, Soon Young — California State Polytechnic University, Pomona

A New Way: A Well-Being Curriculum for English Learners

This presentation reports on a project that provides students with a nontraditional approach to learning English. The curriculum designed for this project consists of topics which develop students' sense of well-being as they simultaneously increase their English language skills. This well-being curriculum demonstrates that the education field is an appropriate venue for utilizing a mindfulness pedagogy. Sample lessons will be provided and discussed. (63 words)

Abulikemu, Aliya — Alliant International University

Kelch, Kenneth — Alliant International University

Students' Perspectives on Translanguaging in a CLIL Language Course in a Japanese University

The research employed a case study that explored the experience and perspectives of students in a new CLIL course for both Japanese and English learners which incorporates the translanguaging pedagogy using interviews and analysis of students' written portfolio. The findings suggest that while students' see the benefits of translanguaging for both language and content learning, they also felt the dilemma of using their L1 due to monolingual ideology.

Itoi, Kiyu — Rikkyo University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Workshop **Session Chair:** Cavanagh, Jillian

Embedding Indigenous perspectives into curriculum: The Australian Higher Education Sector

The proposed workshop is designed to support teachers to embed Indigenous perspectives into curriculum. This can be challenging for teachers who may not identify as Indigenous. The workshop will cover a number of topics that can be related to Indigenous knowledge and culture in Australia, New Zealand, Canada, the USA and many other countries. Participants will engage in four activities to support Indigenous curriculum and provide students with understandings of culture in education.

Cavanagh, Jillian — RMIT

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Nautilus 2
Session Topic: Early Childhood Education **Session Chair:** Kennedy, Denise

Using a Cultural Lens to Examine Parenting Efficacy, Math Efficacy, Helping Children with Homework and Children's Emotion Regulation

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

Why do the Japanese Early Childhood Teachers Give Young Children Compete in the "Sports Day"?: Focusing on the Case of Class Competition.

In the US, competition among young children in ECEC is understood to be a developmentally inappropriate practice. The purpose of this study is to clarify the reasons why Japanese teachers emphasize competition among young children in the "Sports Day" through focusing on the five-year-old class competition.

Nakatsubo, Fuminori — Hiroshima University

Kato, Nozomi — Aichi Mizuho Junior College

Hida, Takeshi — Ichinomiya Kenshin College

Quan, Hehong — Hiroshima University

He, Jingyu — Qingdao University

Uchida, Chiharu — Toyo University

Using Number Talks to Engage Pre-Service Teachers in Intentional Planning to Lead Mathematics Discussions

In order to facilitate meaningful mathematical discourse in early childhood classrooms, pre-service teachers (PSTs) must develop methods for leading young children in discussions. Not only must they establish developmentally appropriate routines for engaging young children in discussions, but these discussions must also be mathematically important for their students. This study examines the process by which we use Number Talks as a vehicle to help PSTs to, understand, employ, and refine the Effective Teaching Practice (NCTM, 2014) of facilitating meaningful mathematical discourse.

Middleton, Catharina — Coastal Carolina University

Hopper, Eugenia — Coastal Carolina University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Buttler, Tim

Breakout with Zoom: Pre-service Teachers' Perceptions Must Guide Future Teacher Education Online Interactions

Virtual technologies impact educational experiences; thus, teacher educators should consider the benefits and drawbacks. We used a mixed-methods research methodology to examine a teacher education course using Zoom's videoconferencing platform. The study identified pre-service teachers' perceptions and interactions within Zoom's Breakout Rooms. Findings indicate that students appreciated Breakout Room interactions, although males and females valued different aspects of Breakout Room communication. We conclude with recommendations regarding videoconferences in teacher education and suggest future research.

Buttler, Tim — Burman University

Scheurer, Jacob — Burman University

Highlighting Mathematics Questioning in Transdisciplinary STEM for Pre-Service Teacher Education

This work-in-progress study will be implemented in Fall 2022 and will build off previous iterations by adding purposeful mathematics sample questions to use while implementing the activity. The questions will draw from the five attributes of Developing Mathematical Thinking (DMT) (Brendefur et al., 2015). The analysis will observe the types of DMT questioning generated relating to their integrated STEM activity and overarching reflection themes.

Bauer, Amy Sokoll — University of Nebraska–Lincoln

Largo, Nathaniel — University of Nebraska–Lincoln

Johnson, Katie — University of Nebraska–Lincoln

Thomas, Amanda — University of Nebraska–Lincoln

The Black Teachers' Collective: An Ethnographic Study on Critical Consciousness Development Through Professional Developments Informed by Critical Race Pedagogy

This paper will share the findings of an ethnographic study which examines the evolution of critical consciousness in six African American K-12 educators who participated in a leadership institute informed by Culturally Relevant Pedagogy and political education.

Dixson, Adrienne — University of Kentucky

Livingston, Candace — University of Illinois Urbana-Champaign

Minnett, Jari — University of Illinois Urbana-Champaign

Perkins-Williams, Ruqayyah — University of Illinois Urbana-Champaign

Studamire, Dante — University of Illinois Urbana-Champaign

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Cureton, Jenny

A Project-Based Learning Collaboration for Teaching Qualitative Research in the Online Classroom

Education programs often struggle to provide practical and engaging training in research methodology. This workshop concerns a cross-institutional teaching collaboration utilizing project-based learning (PBL) and online learning in a doctoral counselor education course. Presenters use a working paper to briefly overview active learning principles, describe PBL practices, and display and demonstrate online learning processes used to mentor four research project teams. We share candidly about challenges, lessons learned, and suggestions for colleagues across educational settings.

Cureton, Jenny — Kent State University

Henninger, Janessa — Adams State University

The Role of Central Office in Championing School Leadership that Supports Culturally and Linguistically Diverse Newcomer Families

Students are more successful when their families are engaged. School leaders are compelled to engage with new immigrant and refugee families and consider different kinds of engagement due to changing demographics in schools. The presentation will present data gathered from principals and families, and the aspects of a project that examined the role of a school division's central or district office in strengthening school leadership supports for immigrants and refugees.

Okoko, Janet Mola — University of Saskatchewan

Tilbury, Shauna — Saskatoon Public Schools

An Empirical Analysis of the Effects of Instructional Leadership on Teacher Professional Learning and Classroom Goal Structures

In this study, we examined whether instructional leadership was a direct predictor of classroom goal structure (i.e., mastery and performance goal structure). We also asked whether this relationship was mediated by teacher professional learning. Findings indicated that instructional leadership was a strong positive predictor of mastery but not performance goal structure and that this relationship was mediated by teachers' professional learning. These findings illuminate new pathways through which instructional leadership benefits teacher practice.

Goddard, Roger — Ohio State University

Yoon, Iksang — Ohio State University

Enhancing the Special Education Competencies of Fledgling School Leaders: Stakeholder Training Inputs and Considerations

School leaders are regularly faced with complex challenges and potential legal conflicts involving special education services. The collective lack of special education experience and understanding coming into new positions often inhibits new principals' ability to be effective change agents within their schools. This paper shares insights detailing the preferred training focuses for principals as viewed by stakeholders including: special needs parents, special education teachers, school psychologists, principals and special education directors interviewed throughout Arizona.

Hughes, Thomas — Northern Arizona University

Wood, Taylor — Northern Arizona University

Preston, Erin — Northern Arizona University

Quiroz, Stephanie — Northern Arizona University

Chunglo, Rachel — Northern Arizona University

An Emergent Grounded Theory Ethos: Leading by Choosing to Serve Those Who Have Less

The research problem underpinning this study concerns the relevance of the Vincentian charism in the ministry of education at Adamson University. This research was also an attempt to explore how the administrators (lay and the Vincentian priests and a brother), teachers, staff, students, and alumni of the University continually resolved the main concern in the area of research. The researcher utilized the Classic Grounded Theory of Barney Glaser for this study.

Enriquez, Rock Joseph — Adamson University

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 4
Session Topic: Educational Technology **Session Chair:** Vaux, Dana

Polanyi and the Revised Taxonomy: Teaching Technology for High-Level Creative Thinking and Risk Taking

Exploration of Piaget, Vygotsky, and Polanyi's models of learning when they are super-imposed and applied to the task of mastering new design software when the goal is to enhance productivity without reducing creativity.

Vaux, Dana — University of Nebraska at Kearney

Moore, Tami James — University of Nebraska at Kearney

Nordhues, Jeffrey — University of Nebraska at Kearney

Examining the Social Implications of Artificial Intelligence with Adolescent Girls

This research takes place at the intersection STEAM education, Artificial Intelligence Literacy (AIL) and a Futures Literacy approach that examines how adolescent girls understand the ethical and social implications of AI and their impact on their lives. Using design fiction as a vehicle for the conversations with eight girls at an AI Adventure Camp, this paper explores their shifts in thinking that occurred over the course of week-long camp.

Hughes, Janette — Ontario Tech University

Gadanidis, George — Western University

Butler-Ulrich, Tess — Ontario Tech University

Evaluating the Transfer Effect of Interpersonal Problem-Solving Skills Education for University Students

Okada and Matsuda (2021) redesigned the "human relations" curriculum to develop general problem-solving and metacognitive abilities and created gaming instructional materials for teaching that promotes metacognitive skills in interpersonal problem solving. However, whether students are able to apply their learning to solve problems in new interpersonal problem-solving situations is unclear. This study aims to verify whether the content learned in lectures transfers to problem solving in new interpersonal problem-solving situations, using a comprehensive exercise assignment.

Okada, Yoshiko — Shibaura Institute of Technology

Matsuda, Toshiki — Tokyo Institute of Technology

The Relationships of SNS Use, Social Achievement Goals, and Life Satisfaction of Korean University Students

This study purposed to find the relationships between SNS use, social achievement goals, and life satisfaction of Korean university students. Findings confirm that social development goal plays a role as a mediator in the relationships between active SNS use and life satisfaction in general. However, the mediating effects of social development goal between SNS use and life satisfaction seem to be gender-specific that is applicable only to male students.

Kim, Boreum — University of Minnesota

Rho, Minjeong — Korea National University Education

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Brando-Subis, Christina

Recruiting Diverse and Multilingual Teachers

This paper describes the development of an online elementary program at a state college in Idaho that was created to address the teaching shortage in Idaho and recruit diverse and multilingual teachers. Benefits, challenges, and future considerations for the program are presented, which may aid other institutions of higher education in starting or further developing similar programs.

Brando-Subis, Christina — Lewis-Clark State College

Carmack, Teresa — Lewis-Clark State College

Using Design Thinking in the Creation of a Human-Centered Design Academic Program

Informed by sociological theory and methods, as well as the Interaction Design Foundation's approach to design thinking, I present a case study showing how to empathize, define, ideate, prototype, and test a new idea, artifact or – in the case of this project – a curricular design for a new academic program in a small liberal arts college setting. Evidence from two years of planning and implementation will be shared.

Janning, Michelle — Whitman College

The Effect of Family Communication on Financial Literacy Among University Students in Japan

This study examined whether family communication pattern and proactive financial behavior are associated with each other in a sample of Japanese university students. Using data from 219 in 2022, hierarchical regression analyses and path analyses were conducted, and found that students with higher awareness of their family communication patterns have more favorable financial behavior. (number of characters 54)

Keiko, Takahashi — Jissen Women's University

Nurturing Excellence for Undergraduate Success (NEXUS)

Large segments of Maryland population do not, or cannot, take advantage of the excellent public higher education options through the University System of Maryland (USM) institutions. Disparities between historically under-represented and underserved students present systemic barriers to students progressing and completing USM college requirements. Systemic barriers create an opportunity gap, impacting educational attainment, incomes, and ultimate life outcomes. The low retention, persistence and completion rates of students who graduate from urban-situated high schools from USM institutions are clear evidence of these systemic barriers and opportunity gaps.

Morgan, Dewayne — University System of Maryland

Shapiro, Nancy — University System of Maryland

Academic Chasm: Academic Integrity Perspectives Between Students and Lecturers

Academic Integrity (AI) in higher education is topical in Australia, particularly in the context of the global standing of the Australian higher education sector and its enormous contribution to the wider economy. This research will provide further information in regards to AI in particular the similarities and difference between academic staff and students. This research elicited responses which augment the understanding of AI and provide strategies to avert issues.

Murray, Ashnil — Torrens University Australia

Lessons Learned From Newly Designed Online STEM Courses During a Pandemic Era: A Case Study of a College Freshman Science Course in Japan

This paper presents a newly developed online STEM course designated for freshman college students in Japan over two years. Traditionally taught in-person, the course was delivered online due to the Covid-19 Pandemic. The instructor and instructional technology specialists worked collaboratively on designing the methodology of delivery including use of new and existing technologies. The results of both course evaluations and use of ICTs revealed that students were highly satisfied and increased in their self-directed time.

Komura, Kiriko — Tokyo University of Pharmacy and Life Sciences

Thomas, Michael — Claremont Graduate University

Supporting High Quality Adjunct Faculty in Graduate Education Programs

Adjunct faculty are an integral element of graduate education programs. This paper focuses on the ways in which a private, faith-based institution ensured the success of its part time faculty through avenues of communication, professional development, use of technology, and course coordination. Adjunct faculty survey results will be shared; participants are encouraged to share their own experiences which have supported adjunct faculty to ensure quality instructional experiences for teacher education and advanced candidates.

Wong, Rachelle — Point Loma Nazarene University

Corke, Michael — Point Loma Nazarene University

Martinez, Bri — Point Loma Nazarene University

Kritsch, Jenn — Point Loma Nazarene University

Hamilton-Bunch, Jill — Point Loma Nazarene University

Erickson, Deborah — Point Loma Nazarene University

Complex Change in Teacher Prep: A Multidimensional Look at the Nevada Institute on Teaching and Educator Preparation

Preparing teachers for 21st century realities is challenging yet essential toward full student engagement. Drawing upon experiences of educators involved in a long-term extension program, we detail how educational and community pathways, professional development, and individualized engagement affords robust preparation beyond traditional programming. This panel provides a pathway conversation for those interested in educational change and reform to see how lessons learned by our team can be applied in a variety of contexts.

Varner, Kenneth — University of Nevada, Las Vegas

Time: 8:00 - 9:30 AM / **Thursday** - 1/5/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Mateer, Ramona

Culturally Responsive Classroom Management: Impacting Pre-service Teachers Experiences in the STEM Classroom through Culturally Responsive Classroom Management Practices

A new classroom management course was developed and implemented as an elective in the teachHOUSTON program. The course focuses on culturally responsive classroom management, including socio-emotional climate, group processes, and behavior modification methods. Classroom management techniques and strategies supporting inquiry are taught whereby students analyze the learning environment including lesson planning, classroom structures, building community and culturally responsive classroom management. This session highlights course structure and activities, course justification, feedback from participants, and future directions.

Mateer, Ramona — University of Houston
Atwell, Nicole — University of Nevada, Las Vegas
Jackson, Morgan — University of Nevada, Las Vegas
Delgado, Gina — University of Nevada, Las Vegas
Koerber, Nathan — University of Nevada, Las Vegas
Romero, Noah — University of Nevada, Las Vegas
Schrader, PG — University of Nevada, Las Vegas
Ladd, Sophie — University of Nevada, Las Vegas
Briske, Jeff — Nevada Department of Education
Hays, Danica — University of Nevada, Las Vegas
Evans, Paige — University of Houston
McIntush, Karen — University of Houston
Campos, Amanda — University of Houston

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - 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

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Scanlan, Spencer

Faculty Perceptions of School Belonging Among Pacific Islander High School Students in Hawaii

This study looks at high school faculty perceptions of student belonging at one high school in Hawaii with high levels of Pacific Islander students. Faculty (N=48) participated in focus groups during a faculty meeting over ZOOM. Analyses revealed multiple themes about factors that promoted or inhibited school belonging among Pacific Islander students, including the role of teachers and the impact on first generation students – which will be further discussed in this presentation.

Scanlan, Spencer — Brigham Young University, Hawaii
Feinauer, Erika — Brigham Young University
Fonoimoana, Melia — Brigham Young University
Ono, Kristen — Princess Ruth Ke'Elikolani Middle School

Ethnic Identity, Self-Esteem and School Belonging Among Pacific Islander High School Students in Utah

This paper focuses on relationships between ethnic identity and school belonging among Pacific Islander high school students in Utah. The Multigroup Ethnic Identity Measure—Revised (Phinney & Ong, 2007), Rosenberg Self-Esteem Inventory (Rosenberg, 1965), Simple School Belonging Scale (Whiting, Everson, & Feinauer, 2017), and demographic questions were administered and findings suggest that ethnic identity may not operate in the same way for students in this study as has been suggested in the literature for other ethnic minorities.

Oto, Mari — Brigham Young University
Feinauer, Erika — Brigham Young University

Faculty Perceptions of Ethnic Identity Among Pacific Islander High School Students in Hawaii

This study looks at high school faculty perceptions of student expressions of ethnic identity at one high school in Hawaii with high levels of Pacific Islander students. Faculty (N=48) participated in focus groups during a faculty meeting over ZOOM. Analyses revealed faculty perceptions of ethnic identity included students participation in ethnic clubs, references to family heritage, wearing traditional clothing, speaking their native language, and other themes that will be further discussed in this presentation.

Feinauer, Erika — Brigham Young University
Scanlan, Spencer — Brigham Young University, Hawaii
Ono, Kristen — Princess Ruth Ke'Elikolani Middle School

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 3

Session Topic: ESL/TESL **Session Chair:** Kano, Akiko

Teacher Belief in NSE Roles in Elementary English Education in Japan

In Japan, native speakers of English (NSEs) have conducted a crucial role in English education in elementary schools. However, as English has become a mandatory subject in Grade 5 and 6 since 2020, Japanese teachers' beliefs toward NSEs are shifting. With reference to the current situation in Japan, the authors will present questionnaire results obtained from Japanese elementary school teachers, highlighting their expectations towards NSEs and aiming for a more effective team teaching framework.

Kano, Akiko — Sophia University Junior College Division

Nakazawa, Atsuko — Sophia University Junior College Division

Place-Based ESL Learning: What Institutions Really Want for Students in the Post-Pandemic Time

When seeking for a study abroad program in this post-pandemic period, institutions are looking for various programming options to maximize students' learning and experiences abroad. How can we meet such institutional needs while helping students improve their English language skills? This session will illustrate a 5-week course with place-based learning activities under the theme of ecology in Hawaii. Course evaluation data and a checklist for designing a successful place-based course will be shared.

Doi, Saori — University of Hawai'i at Mānoa

Agullana, Patrick — University of Hawai'i at Mānoa

Linguistic Features of Research Article Abstracts: Tense Usage in Relation to Rhetorical Moves

This paper explores tense usage in recently published research articles' (RAs') abstracts in applied linguistics and engineering as tense is known to be a problematic area for novice writers. Rhetorical moves were analyzed and tense distribution was examined. A striking cross-disciplinary difference in the use of the present and the past was observed, which points to the need to raise ESL/EFL academic writing instructors' awareness towards such differences in RA abstracts.

Kawaguchi, Keiko — Shibaura Institute of Technology

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 6

Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Benjamin, Stacy

Using Perspective Prompts to Encourage Student Engagement During Peer Feedback Sessions in Design

In design classes, students regularly provide feedback to their peers. However, some students engage while others treat it superficially. To address this, we created Perspective Prompts, similar to personas, representing different points of view. Students assume roles based on the Perspective Prompt assigned, and give feedback from that perspective. Having a defined role to play, and supporting prompts, helps students think more deeply about the context and to offer more detailed feedback.

Benjamin, Stacy — Northwestern University

Anderson, John — Northwestern University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Iolani 7

Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Thomas, Courtne

The Excellence Project: Differentiation - An After-School Program for Diverse Gifted Youth

Tapping into the power of differentiated curriculum and instruction to reach diverse youth, innovative practice is used as a vehicle to support high-ability/high-potential learners in an after-school program. We're taking an out-of-nature approach to learning backed by research, and pioneering program design to revolutionize experiences for gifted and talented students often left on the margins.

Thomas, Courtne — New York Edge - The Excellence Project

Antony, Pavan John — Adelphi University

Richardson, Jennifer — Purdue University

The Importance of Engineering Identity for Latinx Students

The ability to see oneself as an engineer is important for aspiring engineers to persist and find a sense of place within engineering environments, particularly for Latinx college students, who have been historically marginalized in these settings. This paper explores the importance of engineering identity for Latinx students in higher education. We examine how scholars conceptualize and study engineering identity and its importance for Latinx students. We conclude with implications for research, policies, and practices.

Rodriguez, Sarah — Virginia Tech

Espino, Maria — Iowa State University

Le, Brian — University of California, Los Angeles

Nichols, Morgan — University of North Carolina - Charlotte

Leveraging School/University Partnerships to Systematize Environmental Education

Shared Waters, a NOAA-funded project, involves a collaboration between two universities and two K-12 schools across states for the systemic implementation of Environmental Education (EE). A unique feature of this project is the partnership between pre-service and in-service teachers in collaborative field experiences with elementary students. This evaluation report shares findings related to participant knowledge, attitudes, skills, and teaching behaviors related to EE.

McConnell, Bill — Virginia Wesleyan University

Ibrahim, Abdulsalami — Millersville University

Marcum-Dietrich, Nanette — Millersville University

Teachers' Perspectives on a Dedicated Elementary STEM Learning Initiative

In this inquiry, we examine the perspectives of teachers involved in the implementation of a STEM education initiative in elementary schools. In this school district, each elementary school has a dedicated teacher who facilitates STEM learning experiences for each class in the school. We hope to understand how the conceptions of and intentions for STEM learning are established, and identify affordances and constraints on the meaningful implementation of those plans.

Nelson, Frederick Peinado — California State University, Fresno

Creando Juntos: Participant Perspectives of a Garden-Based Science Pilot Program for Latina Girls and their Parents

Presents participant perspectives for three implementations of a seven-week, garden-based program for 5th/6th grade Latina students and their parents. While valuing the antecedent Community Cultural Wealth, science capital, and family habitus of participants, the program promoted growth in these areas with Family Problem-Based Learning science activities and separate parent and daughter Conversation Groups. The data suggest parents and daughters felt supported, enjoyed working on the activities together, and would recommend the program to friends.

Rillero, Peter — Arizona State University

Rillero, Kim — Urban Farming Education

Jimenez-Silva, Margarita — UC Davis

Short-Meyerson, Katherine — University of Wisconsin Oshkosh

Challenging Dominant Science and Language Ideologies and Practices as a 7th Grade Dual Language Teacher

Drawing from Critical Race Theory, this paper provides a testimonio (testimony) of how a 7th-grade dual-language science teacher challenges dominant ideologies in language and science by planning equitable environmentally and socially just science lessons for multilingual students. Data are drawn from classroom observations, interviews, and pláticas (talks). Findings suggest that teachers can engage in reflective practices to plan transformative science units relevant to the communities they serve. Implications for teachers and teacher educators are discussed.

Navarro Martell, Melissa A — San Diego State University

Big Hero 6: STEMulating engagement in ActiveFlex Courses

After trial and error, ActiveFlex delivered an active learning component to the asynchronous online course providing an equivalent experiences regardless of attendance. Faculty experimented with engagement activities in STEM, where teachers and students alike interacted with hands-on activities regardless of the modality. Athens was able to STEMulate students with activities from kits to STEM simulations, and we will now share our 6 best tips for engagement in ActiveFlex.

Bergantz, Letitia — Athens State University

Gale, Mark — Athens State University

Williams, Marla — Athens State University

New Horizons in STEM Career Motivation: Contributory, Collaborative, Co-Created, and Student-Directed Citizen Science

Citizen science, programs in which volunteers engage in professional scientific research, has a positive impact on student STEM career motivation and achievement when integrated in formal instruction. The purpose of the current presentation is to describe the types of citizen science programs; outline current research trends in citizen science, student STEM career motivation and achievement; detail a pilot study on student-directed citizen science; and offer explicit suggestions on integrating citizen science within classroom instruction.

Hiller, Suzanne — Hood College

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Lehua
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Drame, Elizabeth Rose

Unintentionally Squeezed Out: Black Students Journeys in Three Dual-Language Schools

Diverse by design (DbD) schools intentionally recruit diverse student populations and work to foster growth and cultural, linguistic, academic and social learning for these students. This paper presents the results of an exploratory case study of the equity challenges and opportunities faced by Black students in three DbD schools implementing dual Spanish language programs. We explore how Black students navigated their academic journeys in schools which varied by region and school type.

Drame, Elizabeth Rose — University of Wisconsin-Milwaukee
Mawhinney, Lynnette — Rutgers University-Newark
Duval-Diop, Dominique — Derute Consulting Cooperative
Bowe, Anica — Oakland University
Melaco, Carla — Beloved Community
Kares, Faith — Beloved Community

“Too Gay To Teach”: A Comparative Analysis of Canadian & American Catholic Schools

This research examines media accounts of teachers in Canada and the United States who were fired or forced from their Catholic schools because they identify as lesbian, highlighting the reality of discrimination in Catholic schools, particularly egregious in their contradiction of non-discrimination legislation. This study suggests that the issue is not within a country's legal or policy protections but in the consistent prioritization of Catholic Canonical law through provision of religious exemptions.

Callaghan, Tonya — University of Calgary
Esterhuizen, Alix — University of Calgary

“Getting Naked”: Exploring How Athletes Attempt to Challenge Homophobia in Sport

In this paper we explore how a group of men critically engage with heteronormative masculinities as they cultivate ‘straight ally’ identities through their engagement in a naked photoshoot project for charity. We pay attention to the ways that the men use their bodies and the nudity to experiment with more open, intimate and allied masculinities. At the same time, we consider some of the spatial and temporal limitations to these experiments of gender performance.

Kehler, Michael — University of Calgary
Knott-Fayle, Gabriel — University of Calgary
Gough, Brendan — Leeds Beckett University

Homonationalism as Haunting: Using Folklore to Make Sense of the Current Political Climate on LGBTQ+ students

The purpose of this presentation is to demonstrate homonationalism as a haunting that is reproduced by the state and reinforced through a moral panic. Additionally, it will explore how hauntings produce narcissistic wounds in individuals targeted by this haunting of the past and the implications in K-16 education.

Norton, Ginney — Drury University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Nautilus 1
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: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Nautilus 2
Session Topic: Education Policy and Leadership - Workshop **Session Chair:** Rogers-Ard, Rachelle

Why Educational Leadership Ain't Educational: Castigating the Wackness of Whiteness

Participants will be expected to interrogate their leadership practices, with an emphasis on understanding critical anti-racist educational leadership development. Participants will share, reflect, learn, and grapple with the authors' framework to dream and design what is possible when white supremacy systems are defined, disrupted, and dismantled. Participants will leave the session with concrete tools for continuous improvement, systems transformation, and modeling for future work.

Rogers-Ard, Rachelle — Harvest Consulting
Knaus, Christopher — University of Washington Tacoma

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 1

Session Topic: Teacher Education **Session Chair:** Skaggs, Paul

Play and Creativity

Can students learn to be more creative? Creativity may not be a matter of learning but of unlearning. We have in us a natural innate built-in drive designed to push us to learn and experience important principles of creativity, things like; curiosity, discovery, exploration, experimentation, communicating, and socializing. It is time to provide opportunities for unlearning those things that limit our creativity and relearn those important attributes gained through principles of play.

Skaggs, Paul — Brigham Young University

Reshaping Disproportionality Educational Research to Advance Social Justice

There has been an historical lack of teacher training on issues of social justice, culturally responsive pedagogy as well as inclusive instructional practices. This lack has led to classroom practices that are habitually problematic for culturally and linguistically diverse students. This presentation focuses on the effective design, implementation, and evaluation of teacher and administrator training as it relates to cultural competency and responsiveness.

Snodgrass, Lisa Lambert — Purdue University

Whitford, Denise — Purdue University

The Unspoken Dirty Secrets of Teaching: Articulating Workplace Bullying in Schools and Faculties of Education

Many schools are aware of student bullying, however an insidious bullying hides within faculties of schools, colleges, and universities. Bullying (or mobbing) within teaching ranks has been discussed in the UK, but North American educational leadership models rarely address the notion. This paper or workshop describes and deconstructs workplace bullying and its effect on educators, wellbeing and job performance and presents narratives gathered by North American educators and problematizes the power-based social phenomenon.

Steinberg, Shirley — University of Calgary

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 2

Session Topic: Academic Advising and Counseling **Session Chair:** Clark, Natalie

Beyond Risk: Intergenerational Love, Resistance, Resurgence and Indigenous Trauma-Informed Practices

Natalie will share her work with violence and trauma in a range of settings including her work with Indigenous children, youth, and adults of all genders at an Indigenous high school, and at the University, as well as her group work with Indigenous girls' groups, and intergenerational land-based practices. Participants will learn examples of decolonial violence/trauma practices that shift from Western trauma approaches to Indigenous-centred and decolonizing trauma-informed practices and wellness approaches.

Clark, Natalie — Thompson Rivers University

Impact of Cultural Identity on Student Mental Health

Post-secondary student mental health is in crisis. While increasing attention is being given to student mental health, the role of culture and cultural identity is often ignored. Culture is an often-unrecognized contributor to mental health challenges and a source of strength and wellness. In this paper, we examine how faculty and counsellors can support the development of cultural identity to promote mental health.

Srivastava, Rani — Thompson Rivers University

Srivastava, Raman — University of British Columbia

Dean, Yasmin — Thompson Rivers University

Doubling Down on Student Success

As the traditional incoming university student pipeline shrinks, and with many institutions experiencing decreased enrollment, this presentation discusses challenges faced in launching a student success coaching model focused on retaining more students. It also addresses current strategies being employed to facilitate an emergent structure and process as well as the importance of identifying key performance indicators and leading indicators which serve as barometers to the effectiveness of the new initiatives.

Fletcher, Wayne — California Baptist University

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 3

Session Topic: Health Education - Workshop **Session Chair:** Burns, Julie

Resilient – And Artistic! – Practitioners: Mindful, Arts-Based Self-Care for Helping Professionals

In this interactive workshop we will share an overview of an arts-based mental wellness program, originally implemented to address concerns of burnout in helping professionals. We will discuss the structure and outcomes of the program and offer an opportunity for workshop participants to experience a mindful art session. Participants will be introduced to a variety of simple art processes that could be used in the establishment of a strengths-based resilience workshop. Materials will be provided.

Burns, Julie — University of Calgary

Cada, Ali — Alzheimer Society of Calgary

Black, Kerry — Black Ink Coaching and Consulting

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 4
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Robbins, Sherard

The Trojan Horse: How the Three Cases for DEI Lead to Organizational Success

This conference style presentation explores and unearths the misunderstandings and perceptions of diversity, equity, and inclusion as acknowledged by many organizations and institutions across the globe. While many believe diversity, equity, and inclusion to be required, very few believe them to be important or even necessary. This workshop helps provide insight into the three cases for DEI and how individuals can pitch them to their organizational leaders.

Robbins, Sherard — Visceral Change

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Williams, Brittany

Believe Black Women: Unpacking Trends and Exploring Strategies for Black Women and Girls' (Post)Secondary Education Success

Despite Black women and girls' proven capability to transform U.S. (post)secondary education contexts, they remain systematically and structurally ignored. In this session, we describe disparities in Black women and girls' experiences across the educational spectrum through resource allocation, policies, and practice and their meaning for higher education access and attainment. Attendees will leave this session with implementable strategies to increase support for Black women and girls within their own educational environments.

Williams, Brittany — University of Vermont

Shelly, LaJoya — University of Hawai'i at Mānoa

Time: 9:45 - 11:15 AM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Panel **Session Chair:** Mark, Gregory Yee

Advancing Ethnic Studies in Higher Education for Future Generations

This panel highlights the latest edition of the anthology, *Ethnic Studies: An Introduction*, edited by Gregory Yee Mark, Boatamo Mosupyoe, Julie Figueroa, and Brian Baker. The anthology is a contribution to the ongoing struggle to institute the field of Ethnic Studies in higher education.

Mark, Gregory Yee — California State University, Sacramento

Mosupyoe, Boatamo — California State University, Sacramento

Baker, Brian — California State University, Sacramento

Lo, Bao — California State University, Sacramento

Perception of Early-Childhood-Education (ECE) Students and Kindergarten Teachers of Science Studies in Their Professional Development

The research goal is to examine ECE students' perception of teaching science compared to that of kindergarten teachers. The study used an online questionnaire that included a closed questionnaire and open-ended questions with several sections: personal details; Positions on science courses; A self-efficacy to teach science in kindergarten; Challenges in science teaching and recommendations.

Schori, Hadas — Kibbutzim College of Education Technology and the Arts

Gal, Adiv — Kibbutzim College of Education Technology and the Arts

Higher Education Teaching and Learning to Support Caring Practices in New Virtual Working Environments: A Systematic Review

The COVID-19 pandemic forced students, educators, and caring professionals to rapidly pivot from in-person to remote teaching, learning, and care provision environments. Responding to this context, we conducted a cross-disciplinary systematic review to synthesize the ways educators may integrate online learning opportunities to help students develop effective caring practices that can be applied to today's remote and virtual environments. Our findings highlight technology-enhanced teaching and learning practices that can be used across various disciplinary contexts.

Nowell, Lorelli — University of Calgary

Lorenzetti, Diane — University of Calgary

Jacobsen, Michele — University of Calgary

Oddone-Paolucci, Elizabeth — University of Calgary

Dhingra, Swati — University of Calgary

Carless, Sandra — University of Calgary

McGuinness, Claire — University of Calgary

Paolucci, Alessandra — University of Calgary

On Your Marks, Set, Go: The Athletic Recruitment and Postsecondary Experiences of Black Male Scholar-Athletes Formerly in Foster Care

This study will illuminate the athletic recruitment and postsecondary experiences (e.g., transition and navigation) of Black male scholar-athletes formerly in foster care across two historically racialized systems (i.e., the United States foster care system and postsecondary education). Furthermore, this study will illustrate how college athletics serves as a vehicle for Black male foster youth to go the distance and progress through higher education.

Stone, Jr., Blayne — University of Wisconsin-Madison

A Mentee-Mentor Research Relationship in a Lab on the Edge of Forever

The University of Hawaii at Manoa Undergraduate Research Opportunities Program (UROP) provides an opportunity for undergraduate students to conduct research with a faculty member. This presentation discusses the experiences of a student mentee and her faculty mentor in this research partnership.

Nelson, Brylin — University of Hawai'i at Mānoa

Kobayashi, Kent — University of Hawai'i at Mānoa

Women in K-12 Educational Leadership: Our Journey, Challenges, Opportunities, and Advice for New and Aspiring K-12 Educational Leaders

The purpose of this presentation is for the panelists to share their career journey as a K-12 educational leader in California public education. The panelists, comprised of five diverse women of color, have served in California's K-12 public school system as educational leaders. Through the lens of a woman of color in educational leadership, the panelist will share their lived experiences, which will include: their lifestyle and demands of an educational leader, their leadership style, the barriers and challenges they faced, the opportunities and support given and received, as well how they balance their work and personal life. They will also share their words of advice to new and aspiring educational leaders.

Rapaido, Cynthia — California State University, East Bay

Nagy, Monica — Principal Leadership Institute Coach and Field Supervisor

Veith, Velma — Director of Emergent Bilinguals

Roundtable Session

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

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Coral III

1. 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

Calley, Tracy — Texas State University

Markopoulos, Panagiotis — Upper Iowa University

2. Restructuring Clinical Counseling Courses to Incorporate Multicultural Activities and Discussions

This session will examine experiences of restructuring clinical counseling courses to incorporate intentional multicultural and social justice discussions and activities. When teaching clinical courses, it is critical to integrate multicultural competencies to support students working with diverse populations and provide them with a supportive environment to process sometimes sensitive, but necessary, and meaningful conversations. The presenter will share discussions, activities, and student feedback with attendees and ask participants to engage in an experiential activity.

Chiles, Tracy — Texas State University

Jones-Trebatoski, Kathleen — Private Practice

Markopoulos, Panagiotis — Upper Iowa University

3. Engaging in Case Studies to Better Understand the Struggles of Graduate Students and Consider How to Better Support Them

In this interactive round table session, participants will read a short, simplified case study on a particular graduate student, then work with a partner or small group to discuss the relevant issues, and consider how they, their program, or their university could address or better support the student. After the group discussion, a member from each group will briefly share out about their student and summarize the focus of their discussion.

Collier, Karen — North Carolina State University

Blanchard, Margaret — North Carolina State University

4. Students' and Faculty Expectations of Email Communication

Do students have different expectations of professors returning their emails that they do of themselves for returning a professor's email? How do these match professor expectations? What is the expected time to return emails? This study examines these questions for critical questions in teaching and learning.

Valdez, Lindy — California State University, Sacramento

Morris-Valdez, Cherie — California State University, Sacramento

Parker, Daryl — California State University, Sacramento

5. How Students' Perceived Math Abilities Influence STEM Enrollment and Retention

Math self- concept, the belief in one's ability and motivation to persist, was the primary predictor of enrollment in physical sciences or advanced science courses in high school and college. This pattern contradicted a common conception in secondary education course programming that strong math achievement was the main prerequisite for STEM course enrollment. Additional social factors contributed to the development of math self-concept such as family, friends, school-support, gender, and race identity.

Correa, Jolene Wu — University of Hawai'i at Mānoa

6. Advancing Financial Literacy in Classrooms & Communities: Findings from 'Family Financial Fun Nights'

Emergent findings from organized family financial fun nights will be presented. Events occurred at two different urban elementary schools and two different urban high schools. These afterschool events were a collaborative between school-based educators, staff at a local University's Center for Economic Education, and the region's business community. Programing centered on sparking conversations across stakeholders on earning, savings, budgeting, credit and investment. Insights and resources related to advancing financial literacy will be shared.

Maguth, Brad — University of Akron

7. The 3+1 Undergraduate-to-Graduate Teacher Education Pathway: Rationale, Design, Outcomes

The presentation describes the rationale, design, and outcomes of a 3+1 teacher education pathway program.

Watzke, John — University of Portland

8. A Place at the Table – How Advancement and Academic Departments (can) Collaborate

The approach to seeking funding for faculty projects can be daunting. What worked in the past may not work in the future. This roundtable discussion will highlight the challenges and rewards encountered when academic departments and faculty unite with university Advancement. Specific examples from MSU Denver will detail the successes of a newly established Advancement faculty fellow position. Our hope is to inspire meaningful discussion among attendees and share strategies for maximizing funding outcomes for all stakeholders.

Colles, Colleen — Metropolitan State University of Denver

Bertelsen, Susan — Metropolitan State University of Denver

9. The Involvement of Community

This is a depiction of the reality of adult education learner and the involvement of community.

Degregorio, Christie — Paier College

10. Developing Resiliency in Graduate Students

In a recent survey of graduate program directors at our university, “resiliency” was cited as the most critical graduate school competency necessary for success. But what is resilience? How can we help graduate students develop resilience? We are currently studying resilience as a graduate student competency and plan to facilitate a discussion on: 1) definitions of resilience, 2) ways to measure resilience, and 3) ways to foster resilience at multiple levels of intervention.

Metz, A.J. — University of Utah

Keller, Jamie — University of Utah

11. Trials and Triumphs Teaching Telehealth!

In accordance with the 2021 Essentials, project administrators from the Eleanor Mann School of Nursing will discuss implementation of telehealth technology in an online Doctor of Nursing Practice (DNP) program in Northwest Arkansas. Examples of both hurdles and successes integrating telehealth technology for students into didactic and clinical practicum courses will be presented.

Shreve, Marilou — University of Arkansas

Jarrett, Anna — University of Arkansas

12. CARE Corps: Creating Educator Pipelines Through Service

This presentation will share an overview of Collaborative Action in Rural Education (CARE) Corps—a cross-disciplinary educator pipeline initiative that is rooted in national service within rural schools and communities. CARE Corps members cultivate resilience to improve academic engagement and social-emotional skills for over 4,050 rural students. Using the Rural Cultural Wealth framework, presenters will provide a brief analysis of the initial implementation successes and challenges.

Cuthrell, Kristen — East Carolina University

Shuck, Nichelle — East Carolina University

Hart, Maya — East Carolina University

13. 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.

14. Autonomy Supportive Teaching: Examining Perceptions and Beliefs of Special and General Education Teachers

Autonomy-supportive learning environments are crucial for increasing students’ behavioral, emotional, and cognitive engagement as well as preparing students for successful post-secondary outcomes. The session aims to discuss the differences in special education and general education teachers’ beliefs and perceptions concerning importance of autonomy-supportive teaching, their capacity to execute autonomy-supportive teaching behaviors, their perceptions of their students’ ability to engage in autonomous behaviors, and teachers’ self-reported implementation of autonomy-supportive teaching behaviors.

Deniz, Fatmana Kara — California State University, Northridge

15. Post Pandemic Unveils Anxiety and Appearance Insecurities as Masks Come Off

We have removed our masks and uncovered a generation of students facing unprecedented levels of social anxiety, increased self-consciousness, and lower self-esteem. In this session, we examine unintended consequences, behaviors, and challenges as we seek to rebuild confidence and enhance the adolescent’s level of self-esteem. Anyone who is working with, teaching others to work with these adolescents, or who is interested in collaborating on this topic, should attend this session.

Erickson, Doreen — The Chicago School of Professional Psychology

Berry, Erin — Capella University

Eldredge, Kristy — The Chicago School of Professional Psychology

Chowns, Ann — Virginia Beach City Public Schools

Vincent, Blair — Capella University

16. Service in Public Health: Utilizing High Impact Teaching Practices to Transform Classrooms and Underserved Communities

This roundtable discussion will examine high impact teaching practices (Service Learning, Community based learning and Collaborative projects) used in the Spring 2022 semester in PHLT 411 Project Management in Public Health. The target audience includes faculty wishing to learn more about service learning and best practices for implementing service-learning pedagogy as part of their course curriculum.

Flores, Krystal — Texas A&M University

17. Examining Retention and Performance of Underrepresented Students Participating in an NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) Program

The purpose of this study is to examine how participation in a scholarship program which was designed to support student success influenced retention and performance (e.g., GPA) among underrepresented STEM undergraduate students. Results from longitudinal surveys and university data were analyzed using descriptive statistics. Preliminary findings indicate that program participants were retained in their STEM degree programs and GPAs remained consistent.

Galvez, Gino — California State University, Long Beach

Giang, Michael — California State Polytechnic University, Pomona

Chang, Jen-Mei — California State University, Long Beach

18. Interdisciplinary Partnerships: Information Literacy & Nursing Education

Historically, a medical librarian and a nursing faculty member have partnered to create assignments that meet course learning outcomes around locating, evaluating, and properly using evidence-based research in a RN to BSN program. This roundtable discussion will showcase that partnership and its success in selecting zero-cost course materials, developing rubrics, and collaborating on asynchronous and synchronous instruction. Creative strategies that any discipline faculty member can use at their institution will be shared.

McKay, Jennifer — University of Alaska Anchorage

Toscano, Sharyl Eve — University of Alaska Anchorage

19. An Arts-Based Engagement Ethnography Centered on the School Integration of Newcomer Youth

This poster will outline the results of a two-year research project that centered on the experiences of eight high school and ten university newcomer students who shared their multi-faceted experiences of school integration throughout the process of migration to Canada. Results of this project helped shape a model of school integration, which highlights individual, family, school, and community factors that impact newcomer students in different educational settings.

Kassan, Anusha — University of British Columbia

Ford, Laurie — University of British Columbia

20. A Neuroeducation Model for School-Wide Intervention

A discussion on how to successfully implement a school-wide intervention system based on the principles of learning from the Neurosemantic Language Learning Theory (NsLLT), called the Neuroeducation Intervention System (NIS). The discussion should include significance of inclusion, brain-based interventions, language-based interventions, strength-based supports and student centered learning within a neuroeducational model of student support.

Blake, Katelyn — Cascadia Technical Academy

Sager, Carron — Cascadia Technical Academy

21. Effectiveness of Standards-Based Grading

Standards-based grading systems have become a pushback to traditional point-based systems. The purpose of this roundtable is to review the data and impacts surrounding standards-based assessment, including history of, social-emotional, achievement and perceptions of.

Evers, Melissa — University of Portland

22. Models of Experiential Educational Exchanges

This small group discussion will review several types of education exchanges and present examples of models used by the instructor/researcher of record.

Examples include study abroad, travel culture- exchanges, field trips or study, service learning, language acquisition, practicum or internships, or cooperative learning, as well as some specific discipline-oriented models such as math classes (statistics) exchanges with social research classes in Sociology. Concluding content will attempt to apply a few models to a participants particular curricular interests or academic programs.

McMurry, Melody — Portland Community College

23. From BOUNCE to CYEMOVN: Curriculum Design that Integrates STEM, Culture, Food, and Movement

The session highlights adaptations of a healthy lifestyle curriculum, known as BOUNCE, to integrate culture and community relevant topics and activities for middle school Latinx and African American students and families. The result is an updated curriculum emphasizing the culturally sustaining project, Community Youth Experts: Movement, Occupations, Voice, Nutrition (CYEMOVN).

Shelton, Laura — University of Houston

Izaguirre, Amy — University of Houston

Nguyen, Kathleen — University of Houston

Alarcón, Jeannette — University of Houston

Arbona, Consuelo — University of Houston

Olvera, Norma — University of Houston

24. High Impact Learning: How to Design Collaborative Experiences for Honors Recognition at Higher Education Institutions

One adaptive leadership challenge at universities is integrating Honors students into all majors with high impact experiences. Describing how to apply to the Honors College, integrating university wide support, and creating courses for honors college students will be discussed. Specific examples of projects implemented on campus, building partnerships for effective collaboration across disciplines, and student examples will be shared.

Schwerdtfeger, Sara — Emporia State University

Shivley, Mary — Emporia State University

25. Leveraging Canvas LMS to Streamline Advisement, Student Portfolios, and Accreditation Processes in Learning, Design, and Technology Graduate Programs

Stansberry, Susan — Oklahoma State University

Thompson, Penny — Oklahoma State University

Asino, Tataleni — Oklahoma State University

Brown, Toby — Oklahoma State University

26. College Readiness, Enrollment, and Choice: A Comparative Study between Latinx Students and Other Racial/Ethnic Groups

We intend to investigate gaps between Latinx and other racial/ethnic students by comparing their college readiness, enrollment, and choice. We used restricted-use, statewide administrative data housed in the Texas Education Research Center (ERC). The study findings could offer meaningful insight into achievement gaps between Latinx and their peers, factors contributing to Latinx postsecondary enrollment and choices, and barriers that may differently affect students by race/ethnicity and deepen the social stratification within the system.

Zhang, Yi Leaf — University of Texas at Arlington

Adamuti-Trache, Maria — University of Texas at Arlington

27. Cognitive Load Measurement of Using Interactive Virtual Reality Google Cardboard in Learning English Vocabulary as a Second Language

This paper will talk about the definition of virtual reality (VR) google cardboard. Also, this paper will cover how to reduce cognitive loads by using students' interactive virtual reality tools (Google Cardboard and Expeditions) for learning English vocabulary as a second language. Specifically, the purpose of this session will be to probe into students' perceived benefits and challenges of using VR tools for English language and culture learning.

Khayyat, Maram — Virginia Tech

28. Socially Engaged Discourses through Visual Art

This presentation explores how visual art can be utilized as an effective tool for bring social awareness in this turbulence time with the COVID-19 and ongoing racism. The discussion highlights social roles of visual art and examples of contemporary artists who embody socially engaged art in their artmaking practices. Based on those examples, the presenter will invite attendees to share their perspectives toward and possibilities of visual art as an agency of positive social change.

Koo, Ahran — California State University, Fresno

29. Fitness Through the Firewall: Faculty Perceptions of Online PE/Health Instruction

During the last two years research has focused on the student experience of the transition to taking college courses in an online format. However, this transition did not just impact students as faculty were also transitioning to online instruction. This roundtable presentation focuses on the faculty experience – the pros, the cons, the discoveries of teaching in PE/Health courses in an online format.

Morley, Laurie — Eastern Washington University

Kreider, Carri — Eastern Washington University

Van Wig, Ann — Eastern Washington University

Haskins, Tara — Eastern Washington University

30. Cultivating our Own Leaders and Scholars: Tribal College and University (TCU) Faculty Development

The purpose of this multiple case study is to gain a better understanding of the impact of faculty fellowships upon Tribal College and University (TCU) institutional growth in developing degree programs, models/frameworks, faculty/institutional research projects and agendas, and student success at three tribal colleges. Former faculty fellows participated in an individual interview and a Talking Circle at 3 TCUs. Emergent major themes include efforts toward formalizing Indigenous knowledge, indigenizing educational approaches, and sustaining student success.

Youngbull, Natalie — University of Oklahoma

31. Improving Student Learning Outcomes: A Comparison Study of a Hybrid Classroom Compared to and Flipped Online Classroom With Differentiated Instruction to Engage Students & Support Active Learning in Two Doctoral Qualitative Research Course

The content of this Roundtable Session will share the results of the presenter's study at Clark Atlanta University (CAU) teaching 2 Qualitative Research courses to doctoral students in Educational Leadership and Higher Education. The presenter has found that many students tend to struggle and require significant tutoring to pass the course, but the use of differentiated learning improved student learning outcomes

Gregory, Sheila — Clark Atlanta University

32. Perceptions of Higher Education among Native Students and Families

In 2021, the Nevada System of Higher Education announced fee waivers for Native students through Assembly Bill 262. This strongly positions us to examine perceptions of higher education among Native students and families, specifically the reasons they select (or opt out of) attending higher education. To our knowledge, this study will be the first of its kind to incorporate an Indigenous lens with our Nevada tribal communities, while rooted in higher education.

Sanchez, Jafeth — University of Nevada, Reno

West, Lance — Indigenous Educators Empowerment

33. Robust Data Analysis in Education Research

To draw reliable conclusions with a high external validity, education researchers often collect and work with datasets with complex structures. Such data often contain outliers and are nonnormally distributed. Without fully taking the nonnormality issue into account, analyses may lead to biased results and incorrect statistical conclusions. In this roundtable discussion, we will discuss robust data analysis methods in the field to promote the application of appropriate advanced methods in education science.

Tong, Xin Cynthia — University of Virginia

Liu, Haiyan — UC Merced

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development **Session Chair:** Stovall, Felicia Dz

Reconstructing and Reconnecting in the College Classroom: Creating New Learning Spaces in Academia While Embracing Traditional Realms of Teaching Methodology

The pandemic of 2020 changed the developmental writing classroom with the introduction of hyflex/blendflex models; now we see a cycle of unproductive, unresponsive students in the classroom. This presentation offers suggestions as to what could be done to bring back the academic integrity into the writing classroom and offers the audience a chance to share (via resource webpage) their successes and assignments to create a discourse community to empower instructors everywhere.

Stovall, Felicia Dz — Midland College

Boyce, Melissa — Midland College

Students as Partners: Curriculum Development for a Field Study Course

This presentation will share a SoTL research project undertaken to engage students in a partnership to develop a new field study course for a Master of Arts in Tourism Management. This research adopts a collaborative inquiry process for the students as partners project. Attendees will learn about structuring collaboration using Mural, an online visual collaboration tool. The presentation will conclude with students' perspectives on the process and the outcomes of the engagement.

Wilson-Mah, Rebecca — Royal Roads University

McLean, Ann-Kathrin — Royal Roads University

Thinking About How Our Students Think: Metacognition and Scaffolding in Course Design

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

Presentation will include a comparison of student outcomes from original and redeveloped course, with data to support findings.

Rief, Allison — University of Arizona Global Campus

Zaur, Jennifer — University of Arizona Global Campus

Johnson, Amy — University of Arizona Global Campus

Sexual Behavior Problems in Children: How to Improve the Practices of Professionals Working in Child Protection Services?

A high proportion of children exhibiting sexual behavior problems is screened by child protective services, but knowledge about the personal and organizational reality of those working in this context is very limited. Focus groups gathering 62 CPS professionals were conducted and data regarding 968 children reported for their SBP were extracted. Findings put forth the complexity of cases involving SBP and the multiple working challenges. Having access to clear theoretical/clinical guidelines was deemed the most pressing need to further support CPS professionals.

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

Villeneuve, Marie-Pierre — Université de Sherbrooke

Turgeon, Jessica — Université du Québec à Trois-Rivières

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Murti, Lata

The Importance of Practicing Cultural Humility in Teaching

This interactive workshop will draw upon participants' experiences to define cultural humility, compare cultural humility to cultural competence, and discuss strategies for practicing cultural humility. Particular attention will be given to teaching about cultures with which workshop participants don't identify, or to which they don't belong. Interactive exercises include both small-group, hands-on activities and individual journaling with opportunities to share responses with all in attendance.

Murti, Lata — University of Massachusetts Global

‘In Your Own Words’: Why Paraphrasing Disadvantages L2 Learners of Writing

This paper is built around the argument that the very nature of paraphrasing puts ESL learners of academic writing at a disadvantage for a number of reasons. The reasons include: the need for sophisticated reading skills, advanced vocabulary and linguistic proficiency, differences in discipline-specific writing practices, that paraphrasing perpetuates un-equalized cultural and linguistic capital, and the learning phases or stages that learners need to go through in order to learn fully how to paraphrase.

Mirador, Josephine — Universiti Teknologi Brunei

Mante-Estacio, Joan — De La Salle University

Yueh, Lee Kok — Universiti Teknologi Brunei

Gao, Haiyan — Zhejiang University of Technology

Living in English: Chinese EAL Students’ Interaction with Peers in a Canadian University

This paper presents a qualitative case study that examines Chinese EAL students' experience and perceptions of communicating with their peers in a Canadian university and how the EAP program may have affected their experience and perceptions in academic settings. This presentation focuses on the literature review, theoretical framework, methodology, and preliminary findings of this study. The paper presentation concludes with potential implications for adult EAL education and internationalization in Canadian higher education.

Yang, Yan — University of Regina

Blachford, Dongyan — University of Regina

Li, Meihan — University of Regina

A Practical EFL Project: Using Manga to Promote Local Businesses

This study introduces a project-based EFL activity using Manga and shows how its outcomes make social contributions. The project aims at acquiring productive skills and linguistic appropriateness in different registers by creating English-Japanese Manga to promote local businesses. It shows the outcomes of the Manga approach, including how the distribution of the class products influences learner motivation and learning. It also introduces feedback from the business owners and how the project contributed to their businesses.

Yasuta, Takako — Fukushima Medical University

Pan-Africanisms and Africanisms Among People with a Gullah Geechee Heritage: Lessons for Young People and Future Generations

This paper examines Pan-Africanism and Africanisms as social forces among people of Black African descent with a Gullah Geechee cultural heritage. It utilizes a Du Boisian Afro-centric and emic perspective to offer some research findings regarding the Gullah Geechee cultural heritage. This paper offers young people and future generations in the Diaspora and Africa several lessons and recommendations.

Cromartie, J. Vern — Contra Costa College

Getting Stoned with Cannibals and Sex with Headhunters and Savages: Teaching Social Scientific Concepts through J. Maarten Troost’s Colorful Travelogues

J. Maarten Troost is known for his humorously written books, with very colorful titles, that are ostensibly travelogues, but contain a great deal of other interesting information that can be used to interest students in social science classes. One or more of the texts could be used in geography courses to illustrate life in the Pacific nations about which Troost wrote, or in English classes to study humor in extended travelogue form.

Holt, Jerry — Florida A&M University

Innovations in Japanese Tertiary Engineering Education utilizing Digital Transformation (DX) during the COVID-19 Pandemic

This presentation will discuss program alterations performed Engineering Education Center attached to Niigata University. The center developed a multi-disciplinary approach to engineering instruction alternating between lectures and practical methodology with ‘dormitory’ style education in order to meet the learning needs of students during the Pandemic. By utilizing DX, we have developed a sustainable system with everyone now able to work from home which was not possible pre-pandemic. The talk will discuss the benefits achieved with this innovative hybrid system.

Yamauchi, Takeshi — Niigata University

Tsurumaki, Akira — Niigata University

Haneda, Takushi — Niigata University

Yamada, Takuya — Niigata University

Kuwahara, Aki — Niigata University

Ueda, Yasutaka — Niigata University

Suzuki, Toshio — Niigata University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Iolani 7
Session Topic: Other Areas of Education **Session Chair:** Ure, Kari

The Collaborative Effort of Sevier County Intergenerational Poverty (IGP) Committee to Bring Rural Educators, Community Service Providers, and Community Leaders Together to Support Community Education

This presentation will demonstrate the effectiveness of community collaboration in programming using the Sevier County Intergenerational Poverty (IGP) Committee as a successful example. The Sevier County IGP Committee consists of local political leaders, community service providers, K-12 Educators, and Utah State University (USU) Extension Educators. Key individuals collaborate on resources and needs to further education in the rural county.

Ure, Kari — Utah State University

Abolitionist Leadership Working Group: Community Autoethnography, Collective Struggle and Joy

This community autoethnographic study investigates sustaining abolitionist leadership within a collective. The three participants involved in this study represent different intersectional identities as second/third year doctoral students in education, working professionals in education, and members of an Abolitionist Leadership Working Group at a mid-sized public university in California. This study draws from multiple theories including Critical Race Theory, BlackCrit, Fugitive Pedagogy, Critical Whiteness Studies, and Critical Theory of Love.

Jacobs, Maha — California State University, East Bay

Leyson, Maria — California State University, East Bay

Potts, Melissa — California State University, East Bay

Schlaeguada, Britt — California State University, East Bay

Southern, Stacy — California State University, East Bay

PiShield: Low-Cost Shield for Public Wi-Fi

Failing to understand how easy it is to hack a public network can be very risky. In this paper, we demonstrate how easy it is for attackers to get the users' credentials from a public Wi-Fi access. Then, we propose a low-cost solution, PiShield, which provides VPN-enabled Wi-Fi hotspot service. Learners of any level can build their own low-cost solution to have access to a secure network on a public Wi-Fi.

Vasconcelos, Michelle — Wentworth Institute of Technology

Vasconcelos, Michael — Wentworth Institute of Technology

Albanese, David — Open Information Security Foundation

Ellabidy, Magdy — Wentworth Institute of Technology

Yun, Mira — Wentworth Institute of Technology

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Kahili 1
Session Topic: Distance Education **Session Chair:** Clark, Chad

From Dewey to Digital: Using Foundational Learning Theories to Engage Students, Ensure Intellectual Rigor, and Provide Academic Support in Today's Technology-Enhanced Classrooms

Differences of opinion exist regarding the optimum learning environment for post-secondary students. Should learning be fully online? Are face-to-face classes the best option? Is a blended learning environment the answer? This presentation synthesizes both classical and contemporary learning theories as a basis for finding answers to questions such as these before presenting the Student Success and Fulfillment Model, a holistic model that can be used to design and deliver effective post-secondary instruction in today's technology-enhanced classrooms.

Clark, Chad — Bradley University

Hunzicker, Jana — Bradley University

Playing With Possibilities: How a Play-Based Online Literacy Program Facilitated Development of Kindergarten Students' Early Literacy Skills

This paper presentation will outline the efficacy of a play-based, online early literacy program created in response to data showing declines in Canadian kindergarten children's emergent literacy skills. We discuss how the instructional design features of this online program, based in embodied cognition theory, led to significant increases in young students' phonological awareness, expressive vocabularies, and fine motor skills after only eight weeks of participation.

Bence, Michelle — University of Calgary

Addressing Teacher Shortages and Education in Pandemic Times: Quality Remote Learning Informed by Educational Neuroscience

In this session, we examine why "Remote Learning" - where the teacher is not with their class in person - will become the norm for about a quarter of what we once did face-to-face with students in classrooms. This change has started and will gain momentum due to societal changes, the dire need to address teacher shortages and the impact of the pandemic. We examine a new university subject on Remote Learning that is informed by Educational Neuroscience to help address the professional learning needs of teachers so that remote learning is a powerful platform for students and their teachers.

Purnell, Ken — Central Queensland University

Teghe, Daniel — Central Queensland University

Global Leaders Approach to Distance Education in Higher Education Sector Post-Pandemic

The pandemic of 2020 has changed the education sector especially in the area of distance education. During lockdowns, 87% of the student population was affected and 1.52 billion learners were out of school (UNESCO Learning Portal, 2020). Global leaders in education recognize there must be a need for change as the rise of remote learning, e-learning, and digital platform learning research shows online learning has been shown to increase retention of information (Li & Lalani, 2020).

Hoang, Hong — Pepperdine University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Workshop **Session Chair:** Monteith, Jacqueline

Science in the Sub-Arctic: Science & Stem Education in Manitoba, Canada

STEM approaches and outreach are incredibly unique in one of North America's largest geographical school divisions. Explore Sub-Arctic STEM with hands-on activities, resources to implement into your classroom, and continued global STEM opportunities.

Monteith, Jacqueline — Frontier School Division

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Abuhadi, Naif

Exploring Speaking and Pronunciation Challenges Facing Saudi EFL Students and Providing Ways to Overcome the Issues

This study focuses on understanding the barriers face EFL students in Saudi Arabia to master pronunciation and overcome speaking difficulties. Findings of this study identified several acquisition needs on which Saudi EFL learners have to work during EFL courses. This includes understanding the similarities and differences between the two languages. Although Arabic and English have different language system sounds, other factors may influence Saudi students, such as the role of students' motivation, exposure to authentic sources, and communication skills.

Abuhadi, Naif — University of Arkansas

Using Corpus Analytical Techniques for Language Testing: Identifying Frequent Question Items and Examining Authenticity

This study discusses how corpus analytical techniques (e.g. wordlists, keyword lists, collocation, cluster and the function "pattern" or "concordance plot") can be applied to language testing when identifying the frequent target vocabulary and part tested in grammar question items, and examining the authenticity of the English in the stems of grammar question items. The findings suggest item writers should access corpora and utilise corpus analytical techniques in identifying frequent question items and when examining authenticity.

Usami, Hiroko — Tokai University

LATINX BILINGUAL TEACHER EXPERIENCES AND CHALLENGES DURING THE PANDEMIC: MEETING THE NEEDS OF EMERGENT BILINGUALS IN THE DUAL IMMERSION CLASSROOM

This is a qualitative case study about the ability of bilingual teachers to effectively meet the needs of bilinguals in a Spanish-English dual immersion setting during the Covid-19 pandemic. Data is collected from surveys and interviews and is coded into salient categories. Findings reveal novel information about the Bilingual Teacher experience and how it similar yet different when compared to mainstream teacher experiences in terms of time, energy, effort, and access to resources.

Winstead, Lisa — California State University, Fullerton

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 1
Session Topic: Human Resource Development **Session Chair:** Niu, Yuanlu

Exploring Women's Experience of Leadership Development in the Non-Governmental Organization (NGO) Sector in China

The presentation will report the study regarding the experience of women leaders in non-governmental organizations (NGOs) in China. A qualitative study was conducted and included interviews of six NGO women leaders to explore their challenges faced and support received for the leadership development in China. The study provides insights for human resource development (HRD) professionals on women's leadership development in the NGO sector in China.

Niu, Yuanlu — University of Arkansas

Sims, Cynthia — Northeastern Illinois University

Workplace Supervisor Development Training Programs and Retention

Leadership development and retention in an organization are areas where there has been much focus due to the cost associated with hiring and onboarding processes, to name a few. A quantitative study examines the relationship between supervisor training programs and employee retention in organizations in the United States to better understand the issue of employee retention and offer implications for future organizational practices.

Arriaza, Jessica — Pepperdine University

Publishing in the Academy: Opportunities to Advance Scholarship and Practice

In this session, we will describe our experiences with writing and publishing from the perspectives of an undergraduate student and a university professor. We will discuss types of manuscripts, major publication outlets, and research dissemination strategies. We will reflect on this as a professional development experience and conclude by highlighting major takeaways. Using these reflections, we will provide practical strategies for novice and experienced scholars and practitioners across multiple disciplines.

Robinson, Petra — Louisiana State University

Robinson, Zachary — Louisiana State University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 2
Session Topic: Early Childhood Education **Session Chair:** Gary, Dia

Nature Education and Preservice Teachers

This research is to share qualitative data of one preservice teacher, and one early childhood entrepreneur, who educated young children in an exclusive outdoor preschool. The study was conducted in a rural community where most preschools were held in the traditional venue-inside.

Gary, Dia — Central Washington University

Creative Collaborations: How Educators From Italy and Australia Use Documentation as a Tool for Making Young Children's Creative Thinking Visible

This presentation reports on a recent pilot study implemented by researchers from Italy and Australia. Three early childhood centres in Correggio, Italy, and four early childhood centres from the Newcastle/Central Coast region of NSW, Australia participated in this study. Early childhood educators from each context shared their conceptions of creativity within learning environments for children 0-5 years through skype meetings as well as centre documentation via email exchange.

Leggett, Nicole — University of Newcastle

Gariboldi, Antonio — University of Modena and Reggio Emilia

Pugnaghi, Antonella — University of Modena and Reggio Emilia

Robotics in Early Childhood Education

This project explores the journey of Robotics in Early Childhood Education. How to teach Robotics to young children and how to select appropriate robots that meet the NEAYC technology position statement and the Developmentally Appropriate Practice in the Early Childhood classrooms will be discussed.

Hsiao, Wei-Ying — University of Alaska Anchorage

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Davis, Dottie

Literacy-based Practices for Positive Learning Outcomes

Literacy skills are important for not only academics but ultimately prepare students for future success in life. The scope and sequence of practical literacy engagement of students are key in effective pedagogical applications for developing literacy skillsets that better enable students to learn with deeper meaning of conceptual understandings and literacy complexity, and may provide the motivation necessary for positive learning outcomes. Effective literacy strategies fundamentally develop high potential learners across the curriculum.

Davis, Dottie — Campbellsville University

From Coaching Football to Teaching English, Motivating Students with High Expectations and Empowering Care

Even in the sports world, some of the most successful coaches have applied motivational principles found in empowering care to expect excellence from their players and help them become the best. The core values of empowering care and the winning philosophies of these coaches transcend sports and even education. Implementing empowering care into the classroom has allowed me to enjoy a significant amount of success in helping struggling students to thrive.

Walker, Deron — California Baptist University

Exploring Mentoring Relationships that Foster Culturally Responsive Pedagogy in STEM Teaching

Research confirms that Culturally Responsive Pedagogy increases student success in high-need classrooms and broadens participation in STEM. As part of an NSF funded grant, an in-service teacher mentored a preservice teacher in a high-need biology classroom during a full-time student teaching internship. Results suggest that the student teacher was able to implement culturally responsive pedagogy into the biology classroom during the internship and later on as an in-service teacher at the same school.

Evans, Paige — University of Houston

Mateer, Ramona — University of Houston

The Nature of Teacher Quality: Searching for True Definition

This presentation goes over a narrative review which analyzed 36 articles in search of a definition for teacher quality. Findings indicate that a teacher quality definition would need to address teacher preparation programs, teacher support, student achievement, professional development, and teacher characteristics. A proposed definition of teacher quality was created to provide a scaffold for further future research and feedback.

Delgado, Gina — University of Nevada, Las Vegas

Nemet, Borna — University of Nevada, Las Vegas

Varner, Kenneth — University of Nevada, Las Vegas

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** White, Barzanna

The COVID-19 Pandemic: Risks and Mitigating Factors in Childhood Mental Health

The COVID-19 pandemic has engendered mixed viewpoints, explanations, and indicators regarding mental health projections in children. Prominent among such viewpoints are those emphasizing increases in anxiety and depression in 4 major domains of functioning: economic well-being, education, health, and family/community. Major mitigating factors include such models as the Multi-Tiered System of Support (MTSS), prevention-oriented software systems, and counseling and anxiety reduction strategies.

White, Barzanna — Caddo Parish Schools

Hilgert, Larry — Valdosta State University

Landrum, Vera — Caddo Parish Schools

Hollenshead, Jean — Louisiana State University – Shreveport

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 3
Session Topic: Educational Administration **Session Chair:** Richardson, Jayson

In Search of Deeper Learning Leaders: Building a Portrait of a Deeper Learning Leader From 30 Innovative Schools

We will focus on how k-12 school leaders implement, sustain, and push innovative, deeper learning practices forward in their respective school settings. Based on interviews, school visits to each school, and post interviews, the authors developed a portrait of a deeper learning leader.

Richardson, Jayson — University of Denver

Bathon, Justin — University of Kentucky

McLeod, Scott — University of Colorado Denver

The Impact of Traditional vs. Online Small Group Structures in a School Leadership Program

This session will discuss the effectiveness of small group structures in a School Leadership Program in Los Angeles that offers multiple learning pathways for students: online, hybrid, and in-person. The program is discussed as a case study explaining how small group structures are created and maintained throughout the one-year program, the substantial benefits for students, and compare the experiences of students who collaborate with their small groups in a traditional or an online setting.

Jhun, Julie — California State University, Dominguez Hills

Examining the Relationship between Academic Optimism and Student Achievement: A Multilevel Approach

Employing an original sample of 10,464 students nested in 97 diverse, high poverty elementary schools, we found that academic optimism was a positive and significant predictor of differences among schools in mathematics and reading achievement and that our full models explained 82.8% and 90.2% of the variation among schools in these outcomes, respectively. We also found that about half of the variation among schools in academic optimism was not explained by school demographic characteristics.

Hallmark, Byran — Sealy Independent School District

Goddard, Roger — Ohio State University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 4
Session Topic: Indigenous Education **Session Chair:** Manitowabi, Darrel

Seers of Life Spirits: Theorizing Indigenous and Allied Educator Competency

This paper theorizes Indigenous and non-Indigenous culturally safe educator competency. It is based on research on wise practices in nurturing urban Indigenous education journeys and engagement with Indigenous Knowledge on the life-spirit path of life. Findings suggest genuine relationality is a competency in Indigenous education.

Manitowabi, Darrel — Northern Ontario School of Medicine University

Decolonizing Education: Approaches and Impacts

This paper will assess several decolonization approaches, and highlight the vital components necessary for Indigenous and non-Indigenous learner success. Additionally, it will touch on the current concerns and struggles of educators as they grapple with decolonizing their own pedagogies.

Nicholsfiguereido, Jasmine — Douglas College

Exploring Education and Mental Health Through the Voices of Indigenous Youth Who Have Experienced Homelessness

This presentation stems from my PhD research, aimed at empowering the voices of homeless youth. I interviewed 40 youth experiencing homelessness in York Region; 11 were Indigenous and their pathways into homelessness enabled better understandings of the structural/systemic barriers faced re: Children's Aid, Intergenerational trauma and disparities in health/ mental health and provided insights into how power and privilege are (re)produced and how structural violence/systemic barriers thrust youth into poverty/homelessness. Narrative accounts can teach us about strength, courage, and resilience and learning from lived experience is essential to reconciliation, collective understandings, and our responsibilities towards equity and human rights.

Mirza, Sabina — University of Toronto

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Odabas, Hulya

Retention of First-Gen College Students in STEM Majors: Student Involvement, Persistence, and Challenges

In the United States, ensuring adequate numbers of students who graduate with(STEM) majors has become a national priority. However, STEM degree retention among underrepresented minority students (URM) is lower than in other students' populations (NCES, 2014). This research examined the relationship between student involvement at the campus and student retention by using Astin's (1999) and Tinto's (1975) frameworks. It aimed to learn what affects the URM students' motivation and persistence in the STEM major.

Odabas, Hulya — Concordia University of Irvine

Kim, Eugene — Concordia University of Irvine

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2

Session Topic: Asian Americans & Pacific Islanders: A Historical Community Overview - Panel **Session Chair:** Ieremia-Smith, Leala Roslynn

My Samoan Roots, My Samoan Foundation: My New Hawai'i Beginning

Leala examines immigration from American Samoa to Hawaii.

Ieremia-Smith, Leala Roslynn — Mālama `Āina Foundation

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2

Session Topic: Asian Americans & Pacific Islanders: A Historical Community Overview - Panel **Session Chair:** Mark, Gregory Yee

The First Known Asian American Film: "The Curse of Quon Gwon" (1916)

This presentation consists of a showing of this pioneering featured film that was filmed in Oakland, California, and a companion discussion.

Mark, Gregory Yee — California State University, Sacramento

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 3

Session Topic: Higher Education **Session Chair:** Warthe, D. Gaye

A Qualitative Study of Men's Experiences of Dating and Domestic Violence on a University Campus

A dearth of research on men's experiences and a prevailing belief that men experience significant barriers that discourage them from disclosing relationship violence have resulted in a lack of attention to targeted services for men experiencing dating and domestic violence in post-secondary settings. This presentation focuses on the context, types of violence most frequently experienced by men, help seeking, impacts of violence and recommendations for services and policies to better serve men.

Warthe, D. Gaye — Mount Royal University

Carter-Snell, Cathy — Mount Royal University

Choate, Peter — Mount Royal University

Keeping COVID Protocols for Improved Inclusion

An exploratory look at how the effects of COVID changed the technology being used in higher education class's through the lens of feminist theory to improve student inclusion.

Richardson, Jacy — East Tennessee State University

Emma, Todd — East Tennessee State University

We Wanted to Come Back, but Now We Want to Go All in Online? A Continued Discussion of the Major Successes and Drawbacks to Returning to Pre-pandemic Culture of Teaching In-Person as Opposed to Meeting Demands of Faculty, Staff, and Students at a Successful and Experienced On-Ground and Online Graduate Institution Particularly Compounded by Increased Competition, Differentiated Goals and Disparate Interests Both External and Internal to the Institution.

This paper continues previous work addressing the considerations of an institution as online degrees were created, moving online entirely during a pandemic, and subsequent issues of returning to campus thereafter, and the compounding divergence of goals of various constituents. Originally, the institution rallied against online and faculty fought to return to the classroom, but now, not returning is being found more appealing, with very little consideration for on-campus impacts including staffing, budgeting nor support.

Thomas, Michael — Claremont Graduate University

Structural Impediments Impacting Early-career Women of Color STEM Faculty Careers

Women of Color (WOC) faculty continue to experience many challenges in their careers in the professoriate, especially in the STEM fields. As such, more research is needed that considers structural issues inhibiting their success. Using critical race feminism, we conducted semi-structured interviews with faculty and administrators in STEM departments at higher education institutions to gauge their perceptions of structural impediments impacting early-career WOC STEM faculty careers. We present our findings with practical implications.

Woods, Jr., Johnny — Virginia Tech

Lane, Tonisha — Virginia Tech

de Murzi, Natali Huggins — Virginia Tech

Tahir, Faika — Virginia Tech

Austin, Sandra Johnson — University of South Florida

Thomas, Sylvia — University of South Florida

Watson, Allyson — Florida A&M University

Time: 11:30 AM - 1:00 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 4

Session Topic: Teacher Education - Workshop **Session Chair:** Pfundheller, Mariah

The Importance of Inclusive Literature

Imagine a world where all students feel valued and accepted, where they feel part of a community as they learn and grow together. You have the agency to empower our students to engage in rigorous discourse that will lead to understanding and acceptance. By thinking critically about which texts are incorporated into your teaching and classrooms, you are choosing the lenses through which students see the world.

Pfundheller, Mariah — University of Wisconsin-Stevens Point

Liesch, Jacqueline — University of Wisconsin-Stevens Point

Redman, Erin — University of Wisconsin-Stevens Point

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 1

Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Margot, Kelly

A Project-Based Learning University-School Partnership

This session will describe a partnership between a university and school to develop project based learning (PBL) curriculum units and train teachers in this type of instruction. The ultimate goal of the partnership was increased student engagement and learning. Educators were challenged to reimagine their classrooms as places where students have voice and choice in their learning. Teachers were taught by university faculty to use a PBL curriculum approach for teaching and learning.

Margot, Kelly — Grand Valley State University

Melin, Jacque — Grand Valley State University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** White, Linnette

Assessment To Action: Using the Intercultural Development Inventory (IDI) to inform faculty, staff, and graduate student development

What value does intercultural competency have in achieving successful outcomes in any field? Intercultural competence is the capability to accurately understand and adapt behavior to cultural differences and commonalities. The ability to navigate cultural differences affect daily accomplishments and interactions. The presenters will share how the Intercultural Development Inventory (IDI) was utilized to assess individual and organizational cultural competence among faculty, staff, and graduate students within the College of Agriculture, at a large, public, predominantly White university.

White, Linnette — Purdue University- West Lafayette

Morris, Pamala — Purdue University- West Lafayette

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Iolani 6
Session Topic: Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

Educator, Know Thyself: How Cognitive Bias Impacts Education

Cognitive bias impacts all areas of education, including curriculum development, instructional design, the teaching of ethical decision-making, cultural competency skills, and applied learning for practitioners. Awareness, knowledge, and self-reflection are the keys to strategically combatting cognitive bias within education. Participants in this workshop will explore the conceptual and operational definition of cognitive bias using the Cognitive Bias Codex, awareness of their cognitive biases, experiential strategies for working through bias, and considerations for future research.

Foster, Susan — The Chicago School of Professional Psychology

Mayes, Felice — The Chicago School of Professional Psychology

McGrath, Breeda — The Chicago School of Professional Psychology

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Iolani 7
Session Topic: Cross-disciplinary areas of Education - Panel **Session Chair:** Rosato, Jennifer

Success and Challenges in Developing K12 CS Pathways: Perspectives from a Rural and a Tribal School

Panelists from two Minnesota school districts will discuss how they helped develop and implement K-12 computer science (CS) pathways in their districts. Topics will include developing teacher buy-in through professional development and coaching, involving administration and counselors to support CS, and creating a scope and sequence to connect elementary, middle and high school curricula.

Rosato, Jennifer — College of Saint Scholastica

Pothast, Michael — Hermantown Community Schools

Liimatainen, Dawn — Fond du Lac Ojibwe School

Heskin, Brittany — Fond du Lac Ojibwe School

Olson, Andy — Hermantown Community Schools

“Move Fast and Break Things”: Lessons From Silicon Valley on the Importance of Understanding the Language of Entrepreneurship

Entrepreneurs have long been recognized for their critical role as “agents of innovation and creative destruction” for a vibrant and growing economy. In this paper, we explored a new way of understanding the differences between entrepreneurs and managers- their language usage. Using text analysis software, we compared the language from interviews with Silicon Valley entrepreneurs with the language of senior corporate managers. We conclude with a list of specific lessons learned for managers wishing to act entrepreneurial within their own organization.

Stryker, Susan — University of San Francisco

Stryker, James — Holy Names University

Enhancing Entrepreneurship Education using Badges, Open Learning, and Micro-credentials

The strategic redesign of two undergraduate entrepreneurial courses to better leverage work-integrated learning and embrace technology-enhancements feature micro-credentials, badging, and an open learning platform in collaboration with global industry leaders. Pandemic conditions and moving forward provides opportunities for student learning and value creation through partnerships with industry leaders. Being directly involved with the emerging demands in the business ecosystem, students engage alongside business innovations while recognizing learning through badging, micro-credentials, and open learning partnerships.

Johnston, Sonja — University of Calgary

eLeadership: Investigating Business Student Perceptions or Remote Work

The COVID-19 pandemic has changed the remote work landscape and forced business students to start thinking about how they will build their career and connect with colleagues and clients. The remote work protocol is still in its infancy and is gaining traction with many public and private organizations. Understanding the concerns business school graduates have toward adopting information communication technology in the future of remote work opportunities, to better prepare the workforce of tomorrow.

Lovelace, Kevin — California State University, Sacramento

Petty, Jonathan — Independent Researcher

Countries’ Stock Market Factors Driving Valuation of the US based Multi-National Corporations (MNC) and International MNC cross-listed/listed in the USA

The case was developed to aid students in International Financial Management course. Objective of the case is to develop students’ analytical skills using quantitative and qualitative analysis to build a Diversified Global Portfolio. Linear Regression analysis is used to determine whether the US stock market and/or international markets in which companies have economic exposure drive the performance of each MNC; countries’ Stock Market Indexes and foreign currencies exchange rates are used as control variables.

Skouratova, Elena — Concordia University Texas

Investigating High School Science Teachers' Motivations for Implementing Bioeconomy Activities

This qualitative study investigated sixteen high school teachers' implementation of bioeconomy lessons in their classrooms, using task value constructs from Expectancy-Value Theory to analyze their underlying motivations. Based on weighted classroom implementation activities, teachers were categorized into Low, Medium, and High implementation groups. Our study suggests that teachers' task values - particularly the usefulness for their students and perceptions of the costs - influenced their enactment of the new lessons.

Blanchard, Margaret — North Carolina State University

Collier, Karen — North Carolina State University

Rajwade, Aparajita — North Carolina State University

McCance, Katherine — North Carolina State University

Venditti, Richard — North Carolina State University

Diversifying the Psychological Science Pipeline with SOAR, an Undergraduate Research Program for Minority High School Students

Community college psychology faculty created an undergraduate experimental research program (SOAR) for high school students from underrepresented and marginalized groups. SOAR was started with a \$5,000 seed grant and provides a bridge to college through faculty mentoring and peer-to-peer interactions. We will discuss how we were able to obtain the original grant, secure recurring funding, outreach efforts, program structure, and the curriculum used.

Worthy, Lisa — Glendale Community College

Lewis, Ladonna — Glendale Community College

Boninger, David — Glendale Community College

Developing Student Awareness of Botanical History and Natural Collections

This session will present the activities around developing and piloting a new curriculum that engages students in botanical studies and natural collections through the phenomenon of an individually selected plant species that holds special meaning to the student and/or their family. The curriculum is comprised of 10 modules, geared towards high school and middle school students, that are mindful of diversity, the social/human aspects of the nature of science, and Plant Awareness Disparity.

Moore, Kelly — Tennessee Tech University

Krosnick, Shawn — Tennessee Tech University

Count Me In, Coach (CoMIC): An Innovative, Platform Task for Teaching Prenumerical Children

We present an innovative, platform task that designed to effectively promote four counting competencies children develop before, and as a foundation for, constructing a concept of number: (a) rote-count, (b) one-to-one correspondence, (c) conservation of numerosity, and (d) count-all. Three versions of the task, created for K-1 teachers who gradually incorporated them into their classrooms, engage children in small-group and whole-class cognitive play activities – kinesthetic motions and social interactions – adapted to their available capacities.

Tzur, Ron — University of Colorado Denver

Harrington, Cody — University of the Virgin Islands

Heart Wisdom Cultivation Within Education: Student's and Educator's Perspectives

Many education and human development scholars recognize the significance of heart wisdom and cultivating the virtues of empathy, respect, and compassion into instruction and learning. Dr. Peggie Russell conducted phenomenological interviews to learn how students apply these virtues. Dr. NancyAngel Doetzel's phenomenological research examined ways educators cultivate heart wisdom into education. This presentation involves sharing findings from Dr. Russell's and Dr. Doetzel's phenomenological studies, related to examining the cultivation of heart wisdom into education.

Doetzel, NancyAngel — Mount Royal University

Russell, Peggie — Fielding Graduate University

Report of the IoT Reskilling Course Development and Practice

global problem. Internet Academy, an IT school in Japan, has started to develop and provide the IoT course with inexperienced learners and Web talent. It has four features: Web education, IoT device technology, IoT device control technology, and hands-on training. This paper describes the details of the course, its achievements, and its global outlook for the future.

Sugahara, Yumika — Internet Academy

Kikuchi, Mayuka — Internet Academy

Aritaki, Takahiro — Internet Academy

Nishi, Hiroto — Internet Academy

Ooka, Kazuo — Internet Academy

Onishi, Kazuma — Internet Business Japan

Fujita, Hiroyuki — Kanagawa Institute of Technology

Sugimura, Hiroshi — Kanagawa Institute of Technology

Isshiki, Masao — Kanagawa Institute of Technology

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education **Session Chair:** Roach, Pamela

Supporting Indigenous Health Education in Academic Medicine: The Development of a Reflective and Self-Evaluative Tool for Educators

Anti-Indigenous racism is systemically prevalent in higher education, academic medicine, and the health care system. Critical education on the issues facing Indigenous people within the Canadian healthcare system is an urgent priority. This work produced a self-monitoring/external evaluation instrument that allows educators to monitor their own practices that promote reconciliation. Further work is being undertaken to implement and adapt the tool to other University areas, faculties, and departments.

Roach, Pamela — University of Calgary
Rame, Ana — University of Calgary
Kelly-Turner, Kenna — University of Calgary
Roze des Ordon, Amanda — University of Calgary
Keegan, David — University of Calgary
de Groot, Janet — University of Calgary
Crowshoe, Lynden (Lindsay) — University of Calgary
Henderson, Rita — University of Calgary

We Are the Salmon Family: Inviting Reciprocal and Respectful Pedagogical Encounters With the Land

Through this action research project, we endeavour to reconfigure pedagogical encounters involving children and the natural world to be more reciprocal and respectful, as well as responsive to the ecological crisis. Informed by Indigenous and post human and perspectives, the goal of our research is to advance understandings of how to educate children to become good relatives to all the beings on these Lands.

Bailey, Rick — q̓ícəy First Nation
Hill, Cher — Simon Fraser University
Whintors, Neva — Surrey School District
McTavish, Rob — Simon Fraser University

Listening to and Enacting the Educational Priorities of Indigenous Youth in Rural and Remote Communities in Northern Alberta, Canada

In this paper presentation, I will share the findings and entailments of my recent research with Indigenous youth in two schools in northern, Alberta, Canada. Working in partnership with the Beaver First Nation, Métis, and school division leaderships, I have responsibilities to share back the findings and support the Indigenous leadership's decisions for enacting the educational priorities shared by the Indigenous youth.

Markides, Jennifer — University of Calgary

Strengthening Identity Through Policy: On Cree Language and Culture Revitalization

I will acknowledge the necessity for governments to recognize that Cree children learn through natural laws because it strengthens the connection between language and identity. This paper and policy recommendation, I argue that if the Canadian education system is committed to decolonization, reconciliation, language revitalization, and seeking truths they should offer language revitalization as a priority in the language policy presented by the Government of Canada's Department of Canadian Heritage Foundations' newly revised Indigenous Languages Act.

Mearon-Bull, Joline — University of Alberta
Bull, Elder- Ida — Kisipatnahk Tribe/ Louis Bull Tribe

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education - Workshop **Session Chair:** Earhart, Carla

"Home" Work: A Pilot Project to Create Housing-Related Professional Development Materials for Elementary Educators

Elementary educators focus on "home" in many of their lesson plans. This workshop helps educators to expand their awareness, acceptance, and appreciation of a housing option that represents many of their students, but may be underrepresented or misrepresented in the curriculum. Through drawings, children's literature, a documentary, and discussion, participants will develop a variety of strategies to improve classroom activities related to "home". Selected attendees will receive a housing-related children's book for workshop participation.

Earhart, Carla — Ball State University
Hays, Hannah — Ball State University

“I’m not Struggling as Much as Other People”: Perfectionist Youth Experiences with Mental Health During the First COVID-19 Lockdown

We interviewed 58 young perfectionists about their experiences with perfectionism and their reactions to the pandemic. We did not specifically ask participants about mental health, yet mental health concerns emerged as a robust theme with multiple subthemes. In this paper, we focus on how younger youth (35 elementary and high school students) and older youth (23 postsecondary and graduated youth) discuss mental health awareness, challenges, and strategies.

Zinga, Dawn — Brock University

Molnar, Danielle — Brock University

Tacuri, Natalie — McGill University

Blackburn, Melissa — Brock University

Fostering Psychological Safety in a Learning Environment

The study involved semi structured interviews with 29 sport coaches and administrators to identify their leadership and teaching practices and investigate these for factors that promote psychological safety in the learning environment. The study builds on and extends Timothy Clark’s (2020) Stages of Psychological Safety model.

Walinga, Jennifer — Royal Roads University

Van Tuyl, Rana — Royal Roads 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

Evolving Educational Delivery During the Pandemic: Lessons Learned and Applications for Future

In this presentation, participants will experience and understand our faculty’s journey in educational delivery during the peak of COVID and as it began to reduce. As COVID closed the world and traditional face to face classroom spaces disappeared, new innovative methods arose. This presentation will followed the program, educators, and learners through the learning space transitions from 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

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

We explore healthcare workers’ experiences in a 3-week mindfulness program at a university medical center in the spring of 2022. We discuss how the program affected healthcare workers personally and professionally as well as the learning that occurred. Findings have implications for workshop leaders, healthcare workers and administration, and adult education learning theory and practice.

Baumgartner, Lisa — Texas State University-San Marcos

Baumgartner, Mia — University of Washington Medical Center

Exercise Counselling (Combined With An Exercise Program) Can Improve University Students’ Mental Health

The aim of this presentation is to provide an overview of the exercise counselling sessions developed for UWorkItOut UWin, a 6-week physical activity program aimed at improving students’ mental and physical health, and to share the qualitative findings from the students’ exit interviews with respect to their weekly counselling sessions. The counselling sessions allowed students to learn various coping strategies to overcome challenging situations and contributed to their improvement in mental health.

Munroe-Chandler, Krista — University of Windsor

Muir, Irene — Pennsylvania State University

An Interdisciplinary Transformative Learning Approach: Mobilizing Knowledge for Men’s Roles in Violence Prevention

Our interdisciplinary team of educators, students, and organizational leaders from Canada, the Caribbean, Nepal, and Pakistan, developed and employed a Community of Practice (CoP) Framework to create a transformative learning curriculum to involve men in gender-based violence prevention. For our presentation, we discuss key principles, process dimensions and activities involved in our CoP. These include a decolonial and anti-oppressive Guiding Charter, teaching and learning sessions, and public global webinars hosted by regional partners.

Lorenzetti, Liza — University of Calgary

Jamal, Aamir — University of Calgary

Dhungel, Rita — University of the Fraser Valley

Hosein, Gabrielle — University of the West Indies

Thomas, Sarah — University of Calgary

Halvorsen, Jeff — University of Calgary

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 4
Session Topic: Educational Measurement and Evaluation **Session Chair:** McNeil, Rita

Identify Personality Types Quickly

Personality type is one dimension of individual differences among learners. The Personality Identity Estimator (PIE) is an easy-to-use inventory to estimate personality types that can be used at no cost by educators. Participants will learn about this new easy-to-use inventory to estimate personality type and receive a copy they can duplicate and use immediately.

McNeil, Rita — ATLAS Learning & Performance Consultants
Conti, Gary — Oklahoma State University

4-H in Pathway to College and Career Readiness

The study focuses on findings from a National 4-H College and Career Readiness survey administered in 32 Long Grant Universities (National Sample). The results were studied for the [State] 4-H Youth, and compared to the National Sample, and recommendations are made to improve 4-H programming to prepare youth to be successful in college and workforce ready.

Vega, Liliana — University of California Cooperative Extension
Hill, Russell — University of California Cooperative Extension
Nayak, Roshan — University of California, Agricultural and Natural Research
Wilkins, Tamekia — University of California, Agricultural and Natural Research

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

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Panel **Session Chair:** Frates, Adriana

A Perspective of a Doctoral Journey from Culturally and Linguistically Diverse Scholars

As educators in special education, our professional growth is very important. However, completing a doctoral program as culturally and linguistically diverse students, who also are first generation college students, we encountered challenges due to our lack of cultural capital in higher education. We explore our perceptions of our doctoral journey as students from minority groups and provide recommendations for students and faculty. We also invite our audience to discuss their experiences of their educational journey.

Frates, Adriana — University of Texas Permian Basin
Running Bear, Candi — Northern Arizona University
Biagas, Develyn — Northern Arizona University

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2

Session Topic: Higher Education **Session Chair:** de Casal, Carole

Service Learning as a Vehicle to Community Involvement for School Administrators: The Role of Higher Education in Preparing Education Leaders for Service Learning

On an ever-increasing basis, education leaders from all levels of the spectrum are becoming a necessary part of community functions and policy decisions. The modern leaders of educational institutions must be embedded with business and other sectors of the community. This session will address the major components of providing areas of training/readiness for Educational Leaders at the higher education level to serve the constituents of the community.

de Casal, Carole — Tennessee State University

Harris, John 'Chip' —

It Takes a College to Raise a Teacher

In the era of continuing critical teacher shortages, the role of university student affairs staff can positively influence the retention of students enrolled in teacher preparation programs. Responsible planning and collaboration of personnel can create effective support especially for teacher candidates of color. This paper compares the components of a teacher preparation program with the effective practices for collegiate student success.

Dawson, Shirley — Weber State University

Mower, DeeDee — Weber State University

Karle, Lisa — Weber State University

Bush, Tammy — Weber State University

Focusing in on Systemic Racism in Canadian Higher Education: A Scoping Review of Twelve Years of Literature

This presentation provides an overview of a scoping review of available peer-reviewed published literature between 2000 until 2022 that focused on systemic racism in the Canadian higher education context. The analysis illustrates and illuminates contemporary understandings of how systemic racism is conceptualized and experienced by racialized students, staff, and faculty. The analytic insights provide a pathway to better equip system-leaders to challenge and dismantle the racial inequities that act as barriers in higher education.

Cranston, Jerome — University of Regina

Bennett, Alexandria — University of Ottawa

Universities Respond to a Racial Reckoning: Higher Education in the Aftermath of the George Floyd Murder

Three education professors of Color use Critical Race Theory to examine their universities' response to the racial and social unrest that occurred in the wake of the George Floyd murder. Their two research institutions are located in the Southeastern United States, have over 30,000 students, are based in States with African American populations of over 25% and have enrollments of less than 10% African American students. Implications for research and practice will also be provided.

Misawa, Mitsunori — University of Tennessee, Knoxville

Phelps, Rosemary — University of Georgia

Johnson-Bailey, Juanita — University of Georgia

Time: 1:15 - 2:45 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 3

Session Topic: Higher Education **Session Chair:** Sachayni, Dany

Pre-Service Teachers Perspective on SEL through the Book Creator During Covid-19 Lockdowns

The study describes the experience of pre-service teachers who studies using the Book Creator - a collaborative digital space during the distance-learning period with an emphasis on the social-emotional aspect. In particular, the study describes the contribution of learning in a collaborative digital environment and performing a media-intensive assessment to improve social-emotional aspects.

Sachayni, Dany — Kibbutzim College of Education Technology and the Arts

Yarom, Hagit — Kibbutzim College of Education Technology and the Arts

Gal, Adiv — Kibbutzim College of Education Technology and the Arts

Do Minors Matter in the Age of Micro-Credentials?

Digital badges, certificates, and stackable credentials – universities have taken to these offerings to demonstrate student learning in less-than-degree-sized portions. But what does this shift mean for the future of the original complement to a degree, the minor? In an age of micro-credentials to demonstrate completion of some form of post-secondary education, do minors matter?

Schafer, Shaun — Metropolitan State University of Denver

University Outreach: STEM Programs for K-12 Schools

This presentation will highlight the activities of the Ruth Patrick Science Education Center, which focuses on outreach to K-12 schools for the University of South Carolina Aiken. Students participate in field trips where they engage in a variety of captivating, standards-based educational programs related to STEM. Additionally, the Center provides access to over 300 educational kits for check out, summer camps for students, programs for teachers, and special events for the public.

Senn, Gary — University of South Carolina Aiken

Poster Session

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Coral III

Assessing Student and Faculty Global/Intercultural Competency Building

This poster will share Utah Valley University's experience in implementing and assessing a campus-wide global learning initiative. In the past couple of years, the university has increased their focus on students experiencing courses with the global/intercultural (G/I) designation. The G/I initiative has also created a G/I university distinction which students can graduate with. This poster will highlight the data collected through surveys on how these efforts have increased student global/intercultural competencies.

Waite, Bryan — Utah Valley University

The Dos and Don'ts of Eating Disorders Prevention in Schools

Based on results of a mixed methods study, as well as a review of writings, the aim of this presentation is to present an inventory of good practices in terms of eating disorder's prevention, to present the issues related to the implementation of such a program in schools, but above all to propose ways of thinking to help teachers to intervene with the at-risk adolescents.

Bonanséa, Maud — Université du Québec à Trois-Rivières

What We Need to Know About High School-Based Health Centers

This presentation analyzes the political, economic, and social forces that affect the development and expansion of US school-based health centers (SBHCs) that provide contraceptive education and access. SBHC development in the Los Angeles, California area is the central focus. The purpose is to understand how contraceptive education and access in high schools have progressed since the 1960s and to guide the current efforts to overcome barriers to unplanned pregnancy reduction through SBHC adolescent contraceptive services.

Black, Jaclyn — Pepperdine University

Utilizing Library Resources to support Affordable to Zero Textbook Cost Degrees

As textbook costs increase, faculty look for alternative course materials to save students money. In addition to providing free access to learning materials, library resources provide benefits over traditional textbooks including: anytime, anywhere digital access, various formats, ADA compliance, integration with learning management systems, and broader selection of resources. Scottsdale Community College's library resources are used in conjunction with open educational resources which allows the college to offer A-Z degrees (Affordable to Zero Textbook Cost).

Cwengros, Krissy — Scottsdale Community College Library

Rock, Serene — Scottsdale Community College Library

Research Trends on Related factors the Self-Management of Coronary Artery Disease Patients: Text Network Analysis

Text mining was used to analyze research trends on self-management of patients with coronary artery disease. Based on this, it was attempted to enhance the understanding of the logical connection between keywords and knowledge structures of related studies.

Bae, Sun Hyoung — Ajou University

Lee, Dongkyun — Ajou University

Lee, A-Young — Ajou University

Park, Jin-Hee — Ajou University

How Community and Technical College Educators Engage in Innovation During Times of Crisis

This presentation will cover findings from a longitudinal mixed methods study on change and innovation that have occurred within a state system of 16 community and technical colleges since COVID-19. Phenomenological interviews with 60 educators across various roles suggest that the participants engaged in innovative practices that not only allowed them and their students to cope during times of crisis, but served as a catalyst for enduring change toward equitable approaches to teaching and learning.

Wang, Xueli — University of Wisconsin—Madison

An Individualized Mentor-Mentee Course to Supplement a Graduate Scientific Communications Course

This presentation will discuss two graduate communications courses—TPSS 654 Communications in the Sciences and TPSS 711 Special Topics. TPSS 654 was offered online (virtually) in Fall 2021, and TPSS 711 will be in-person in Fall 2022. We describe how TPSS 711 was created to provide vitally needed individualized instruction that was not possible in TPSS 654 with 18 students.

Kobayashi, Kent — University of Hawai'i at Mānoa

Reed, Harrison — University of Hawai'i at Mānoa

Initiating EdReady at a Tribal Community College

We are a small public tribal community college on 2.9 million acres on the Mexican border. This poster is about our journey of trying to initiate EdReady at Tohono O'odham Community College during the pandemic. It covers the research of EdReady, the design, and how indigenous students are designing their own academic success.

Eberhardt, Kristin — Tohono O'odham Community College

An English Writing Education Program for Japanese College Students and the Establishment of Criteria for Evaluating English Writing Quality

We assessed 162 students' pre and post writing tests. We used Wiseman's (2012) rubric to evaluate the writing tests. Topic Development, one of the five categories of Wiseman's analytic scoring rubric, was used. 162 students' English sentences were evaluated by professional English correctors based on "global impression". The results were compared with the "analytical evaluation" conducted by the teachers to measure the reliability and validity of the evaluation criteria for English writing quality.

Mita, Kaoru — Jissen Women's Junior College

Shimoda, Atsuko — Jissen Women's Junior College

The Effectiveness of Blackboard Writing in Higher Mathematics Education ~ Is the Lecture Using Blackboard More Proactive Than the Lecture by Slide?~

Digitization is progressing in the field of education, but in the field of mathematics, it is expected that handwriting on blackboards is important due to the characteristics of the subjects. We show that handwriting lectures on board in higher mathematics education are more proactive than lectures using slides. Observation of the students during the lecture, notes made during the lecture, examinations, and self-assessment questionnaires will be used to verify the hypothesis.

Machida, Mayura — Tokyo University of Science

Sako, Akifumi — Tokyo University of Science

Visualizing Career Plans using a “Tree” Metaphor

This poster will describe the design, execution and analysis of a career design model which uses the metaphor “tree” to help university students visualize their future careers and lifestyle. Analysis of student drawings highlighted current issues for students in career planning and presented a visual map to help students action their career plans. The career design tree can be an effective method for helping people planning careers understand and negotiate the complexity of career planning.

Maeda, Yoshihiro — Fukuyama University

Sports Mental Training Between College Student Athletes of Japan and the United States -Actual Condition Survey using Semi-structured Interviews-

We conducted semi-structured interviews to college student athletes of Japan and the United States to investigate the differences in the actual conditions of Sports Mental Training. The results show that there is a difference in the awareness, understanding, and education of Sports Mental Training, between the student athletes from Japan and the United States.

Satoh, Ririka — Ryutsu Keizai University

Watanabe, Daiki — Ryutsu Keizai University

Kagoshima, Yuki — Ryutsu Keizai University

Ueda, Yuto — Ryutsu Keizai University

Ishida, Yura — Ryutsu Keizai University

Ubukata, Ken — Ryutsu Keizai University

The Development and Effects of an Early Childhood Global Citizenship Education Program Using Picture Books

The purpose of this study is to develop an early childhood global citizenship education program using picture books and to examine the educational effects and implications. The program of this study was found to be effective for early childhood global citizenship. Therefore, this program can provide information to help teachers plan and operate global citizenship education in the early childhood education field, and can be helpful in fostering global citizenship in young children.

Lee, Sang Ok — Chungnam National University

Son, Eun Young — Chungnam National University

Bae, Seon Hui — Chungnam National University

Facilitating Student Diversity in Higher Education Graduate Programs in Education

This presentation will look at institutional change efforts from the level of the individual faculty member, the department or college, to university-wide leadership to ensure diversity in graduate programs in higher education. It will offer instructive guidance to create campus climates that are welcoming for all students and suggest a path forward for faculty development that supports diversity, equity, and inclusion of underrepresented ethnic minority students in graduate-level education programs.

Zelenka, Valerie — Fort Hays State University

Infection Control Education that Is Provided Continuously from the First Year of University: Report on the First Year

This is a report on the effectiveness and future issues of education on infection control, which university students in the School of Nursing and Rehabilitation Sciences learn. These students, who will play a role in the health care field in the future, learn about this issues continuously and in stages as soon as they enter school until their graduation year.

Otaki, Amane — Showa University School of Nursing and Rehabilitation Sciences

Naoko, Minagawa — Showa University School of Nursing and Rehabilitation Sciences

Toru, Nakabo — Showa University School of Nursing and Rehabilitation Sciences

Fumiko, Kamijo — Showa University School of Nursing and Rehabilitation Sciences

Eiich, Geshi — Showa University School of Nursing and Rehabilitation Sciences

Kawamura, Harumi — Showa University School of Nursing and Rehabilitation Sciences

Koga, Makoto — Showa University School of Nursing and Rehabilitation Sciences

Masuyama, Eriko — Showa University School of Nursing and Rehabilitation Sciences

Asanuma, Hitomi — Showa University School of Nursing and Rehabilitation Sciences

Mitsuhashi, Kousei — Showa University School of Nursing and Rehabilitation Sciences

Kamono, Arinori — Showa University School of Nursing and Rehabilitation Sciences

Enokida, Megumi — Showa University School of Nursing and Rehabilitation Sciences

Comparing 10th Grade PSAT Scores Between a Cohort of Urban GEAR UP High School Students and a Non-GEAR UP Prior Cohort

The U.S. Department of Education funds a discretionary grant program entitled Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to increase college readiness and persistence among low-income students (U.S. DoE, 2002). GEAR UP grants provide six- or seven-years of funding for states to design and supply college readiness services to students attending high-poverty middle and high schools and their teachers. This study is an examination of the impact of interventions provided to a large, urban GEAR UP high school and the associated outcomes on the PSAT assessment for those in the intervention and comparison groups. Findings revealed statistically significant differences for the GEAR UP school student group.

Bolshakova, Virginia — Purdue University

Johnson, Carla — North Carolina State University

May, Toni — Drexel University

Cinowski, Tabitha — Purdue University

Evaluating the Academic Impact of a GEAR UP Program on Rural Students: A Quasi-Experimental Cohort Study

This is a quasi-experimental cohort study of the impact of an STEM-focused academic intervention and college readiness program (GEAR UP) for students attending a high-poverty middle school and a comparison school. We examine the impact of interventions provided to students and the associated outcomes on the ACT Aspire assessment for those in the intervention and comparison groups. Results showed that across ACT Aspire content areas, including science and mathematics, students from the intervention cohort averaged higher scaled scores than those in the comparison group.

Bolshakova, Virginia — Purdue University

Johnson, Carla — North Carolina State University

May, Toni — Drexel University

Cinowski, Tabitha — Purdue University

The Effect of the Pandemic on High School Sports and Lessons for the Future

COVID-19 has brought about many unprecedented challenges, which have greatly affected both curricular and extracurricular programs offered in high schools across the world, especially sports. This research sought to gain an understanding of the impact of the pandemic on all involved in high school sport, including students athletes, volunteer coaches, administrators, parents, and officials; and to learn ideas to help improve high school sport for the future.

Chad, Karen — University of Saskatchewan

Humbert, Louise — University of Saskatchewan

Friesen, Kenzie — University of Saskatchewan

Sandomirsky, Dave — Saskatchewan High School Athletic Association, Canada

Attitudes of Undergraduate Public Health and Health Science Students Towards Interprofessional Education (IPE) at a California University

Many health professional students start their education with positive attitudes and expectations about collaboration with others which is essential to the continuity of health care and delivering quality care. However, the expectations may diminish if there are not early and consistent opportunities for students to further learn and enhance these skills across health professions. This study explores public health and health science students' attitudes towards IPE and the variations based on background/demographic at California University.

Mattheus, Charl — California State University, Sacramento

Roy, Nitin — California State University, Sacramento

Investigating Sensitivity to Partial Rules in English Wh-Questions: Comparing Japanese and Vietnamese L2 Learners

4. We report on experiments that extend a research project originally developed in Duffield & Matsuo (2019, 2020). This time, our focus is a cross-linguistic comparison between Japanese and Vietnamese L2 learners of English, where significant inter-group differences are predicted in specific experimental conditions as the result of typological-syntactic contrasts: controlling for proficiency level, we predict a reliable advantage for Vietnamese learners in conditions that probe learners' knowledge of the 'left periphery' of the clause.

Duffield, Nigel — Konan University

Matsuo, Ayumi — Kobe College

Phan, Trang — Vietnam National University

Extracting Japanese Sentence-Ending Expressions using Formulaic Sequences with Consolidated Contextualized N-gram Analysis

Understanding the patterns at the end of sentences has important implications for learning Japanese. However, unlike the vocabulary list, in the case of sentence-ending expressions consisting of multiple words, there are few attempts to create a list based on the frequencies in the corpus. In this study, we will extract sentence-ending expressions from a large Japanese closed caption TV corpus using formulaic sequences with consolidated contextualized n-gram analysis, and investigate features of their expressions.

Mochizuki, Hajime — Tokyo University of Foreign Studies

Shibano, Kohji — Tokyo University of Foreign Studies

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

Why Youth Vote: Engagement and Barriers to Civic Engagement

This study explores voting barriers and motivations among young adults during the November 2020 election. Though a majority of participants were registered to vote and found registering relatively easy, thematic analyses revealed barriers related to civic education/knowledge, the role of family, and fear of judgment. Implications related to youth political involvement among people of color and ways to reduce/navigate barriers to encourage voting/civic engagement will be discussed.

Tang, Julia — Mount Saint Mary's University, Los Angeles

Giang, Michael — California State Polytechnic University, Pomona

Garcia, Yuliana — Mount Saint Mary's University, Los Angeles

Development of a System to Visualize the Performed Sound Based on Pitch and Acoustic Pressure

The purpose of this study is to develop a system that can give instruction in wind instrument performance as an instructor does. The authors developed a system that visualizes the sound of a performance by using graphics and numerical values obtained from sound pressure and pitch. In this presentation, the authors describe the system and examine the relationship between the sound of the performance and the instructional strategies of an experienced wind band instructor.

Kaneko, Daisuke — Hokusei Gakuen University

Kurayama, Megumi — Hakodate College

Kunimune, Hisayoshi — Chiba Institute of Technology

Morishita, Takeshi — Shinshu University

Yamamoto, Tatsuki — Meikai University

Exploring the Impact of Teaching Innovations for Intercultural Learning

We will share two SoTL projects aimed at improving intercultural understanding, one in a Business program, the other in a Tourism program. Although the projects are different: one is qualitative using student learning reflections with a focus on sense of place and learning through Indigenous and local histories, and the other is a case study on student learning in multicultural settings, they both explore how teaching innovations and curricular revision impacts intercultural awareness and understanding.

Tucker, Amy — Thompson Rivers University

Reid, Robin — Thompson Rivers University

Garson, Kyra — Thompson Rivers University

Different Roles' Viewpoints on Cognitive Stereotype Behaviors Formatting for Individuals with Autism

This research was to explore the differences between ASDs and their families' viewpoints towards cognitive stereotype behavior (CSB). Data of 271 ASD were analyzed and concludes that a strong and deep CSB schema made the phenomenon CSB formed. An important concept of this research is that the first thing to do when dealing with CSB is to confirm the causes that lead to stereotype behaviors.

Chen, Li-Ju — Chang Gung University

Chan, Hsiang-Lin — Chang Gung Medical Foundation

Chen, Hui-Ju — Chang Gung University

Face-to-Face vs. Online Language Learning: What is the Future of Language Learning at University

The worldwide pandemic of COVID-19 has forced university teachers to use ICT, for example the LMS and Zoom. The new teaching style seems effective for some extent; however, some language teachers still claim that the face-to-face class will be indispensable. The curriculum of university is now shifting towards digital transformation (Dx), and was a good opportunity for the language teachers of our university to consider a new teaching way. We suggest a flipped classroom of a language-independent program.

Fujiwara, Ai — Meisei University

Home Tobacco Smoke Exposure and Housing Instability among a National Sample of U.S. Children

The objective was to examine the associations between home tobacco smoke exposure and housing instability characteristics among U.S. children. Those with home thirdhand smoke exposure only were more likely to move a higher number of times and live with a higher number of people compared to children with no home tobacco smoke exposure. Children with home secondhand and thirdhand smoke exposure were more likely to move a higher number of times compared to unexposed children.

Merianos, Ashley — University of Cincinnati

Han, Gang — Texas A&M University

Mahabee-Gittens, E. Melinda — University of Cincinnati

Transforming Post-secondary Institutions Using Indigenist Concepts: Parallel Paths, Ethical Space, and Ways of Knowing, Doing, Connecting and Being

This poster presentation will review the development of University of Calgary's Indigenous Strategy entitled, *ii' taa'pah'to'p* in response to the Report of the Truth and Reconciliation Commission of Canada. It will outline the development process taken, key concepts of the strategy that emerged, and its recommendations. Also presented will be efforts taken in the past 5 years of the strategies implementation and identify significant learnings that have occurred during this time.

Hart, Michael Anthony — University of Calgary

Ethical Spaces of Learning for Refugee Children's Inclusion: Lessons Learned From Research on War-Affected Children at "Global Child McGill"

The educational needs of children affected by global adversity and war and forced migration, are of critical importance as the world faces unprecedented and complex refugee crises calling for a (re)examination of ethically responsible education for children in host countries. This poster presentation maintains that coordinated interventions that create ethical spaces, are essential for inclusive and equal learning opportunities of refugee children.

Denov, Myriam — McGill University

D'Amico, Miranda — Concordia University

Linds, Warren — Concordia University

Mitchell, Claudia — McGill University

The Golden Rule in Higher Education: A Perspective on Interdisciplinary and Intercollegiate Research Collaboration

This session explores the dynamics of research collectives and the forms of collegiality and generosity of intellect that move the social sciences forward. We describe three collaborative models to conduct research and outreach among higher education institutions, state agencies, and those they serve.

Derzis, Nicholas — Auburn University
Shippen, Margaret — Auburn University
Hall, Angela — Auburn University
Fleming, Christine — Auburn University

Mobile-Web Based Psychoeducational Program for Improving Self-Care Ability of Breast Cancer Patients With Chemotherapy-Induced Amenorrhoea

This study aimed to develop the mobile web-based psychoeducational program for improving self-care ability of breast cancer patients with CIA.

Park, Jin-Hee — Ajou University
Bae, Sun Hyoung — Ajou University

Self-Directed Learning in Higher Education: Syllabus Review

In this study, syllabi obtained from instructors teaching graduate courses are analyzed to identify the self-directed learning components in graduate courses. In the poster presentation, the results of the analysis will be shared and the implications for educators' practices in utilizing teaching designs to promote self-directedness in graduate students will be discussed.

Sieczynska, Alicja — University of the Incarnate Word
Trout, Inci Yilmazli — University of the Incarnate Word

Engaging Community Health Workers and Promotoras in the Development and Implementation of Culturally Tailored Trainings to Improve Pneumococcal Vaccination Uptake

This presentation describes the multi-stage Enlighten Together process that engages community health workers (also known as promotoras), and other relevant stakeholders, in the development and implementation of trainings to prevent pneumococcal disease and increase vaccination rates for vaccine-preventable diseases. Details pertaining to the rigorous and inclusive development of two highly interactive trainings (available in both English and Spanish) will be described. Emphasis will be placed on the role of community health workers (and promotoras) to ensure training content is culturally appropriate and the messaging is effective for harder-to-reach and under-vaccinated populations.

Smith, Matthew — Texas A&M University
Badillo, Brittany — Texas A&M University
Jackson, Analisa — Texas A&M University

Bridging the Gap in Mental Health Education with Youth Promotores: Case Study from Sonoma County, California

Mental health disparities among the Latinx population persist, especially among youth. Mental health education in schools is often lacking due to limited time and resources. One solution is for schools to partner with youth serving community-based organizations (CBOs) to provide out-of-school time mental health education in a culturally responsive manner. This case study shows how one CBO in Sonoma County, CA partners with schools to impact Latinx youth through the Youth Promotor Model.

Manieri, Stephanie — Latino Service Providers
Larque, Magalli — Latino Service Providers
Gutierrez, Cristian — Latino Service Providers
Underwood, Sarah — Latino Service Providers

Development and Challenges of Student Residence Life Programs in Japanese Higher Education

In this presentation, we focus on two university cases (Toyohashi University of Technology and Ritsumeikan Asia Pacific University) incorporating assessment initiatives into their residence life programs. We will clarify assessment initiatives' challenges and resident assistants' training in residence life programs. And we will discuss the elements and tasks of educational student residence halls and residence life programs.

Abe, Yukiko — Nagoya University
Cho, Shinichi — Kagawa University

Nursing Supports for Children With Autism Spectrum Disorder and Their Caregivers: A Systematic Literature Review

This study identified the domestic and international research trends through systematic literature reviews with the intention to conduct a qualitative analysis on the characteristics of and nursing support for children with autism spectrum disorder and their caregivers.

Ohori, Miki — Tokyo Healthcare University
Suzuki, Eiko — International University of Health and Welfare
Tanabe, Sachiko — Teikyo Heisei University
Takahana, Arisa — International University of Health and Welfare

Utilization of Learner's Knowledge on Their Mother Tongues in Learning English

Which do you think is more effective in teaching English, using English only or actively utilizing knowledge on the learner's mother tongue? This research will demonstrate how Japanese university students utilize the knowledge on Japanese language for their English learning. The data will also be presented to discuss what defines the individual differences, and how the use of those strategies affects their performance.

Kizawa, Rieko — Teikyo University
Shinogaya, Keita — Nihon University

Extensive Listening and Extensive Reading with E-books

Extensive listening (EL) and extensive reading (ER) are crucial for language acquisition. It is a must for EFL learners to be able to reach plenty of books easily, but the COVID-19 pandemic has limited their access to the libraries, and the importance of e-books has increased. This research looks into the advantages and disadvantages of using print books and e-books in EL/ER practice and suggests how we can utilize the benefits of e-books.

Haginoya, Etsuko — Shobi University

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

Simultaneous Creation of Movements, Utterances, and Contexts: Multimodal Analysis on Resources for Improvised Face-to-face L2 Interactions

We often move our bodies and move in space while speaking with others in authentic face-to-face interactions. However, L2 researchers and practitioners have not explored much about the reciprocal relationship between utterances and movements. This presentation shows how participants in a drama-inspired activity called “assassin” improvised their lines, movements, and the scene.

Sannomiya, Haruko — Daito Bunka University

A Problem of Interpretation? Understanding the Indian Control of Indian Education Policy

In 1972, the National Indian Brotherhood issued its seminal policy statement Indian Control of Indian Education due to the negative experiences of Indigenous children who had been integrated into provincial schools. Although the Canadian government agreed to honor the NIB’s statement by devolving control of schooling to Aboriginal peoples, full devolution has not yet been achieved. In this poster session, I examine what has hampered efforts to devolve educational control to Indigenous peoples in Canada.

Raptis, Helen — University of Victoria

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 1
Session Topic: Special Education - Workshop **Session Chair:** Magro, Kerry

Defining Special Needs: From Nonspeaking to Doctor in Education

In this presentation you will hear from someone who was nonspeaking until 2.5 and now today is a professional speaker who travels the country interviewing students impacted by a diagnosis via the Facebook Page A Special Community (over 214,000 followers) and has given 100 scholarships for students with autism to go to college. In his session he will provide case studies from students with special needs on what they want educators to know.

Magro, Kerry — Professional Speaker

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Patrick, Le'Brian Alexander

A Daily Dose of Dialectics: People-readiness and Barriers to Making Connections in Education

This session focuses on understanding ourselves more intimately, how our perspectives, values, and beliefs show up in policies, and how our experiences impact interactions with one another and with our students. Through active engagement, participants will explore the use of dialectical thinking in educational settings. This will be followed up by a discussion on privilege and how we can use our privileges in ways of allyship, advocacy, and co-conspiracy to support, encourage, and empower others.

Patrick, Le'Brian Alexander — Glendale Community College

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Kahili 1
Session Topic: Social-Emotional Education **Session Chair:** Sanders, Teresa

Safari Small Schools: Innovation in Education. Improving Education Five Students at a Time.

I will be presenting on Safari Small Schools, a vibrant, innovative micro school in East Texas designed to serve students whose needs aren't being met in the traditional classroom. (Disability, Dyslexia, anxiety, learning style, behavior etc.) Safari Small Schools has experienced impressive success with very challenging students, demonstrating all students can achieve when their social and academic needs are met. Please see our Safari Small Schools pages on Facebook, Instagram, Twitter and TikTok.

Sanders, Teresa — Safari Small Schools

Expanding the Space Around Me: Exploring The Narrative Around Imposter Syndrome

The purpose of this presentation is to explore the narrative around Imposter Syndrome, and how it has manifested into Students of Color academic journey. The phenomenon has caused a great deal of creating insecurities, anxiety, and unbelonging for many students. I aim to challenge the narrative and expand the existing literature.

Dunn, Dalvin — Texas A&M University

Purposeful STEM Integration in School-Based Agricultural Education Programs

The findings of a study aimed at evaluating the growth of content knowledge and interest in STEM related careers for students enrolled in school-based agricultural education programs in will be presented. Additionally, the research team will discuss implications and recommendations from the study and their impact on STEM education.

Eck, Christopher — Oklahoma State University

Rankin III, Kristopher — Oklahoma State University

Robinson, J. Shane — Oklahoma State University

Embedding Computational Thinking in Educator Preparation: What We Learned and Future Explorations

This presentation describes one college's effort to incorporate computational thinking throughout its teacher preparation program. Due to a grant from Google, the TeachCS@CSS project provided an opportunity to incorporate several strategies such as professional development, coaching, and curriculum revision. The presenters will provide an overview of the project, data from participants, and future research considerations for discussion.

Lucarelli, Chery — College of St. Scholastica

Rosato, Jennifer — College of Saint Scholastica

Applying Self-Peer Assessment Model in STEM Higher Education

We propose a comprehensive self-peer assessment model applied in teaching and learning activities within STEM fields. This model incorporates both self- and peer assessments in group-based and instructor-guided settings. Using statistical analysis on the students' performance and case studies, we observe both positive and negative results in applying the model in STEM education.

Zhang, Yong — Weber State University

Cai, Maomao — Weber State University

Neal, Cora — Weber State University

McCausland, Kramer — Weber State University

Al-Gahmi, Abdulmalek — Weber State University

Feuz, Kyle — Weber State University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Lehua
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Soule, Katherine

Supporting Improvements in Health Education for LGBTQ+ Individuals: Lessons Learned while Studying Impacts of the COVID-19 Pandemic on the LGBTQ+ Community

This session will present research findings exploring how the COVID-19 pandemic impacted LGBTQ+ individuals. Additionally, the session will share educational materials developed to support improvements in healthcare and community services in order to better serve LGBTQ+ patients and clients. Participants will increase their knowledge about inequities for LGBTQ+ individuals and become familiar with a new education resource to improve outcomes of LGBTQ+ people.

Soule, Katherine — University of California
Pacheco, Danielle — University of California
Baldwin, Trent — University of California

Game Changers: A Participatory Action Research Pilot Project for/with Students with Disabilities in School Sport Settings

Recognizing the need for school sport for students with disabilities, we recently developed and piloted Game Changers—a participatory action research pilot project. Together, participants and partners engaged in the Game Changers project with three idealized goals: a) to bring to the fore inclusive sport opportunities; b) to provide an empowering opportunity for students with disabilities; and c) to engage youth with disabilities in sport as leaders, mentors, and role models. This session provides an overview of this process and findings.

Robinson, Daniel — St. Francis Xavier University
Walters, Bill — St. Francis Xavier University
Barrett, Joe — Brock University
Harenberg, Sebastian — St. Francis Xavier University

Teacher Educators' Reflections on Social Justice Pedagogy on Two Pilot Studies on Collaborative Online International Learning (COIL) across Three Higher Education Institutions (American, Norwegian and South African)

Drawing on faculty reflections involved in two Collaborative Online International Learning (COIL) pilot interventions, this presentation aims at highlighting key lessons learnt about using a range of technologies to engage students in online learning across institutions and continents. Using Nancy Fraser's (2009) social justice and participatory parity framework (Liebowitz & Bozalek, 2016), it will explore themes related to social justice pedagogy, the internationalization of teacher development and the building of intercultural competencies.

Slapac, Alina — University of Missouri-St. Louis
Collett, Karen — University of the Western Cape
Wessels, Frances — University of the Western Cape
Gamiet, Gasant — University of the Western Cape
Shandu-Omukunyi, Nonhlanhla — University of the Western Cape
Knudsmoen, Hege — Oslo Metropolitan University

Critical Hope as Vehicle for Equity: Examining the Teachers' Paradigm and Pedagogy

This presentation will discuss hope as a critical element in providing equity to ALL learners from all sociocultural backgrounds. In listening to teachers' authentic voices, themes reflecting hope emerged. These are characteristics of educators needed to seriously put equity at the center of what we do in serving all students.

Strikwerda, Heidi — Excelsior Charter Schools
Lalas, Jose — University of Redlands

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 1
Session Topic: Educational Measurement and Evaluation - Workshop **Session Chair:** Delgadillo, DulceMonica

Building a Culture of Data Democratization: Giving Data to the People!

In this workshop, presenters will walk participants through several approaches that have been successful in building a culture of data democratization. Participants will leave with examples of how organizations can increase access to data, data tools that serve the needs of diverse audiences, and mechanisms that can be used to build data literacy across all stakeholders. Data can provide a North Star for an organization where stakeholders are driven by shared goals across respective roles.

Delgadillo, DulceMonica — Sisterhood For Equity Consulting
Hernandez, Norma — Sisterhood For Equity Consulting
Luevanos, Ruth — Sisterhood For Equity Consulting
Jimenez-Silva, Margarita — Sisterhood For Equity Consulting

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Nautilus 2
Session Topic: Distance Education - Workshop **Session Chair:** Brazill, Shihua

Building Community Online: Strategies for Keeping Learners Engaged and Supporting Diverse Students

This study used qualitative methods including semi-structured interviews with the director and instructional designer, and a content analysis of faculty survey results to discover effective online program practices for faculty development. The study was a program evaluation of a Center for Teaching and Learning at a U.S. university. Evaluation questions focused on the success of "Effective Online Teaching", a program designed to help faculty improve online teaching.

Brazill, Shihua — Montana State University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 1
Session Topic: Teacher Education **Session Chair:** Keough, Penelope

Evolution of PK-12 Education After the Pandemic

Author hypothesizes there has evolved a gap in student learning due to the pandemic. Author conducted research using a Likert scale survey to further explore the ramifications the pandemic evoked upon student learning. The paper will present findings of the author's research.

Keough, Penelope — National University

Learning Teaching from Practicing Teaching in a Capstone Course

Educational research has confirmed that teachers learn teaching from practicing teaching. This session will report a study examining pre-service teachers' learning outcomes after implementation of the course design of learning teaching from practicing teaching in a capstone course. The enrolled pre-service teachers were required to form a group of two and teach a lesson with the topic they selected from the course content using active learning approach.

Liang, Su — University of Texas, San Antonio

Exploring the Factors of Teacher Retention in Urban Schools: The Legacy of One Teacher Preparation Program

This paper will share the story of one urban teacher preparation program that celebrates a 5-year teacher retention rate of 90% and an overall retention rate of 85% across fourteen cohorts of program completers. This study tells the story of eight effective teachers, each in their sixth through fourteenth year of teaching, who were prepared through a specialized urban-focused teacher education program. This study will inform practices in teacher education, teacher induction and teacher retention.

Waddell, Jennifer — University of Missouri, Kansas City

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 2
Session Topic: Educational Psychology - Panel **Session Chair:** Bacon, Jennifer

Integrating A Cognitive Training Program Into the School-day to Support Students' Academic Performance: A Model for A School-wide Program

This panel discusses the integration of a cognitive training program into the school day. Pre- and post-training measures of working memory, cognitive flexibility, and processing speed showed notable improvements in these cognitive abilities which are significant predictors of academic achievement. These findings are consistent with research that demonstrates the efficacy of cognitive training. Moreover, this project is unique because the cognitive training was provided as part of the school day and within each students' classroom.

Bacon, Jennifer — California State University, San Bernardino

Rosales, Kevin — California State University, San Bernardino

Green, Devon — Prentice School

Clark, Sabrina — Prentice School

Wong, Eugene — California State University, San Bernardino

Lugo, Emely — California State University, San Bernardino

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** Sea Pearl 3
Session Topic: Arts & Humanities Education **Session Chair:** Lim, Maria

Exploring Contemporary Chinese Artists in K-12 Classrooms

This presentation highlights ideas, methodologies, practices, voices, and styles of teaching about contemporary Chinese art. Examining three different art forms—ceramics, new media, and installation art—we will introduce the work of six contemporary Chinese artists. The lesson activities and curriculum resources will be also provided focusing on the deconstruction and reconstruction method the artists use in their artmaking process.

Lim, Maria — University of North Carolina at Greensboro

Song, Borim — East Carolina University

Chang, Eunjung — Francis Marion University

The Impact of Technology Addiction on the Education of Maori Millennial Generations in Aotearoa - New Zealand. (2006 – 2021)

This paper presents research on the impact of technology addiction on the education of indigenous Maori millennial generations in Aotearoa - New Zealand. It identifies six education health issues evident in New Zealand society including technology addiction and cyber bullying and presents a model for education leaders to address these issues now. The focus group for this research project was indigenous Maori youth studying at four New Zealand universities between the years 2006 - 2021.

Manaia, Wiremu — Manukau Institute of Technology

Furthering Reconciliation in Higher Education: The Development and Implementation of an Indigenous-Centered Faculty Development Course for Senior Leaders

It is an urgent priority to develop education for leaders in higher education to support improved Indigenous health education and initiatives. The PLUS 41 course is targeted for senior leadership and this paper describes the scholarly work completed to understand the barriers and facilitators of implementing this work to create change agents within academic medicine leadership.

Roach, Pamela — University of Calgary
Moinul, Dina — University of Calgary
Lu, Michelle — University of Calgary
Crooks, Rachel — University of Calgary
Kelly-Turner, Kenna — University of Calgary
Roze des Ordon, Amanda — University of Calgary
Keegan, David — University of Calgary

Retracing, Reimagining and Reconciling our Roots in Social Work Education in Canada

This paper presentation contributes to discussion regarding creative and arts-based research for artists/researchers/teachers interested in pedagogies for reconciliation and decolonization in social work graduate education in postsecondary university settings. Working alongside traditional Indigenous knowledges, we guided social workers in inquiry of ways to foster practices grounded in respect, relevance, reciprocity and responsibility across cultural difference. We will share our paper, as well as images and beginning filmwork of our project.

Sorensen, Michele — University of Regina
Triggs, Valerie — University of Regina

Applied Linguistics and Indigenous Language Reclamation: Emergence of a Hybrid Approach Centered Around Métis Languages

This paper describe the outcomes of a 6 year long collaborative research with Métis Elders and Francophone teachers in Western Canada. I present how a Eurocentric pedagogical approach anchored in applied linguistic, the “language awareness approach” (Candelier, 2003) has been combined with Indigenous ways of learning in order to develop a unique approach serving both Indigenous language reclamation and education for reconciliation, in a work inspired by Battiste & Henderson (2021) ‘s approach on “trans-systemic knowledge systems” or by Donald’s concept of métissage (Donald, 2012).

Lemaire, Eva — University of Alberta

Polar Bears in the Parking Lot: Administration Challenges at an Arctic Tribal College

Researchers have recently begun to identify challenges unique to tribal colleges and universities. This paper aims an ethnographic lens at the intersection of geography, culture, and higher education to examine the challenges inherent in administering the mission and educational objectives at one Arctic tribal college. A case study of Iḷisaḡvik College in Utqiagvik, Alaska, the paper considers how both geography and culture influence access to post-secondary educational opportunities in a remote region with limited infrastructure.

Snow, Peter — Iḷisaḡvik College

A High Impact Learning Experience That Promotes Transformation Through the Development of a Team of Rural Scholars

The Rural Renewal Initiative at Oklahoma State University creates teams of students (i.e., Rural Scholars), faculty, and community citizens designed to respond to the grand challenges affecting rural places. This workshop will explain the Rural Renewal Initiative and its mission (i.e., to develop Rural Scholars, host a Rural Renewal Symposium, and provide seed grant awards) and Rural Scholars selection process to engage faculty in thinking through opportunities to create their own high impact learning experiences.

Robinson, J. Shane — Oklahoma State University
Ochsner, Tyson — Oklahoma State University
Weckler, Paul — Oklahoma State University
Woodring, Mark — Oklahoma State University
King, Audrey — Oklahoma State University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** De Jesus-Diaz, Olga

The Reality of Virtual Education and Impact on Teacher Preparation Program

This paper depicts some of the challenges faced in a teacher preparation program of a higher education institution in New York. It will highlight the perspective of program administrator, faculty, teaching and candidates in the program. It will also present deep reflections and lessons learned during pandemic and post-pandemic.

De Jesus-Diaz, Olga — Touro University

Innovative Pedagogy to Improve Presentation Skills of Engineering Students

This paper presents research to measure the effectiveness of “learning by teaching others” in higher education. As an outcome, we are aiming to improve the presentation skills of students and also help them understand the materials better.

Etezad, Maryam — Chapman University

Promoting Student Engagement & Learning using Concept Map Podcasts: A Scholarship of Teaching & Learning (SoTL) Project

An undergraduate pediatric nursing course was redesigned to encourage student learning using video-taped concept maps using lightboard technology. The presentation will discuss the development of the concept map podcasts, provide suggestions for using lightboard technology, share student feedback, and explore student outcomes.

Delpier, Terry — Northern Michigan University

Time: 3:00 - 4:30 PM / **Thursday** - 1/5/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Skaggs, Paul

The Power of Visual Note Taking

Visual note taking 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. The workshop will teach and demonstrate principles and practices of visual note taking.

Skaggs, Paul — Brigham Young University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Hibiscus 1
Session Topic: Curriculum, Research and Development - Workshop **Session Chair:** Minthorn, Robin Zape-tah-hol-ah

Cultivating Indigenous Spaces in Higher Education Curriculum: Indigenizing Pedagogy Institute

The Indigenizing Pedagogy Institute was created to cultivate safer spaces for Indigenous students in the classroom. We reframed classrooms into decolonial spaces that center community and Indigenous approaches that will have a ripple effect in student retention, faculty consciousness, and community building. Through this year-long engagement for non-Indigenous faculty, it will create a positive shift to strengthen institutional capacity and center Indigenous ways of being that should be at the epicenter of higher education institutions.

Minthorn, Robin Zape-tah-hol-ah — University of Washington Tacoma

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Rowley, K. Michael

Carrying the Burden: Marginalized Identities and Service Work

In this workshop, participants will engage in conversations around cultural taxation, equitable service workloads, and how to better support people with marginalized identities in higher education. We will share two case examples from a department that is engaged in “intentional” service work.

Rowley, K. Michael — California State University, East Bay

O, Jenny — California State University, East Bay

Wright, E. Missy — California State University, East Bay

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Workshop **Session Chair:** Takahashi, Kiriko

Finding Self in STEM: Fostering Positive Hawaiian STEM Identity Development in Elementary School Students through Culturally Relevant STEM Activities

Ka Pilina No’eau II aims to increase STEM engagement and improve math and science outcomes of Native Hawaiian K-5 students. The presentation will include a project summary and evidence of success, a workshop for participants to rotate through culturally focused STEM activities, and a conclusive question and answer period. Participants will leave with an understanding of the importance of presenting STEM topics through indigenous contexts and real examples to use in their classrooms and schools.

Takahashi, Kiriko — University of Hawai’i at Mānoa

Park, Hye Jin — University of Hawai’i at Mānoa

Manoa, Jerica — University of Hawai’i at Mānoa

Dabrowski, Megan — University of Hawai’i at Mānoa

Zorec, Klavdija — University of Hawai’i at Mānoa

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Lehua
Session Topic: Language Education **Session Chair:** Makino, Masaki

Interactional Competence in Online Language Classes During the COVID-19 Phase

During the COVID-19 phase, most Japanese universities had been instructed to implement online classes using Zoom. This study was conducted to determine whether interactional competence is achievable through online language classes.

Makino, Masaki — Kindai University

Repetition Avoidance and Heritage Speakers' Comprehension: Morphological and Periphrastic Causative Constructions in Korean

Heritage speakers manifest varying levels of proficiency/literacy in home language with distinctive gaps in linguistic knowledge. We investigate their comprehension of Korean causative constructions, focusing on Korean heritage speakers, a marginalized population in the USA. Results suggest that their comprehension may be considerably influenced by particular language-usage experience involving home language, possibly making their language behavior distinctive from native speakers'. This prompts relevant (tertiary-level) instructional support for their acquisition/maintenance of heritage language.

Shin, Gyu-Ho — Palacký University Olomouc

Jung, Boo Kyung — University of Pittsburgh

Yang, Minseok — West Texas A&M University

Quotes or Paraphrases: How Are They Used by High School and College Students?

Students experience difficulties when they use sources in their papers because they are not familiar with the correct ways to quote and paraphrase. This project examined the quoting and paraphrasing habits of high school and college students. Results show that participants used paraphrases more often than quotes but that referencing was still a mystery. Pedagogical avenues to better train students in the use of direct and indirect quotation will be presented.

Peters, Martine — Université du Québec en Outaouais

Boies, Tessa — Université du Québec en Outaouais

Beauchemin-Roy, Sarah — Université du Québec en Outaouais

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Panel **Session Chair:** Lafferty, Anita

What Sustains You? Exploring Land Connections as a Source of Knowing, Healing, and Persevering

Indigenous women scholars share their experiences in Indigenous education and how they sustain themselves in colonial academic contexts. We explore our collective relationships with Land where Land has been a source of healing. Together, we ask "how do we sustain ourselves? How do relationships with Land add complexity and strength to our work?". Anita Lafferty, Etienna Moostoos-Lafferty, and Crystal Gail Fraser explore Indigenous approaches in education while reclaiming matriarchal roles that sustain and nourish them.

Lafferty, Anita — University of Alberta

Moostoos-Lafferty, Etienna — University of Alberta

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education - Workshop **Session Chair:** Shepherd, Nicole

Understanding Neurodiversity: A Teacher's and Parent's Perspective

This workshop will help participants gain a greater understanding of neurodiverse students and their characteristics and needs and present practical ways to support them. The presenters are elementary educators and parents with personal experience working with and living with neurodiverse children. They will delve into some case studies and strategies educators can take away to support and enhance education for all neurodiverse learners. Critical considerations for times of educational transition will also be covered.

Shepherd, Nicole — Sydney Catholic Schools

Quinn, Jennie — Sydney Catholic Schools

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Doyle, Emily

Ethics of Responsiveness in Graduate Counselor Education in Response to COVID-19 and Beyond

Impacts of the COVID-19 pandemic on students, educators, and learning institutions required "responsiveness" to be at the forefront of ethical practice. Through explicating processes engaged in, challenges encountered, and unanticipated positive outcomes experienced, we consider how counselor education has privileged responsiveness at micro, meso, and macro levels, informing how counselor education can be reconsidered and reconstructed in ways that are ethically responsive as we face implicit and explicit pressure to "return to normal".

Doyle, Emily — Athabasca University

Mudry, Tanya — University of Calgary

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 3
Session Topic: Health Education - Workshop **Session Chair:** Moreno, Nancy

Development to Dissemination: An End-to-End Model to Create and Implement Integrated Science and Health Teaching Resources for Primary and Secondary School Learners

The COVID-19 pandemic heightened awareness of connections across biomedical science, everyday health considerations and science, within the context of STEM education. This workshop engages participants with a curriculum model for use by teams of scientists and educators to create learning experiences on a range of science and health topics. The model addresses team formation, curriculum development, piloting and implementation. Participants will explore examples of classroom activities that engage students in real world biomedical science questions.

Moreno, Nancy — Baylor College of Medicine

Newell, Alana — Baylor College of Medicine

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Schooley, Megann

Innovative Strategies for Formative Assessments of the Cognitive, Affective, and Psychomotor Domains

This workshop will share creative ideas and demonstrate innovative tools that can be used in higher education for formative assessments in multiple domains of learning. The session will include brainstorming opportunities to allow participants to identify how formative assessments and learner feedback can be applied to their unique educational setting. A brief background in the theory behind formative assessment will be provided.

Schooley, Megann — University of St. Augustine for Health Sciences

Baldwin, Tobi — University of St. Augustine for Health Sciences

Wicinski, Margaret — University of St. Augustine for Health Sciences

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 2
Session Topic: Higher Education - Workshop **Session Chair:** Jorgensen, Donna

The Dissertation Chair: Becoming a Supportive Advocate for Your Doctoral Candidate

This session looks at the role of the dissertation chair through reflection in a shared experiences workshop where we will look at the joys and struggles, successes, and failures, and create understanding of ways to skew the process towards the positive for everyone. The dissertation chair can be the difference between success and failure for a candidate. We will look at both positive and problematic dissertation experiences and share our outcomes (Knox, et al., 2011).

Jorgensen, Donna — Delaware Valley University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Snodgrass, Lisa Lambert

A Dynamic PhD: Preparing Globally Responsive Higher Education Leaders in a Post-Pandemic World

The COVID global pandemic has challenged the field of higher education to prepare individuals with the capacity to lead in innovative, flexible, and culturally responsive ways in a global context. This presentation shares one higher education institution's innovative initiative: a dynamic, responsive PhD in Higher Education program. Framed through the lens of a post-pandemic environment, this interactive session will engage participants in a discussion of doctoral education design, of best practices, and of lessons learned.

Snodgrass, Lisa Lambert — Purdue University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 3
Session Topic: Higher Education - Panel **Session Chair:** Smith, Mary

Pedagogical Benefits of Integrating Hackathons into Computer Science

The panel will discuss how the multi-week Hawaii Annual Coding Challenge (HACC) has been used to improve students' teamwork, development, technological, and presentation skills. The panel includes Hawaii, an Annual Coding Challenge (HACC) planning committee member, a faculty member who used the HACC as a course project, and students who participated in the HACC.

Smith, Mary — Hawaii Pacific University

Rienstra-Kiracofe, Christine — Purdue University

Understanding the Multiple Challenges of Faculty With Racial, Ethnic, Linguistic, and Cultural Diversities in Higher Education

This session will highlight the experiences of a faculty and an administrator with racial, ethnic, linguistic, and cultural differences in higher education. The presenters will share their journey from being an untenured faculty to their current positions: Associate Professor and Full Professor. The presenters will also share case studies for discussion and offer several strategies to support academic transition for an untenured faculty to different levels in higher education.

Antony, Pavan John — Adelphi University

Wang, Xiao-lei — Adelphi University

Faculty Attitudes Toward Teaching Students with Mild Intellectual Disabilities in Higher Education

The purpose of this study was to examine the relations between faculty members' attitudes toward teaching students with mild intellectual disabilities in higher education in Saudi universities, and the study used some demographic factors (i.e., academic rank, gender, years of experience, and type of college) with using the Interaction with Disabled Persons (IDP) Scale and multiple regression analysis. Results indicate that gender, assistant professor and full professor, and college of education were related to IDP dimensions.

Almutairi, Hamaed — Qassim University

Crawford, Stewart — Hawaii Pacific University

Time: 8:00 - 9:30 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 4
Session Topic: Teacher Education - Workshop **Session Chair:** Walker, Deron

Teaching College Writing to Native and Non-Native English Speakers: One Writer's Journey

This workshop is based on a book I feel like I was born to write. It will incorporate the best synthesis of my 25 years of research and teaching experience as a "writer who teaches writing." This book will be as warm and welcoming as a collegial friend giving advice, but it will also be that dry but important, robust collection of research-based best practices gleaned from the legendary scholars.

Walker, Deron — California Baptist University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Hibiscus 1
Session Topic: Special Education - Workshop **Session Chair:** Magro, Kerry

I Used to Be Bullied for Having Special Needs: Here's When It Stopped

Bullying can be a lifelong concern for our loved ones with developmental disabilities. This presentation will offer a first-hand account of a young man who was bullied as he was growing up on the autism spectrum. He will share tips for educators and students to take a stand against bullying.

Magro, Kerry — Professional Speaker

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Yee, Ratmony

A Cambodian Holocaust Survivor Speaks

Dr. Ratmony Yee will share her story as a survivor of the Cambodian genocide where she and her family spent 4 years as prisoners in labor camps under Pol Pot's ruling. She will outline her journey from English learner to Assistant Superintendent of Educational Services for the Victor Valley Union High School District in California. Audience will hear about the different programs she developed to support diversity and equity in her district.

Yee, Ratmony — Victor Valley Union High School District

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Kahili 2
Session Topic: STEM Education - Panel **Session Chair:** Thomas, Amanda

Rural Elementary STEM Teaching Panel

In this 90-minute panel, seven elementary teachers will discuss the different ways they teach STEM in their rural classrooms. The panelist will provide details about various ways to encourage students to engage in STEM learning as well as the planning and preparation that they use.

Thomas, Amanda — University of Nebraska-Lincoln
Johnson, Katie — University of Nebraska-Lincoln
Largo, Nathaniel — University of Nebraska-Lincoln
Bauer, Amy Sokoll — University of Nebraska-Lincoln
Blankenship, Leigh Anne — Bennington Public Schools
Felton-Canfield, Kimberly — Wood River Rural Schools
McKenzie, Brenda — Hasting Public Schools
Mulder, Jennifer — Columbus Public Schools
Mullen, Megan — Paxton Consolidated Schools
Walston, Jessica — Hastings Catholic Schools
Hilgenkamp, Jennefer — Fremont Public Schools

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Lehua
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** Nasrin Runa, Shamima

The Effect of University Entry Route on the Sense of Belonging of STEM Students

Sense of belonging is a belief that one belongs to a community that values your presence and contribution. However, belongingness can vary with factors such as ethnicity and gender, as well as attributes such as motivation and persistence. To explore the impact of entry route on STEM students' belongingness we surveyed approximately 2,000 undergraduates at a large European university and observed statistically significant differences in the belongingness of students entering via several different pathways.

Nasrin Runa, Shamima — University College Dublin
Becker, Brett — University College Dublin
Mooney, Catherine — University College Dublin

Beyond the Classroom: Support for Diverse Students in Post Baccalaureate Programs in Nutrition and Dietetics at a Hispanic Serving Institution

Metropolitan State University of Denver's Department of Nutrition received a \$2 million Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant to implement the POHA-Denver Scholars Program. The program provides diverse students intrusive advising, scholarships, research assistants' program, and workshops on diversity. This session presents an overview of the PPOHA program that provides diverse students the opportunity to pursue postbaccalaureate degrees and certificates and successful tools that goes beyond the classroom and traditional advising.

Masters, Melissa — Metropolitan State University of Denver
Sinley, Rachel — Metropolitan State University of Denver
Torro, Jessica — Metropolitan State University of Denver

Evaluation of Coursework for Biased Content

Deconstructing structural bias offers students the foundation to interact in the classroom and beyond furthering the commitment to support student success through the promotion of diversity, equity, and inclusion. A course evaluation for biased content was completed as part of a more extensive bias-free quality improvement initiative at a Midwestern University College of Nursing. The innovative course evaluation process, the modified evaluation tool, results, and implementation suggestions are detailed in this paper.

Jennings, Sarah — Northern Michigan University
Mikos, Kathleen — Rush University
Brown, Amy — SUNY Upstate Medical University
Osborne, Kathryn — Rush University
Livesay, Sarah — Rush University

Incorporating Online Inclusion Projects to Create Awareness and a Sense of Belonging for Students in Higher Education

This paper outlines modules that are being successfully incorporated in classes across campus to increase students' awareness of personal differences and unconscious biases. Students in higher education come from diverse backgrounds but have not necessarily been exposed to an inclusive learning environment that provides equitable opportunities, while fostering the understanding, appreciation, and recognition of diversity and individual differences.

Loftus, Jane — Utah Valley University
Mckenna, Hazel — Utah Valley University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Nautilus 1
Session Topic: Indigenous Education - Workshop **Session Chair:** James, Paula

Tetoten: Place Conscious and Indigenous Education

During COVID, Katzie First Nation asked Surrey School District if they could teach the Katzie students in place on the Barnston Island reserve. This is the story of how the little school, Tetoten, was born; what went well and what could have gone better; our successes and challenges.

James, Paula — Surrey School District

Corrick, Cheryl — Surrey School District

Hotti, Allison — Surrey School District

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Nautilus 2
Session Topic: Elementary Education - Workshop **Session Chair:** Overton, William

Going Beyond Project-based Learning: Bringing Energy, Rigor, & Fun to Your Classroom

During this workshop, long-time teacher and administrator, Dr. Bill Overton, will describe his experience where he used many project-based learning strategies while totally integrating curriculum and connecting interdisciplinary projects that lasted over 5 months. He called these “Going Beyond Project-Based Learning (BPBL)”. In a highly interactive manner, he will demonstrate opportunities for personalizing rigorous 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, William — EQ4Peace

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 2
Session Topic: Counselor Education - Workshop **Session Chair:** Wilson, DeAnna

Ethical Considerations for Social Media & Technology Usage Among Counselors

This workshop will help counseling professionals identify and understand the ACA Code of Ethics and how to use those ethical standards to guide their usage of social media and technology. Moreover, common ethical issues will be explored. Lastly, participants will be able to establish ethical guidelines regarding social media and technology usage.

Wilson, DeAnna — Walden University

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 3
Session Topic: Arts & Humanities Education **Session Chair:** Chen, Jasmine Yu-Hsing

Teaching the Topic of Left-behind Children in China through Documentary

The presentation combines filmic analysis with pedagogical evaluations of using documentary films in the Chinese culture classroom. The discussion focuses on the teaching of Children in a Village School (2014), a documentary centers the topic of China’s left-Behind children. This specific topic reflects numerous issues about how globalization impacts local communities, and the presentation demonstrates how a documentary can be educationally effective to introduce American students the multi-faceted issues of contemporary China.

Chen, Jasmine Yu-Hsing — Utah State University

Creative Practices of Youth in Digital Visual Learning Networks (DLVN)

This presentation is comprised of cross-Canadian case studies about how young people ages 16-24 utilize social media in visual ways. We will describe the form(s), configurations, and impact of digital visual learning networks on how teenagers and young adults gain, assume, affect, and enact creative practices using social and mobile media.

Black, Joanna — University of Manitoba

Castro, Juan Carlos — Concordia University

Grauer, Kit — University of British Columbia

Pariser, David — Concordia University

Cann, Stacey — Concordia University

Lum, Amber — University of British Columbia

Chaput, Tom — University of Manitoba

Art + STEAM Integration: Science Experiment Art

Experiment with different art materials to discover new ways to teach science-based art or art-based science lessons into your classrooms. Hands-on playing and experimenting with light and color. Integrating and interconnecting science and art through creative STEAM activities. This presentation will share our learning experience from the Mint Museum’s STEAM workshop, called as “Fostering STEAM: Professional Development in Art + STEAM Integration.”

Chang, Eunjung — Francis Marion University

Song, Borim — East Carolina University

Voices of Lake County Postcard Project

The Voices of Lake County is a multi-year, interdisciplinary series of collaborative and community engaged projects hosted by the College of Lake County's (CLC) Communication Arts, Humanities, and Fine Arts Division. Its focus is to highlight and uplift the voices of students, faculty, staff and community members in Lake County, Illinois, with a focus on those who have been historically silenced or otherwise underrepresented in higher education.

Lancaster, Lamaiya — College of Lake County

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Williams, Brittany

Unpacking Contemporary Issues in Supervision in Higher Education and Student Affairs Workplaces

In the wake of the Great Resignation, quality supervision is essential since

“people don’t leave jobs, they leave supervisors.” In this workshop, we provide a retrospective and contemporary examination of supervision in higher education and student affairs. As co-editors for a recent New Directions in Student Services (NDSS) volume, we will synthesize and discuss the key opportunities and strategies outlined across the issue that assist practitioners to engage supervision in supportive, inclusive, and equity-minded manners.

Williams, Brittany — University of Vermont

Davis, Tiffany — University of Houston

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Gadbois, Denis

Experiential Learning through International Group Study

Global learning experiences are becoming an important part of higher education. It usually requires student to live experiences abroad. I will use the experience I gained from offering 6 international group studies between 2015 and 2022. In all cases it focused on teaching photography to a group of undergraduate students. I will discuss recruitment strategies, course selections, day by day organization and budget consideration.

Gadbois, Denis — University of Calgary

Sense and Sensibility: The Value of Women’s Leadership Work

Research on women in higher education has noted gender inequities in leadership representation and barriers preventing women from either making the career transition to leadership or advancing to senior positions. This paper explores the role of sense and sensibility (e.g., head and heart) of four senior women leaders and intersectionality, the impact and expectations of gender-specific behavior, their various roles in the academy, and how they have supported mentored other women into positions of leadership.

Fischer, Katie — Concordia University, St. Paul

Tunheim, Katherine — Gustavus Adolphus University

Yogan, Lissa — Valparaiso University

Erickson, Deborah — Point Loma Nazarene University

Creating Meaningful Connections for Town-Gown Relations: Undergraduate Orientations to Community and Engagement

This presentation focuses on the background and methods of a dissertation study exploring the range of institutional activities and practices for connecting undergraduate students to the local community that houses them and their learning to consider what can be gleaned about this important aspect of town-gown relationships. Specifically, this study examines how one university prepares undergraduates for community engagement and how this orientation shapes their relationship to the university neighborhood, the local region or residents.

Farahi, Stephanie M. Arguera — University of California, Santa Barbara

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 3
Session Topic: Higher Education **Session Chair:** Sun, Jinping

State Spending on Public Higher Education: Challenges, Strategies, and Lessons

This paper intends to investigate how American public higher education institutions have responded to the COVID-19 pandemic and ensuing recession, which can help advance our understanding of public higher education finance during periods of fiscal stress.

Sun, Jinping — California State University, Bakersfield

Research-Based Practices to Support Historically Underserved Students to Undergraduate Degree Completion

This session identifies contemporary barriers for historically underserved students in undergraduate programming and provides research-based practices to support higher education institutions in equity-based reform. Structural frameworks for higher education institutions along with faculty and community practices are explored to address needs from student groups most at risk for attrition.

Soriano, Nicole — University of Portland

Holistic Approach to Addressing Mental Health and Wellbeing at a Canadian University: A Case Study of the University of Calgary’s Campus Mental Health Strategy

Launched in 2015, the University of Calgary’s Campus Mental Health Strategy takes a holistic approach to improving mental health and wellbeing and creating a caring campus community. This session will discuss, in a case study format, the development, implementation, and evaluation of the Campus Mental Health Strategy. There will be an emphasis in this session on mental health promotion, embedding wellbeing in teaching and learning, and an organizational level approach to creating wellbeing.

Szeto, Andrew — University of Calgary

Time: 9:45 - 11:15 AM / **Friday** - 1/6/2023 / **Room:** South Pacific 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

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.

Gottfried, Ruth — The David Yellin Academic College of Education

The Messy Reality of Learning to Teach: Understanding the Role of Clinical Partnerships for Preparing Future Teachers to Work in Complex Spaces During Uncertain Times

Explore the case stories of 6 pre-service teachers learning in a clinical partnership model in two urban school districts partnering with teachers, children, families, and administrators while providing lessons for all on diversity, equity, and inclusion.

Norton-Meier, Lori — University of Northern Iowa

Beyond Pre-Service Teacher Competencies: The Role of Video in Research and Practice

Pre-service learning is increasingly adopting video mentoring tools to instruct, monitor and assess new teachers. As this process matures we begin to explore opportunities for using video mentoring as a meaningful platform for informing sustainable research and practice.

Smith, Allison — University of Massachusetts Global

Meetze-Hall, Melissa — San Bernardino County Superintendent of Schools

Walters, Keith — California Baptist University

Arnold, Brian — National University

Poster Session

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Coral III

Gambling on Critical Thought: Demonstrating the Socratic Method with Playing Cards

This poster illustrates an activity that can be used in any course to foster an understanding of critical thinking and reflection. It is used to demonstrate the importance of testing inferences and assumptions "Socratically" by trying to prove our hypotheses wrong rather than right.

Osborne, Randall — Texas State University

The Role of Locus of Control in Mediating the Relationship between Nontraditional Factors and Academic Entitlement

This study replicated previous findings regarding academic entitlement and nontraditional learners. The results supported a negative correlation between nontraditional student characteristics and academic entitlement, as well as provided new evidence that locus of control mediates the relationship between academic entitlement and number of nontraditional characteristics. Moderately and highly nontraditional learners reported lower levels of external locus of control and higher levels of work engagement when compared with traditional and minimally nontraditional learners.

Babb, Stephanie — University of Houston-Downtown

Crone, Travis — University of Houston-Downtown

Connecting Collective Efficacy, Trust, and Principal Leadership: A Case Study of Stonefields Primary School in New Zealand

This case study considered the relationship between collective efficacy, trust and principal leadership within Stonefields School, a unique primary school in New Zealand.

Hallam, Pamela — Brigham Young University

Brown, Samuel — Brigham Young University

Bills, Jacob — University of Wisconsin- Madison

With Progressively Virtual Classrooms, How Important Are Technical Education Opportunities? Students Answer!

The purpose of this study is to determine student's value of on-farm, technical training at a university farm. Specifically, this study evaluates students use and non-use of the farm and the student's perception of this use on overall academic competency and career readiness. Results indicate that the primary reasons students do not utilize the farm more include lack of coursework using the farm and lack of available activities utilizing the farm as well as communication.

Manlove, Jacob — Arkansas State University

Rich, Jerica — Arkansas State University

Recruitment and Retention of Teacher Education Leaders through ECU's College of Educations Living-Learning Community

Educator Preparation Programs in North Carolina have been struggling with the decline in traditional student enrollment over the last several years, challenging administrators with developing innovative recruitment and retention strategies. Explore innovative ways that East Carolina University is implementing a living-learning community to attract and retain teacher education majors. Ideas for developing and sustaining teacher education programs to support student recruitment and retention as well as program design and ideas, and University buy in methods and partnerships will be shared, along with partner and participant data.
Manning, Dionna — East Carolina University

Evaluating the Confronting Hegemonic Ideas Speaker Series: Implications for Counselor Education

Emerging counselors are often unprepared to work with clients with ideological and sociopolitical differences. The Confronting Hegemonic Ideas Speaker Series was created to increase awareness of heterodox viewpoints and research typically ignored or marginalized in counselor training programs to promote critical thinking and greater cultural competence for working with clients with ideological and sociopolitical differences. This poster will provide a data-based evaluation of the speaker series and discuss implications for counselor educators.

Maynes, Teresa — University of British Columbia

Bedi, Robinder — University of British Columbia

Toward Diversity, Equity, and Inclusion (DEI)-Centered International Higher Education

This poster will describe a three-fold, intersecting model to center diversity, equity, and inclusion (DEI) in international higher education. The model includes dismantling mindsets and models that do not contribute to DEI; integrating international education within campus-wide DEI efforts; and using frameworks that center DEI as an operational lens. This model applies to various areas of international higher education such as international student services, study abroad, international admissions, and internationalizing teaching, learning, and the curriculum.

Li, Weijia — University of Wisconsin—Madison

Increasing Parental Involvement Among Hispanic Parents of Children with Special Needs Living Along the United States Mexican Border

This poster presentation provides insight into the unique set of challenges that Hispanic parents of special education students living along the United States Mexican border experience. These barriers prevent parents from fully exercising their legal right to participate in their child's individualized education plan as mandated by the Individuals with Disabilities Education Act. This study provides a snapshot and analysis of Hispanic parents' challenges living in the southernmost region of Texas, the Rio Grande Valley.

Cabrera, Norma — University of Texas Rio Grande Valley

Gonzalez, Citlali — University of Texas Rio Grande Valley

Martinez, Mayra — University of Texas Rio Grande Valley

Smith, Angela — University of Texas Rio Grande Valley

Solis, Nancy Willingham — University of Texas Rio Grande Valley

Effective Way to Encourage Students to Search Information in Online Video Class

In this study, 625 college students were required to watch a video lecture and submit an optional assignment in which they search information for what they wanted to know more in detail after watching it. As the result, the number of students who searched information voluntarily increased only in the generating questions class. This finding suggested that generating their own questions beforehand was effective to increase information seeking behaviors after taking the course.

Shinogaya, Keita — Nihon University

Kizawa, Rieko — Teikyo University

Conducting Evidence Synthesis Research in Education: Strategies for Success

Our poster will outline strategies for success when conducting an evidence synthesis review (e.g. systematic review) in Education. The poster will provide best practice strategies for conducting a review, through the methodological framework of the steps involved in a review. The poster will also explore myths and misconceptions about evidence synthesis research, as well as provide suggestions for data management. Links to guidelines, documents, and essential readings will be provided as a QR code.

Hayden, K. Alix — University of Calgary

Zahra Premji, Zahra Premji — University of Victoria

Bocagrande Seawall Interactive Design Exhibition

This interactive exhibition is based on a grant-funded cross-cultural design project using Human-Centered Design approaches for the cultural sustainability of education of historic sites in Colombia. It will be executed through the creative prism of graphic design (animations, interactive screens, games, and activities) to teach 5th and 6th graders the history surrounding Bocagrande seawall built in the 18th century, so they can understand the value of this fortification from a historical and sociological perspective.

Blanco, Yanina — University of Texas-Arlington

Culturally Responsive Teaching Professional Development for Special Education Teachers in Rural Areas Via Digital Learning Technology

Culturally responsive teaching (CRT) is a research-based approach to provide meaningful connections between the multiple cultures, language, and life experiences and the content that students learn at school. There is limited research in using ML for non-formal learning PD that is delivered via SMS as a stand-alone source of instruction for PD. My research will focus on delivering CRT PD to SPED teachers located in rural areas via their mobile device.

Gabaldon, Christina — Northern Arizona University

Powerful Puke: Multicultural Children's Literature in Early Childhood Classrooms

Multicultural children's literature is a powerful tool for building student's background knowledge, exposing children to diverse topics (Hojeij et al., 2019), and for providing mirrors, windows, and doors into the cultures of others (Bishop, 1990). This presentation will highlight the many benefits that multicultural children's literature can offer students when leveraged in culturally responsive ways, as well as strategies that teachers can use to select and utilize these critical books.

Verbiest, Courtney — George Mason University
Mattix Foster, April — George Mason University

From Deprivation and Difference to Culture as Disability: Rethinking Classroom Accommodations

Classroom accommodations are often designed around perceived deficits rather than student needs. This proposal for future research explores how McDermott and Varenne's (1995) concept of culture as disability can be used as a theoretical framework to decenter neurotypical standards of learning by converting specific classroom accommodations like audiobooks, speech-to-text technology, and extended time on assessments into classroom tools that all students, with and without documented disabilities, have access to.

Yarborough, Davie — University of Hawai'i at Mānoa
Harbison, Monét — Drexel University
Cameron, Tajma — Drexel University

Teacher Knowledge, Perceptions, and Support in General Education for Students on the Autism Spectrum in Under Resourced Schools

This proposal presents research examining general education teacher knowledge and perceptions of autism, and the accommodations used to support students on the autism spectrum. Participants included teachers representing 25 different school districts in southern California, and 76% of whom worked in Title I schools. Results will identify the existing knowledge and gaps in teachers' understanding of autism. The interpretation of the findings will be used to inform dual credential teacher preparation, and ongoing professional development.

Dean, Michelle — California State University, Channel Islands
Chang, Ya-Chih — California State University, Los Angeles

(Re)Imagining High Schools Post-COVID: Multidisciplinary Teams to Support Student Wellbeing

During the past two years, unprecedented requirements of COVID to introduce, refine, and enact safety protocols for the wellbeing of students have become paramount. Through the process of self-study, three high school administrators engaged in the process whereby they critiqued and interrogated the school's culture and pedagogical practices in the hope of affording the possibility of bettering educational supports and experiences for all learners—learning and growing from crisis.

Markides, Derek — Foothills School Division
Hunter, Vincent — Foothills School Division
Hunter, Bobbi — Foothills School Division

Understanding Mentoring Relationships during and after COVID-19 Restrictions from the Perspective of Youth and Mentors: A Participatory Research Approach

This work in progress poster presentation will discuss a qualitative research project in which mentors and mentees from Big Brothers and Big Sisters Canada will be interviewed about their mentorship experience during COVID-19. They will be asked how they continued or started their mentorship during the pandemic, their experience with virtual mentorship, if they identified any strengths or challenges from their experience, and how their mentoring program can provide mentors with further support.

Elgharbawy, Heba — University of Victoria

Pathways to Developing Intercultural Competence: Applications in Practice

This poster will offer background to Intercultural Competence (IC) along with practical examples of pathways to development. Specifically, the presentation will highlight two initiatives: Sea to See Travel, which aims to connect U.S. travelers with diverse countries and societies to break down cultural barriers through authentic trips and experiences; and PATEN, a network of teachers across the U.S. and Pakistan interested in engagement and connections across borders to promote and develop intercultural competence.

Urbancic, Inge — George Mason University
Foster, April Mattix — George Mason University

Re-Nationalizing the Hawaiian Kingdom: Educational Resources

We will provide an overview of recent scholarship and curricula materials developed to support educators at all levels in teaching the truth about the Hawaiian Kingdom and the illegal occupation of Hawaii by the United States. A brief overview of the state of Hawaiian education will also be presented.

Cashman, Kimo — University of Hawai'i at Mānoa
Ng, Larson — University of Hawai'i at Mānoa

What did SHE say? Voices of Women in Prison about their Safety

This study describes two years of structured interview (SI) data from volunteer inmate participants at a maximum-security women's prison in the Deep South. The questions were developed based on the federal statute The Prison Rape Elimination Act (PREA, 2003) which mandates a no tolerance policy for sexual, physical, and emotional abuse inside the prisons. Researchers interviewed 55 female inmates via Zoom due to Covid protocols.

Curtis, Rebecca — Auburn University
Shippen, Margaret — Auburn University
Hall, Angela — Auburn University
Weaver, Sharon — Auburn University
Kerlin, Ashleigh — Auburn University

Devising a New Test Analysis Method Constructed from Methods of Network Analysis and Item Response Theory

This study aimed and achieved to establish a new method of analyzing test data by combining the methods of network analysis, in which dynamics between variables are explored, and item response theory (IRT), in which item responses are modeled, to examine whether there are local dependencies among item responses in an exploratory manner and to enable test data analysis similar to that conducted in IRT.

Todo, Naoya — Tokyo Metropolitan University

Relationships Between Reappraisal Sub-Strategies and Mental Health

This study investigated the relationship between reappraisal sub-strategies and mental health. The 398 participants answered a questionnaire measuring the use of the reappraisal sub-strategies as a usual coping tendency, and depression and two well-being scales as mental health measurements. The results suggest that the way of considering future positive changes in a situation or reassessing the current situation's negative impact may, in particular, have a positive impact on mental health.

Oikawa, Megumi — Tokyo Gakugei University

Todo, Naoya — Tokyo Metropolitan University

The Global Excellence Gap: A Comparative Study of Racial Inequity and Gifted Education in Baltimore, Singapore, and Fortaleza

This presentation employs comparative political methods to examine how the policy environments of gifted education programs contribute to their racial representation. Using three localities with resemblant histories (Baltimore, United States; Singapore; Fortaleza, Brazil), we examine each city's cultural conception of giftedness, the political context of education policy, and the status of the disadvantaged minority group. We suggest that these excellence gaps show signs of reduction as a result of policy interventions.

Perez, Raymond — Johns Hopkins University

Stein, Marc — Johns Hopkins University

The Preliminary Feasibility and Interest of a Peer Mentorship Program for Nutrition Students and Dietetic Interns at a Hispanic Serving Institution

Peer mentoring aims to enhance relationships between two people, where knowledge and experiences are shared, and various perspectives are integrated to promote student success and learning. This study gathers data with the long-term goal of developing a peer-mentorship program in higher education. The objective is to contribute knowledge to identify what students hope to gain from a peer mentorship program, while stressing the importance of establishing peer mentorship relationships among different racial groups and identities.

Woolslager, Anna — Metropolitan State University of Denver

Harrison, Chanel — Metropolitan State University of Denver

Meza, Laura — Metropolitan State University of Denver

Torro, Jessica — Metropolitan State University of Denver

Toward an Ethical Learning Environment Considering Vulnerable Stakeholders - Designing an English Vocabulary Learning System

The purpose of our research project is to investigate whether there are differences in attitudes toward the provision of personal information and learning logs among learners depending on their age, occupation, learning environment, and learning content, and whether there is any benefit to the learner in providing personal information and learning logs. For this purpose, we are developing a system that can provide simple quizzes on "LINE", a free instant messaging app.

Inoue, Hitoshi — Nakamura Gakuen University

Okamoto, Kiyomi — Osaka University

Nakano, Yoshiaki — Kogakuin University

Tagawa, Takahiro — Kyushu University

Sumiya, Takahiro — Hiroshi University

Trends of Research Into Nurse Self-Efficacy in Nursing Education

This study reports the trends of research into nurse self-efficacy in nursing education in Japan, as well as training methods and organizational climate for future nursing education.

Takihana, Arisa — International University of Health and Welfare

Suzuki, Eiko — International University of Health and Welfare

Ohori, Miki — Tokyo Healthcare University

Tanabe, Sachiko — Teikyo Heisei University

Advocating Against Book Censorship in Public Schools: Protecting Access to Diverse Books

This presentation seeks to not only discuss various examples of censorship, but also explore ways to influence policies and practices at the school and district level to provide students with access to these books. This presentation will focus on the types of typically banned and currently banned books, the frequency that this occurs, and specific processes that can be implemented to promote access to books for all students.

Carlson, Carolyn — Washburn University

Measuring 21st-Century Learner Profiles Through a Quantitative Scale

In this poster session, the presenter will describe how the International Society for Technology in Education (ISTE) Standards for Students can be utilized as a quantitative instrument to measure 21st-century learner profiles. The presenter will explain the process by which the items for the scale were developed and translated for use in a Japanese higher education context. Statistical analysis results will be presented to confirm the instrument's validity.

Mills, Daniel — Ritsumeikan University

Effects of Physical Activity on Social Emotional Learning 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 Connecticut 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 Connecticut State University

HBCUs Serving Up Southern Culture, But Are We Preparing Graduate Counseling Students for the Global Society: Implications for Training

Multicultural Counseling and Development and American Counseling Association has further influenced multicultural training in counselor education, broadening the scope of multicultural training in counselor education programs to incorporate issues such as social justice and advocacy, intersectionality, and marginalized and privileged statuses, Gonzalez-Voller, Crunk, Barden, Harris, & Belser, 2020). However, although this has been endorsed within the counseling field, empirical research is needed to explore how students' self-perceptions of multicultural competence develop over the course of their program.

Staten, Bridget Hollis — South Carolina State University

Priester, Michelle — South Carolina State University

Thomas, Tammara — South Carolina State University

(Un)Heard voices: Exploring the Support and Retention for Teachers of Color

This poster session problematizes the underrepresentation of teachers of color in educational contents and examines historical influences and current implications related to underrepresentation. The paper considers current literature, as well as perceptions and experiences of teachers of color, to advance the dialogue related to the recruitment and retention of teacher of color and provide spaces for teachers to have their, often, unheard voices amplified.

Harper-Hooper IV, William — University of Montevallo

Ploessl, Donna — University of Montevallo

Samuels, Greg — University of Montevallo

Samuels, Amy — University of Montevallo

Pre-service Teachers' Perceptions on the Use of Google Resources in Higher Education

This presentation focuses on research that has been conducted in a pre-service teacher Instructional Technology course. Students were given a pre-test about their opinions of technology integration. Students were provided instruction about technology tools and completed the Google Fundamentals Training. At the end of the course, students took the Google Level I Exam to become Google Level I certified. After completing the exam, students completed the post-test and shared feedback from the process.

Raulston, Cassie — University of Montevallo

Davis, Ji Ji — University of Montevallo

Ploessl, Donna — University of Montevallo

Harper-Hooper IV, Will — University of Montevallo

Psychological Distress + Burnout = An Unsustainable System for Adult English Language Teachers

This session will explore my initial investigation on how COVID-19 has contributed to some adult English Language Teachers' stress and the extent of their burnout, what they are doing to cope, and how their experiences affect their personal lives and well-being, professional relationships, and a sustainable educational system. I will collect data using a survey, focus groups, and semi-structured interviews. I would love to hear your thoughts and receive some feedback.

Tran, Man — Nipissing University

Reflecting to Re-Envision the Doctoral Experience: Learning From Black Women Before and During a Pandemic

This poster will share experiences from Black doctoral women before and during the pandemic to re-envision doctoral experiences in higher education. The goals of the poster are to: 1) increase attendees' awareness and understanding of race-related experiences impacting the well-being of Black women in STEM; and 2) share recommendations that foster an inclusive environment for Black doctoral women in higher education institutions, which will also positively impact all graduate students.

Artis, Sharnnia — George Mason University

Shavers, Marjorie — Missouri State University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Hibiscus 1
Session Topic: Special Education **Session Chair:** Rajotte, Thomas

Sociological Regard At The Interpretation of Learning Difficulties in Mathematics: Testing the Anthro-didactic Approach in Urban Schools

This study aim to contribute the research field of learning difficulties in mathematics. In fact, this project aimed what are the main explanatory factors (affective, social or cognitive) underlying teacher's perception of student performance in a mathematical problem-solving task.

Rajotte, Thomas — Université du Québec à Rimouski

Boivin, Émilie — Université du Québec à Rimouski

Dufour, Raphaëlle — Université du Québec à Rimouski

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.

Monet, Marsha — San Ysidro School District

Different Art Centre: A Versatile Arena for Transforming the Children With Special Needs – A Model From South India

Different Art Centre presents, an innovative and unique model for empowering and rehabilitating the children with various disabilities. The students are trained in different art forms like music, dance and magic which has proven to improve their social, behavioral, and motor skills, and their capacity for daily living. DAC focuses on giving wings to the dreams of people with disabilities to stand on their own feet and even support their families.

Muthukad, Gopinath — Different Art Centre

V M, Nisha — Different Art Centre

Antony, Pavan John — Different Art Centre

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Hibiscus 2
Session Topic: Diversity, Equity & Inclusion Education **Session Chair:** SchlaeGuada, Britt

The Intersection Of Whiteness And Queerness In A Critical Antiracist Educator Identity – An Autoethnographic Perspective

This autoethnographic study shares the experiences of a white queer nonbinary critical educator-researcher through their doctoral journey. They share their understandings of their identities as related to their pedagogy after having engaged as a participant-researcher in their own qualitative doctoral research with other queer white educators attempting to understand their 'identities' implications on their critical antiracist pedagogy.

SchlaeGuada, Britt — California State University, East Bay

Identity, Culture, and Community: A Project-based, Culturally Responsive Holistic Model Addressing the Opportunity Gap in Public Schools

This presentation reports on a model of afterschool and in school education for urban public middle and high school students designed to address the opportunity gap and implemented by a small community based non-profit and a large urban public university. It bolsters student voice and representation through a evidence based, culturally responsive pedagogy that promotes authentic learning outcomes, social emotional development and connects academics with athletics.

Arches, Joan — University of Massachusetts Boston

“What’s Race Got To Do With It?” Why Society Needs Critical Race Theory (CRT) Now More Than Ever

The author will discuss what CRT is and is not, present supportive and dissenting views regarding the teaching of CRT in public schools as well as statements regarding race and racism from online sources to support the assertion that these statements are oftentimes racially biased. In addition, the author will examine the responsibility of educators to present historical truths, regardless of the discomfort that may result. The author will provide a conceptual model that outlines the virtues that can develop within same and different race individuals as they learn about race and racism as well as why discussions of race and racism are particularly important now and in the years to come.

Chaney, Cassandra — Louisiana State University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Kahili 2
Session Topic: STEM Education **Session Chair:** Correa, Jolene Wu

The Social Context of Students’ Science Identity in Chemistry

A review of research on students’ science identity revealed the role of school, the home, and the community in identity development. Students’ interest, motivation, and perceived recognition from others about their ability or competence also contributed to identity development. Social and emotional barriers such as stereotype threat and institutional racism affected female students and students of color in their science career pathway.

Correa, Jolene Wu — University of Hawai’i at Mānoa

Gaming Instructional Material for Exploration Activities in Information I

In this study, an instructional material for exploration activities in information study was designed with a common topic to promote the integration of learning outcomes in mathematics and science. Because the compulsory credit for information study is only two credits, it is necessary to clarify the division of each role of mathematics, science, and information study, and to clarify the required learning activities and contents that should be focused on in information study.

Matsuda, Toshiaki — Tokyo Institute of Technology

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Nautilus 1
Session Topic: Educational Measurement and Evaluation **Session Chair:** Bonifay, Wes

Better Than Good Fit: Methods for More Insightful Measurement Model Evaluations

In the education sciences, researchers typically evaluate a measurement model primarily by inspecting its goodness-of-fit to the observed data. However, previous literature has established that fit statistics are misunderstood, misused, and may be misleading when they are the sole source of model appraisal. In this paper, we present an alternative evaluation technique that facilitates more informative, meaningful, and generalizable measurement modeling.

Bonifay, Wes — University of Missouri

Winter, Sonja — University of Missouri

Watts, Ashley — University of Missouri

Student Feedback Using Video

In this session, I examine the use of video feedback on each student's response to an assessment task. I use "Loom for Education" to record a video of my marker comments on the standards evidenced and areas of strength and where to improve. A video is about 4 minutes for a 2,200 word or equivalent response. Once the student has viewed their video, I get a notification and chase up those who haven't. It is enjoyable to provide feedback by video. Student comments include "I wish all teachers used video as I get much more detail on my actual work and how to improve". Video feedback is more efficient to do (about half the time of traditional marking methods) and much more nuanced and tailored to the actual student work.

Purnell, Ken — Central Queensland University

Multilevel Modeling: A Study of the Relationships among Mathematics Achievement, Family Income of Students and School Urbanicity Using Hierarchical Linear Modeling

While recent research has started showing a strong relationship between family income, urbanicity, and achievement, there is still work to be done. Therefore, the purpose of this study was to explore the impact of family income and school urbanicity on mathematics achievement and to understand the variation of mathematics scores across middle schools in United States and how much of this variation is accounted for by urbanicity.

Alibrahim, Noor — University of Denver

Nfonsang, Neba — University of Denver

Taylor, Rachel — University of Denver

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Nautilus 2
Session Topic: Early Childhood Education **Session Chair:** Perlman, Michal

Differential Treatment of Children in Early Childhood Education and Care Settings

This study examines differential treatment (DT) of children by educators in early childhood education and care settings. We quantify the extent of DT using both educator reported and observations of behaviours they direct towards children. We also tested child, educator and classroom level predictors of the amount of DT children experience.

Perlman, Michal — University of Toronto

Nocita, Gabriella — University of Toronto

Falenchuk, Olesya — University of Toronto

Jenkins, Jennifer — University of Toronto

The Royal Ball Welcomes Gonzorella: Critically Examining Gender in Early Childhood Media

Examining gender in early childhood media, this paper draws on queer and post structural theories to engage a Critical Media Literacies (Keller & Share, 2005) and Multimodal Discourse (Kress & van Leeuwen 1996; 2001) analysis of Gonzo's (The Muppets/Muppet Babies) gender identity and expression. Thinking with Butler (1990) and Foucault (1978), we trace Gonzo's identity journey over time, throughout their many Muppet films and shows, and how various media sources have written about them.

Van Horn, Selena — California State University, Fresno

Van Horn, Drew — Independent Researcher

Relational Trust between Families and Early Childhood Professionals: the Demographic Clues of a Head Start Parent Survey

Under the framework of relational trust, this study re-analyzed survey data collected from over 100 Head Start families through Rasch and multiple regression, identified effective items measuring 4 components of relational trust between families and early education professionals, and explored demographic factors that affect each component. Indications for professionals, education leaderships, and teacher preparation programs will be shared in paper.

Zhu, Lin — Eastern Washington University

Wang, Jiawen — Eastern Washington University

Xia, Yuyan — University of Kentucky

Zhang, Jing — University of Kentucky

Prapti, Ndaru — University of Kentucky

The Development of a Rubric of Quality of Writing in Kindergarten

This study describes the development of a rubric of quality of writing in kindergarten. Overarching categories and dimensions of quality of writing were generated from a review of research and then refined through constant-comparative analysis of the writing of 94 kindergarteners in the US.

Kim, Hwewon — Yeungnam University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 2
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: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** Sea Pearl 3
Session Topic: Other Areas of Education - Workshop **Session Chair:** Anderson, Rashad

Wassup with all the Black boys in the Principal's Office!? Teacher Interactions & School Practices that Influence Disengagement & Devaluing of School

Often the focus is placed on how we can "fix" Black male students rather than how we can equip schools and teachers to better meet the educational needs of Black males. Rather than providing teachers with broad, complex, ideological approaches for addressing the needs of Black male students, this presentation offers teachers with salient, visceral, and first hand details regarding young black males' schooling experiences in which teachers can immediately reflect upon and use in their teaching pedagogy.
Anderson, Rashad — South Carolina State University

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** South Pacific 1
Session Topic: Higher Education - Workshop **Session Chair:** Schumacher, Jane

Best Practices in Online Doctoral Instruction

This workshop will share a synthesis of the research literature detailing best practices in online doctoral instruction. Participants will learn a variety of research-based instructional practices aligned with a Scholar, Practitioner, and Leader (SPL) model used in higher education and will work with others to adapt these practices in their own work.
Schumacher, Jane — University of Phoenix
Makapugay, Lilia — University of Phoenix

Time: 11:30 AM - 1:00 PM / **Friday** - 1/6/2023 / **Room:** South Pacific 2
Session Topic: Higher Education **Session Chair:** Green, Fiona Joy

The Power of Teaching Intersectionality in the Feminist Undergraduate Classroom

The theory of intersectionality, developed by Kimberlé Crenshaw in 1989, has had a profound impact upon feminism. This paper addresses positive outcomes associated with using intersectionality when teaching in the feminist undergraduate classroom. It draws upon teaching experiences and the work of students to demonstrate how using an intersectional lens assists students to develop critical thinking about their personal identities and location and their relationship with political and social systems in the world.
Green, Fiona Joy — University of Winnipeg

Collaborative Approaches to Doing and Teaching Leadership: Lessons from the 21st Century Classroom

This presentation focuses on the challenges faced by the myriad of social and cultural worlds facing current and future leaders. As higher education leaders, there are unique opportunities to develop and shape future leaders within the academy as well as their respective desired areas of professional practice. Reflections from practice will be shared by a Provost and Dean who recently worked together to develop and deliver a leadership curriculum for doctoral students.
Gustafson, Jacqueline — California Baptist University
Sands, Charles — California Baptist University

War and Children: Global and Community Engaged Learning as Pre-service Trauma Training

A War and Children study abroad course was created to provide undergraduate students with opportunities to learn about the impact of trauma on refugee and immigrant children from neuroscience and psychological perspectives. Over 60 students have participated in the course in the US and UK. Pre/post assessment of student learning outcomes and qualitative responses to reflective projects and prompts supports the high impact of global and intensive experiential and reflective learning.
Gallen, Robert Timothy — University of Pittsburgh
Willford, Jennifer Anne — Slippery Rock University
DeVlieger, Shana Evelyn — NYU School of Medicine
Dolcini-Catania, Luciano — University of Pittsburgh

Utilizing National Student Exchange To Attract and Retain Local Students

National Student Exchange offers undergraduate students special and affordable opportunities to study away at one of the 175+ campuses across the United States, Canada, Guam, Puerto Rico, and the Virgin Islands. This presentation highlights NSE as a valuable and unique opportunity to recruit and retain local students who may otherwise select another campus to either start their college career or transfer.

Tagalicod, Rayna — University of Hawai'i at Mānoa

Establishing a Community College Social Science Research Fellowship Program

The presentation will share insights into the development and facilitation of a virtual eight-week summer undergraduate research (UR) program that introduced community college students to social science research. The program underscored the significance of establishing partnerships across two- and four-year institutions to promote UR for community college students before transferring. The presenters will discuss funding, the program curriculum, and the mentoring model.

Vasquez, Marissa — San Diego State University

Horg-Aaron, Cassandra — University of North Texas

Ramirez, Naomi — San Diego State University/Claremont Graduate University

Huddlestun, Danielle — San Diego State University/Claremont Graduate University

Garcia, Fernando — University of California, Los Angeles

Evaluation of an Instructional Skills Training Program for Responding to Students' Experiences of Test Anxiety

This presentation reports on the evaluation of an instructional skills training program for university instructors. Following a Universal Design for Learning framework, the training program is designed to coach instructors to improve all learners' testing experience and reduce test anxiety triggers for students.

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McDermott, Brenda — University of Calgary

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