# Welcome to the Twenty Second Annual
# Hawaii International Conference on Education



**Aloha!**

We welcome you to the Twenty Second 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 Waiulua Bay and the vast South Pacific as the backdrop, this venue is an important dimension of this conference. For centuries a stopping place of explorers, Hawaii has historically been enriched by the blend of ideas that have crossed our shores. The Hawaii International Conference on Education continues this tradition in the nurturing spirit of Aloha. Along with its ideal weather and striking beauty, the Hawaiian Islands provide natural elements to inspire learning and dialogue. The 2023 conference was immensely successful! It was attended by more than 1300 participants from over 55 countries around the globe!  Thank you for joining the 2024 Hawaii International Conference on Education!

The 2025 Hawaii International Conference on Education is scheduled for January 4 – 7, 2025 in Honolulu, Hawaii.  Please check our website in early 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, 2024 (Tuesday) | 6:00pm - 8:00pm |
| January 3, 2024 (Wednesday) | 7:00am - 4:30pm |
| January 4, 2024 (Thursday) | 7:00am - 4:30pm |
| January 5, 2024 (Friday) | 7:00am - 4:30pm |
| January 6, 2024 (Saturday) | 7:00am - 11:30am |

(The Registration Desk is located along the **Grand Promenade**, located in the Convention Center of the Hilton Waikoloa Village Resort)

## Concurrent Session Times:

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

## Session Chairs are asked to:

- Introduce the participants.

- Start and end the sessions on time.

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

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

## Poster and Round Table Sessions:

All Poster Sessions will be held in the **Grand Promenade;** all Round Table Sessions will be held in the **Monarchy 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.

## Internet Access:

# Internet access is NOT provided in any of the presentation rooms.

Limited Internet access will be provided **near the registration area only.**

**If you have your own laptop with wireless Internet capabilities**, you will be able to pick up our wireless signal near the registration area only.  The wireless Internet SSID is **"HICattendee"**.  Password: **HAWAII2024**

## Breakfasts - Four breakfasts are included with your paid registration:

(Conference Badge is required for entry into Breakfasts)

| | | | |
|---|---|---|---|
| 1/3/2024 | Wednesday | 7:00 AM – 9:00 AM | Monarchy Ballroom |
| 1/4/2024 | Thursday | 7:00 AM – 9:00 AM | Monarchy Ballroom |
| 1/5/2024 | Friday | 7:00 AM – 9:00 AM | Monarchy Ballroom |
| 1/6/2024 | Saturday | 7:00 AM – 9:00 AM | Monarchy Ballroom |

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

## Coffee Breaks:

| | |
|---|---|
| Wednesday - Friday | 10:30 AM – 11:30 AM and 2:30 PM – 3:30 PM |
| Saturday | 10:30 AM – 11:30 AM |

**Coffee breaks will be located near the registration desk (Grand Promenade)**
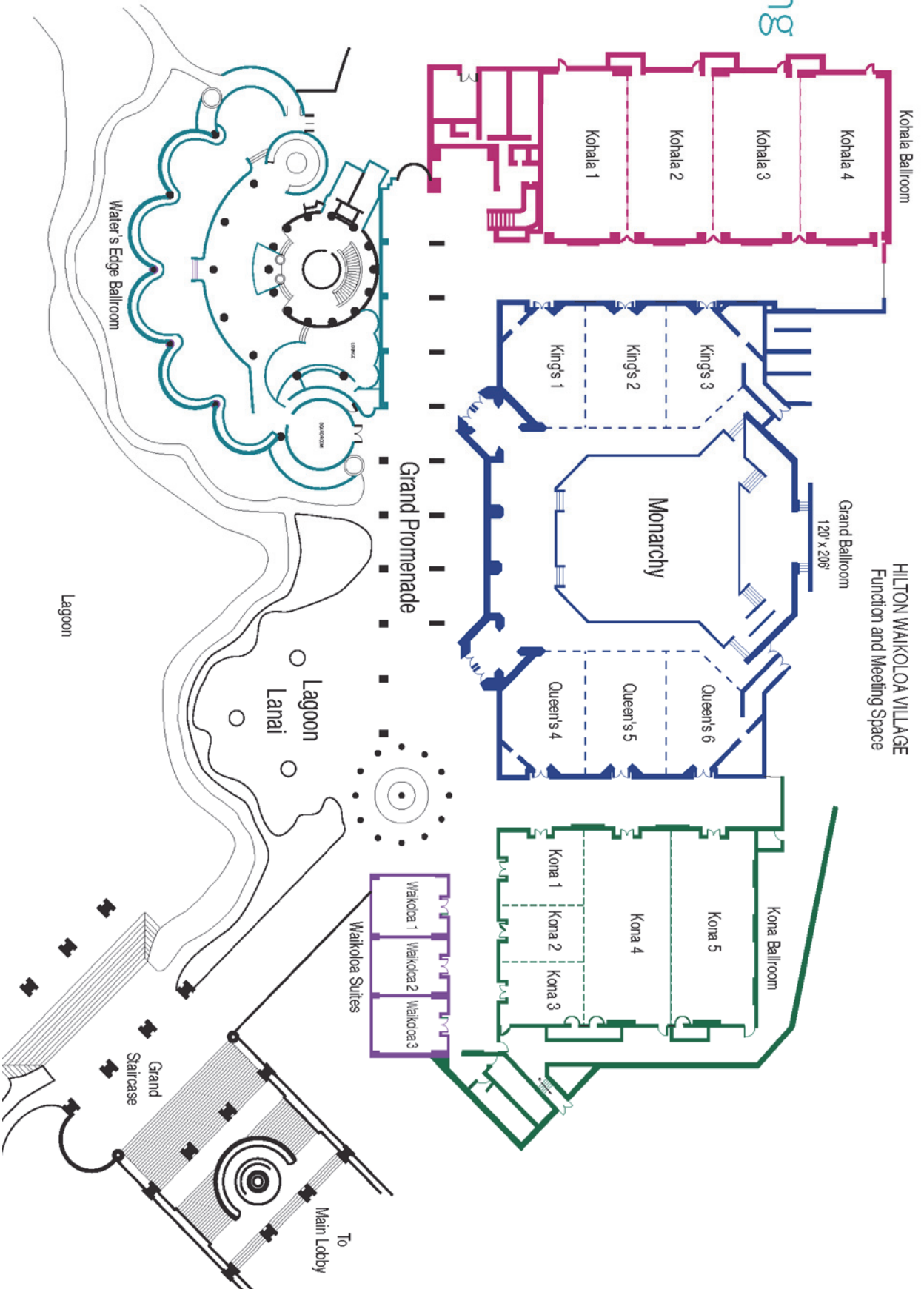
## Audio/Visual Equipment:

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

- ✓ Video Projector with 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.

# Meeting Space

**HILTON WAIKOLOA VILLAGE**
Function and Meeting Space

## Kohala Ballroom
- Kohala 1
- Kohala 2
- Kohala 3
- Kohala 4

## Grand Ballroom
120' x 206'

- King's 1
- King's 2
- King's 3

Monarchy

- Queen's 4
- Queen's 5
- Queen's 6

## Kona Ballroom
- Kona 1
- Kona 2
- Kona 3
- Kona 4
- Kona 5

## Waikoloa Suites
- Waikoloa 1
- Waikoloa 2
- Waikoloa 3

Water's Edge Ballroom

Lagoon

Lagoon Lanai

Grand Promenade

Grand Staircase

To Main Lobby

# Keynote Address

## PLACE CREATES ʻOHANA
### *Connecting Ancestral Knowledge and Generational Storytelling*



## Roberta Kuʻulei Keakealani

Prior to western contact, Native Hawaiians practiced the oral tradition of passing their language and culture through *moʻolelo* or storytelling.  The written form of Hawaiian language was not established until the arrival of the missionaries in the 1800's. Traditional *moʻolelo* has many functions and purpose -  serving as intentional lessons teaching values and knowledge of the *ʻāina* or land (islands).  Stories often served as a road map identifying places where the storyteller and listener could visualize and place themselves while learning  of the plants, trails, wind names or ocean areas as they journeyed.

*Moʻolelo* is still shared among families and communities today, words and stories that just don't live within pages in books but find voice building a deeper appreciation and connection for place and history.

Roberta Kuʻulei Keakealani is a storyteller, author, teacher and poet, fluent in *ʻolelo* Hawaiʻi.   Kuʻulei has been immersed in cultural education from the early 1990's and has part of a team of inspiring educators who opened Pūnana Leo o Waimea, a Hawaiian Language Immersion Pre-school in 1995. This same group went on to develop Kanu o Ka ʻĀina New Century Public Charter School's Early Childhood Program Mālamapokiʻi in Waimea.

Born in Kealakekua and raised in the uplands of Puʻuanahulu North Kona, Kuʻulei was raised in the household of her *manaleo*, native speaking grandparents, renown fifth generation *paniolo* (cowboys) and fisherman.  Living in the remote areas on the Big Island of Hawaiʻi, unlike Honolulu, use of the Hawaiian language was often heard at home, a somewhat rare occurrence as Hawaiian was an endangered language prior to the Hawaiian renaissance in the late 1970"s.

Kuʻulei walked along the mountain (*mauka*)  and coastal (*makai*) trails or rode along on horseback with her grandfather, father and uncles. They all shared and taught her the meaning of the different beach names, hill names, wind names and told stories of the places she had read of or studied in the Hawaiian language newspapers, bringing their history to life.  In addition, many hot Kona days were spent being the  "driver" of  her *kupuna* (elders) and listening intently as they shared their childhood memories and stories, handing down the oral traditions and legends of the places they passed.

A natural progression and succession unfolded as her love of her language, ancestral homelands and teachings in that she continues the traditions of being the storyteller to the next generation.  Kuʻulei continues to learn from the elders in her family and community as well as from the landscapes and seascapes she's privileged to care for in her life's work.  Like her ancestors, she continues to work the land - you may find her one day on the upper slopes of Hualālai restoring native forests or waist deep in the fishpond at Kīholo, restoring the Hawaiian system of growing fish or on other days traversing the ancient *ala loa* (lava trails) walking in the footsteps of her ancestors.

No matter where you may find her, you may hear a story or two being conveyed or significant place names spoken, ensuring succession of the *moʻolelo* to present generations.

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/3/2024 / **Room:** Kings 1
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Mellizo, Jennifer

### *Smithsonian Folkways Learning Pathways: Interdisciplinary Resources for a Changing World*

The purpose of this workshop is to introduce educators, researchers, and other educational stakeholders to a new series of educational resources, developed by Smithsonian Folkways Recordings. In a nutshell, Smithsonian Folkways Learning Pathways (SFLPs) are interdisciplinary journeys of discovery that place music at the heart of educational experiences. The facilitator will use her experience as a seasoned music educator and a frequent co-teacher in social studies classrooms to demonstrate how music can be an excellent gateway into topics across the curriculum.

Mellizo, Jennifer —— Smithsonian Folkways Recordings/University of Wyoming Laboratory School

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/3/2024 / **Room:** Kings 2
**Session Topic:** Teacher Education - Workshop - Workshop **Session Chair:** Aveni, Nicole

### *Shared Governance: A Promising Practice for Improving Teacher Preparation Programs*

University-school partnerships working toward equitable access to high-quality education experiences for all children and candidates must rethink how their institutions work together, in partnership, and collectively respond to meet the diverse needs of their communities and workforce. This session will engage participants in learning about the evolution of an EPP-LEA partnership over two years. Participants will interact with authentic artifacts from partnership meetings to learn about promising practices to be scaled across all university-school partnerships.

Aveni, Nicole —— Texas Tech University
Collins, Dedra —— Texas Tech University

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/3/2024 / **Room:** Kings 3
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Essien, Idara

### *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

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/3/2024 / **Room:** Kohala 1
**Session Topic:** STEM Education **Session Chair:** Vandergon, Virginia

### *Engaging the Forgotten Third Dimension of NGSS*

Cross Cutting Concepts (CCC's) are one aspect of the 3-dimensions of NGSS and are often difficult for teachers to integrate intentionally into their lessons. The CCC's are central to our understanding of nature and building awareness and confidence with these can help students gain a big picture understanding of how science works. Through workshops with local science teachers, we have identified best practices for CCC use and helped teachers incorporate the CCCs within their curriculum.

Vandergon, Virginia —— California State University, Northridge
Foley, Brian —— California State University, Northridge

### *Pathways to the Career Technical Education (CTE) Credential*

There is a need for well prepared and qualified Career Technical Education (CTE) teachers in California. This presentation will address how our university is meeting this demand by offering a Career Pathways Certificate program, which is embedded into our single subject credential program. We will also describe a newly designed CTE credential program that will soon be offered.

Porter, Jenna —— California State University, Sacramento
Lardy, Corinne —— California State University, Sacramento

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**Time:** 8:00 - 9:30 AM / **Wednesday** - 1/3/2024 / **Room:** Kohala 2
**Session Topic:** Higher Education - Workshop **Session Chair:** Baron, Lindamichelle

### *Using Poetics and Technology to Inform Pre-Service Educators' Transformative Pedagogy via Innovative Sociocultural Interactivities*

During the HICE workshop my colleague and I will demonstrate and engage HICE participants through learner centered practices we developed and studied during the Covid pandemic. We embedded oral and written poetic expression with a variety of technological practices to offer pre-service educators creative opportunities to learn and participate in the course through unique expressive movements, music, and media during on-line instruction. These approaches will show how to create a culture of care and Social Justice in a synchronous online classroom.

Baron, Lindamichelle —— York College, City University of New York
Bai, Xin —— York College, City University of New York

### Comparative Advantage and the Ahupua'a System: An Elementary School Education Lesson

For the workshop I will be prepared to give background information on the ahupua'a system and comparative advantage as well as an overview of how the lesson should be run and the major outcomes students should take from it.

Sprincis, Derek Adam —— University of Virginia

### The Neurobiology of Learning: Teaching Meaning in Work Life

Neuroscience and cognitive science research provide rich data on how the brain learns and how to help students retain new information and develop novel insights. This workshop will cover the brain's learning process and provide practical strategies that correlate with this research to improve students' successful learning. This information will be applied to higher education instructors teaching college students how to identify meaning in life, as well as develop ways to experience meaning in work.

French-Holloway, Michelle —— Mount Saint Mary's University, Los Angeles
French, Michael —— Mount Saint Mary's University, Los Angeles

### Safari Small Schools: Innovation in Education. Improving Education Five Students at a Time.

Safari Small Schools is a vibrant, innovative micro school 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

### Integrating Social-Emotional Learning in Teacher Education Courses

Educators recognize that social-emotional learning (SEL) should be included in the classroom. Providing SEL training in pre-service teacher programs will benefit the teachers and their future students. However, teacher education programs are content rich and have little room to add more. This presentation will discuss how to add SEL into courses alongside the content to enhance pre-service teacher training.

Bueno, Sydney —— University of Wisconsin, Stevens Point
Pfundheller, Mariah —— University of Wisconsin, Stevens Point
Beaulieu, Sarah —— University of Wisconsin, Stevens Point

### Seniors Aging Alone

This presentation provides the results from a survey of 178 seniors (age 55 and above) regarding their degree of loneliness and related to their perceived depression levels.

Thompson, Carla Jo —— University of West Florida
Nguyen, Giang-Nguyen —— University of West Florida

### *Synchronous versus Asynchronous STEM Courses: "Scheduling" – The Challenge of Complexity*

The paper describes a case study on the delivery of a Ph.D. level computer science asynchronous web-based course. This course aims to make students proficient in applying combinatorial optimization techniques to applications in areas of logistics and information technology. A number of challenges are described. Overall the case study shows that asynchronous delivery is successful in achieving student learning outcomes.

Bein, Wolfgang ––– University of Nevada, Las Vegas

### *A Comprehensive Analysis of the State of STEM Education in Oklahoma*

The goal of this research project is to provide a comprehensive understanding of the State of STEM Education in Oklahoma in the following interrelated areas: K-12 student achievement; interest and attitude towards STEM; K-12 STEM teachers; statewide resources and professional development; CareerTech opportunities in STEM; two- and four-year college opportunities in STEM; enrollment, persistence and retention in STEM certificate and degree programs; and STEM career pathways. These facets will be evaluated holistically across the 77 counties and 547 school districts in Oklahoma, and gaps in each area will be reported. Recommendations for closing these gaps will be generated, and collected resources and opportunities will be made available through a STEM hub (https://stemhub.okstate.edu).

Stansberry, Susan ––– Oklahoma State University
Khojasteh, Jam ––– Oklahoma State University
Cole, Ki ––– Oklahoma State University
Angle, Julie ––– Oklahoma State University
Self, Mary Jo ––– Oklahoma State University

### *Measuring Perceptions of Faculty, Staff, and Students on Generative AI Tools in Academia*

ChatGPT is an advanced natural language processing tool capable of engaging in human-like conversations and generating coherent responses. It represents a significant advancement in human-technology interaction, particularly in the realm of STEM education. Results from a survey conducted at a large research university in the southwest United States to measure the impact of ChatGPT on students, faculty, and staff, will be shared with the goal of this knowledge helping to improve the academic environment.

Shryock, Kristi ––– Texas A&M University

### *Crucial Conversations in Adult Education: Managing Academic Support, Addressing Mental Health, and Upholding Professional Standards*

Effective communication is vital in modern education, especially when engaging in crucial conversations with adult learners. This workshop will explore the importance of such conversations in addressing academic remediation, mental health concerns, and professionalism issues. Participants will gain insights on fostering a supportive and inclusive learning environment. Evidence-based strategies will be presented, empowering educators to navigate difficult topics and promote positive outcomes. Facilitators will present 3 case studies to showcase the use of crucial conversations.

Gerwe, Cory ––– Eastern Virginia Medical School
Parks-Savage, Agatha ––– Eastern Virginia Medical School
Fanning, LaConda ––– Eastern Virginia Medical School
Newton, Heather ––– Eastern Virginia Medical School

### *Smart, Proven, and Powerful K-12 Time To Teach Classroom Management Strategies that Catapult Student Achievement by Teaching and Enlightening the Disrespectful to be Respectful, the Unmotivated to be Motivated, and the Irresponsible to be Responsible.*

The Time To Teach Classroom Management Model consists of techniques and strategies that are practical for every teacher, in every classroom K-12.  These strategies are research-based, evidence-based, and field-tested in classrooms throughout our country and abroad.  They have been proven to bolster student achievement, reduce student discipline challenges, generate a positive classroom and school climate, and lessen a teacher's stress level.  These strategies embrace five core components that support what many esteemed researchers tell us are highly effective for teachers, administrators, and students.  These components are Self-Control Strategies, Classroom Design Techniques, Teaching to Appropriate Behaviors, Accurate and Timely Consequences, and Student Teacher Relationships that Engage and Motivate Student Learning.

Harrison, Colleen ––– Oregon State University

### Xpqenwellen (Attained Knowledge): Strengthening Connections to Truth, Reconciliation, and Wellness Practices Through Elder and Community Partnerships

Xpqenwellen was founded to dismantle educational silos and to integrate Indigenous knowledge with western health promotion frameworks at a post-secondary institution. A Tk'emlúps te Secwépemc Elder position was funded within a Wellness Centre, strengthening student and employee relationships with local Indigenous communities. This initiative sparked reflection, facilitated courageous conversations, and provided a venue for over 700 students and employees to connect in ways that articulated the linkages between truth, reconciliation, Indigenization, decolonization, and wellness.

Corsi, Chelsea ––– Thompson Rivers University
Thomas, Leona (Doe) ––– Thompson Rivers University

### Pillars of School Improvement Successfully Implemented at Schools in Three Countries

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

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

### Connections between Pedagogy and Culturally Responsive Curriculum Development for Navajo-Serving Educators

This presentation reports on research conducted within a professional development program for teachers in Navajo-serving schools. We address the research question: To what extent and in what ways do teachers in DINÉ math seminars develop curriculum units that evidence culturally responsive principles and mathematics education best practices? We share key lessons learned in supporting teachers from Indigenous-serving schools to engage culturally responsive principles in their math teaching and learning.

Guerrero, Shannon ––– Northern Arizona University
Castagno, Angelina ––– Northern Arizona University

### Investigating Teachers' Implementation of Culturally-Responsive Teaching (CRT) while Teaching indigenous Knowledge-related (IK) Topics in Life Sciences Classrooms in a South African School

Current literature expeditions reecho earlier sentiments among teacher education scholars on the need to make classroom science teaching culturally responsive. As schools become increasingly diverse, there is a greater need for effective education for the entire classroom while also meeting the specific needs of culturally diverse student groups. Therefore, the study investigated to what extent Grade 12 teachers implemented culturally responsive teaching (CRT) during classroom teaching of life sciences topics in a South African school.

Ajayi, Eyitayo Julius ––– University of the Witwatersrand
Eyitayo-Ajayi, Felicia Afolake ––– Belvista Mansions

### Every Child: Indigenous Mental Wellness and Land-based Program and Evaluation using Indigenous Knowledges

A presentation based on a national program of research that highlights a research project that investigates Indigenous youth mental wellness using Indigenous knowledges in both methodology and program development/evaluation. The objective of the presentation is to share process and results with educators and policy makers who work with Indigenous children and youth locally and internationally.

Hart, Michael ––– University of Calgary
Stewart, Suzanne ––– University of Toronto

### Teacher Training on Dual Language Learner Competencies for Faculty and Early Childhood Educators

There are 11.2 million dual language learners (DLLs) in the US under the age of 9 years (Migrationpolicy.org). Research has shown a strong relationship between quality early education and children's cognitive and social-emotional development especially for DLL children (Nores & Barnett, 2014; Yoshikawa et al., 2013). Teacher training and effective curricula to support educator-child interactions includes supporting children's home language. This workshop will offer early educators 8 competencies to support DLLs in the classroom including those that support children's home language.

Cruz, Giselle Navarro ––– California State Polytechnic University, Pomona
Kennedy, Denise ––– California State Polytechnic University, Pomona
Hurlbut, Nancy ––– California State Polytechnic University, Pomona
Jimenez-Barlow, Rebecca ––– Baldwin Park Unified School District
Sanchez, Nancy ––– Baldwin Park Unified School District

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

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

### *Exploring the Role of Schools in the Juvenile Justice System: An Introduction to Global Approaches and Imagining Transformation in America*

This workshop sheds light on the growing link between schools and juvenile justice, highlighting its impact on students' education and life outcomes and emphasizing collaboration and proactive strategies. It provides insights into systemic factors leading to student criminalization, stressing disparities in marginalized communities, and offers discussion in small groups to explore community-based solutions. The session concludes by encouraging ideas for research to inform policy decisions and restorative programs, fostering a transformative approach to juvenile justice.
Ray, Allie Chang —— Pepperdine University

### *Nurturing Resilience in Educators: Addressing Secondary Traumatic Stress and Fostering Healing-Centered Teaching*

This session emphasizes the importance of compassionate teaching while acknowledging the potential toll it can take on educators. Secondary Traumatic Stress, resulting from exposure to students' trauma, can lead to burnout and attrition. The workshop delves into the impact of stress on learning and explores healing-centered teaching practices. Prioritizing self-care and resilience-building, attendees will learn strategies to create positive learning environments and foster emotional well-being in students recovering from trauma.
Justeson, Rebecca —— California State University, Chico
Gunderson, Jamie —— California State University, Chico
Rioux, Adrea —— California State University, Chico
Oloff-Lewis, Jennifer —— California State University, Chico
Miller, Mimi —— California State University, Chico

### *The Consent Café: How an Innovative Consent Education Program for Youth and Young Adults Was Established Through Engagement and Relationship Building Between Campus and Community Stakeholders*

In 2020 we committed to move beyond talk to take action in addressing sexualized violence through an innovative focus on consent education. This led to the development of the Consent Café, an activity-based consent education, communication, and sexualized violence prevention and response program for youth and young adults. Participants will explore the frameworks that underpin our work, the process of curriculum alignment, partnerships, collegial engagement and relationship building that contributes to our success.
Pawliuk, Tanya —— Thompson Rivers University
Corsi, Chelsea —— Thompson Rivers University

### *Innovation: Multiple Entry Points and Modalities for Preservice Elementary Teachers Learning about Science and Engineering Practices*

This presentation provides a set of four related Innovations, regarding the NGSS Science and Engineering Practices, for use in a preservice elementary science methods course. Specifically, these resources (readings and activities) were developed to offer preservice elementary teachers multiple entry points to the SEPs, build on their own ideas, engage them in various learning modalities, and emphasize the concept of the SEPs as vehicles for sensemaking.
Ricketts, Amy —— California State University Long Beach

### *Institutional Changes that Support Retention and Program Completion of BIPOC Preservice Science Teachers.*

Using an Improvement Science approach (systematic data analysis to uncover root causes of problems and then applying small, measurable, individualized changes to address a specific issue) we have implemented a multi-pronged approach to retention and program completion for BIPOC preservice science teachers. Our theoretical framework encompasses Critical Race Theory and Tinto's Model of Student Integration.
Sessoms, Deidre —— California State University, Sacramento
Coughlin, Mimi —— California State University, Sacramento
Figueroa-Ramirez, Karina —— California State University, Sacramento

### *Implementing Equitable Practice-Based Teacher Education to Advance Rural STEM Teacher Candidates' Pedagogical and Content Knowledge*

This longitudinal three-year study explored implementation of practice-based teacher preparation implementing high-leverage teaching practices to advance PCK. Participants included teacher candidates ($n = 45$) who completed elementary science and mathematics methods courses at a rural Midwestern university. Students engaged in teaching rehearsals to explore STEM concepts and equitable teaching practices. Data from surveys and reflections revealed an increase in teacher candidates' perceptions of their knowledge and competence of teaching science and math content equitably.
Noles Stevens, Kandy —— Southwest Minnesota State University
VanOverbeke, Debbie —— Southwest Minnesota State University

### *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.
Skaggs, Paul —— Brigham Young University

### *An overview of Autism Spectrum Disorder (ASD), and neurodivergent learners. A discussion of challenges faced when transitioning to higher education. Are institutions and support programs prepared?*

Postsecondary support-transition programs traditionally targeted low-income, first generation or racialized populations. Emerging as priority for educational institutions are new transition and supports programs addressing the needs of neurodivergent students. Are these programs addressing the increasing numbers of students in accommodations and accessibility? This presentation looks at how institutional programs remain unequal in comprehensive accommodations, accessibility, and support programs. What possible recommendations can be applied so programs can address diversity, equity, and inclusion of all learners.
Asuncion, Alma —— Hilo Innovations Academy

### *The Use of Stress Reducing Mindfulness Practices to Support School Psychology and School Counseling internship Students' Self Care Practices*

Alliant International faculty will present an overview of a proposed study focusing on instructing School Counseling and School Psychology students in the use of mindfulness stress reduction processes and strategies as self-care practices in pursuit of their professional skill set.
Fisher, Steve —— Alliant International University
Wofford, Donald —— Alliant International University
Mueller, Laura —— Alliant International University

### *"We all have PTSD:" Examining Mental Health Impacts of Viral Police Killings on Black Students in High School and College*

This paper examines the consequences of vicarious exposure to police brutality on social media among Black youth, focusing on physical, socio-emotional, and educational effects. Implications for education and educators include emphasizing empathy, mental health support, media literacy education, and fostering activism to create a supportive environment for Black adolescents facing digitally mediated trauma.
Tanksley, Tiera ⸺ University of Colorado, Boulder
McLeroy, Amanda ⸺ University of Rochester

### *Toward Anticolonial Praxis in Education: Grounding Learners' Mental Wellness through Land-Based and Land-Informed Practices*

Extending an already-published paper authored by one Indigenous and two settler researchers, this presentation explores ways in which educators and the field of education may take up land-based/informed practices to support learners' mental wellness and anticolonial praxis. We begin with a theoretical interrogation of the "social" and grounded determinants of mental wellness, and conclude with clear and unequivocal evidence, in the form of Indigenous voices/perspectives, about the direct link between land, place, and mental wellness.
de Leeuw, Sarah ⸺ University of Northern British Columbia
Josewski, Viviane ⸺ University of Northern British Columbia
Greenwood, Margo ⸺ University of Northern British Columbia

### *Investigating Preparation and Planning Strategies in De-tracked Grade 9 Mathematics Classrooms*

This project examines the implementation of a new de-tracked grade 9 math curriculum and the strategies and resources teachers used to prepare for the new course. The first phase of the project interviewed teachers to better understand their perspectives on the new curriculum. The second phase of the project was based on overall findings, which drew on potential resources, supports, and tools for teachers to better prepare for the grade 9 mathematics course.
Lu, Olivia ⸺ University of Toronto
Mazieres, Sofia Ferreyro ⸺ University of Toronto
McDougall, Doug ⸺ University of Toronto

### *Vision 1.5 Essence of Science*

Classroom based science has increasingly moved from simple hands-on activities to well designed, question driven investigations. Despite this shift, there remains a gap in students' abilities to do the work of scientists and actually be able to use science when they need to in their daily lives. This session will share a new theoretical construct "Essence of Science" than encompasses science content knowledge, knowledge about how science is developed, and the nature of scientific knowledge.
Lederman, Judith ⸺ Illinois Institute of Technology
Bartels, Selina ⸺ Valparaiso University
Akerson, Valarie ⸺ Indiana University: Bloomington
Schwartz, Renee' ⸺ Georgia State University

### *Animated Worked Example Pairs: Improving Student Learning of Geometry*

Utilizing an innovative and theoretically grounded approach, we created animated worked example pairs in geometry to transform the learning of eighth-grade geometry content; specifically angles, transformations, volume, and Pythagorean Theorem. Empirical results from a randomized controlled trial of students engaging in the web-based materials will be presented. The results show the promise of these curricular materials on student learning of geometry.
Krupa, Erin ⸺ North Carolina State University

### *Trauma-Informed Teaching for Adult English Language Learners*

Adult English language learners (ELLs) enter our classrooms with a multitude of experiences, including traumas. These traumas can bring varying emotions such as low self-esteem, stress, and depression, which in turn can have a cognitive, emotional and social effect. Without adequate support, further exacerbated by COVID-19 and global political strife, some adult ELLs find it difficult to adjust academically, which has led to research on best trauma-informed practices to support trauma-affected ELLs in the classroom.
Guzmán, Ana ⸺ Pepperdine University
Domondon, Kristle ⸺ Pepperdine University
Brito, Esmirna ⸺ Pepperdine University

### *Defining Disability: 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 247,000 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

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### *From Critical Race Theory to Culturally Responsive Teaching: Teacher Education That's Unapologetically Black*

Two black professors will reflect on their experiences co-facilitating a graduate-level course that serves as an introduction to teaching in a California teacher-preparation program. This workshop offers survey and anecdotal data on the immediate impact of culturally responsive teaching the scholars received from the professors. Attendees will get an overview of their pedagogical approaches while analyzing the correlation between their scholars' classroom experience and the perceived classroom experiences the scholars offer to their own students.

Ononuju, Ijeoma ——— Touro University California
O'Leary, Qiana ——— Alder Graduate School of Education

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### *Using the "TEACH" Framework to Leverage Generative AI In Self-Guided Learning Experiences*

In this report on an issue related to teaching, we extend work we conducted as part of an NSF grant, Engineering Online Learning Pathways in Advanced Manufacturing and Data Science, by considering approaches for incorporating ChatGPT and other generative AI tools in self-guided learning contexts. Attendees will leave the session with practical strategies and tangible examples for designing assignments that promote metacognitive thinking, develop self-efficacy, and foster a growth mindset.

Moulton, Carter ——— Colorado School of Mines
Sanders, Megan ——— Colorado School of Mines

### *Preservice Teachers' Barriers and Incentives for Using Technology in Teaching and Learning*

The research analyzes the perceived incentives and barriers preservice teachers' have for integrating technology in the teaching and learning process. The results are used to improve educator preparation by acknowledging and addressing areas of weakness and strength within the program.

Ezelle-Thomas, Vicki ——— Stephen F. Austin State University

### *Reviving Lectures - Engaging Students Using PollEverywhere Competitions*

Increasing instructor workloads and the over-emphasis on passive presentations, combined with a barrage of student distractions, typically from social media, can lead to decreased student engagement and less impactful learning. Utilizing gamification, competition, socialization, and technology can improve engagement and impact. This presentation demonstrates the use of team-based competitions and online polls in a large first year anatomy course, and shares best practices.

Valdez, Dennis ——— Mount Royal University

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### *Using Balanced Performance Scorecards to Promote High Performance of Adjunct Instructors in an Online Graduate Program*

Balanced performance scorecards have been implemented in a variety of industries as a means by which to evaluate and enhance the performance of professionals (Kaplan and Norton, 1996; Abernathy, 2010). Through a case study of the implementation of balanced scorecards in an online graduate program, an introduction to the development and applications of performance scorecards in higher education will be shared with attendees.

Biagi, Shannon ——— University of West Florida
Barry, Leasha ——— University of West Florida

### Use of Videos to Support Elementary Pre-Service Teachers with   Mathematics Lesson Planning
This is an ongoing research study investigating how to support elementary pre-service in mathematics lesson planning through the use of videos. Specifically, the research question is: How does the use of video support elementary pre-service teachers in lesson planning? Audiences will be engaged in discussions on how to support teacher candidates develop mathematics plan lessons.
Nguyen, Giang-Nguyen ––– University of West Florida

### Developing Strategies to Increase Physical Activity for Elementary Aged Children
Based on some ongoing work, several Innovative ideas and strategies have been developed to promote physical activity for elementary aged children. These activities have been designed to promote maximum participation and can be utilized by classroom teachers, movement specialists and program leaders both in and out of the school day. Some of these activities are interdisciplinary ideas that have been created for classroom teachers to add physical activity into their lessons.
Bowyer, Garry ––– Miami University, Ohio

### The Flash Method
When students use this easy spelling technique called The Flash Method, they learn to spell more proficiently, make phonic connections, read more words per minute, and comprehension rises up through daily practice in the general education classroom.
Parra, Kim ––– Baldwin County Schools
Nguyen, Giang-Nguyen ––– University of West Florida

### Toward a Proposed Curriculum Model for the Concept of Quantity in Arithmetic Measurement
I think to consider the curriculum related to measurement based on the qualities and abilities of the children.   I introduce Japanese math class practices and want to ask for opinions on the perspective of analyzing length, volume, time, weight, and angle.
Shiina, Mihoko ––– Kio University

### Black College Students' Narratives: Experiences in Student Conduct Programs at Predominantly White Institutions
This author completed a narrative study exploring the experiences of Black college students who participated in a student conduct program at Predominantly White Institutions (PWIs), a perspective that has been largely ignored in the literature. This workshop session will highlight this author's research and introduce potential strategies to improve Black college student experiences at PWIs
Shupp, Sarah McDowell ––– Lebanon Valley College

### Analysis of a Teacher-Researcher's Professional Practice in Implementing a Data-Driven Decision-Making Process Within a Professional Learning Community
We present the results of an analysis of a teacher-researcher's professional practice related to the implementation of a data-driven decision-making process that was developed in a professional learning community into a Canadian high school in 2017–2018 (Villeneuve & Bouchamma, 2023). Inspired by Paillé (2007)'s professional practice analysis model, a written and thematic analysis revealed seven elements involved in the implementation of this process. The discussion focuses on the theoretical and practical implications of the study.
Villeneuve, André ––– Université du Québec à Trois-Rivières
Bouchamma, Yamina ––– Université Laval

### Immersive Healthcare Internship: Bridge to the Healthcare Gap
To meet the demands of the healthcare system, the Pediatric Anesthesia Clinical and Research Internship (@PACaRI) at Boston Children's Hospital was established to address these shortages by providing an opportunity for undergraduate and graduate students to gain practical experience in the healthcare setting. By offering high-quality mentorship, and unparalleled hands-on learning and research opportunities, @PACaRI provides exposure to the realities of medical practice and helps students decide whether a career in medicine aligns with their interests, aptitudes, and values. The aims of this study are to: 1) Present @PACaRI, 14 years of longitudinal outcomes; 2) Describe the @PACaRI and offer insights into potential strategies for other healthcare facilities to establish internship programs to help aspiring students enhance their chances of successful admission.
Leahy, Izabela ––– Harvard Medical

### English Tutor Volunteers in Rural Area via Online Teaching-Tutors' Perspectives
The dedicated staff at the ETOSHA Education Consulting Institute strive to cultivate a secure global learning environment based on their core values. Operating virtually in regions like Taiwan, Yun Nan, Japan, and Ghana, ETOSHA's regional directors play a pivotal role in organizing ESL classes. Beyond group sessions, personalized 1-on-1 classes facilitate cultural exchange about diversity culture between students and tutors.
Liao, Yuwen ––– Etosha Education Consulting Institution
Huang, Edward ––– Etosha Education Consulting Institution
Lin, Vivian ––– Etosha Education Consulting Institution
Huang, Austin ––– Etosha Education Consulting Institution
Huang, Teddy ––– Etosha Education Consulting Institution

**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kings 2
**Session Topic:** Teacher Education - Workshop **Session Chair:** Stramel, Janet

### *Astronomy - The Year of Eclipses*

This presentation is the result of a NASA grant in which a workshop was offered to middle school teachers to teach about solar eclipses. We will present information about the April 8, 2024 total solar eclipse, integrating the Disciplinary Core Ideas of the Next Generation Science Standards (NGSS) for earth and space science, as well as engineering, technology, mathematics, and the applications of science from the NASA Science Mission Directorate.

Stramel, Janet ——— Fort Hays State University
Stramel, Dean ——— Fort Hays State University

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kings 3
**Session Topic:** Posthumanism/Complexity - Panel **Session Chair:** Jones, Stephanie

### *Healing Pedagogies: Following Feminist, Posthumanist Entanglements Into Ethical, More Just, and More Joy-Filled Learning*

In this panel session, presenters will share their studies from a variety of U.S.-based contexts that they believe produce(d) possible healing for all involved including themselves. All of the presenters take inspiration from feminist new materialisms and posthumanisms (e.g., Barad, 1999, 2007), critical posthumanities (e.g., Braidotti, 2019), and other sets of theories that situate themselves ethically, ontologically, and epistemologically to interrogate power, decenter the humanist subject, and create newness through embodied, transdisciplinary pedagogical inquiries.

Jones, Stephanie ——— University of Georgia

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kings 3
**Session Topic:** Posthumanism/Complexity - Panel **Session Chair:** Jones, Stephanie

### *Making Kin with Trees: Three Educators and Children Entangled with Treescapes*

In this research, three educators from one small U.S. city draw on Haraway's (2016) idea of making kin to explore their work as educators supporting children's entanglements with trees in three very different contexts. Their work illuminates the healing work of a posthumanist (e.g. Barad, 2007; Braidotti, 2019) oriented education that emphasizes spiritual (e.g. Hanh, 2010; Kimmerer, 2013) and relational (e.g. Simard, 2021) ways of being with the world.

Jones, Stephanie ——— University of Georgia
Brody, Dylan ——— University of Georgia
Brown, Taryrn ——— University of Florida
Cherniak, Shara ——— University of Wisconsin, Green Bay
Woglom, James ——— California State Polytechnic University, Humboldt
Zhang, Maverick ——— Hunter College
Lush, Lindsey ——— University of Georgia
Whitaker, Sarah ——— Athens Forest Kindergarten

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kohala 1
**Session Topic:** STEM Education **Session Chair:** Dozier, Sara

### *Student Perceptions of Un-grading Practices in an Undergraduate Interdisciplinary Science Class*

Traditional grading schemes have been shown to perpetuate educational inequities and scholars have proposed an "ungrading" approach as a solution. In this study, I examine how undergraduates enrolled in an interdisciplinary science course perceive ungrading practices. In general, students found ungrading to reduce grade-related stress and help them focus more on learning the content, though a minority found that ungrading increased their stress level.

Dozier, Sara ——— California State University, Long Beach

### *Results of an Impact Evaluation Study of Early Career Teachers Engaging in Summer Modeling Institutes*

The practice of Developing and Using Models is described as an NGSS anchor practice that supports student learning in other science and engineering practices. After participating in PD designed to support Modeling across STEM disciplines, research participants submitted lesson plans, videos and interviews showed increased alignment to eliciting student ideas and increased evidence of incorporating elements of the science and engineering practice of modeling into their teaching.

Horvath, Larry ——— San Francisco State University

### *Examining a Model for Supporting University Supervisors*

University supervisors are central in shaping the development of future educators, bridging between the university and K-12 classrooms. Despite this critical role, professional development for supervisors has been limited. This study examines the experiences of supervisors engaged in professional learning connecting the methods courses and supervisor using the ASET Toolkit. Preliminary findings highlight the supervisors' perceptions of the toolkit's efficacy in focusing discussions, bridging university-methods class gaps, and fostering supervisors' professional growth.

Vaughn, Meredith ——— San Diego State University
Ross, Donna ——— San Diego State University
Tupper, Dave ——— San Diego State University
Lardy, Corinne ——— California State University, Sacramento

### *Exploring New Tools for Decolonizing Higher Education: Arts-Informed Approaches and the Making Connections Method*

Meeting Canada's Truth and Reconciliation Commission's calls to action necessitates that settler academics actively engage in ongoing civic actions towards reconciliation, settler decolonization, and Indigenization. In this interactive and experiential workshop, the two settler facilitators will lead the group through a new arts-informed method, Making Connections - elaborated by Indigenous legal scholars Friedland and Napoleon based on Tully's theories of civic action – to collaboratively consider its utility for systematically supporting decolonizing actions in higher education.

Nelems, Rebeccah —— Athabasca University
Etmanski, Catherine —— Royal Roads University

### *The Many Roles of Canines in Aiding Humans: "Can I Pet Your Dog?"*

Despite the popularity of dogs working with humans in a helping role, there is inconsistency within the language describing such animals in research and in practice. This presentation highlights how widespread animal-assisted interventions have become, common problems that arise with the unprecedented growth, demonstrate how academic publications on this subject could be improved leading to improvements in communities, and expand the knowledge base on the impact of animal-assisted interventions.

Bragg, Jedediah —— New Mexico Highlands University
DuBose, Erika —— University of Oklahoma

### *"We Came Here and Its a Lot Better": Finding Success in an Outreach Education Program*

This presentation reports on interviews with 26 youth (aged 14-19) who attend an Outreach school in the rural community of Drayton Valley, Alberta. We sought to answer the research question, how do youth in Drayton Valley plan for their future education/training and careers? Data were analyzed using qualitative content analysis and are placed in the context of broader education policy in Alberta, Canada.

Mayan, Maria —— University of Alberta
Ormandy, Matt —— University of Alberta
Nesdoly, Autumn —— University of Alberta
Ferdinands, Alexa —— Athabasca University

### *"What Works Best" – Eight Quality Teaching Practices That Are Known to Support School Improvement and Enhance the Learning Outcomes of Students*

"What works best" is a framework used in Australian schools consisting of eight quality teaching practices based on evidence-based research that help improve student performance. "What works best" provides an accessible point of entry to this important research for all teachers to use in their classrooms. This presentation will enable participants to gain an understanding of the "What works best" framework and learn how they can use it to inform, deepen and strengthen their own teaching practices.

Alvaro, Joe —— University of NSW

### *Competitive Dancers' Experiences with Educational and Training Contexts During COVID-19 Lockdown*

We interviewed 22 young competitive dancers about their experiences with educational modifications due to COVID-19 and with modifications to their dance training. In this paper, we focus on how these youth experienced modifications in both contexts in terms of fluctuations in rule following, safety concerns, challenges, strategies, advantages, and disadvantages.

Zinga, Dawn —— Brock University
Molnar, Danielle —— Brock University
Tacuri, Natalie —— McGill University
Blackburn, Melissa —— Brock University

### *Carbon Literacy Amongst Youth: The Case of Food Labelling*

Youth carry the burden of a climate crisis not of their making, yet their accumulative lifestyle decisions, including dietary choices, will help determine the severity of future climate impacts. We investigated the carbon literacy of Canadian and Argentinian youth in the context of food labelling. While specific and actionable knowledge gaps were identified, overall youth indicate a positive attitude towards purchasing carbon labelled food and intention to use food carbon labels.

Pickering, Gary —— Brock University
Roa-Goyes, Sebastian —— Brock University

### *Melding the Cognitive and Social: Guiding Inquiry-based Instruction*

This paper will present a narrative literature review that synthesizes cognitive and socio-cultural views on learning processes that support guided inquiry learning. AI serves as a catalyst for this effort, because it offers efficiency to students while also being susceptible to misuse, requiring learners to think more critically. The interplay of cognitive and situated learning highlights the convergence of paradigms to help provide effective frameworks for researchers and teachers to engage issues of practice.

Hmelo-Silver, Cindy —— Indiana University
Feldon, David —— Utah State University
Danish, Joshua —— Indiana University

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 1
**Session Topic:** Distance Education - Workshop **Session Chair:** Cooper-Porter, Wendy

### Embracing Today's Traditional Student

As of 2021, approximately 60% of college students are taking some or all their classes online. While there are several advantages to distance learning, ill prepared educators can be a major disadvantage. Educators must make it a priority to get to know today's traditional student – the distance education student.
Cooper-Porter, Wendy ––– Auburn University
Bowers, Shawndra ––– Auburn University
Ali, Asim ––– Auburn University

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 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

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 3
**Session Topic:** Student Affairs - Workshop **Session Chair:** Shupp, Matthew

### Trauma Informed Practice for Student Conduct Work and Supervision

Although trauma-informed practices have guided work within many helping professions, the literature is relatively scant when it comes to its importance and implementation in student conduct work on college and university campuses. This session will provide an overview of trauma-informed practices and participants will actively examine new and innovative ways to conduct their work with students, and in supervision of student conduct professionals, via a trauma-informed lens.
Shupp, Matthew ––– Shippensburg University of Pennsylvania
Shupp, Sarah McDowell ––– Lebanon Valley College

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 4
**Session Topic:** Special Education **Session Chair:** Peterson, Patricia

### Positive Effects of Growth Mindset and STEAM for Diverse Students with Disabilities

This session describes the positive effects that Growth Mindset can provide for all students with disabilities. Additionally, Growth Mindset combined with culturally responsive strategies empowers diverse learners with disabilities to grow in their abilities in science, technology, engineering, arts, and math (STEAM). Growth Mindset unlocks new strategies, provides unlimited potential for learning, and helps special educators learn to change a "fixed mindset" to a Growth Mindset.
Peterson, Patricia ––– Northern Arizona University

### What's in a Name? Understanding Learning Disabilities in Saudi Arabia

Empowering students with learning disabilities in a diverse cultural setting is an admirable challenge. With the diverse terminologies and resources available, it can be a complex undertaking. Our goal is to explore the concept of "learning difficulties" in the Saudi Arabian education system, to discover how we can better support these students.
Poch, Apryl ––– University of Nebraska at Omaha
Alzahrani, Duaa ––– Umm Al-Qura University
Aljuwayhir, Jawaher ––– Duquesne University
Alnahari, Maram ––– Taif University of Saudi Arabia

### In His Shoes: An Amazing Story of an Educator that Teaches with a Speech Impediment

Many children from Pre-K to Middle School have silently struggle with a speech impediment and the rejection that comes with being teased and bullying. The presenter will share his personal journey as a child and now an adult middle school teacher with a speech impediment. Furthermore, the presenter will share his published work "In His Shoes: A Story of Speech Impediment." There are high quality educators that have disabilities that have touch many students lives.
Reynolds, Christopher ––– Washington Park Community School
Reynolds, LaNise ––– Tennessee Technological University

### Patrick and Me: A Story of a Boy with Autism

Autism is on the rise and many teachers are faced with the challenge of creating creative ways to successfully educate children with autism. Research has proven that kids see themselves in stories. This presentation will focus on a book written by the presenter titled, "Patrick and Me: A Story of a Boy with Autism." Furthermore, this presentation will share the success stories of children with autism that see themselves and their friends in a book.
Reynolds, Christopher ––– Washington Park Community School
Reynolds, LaNise ––– Tennessee Technological University

### *Understanding the Roots of Racism and Bias: Anti-Blackness and Its Links to Whiteness, White Racism, Power, and Privilege*

This session guides participants through an experiential legal evaluation and analysis of anti-Blackness, White Supremacy and racism in America, during the 17th & 18th centuries. Participants will gain knowledge about the chronological and meticulous ways Whiteness and Anti-Blackness emerged as psycho-social, psycho-political, and psycho-economic entities; foundational institutions upon which American identity would forever be situated. Participants will be able to collaboratively and individually gain meaning and understanding about current day America, through this rich experience.

King, Dante ––––– Mayo Clinic

# 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 / **Wednesday** - 1/3/2024 / **Room:** Monarchy Ballroom

### *1. Series Books for Elementary Students*

Series books for the elementary years have the potential to influence and impact students' understanding of equity, diversity, and representation of self in their readings. Series books are essential for developing readers because they help maintain interest and continuity. Children often view books through the lens of understanding what role they can and cannot inhabit based on the characters they see represented within the pages of a book.

Cardullo, Vicky ––––– Auburn University

### *2. The New Normal: Adult Learner Career Pathways*

The roundtable discussion will be on the best practices of creating an adult learner program outside of an educational institution and how this program can prosper working in conjunction with institutions of higher learning while being cognizant of the demographics served.

Bryant-López, Brittany Marie ––––– Maricopa Community Colleges District

### *3. Promoting Personal Safety through the Empower Yourself Through Self-Defense Toolkit*

Explore how to increase your personal safety by analyzing your surroundings, de-escalating a conflict, recognizing and avoiding risky situations, building confidence, and learning techniques necessary to escape and survive an attack through a free self-defense toolkit. This roundtable discussion will focus on possible uses, benefits, and outcomes of the Empower Yourself Through Self-Defense took-kit.

Carlson, Stephanie ––––– Utah State University
Brower, Naomi ––––– Utah State University
Wilde, Sadie ––––– Utah State University

### *4. Where Is Superman? How Metaphors Are Utilized in Counselor Education and Social Justice.*

Counselors feel the need to have all the answers. We utilized our rational or conscious parts of our minds. However, the subconscious has valuable insight into our work as a counselor, counselor educator and supervisor. When creativity is used, the counselor, the client and/or counseling student gain unique multicultural solutions in a supportive environment. We will explore the Superman idea in counseling. This presentation will provide an experiential creative activity along with reflection and feedback.

Jones-Trebatoski, Kathleen ––––– Upper Iowa University
Chiles, Tracy ––––– Texas State University

### *5. Multicultural Special Education for Inclusive Classrooms: Intersectional Teaching and Learning*

School districts in the United States are more diverse than ever with respect to intersecting identities, yet research suggests that teachers do not feel prepared enough to meet the needs of racially and ethnically diverse youth with disabilities. During this roundtable discussion, we draw from seminal multicultural education and culturally relevant/responsive/sustaining pedagogies and explore strategies designed to effect systemic change in special education teacher preparation programs.

Perzigian, Aaron ––––– Western Washington University
Aziz, Nahrin ––––– Northwest Indian College

### *6. Applying Research-Based Theories to Practical Problems: An Online Ed.D. Program in Science Education*

In this session we will share an innovative online EdD doctoral program in science education that was developed during Covid-19. The philosophy of research into practice will be shared, along with strategies for developing and maintaining the program, with tips for success from admission of students to candidacy, to completion of a dissertation.

Akerson, Valarie ––––– Indiana University: Bloomington
Buck, Gayle ––––– Indiana University: Bloomington

### 7. University Childcare: Providing Quality Early Childhood Education to Promote University Student Success

This proposal provides an overview of the comprehensive approach to support student success in higher education by providing access university childcare. Participants will understand: 1) context of the university-childcare model; 2) program outcomes and implications; 3) implications of comprehensive university childcare to support student recruitment, retention, and success; 4) the initial impact of the work on student parents.

Norris, Ashley ––– East Carolina University

Ballard, Sharon ––– East Carolina University

Berry, Susannah ––– East Carolina University

Baugh, Eboni ––– East Carolina University

Taylor, Alan ––– East Carolina University

Harris, Brandi ––– East Carolina University

### 8. Investigating the Use of Technology and Manipulatives in the De-tracked Grade 9 Mathematics Classrooms

This project examines the implementation of a new de-tracked grade 9 math curriculum and manipulatives/technological resources teachers used to prepare for the new course. The first phase of the project interviewed teachers to better understand their perspectives on the new curriculum. The second phase of the project was based on overall findings, which drew on potential resources, supports, and tools for teachers to better prepare for the grade 9 mathematics course.

Lu, Olivia ––– University of Toronto

Mazieres, Sofia Ferreyro ––– University of Toronto

McDougall, Doug ––– University of Toronto

### 9. Creating Curriculum for an Undergraduate Course on Trauma-Informed Care

This roundtable seeks to disseminate the information that the researcher has gleaned from developing a stand-alone course on trauma-informed care for undergraduate students; one of few in the nation. The curriculum selected by the researcher is analyzed through practitioner inquiry which reflects on the development, teaching strategies, and outcomes after the conclusion of the first iteration of the course. The researcher seeks to gain feedback from peers to help improve the future of the course.

Rankin, Beth ––– Oregon State University

### 10. Impacts of a University Preparatory Program on Indigenous Students

The Summer Indigenous Institute was a preparatory program intended to support students who were entering their first year of university in Northern Ontario, Canada. Pre and post program surveys and interviews were conducted with 14 participants over a two-year period. Results indicate that culture and land-based learning had positive impacts on participants but financial challenges, family obligations, and the COVID-19 pandemic impacted negatively.

McGregor, Lorrilee ––– NOSM University

### 11. Holistic Student Success: Is Houston ISD sanctuary site the answer post COVID-19?

America's educational inequality stems from systemic poverty and economic policies that continue to widen the wealth disparity for marginalized communities, coupled with historic racial and social injustices. To close these gaps, lawmakers must reexamine current policies, dismantle barriers, and enact educational policy that meets and exceeds metrics for student success. This research used a qualitative case study approach, focusing on identifying the key characteristics of a holistic student success initiative in Houston ISD Sanctuary school sites.

Carmouche, Dana ––– Pepperdine University

Jones, Andrew ––– Pepperdine University

### 12. Training School Principals to Master the Balance of Trustworthiness, Warmth and Competence: A Collaboration of Two Countries (USA and Australia)

Dr. Judi Newman and Dr. Julie Jhun are collaborating on how to strengthen school principal's leadership programs and experiences through using a neuroscience lens. The underpinning premise of the research foundation is leaders are judged in the first few seconds by their trustworthiness, warmth and competence. This raises the question of how to prepare school principals for their complex role in a changing and uncertain context by coaching the human not just the content. 12 Leadership attributes are discussed as a starting point.

Newman, Judi ––– The Academy of Organisational Neuroscience Australia

Jhun, Julie ––– California State University, Dominguez Hills

### 13. The Embattled School Principal: Challenges and Opportunities

The current study relies on qualitative data from surveys conducted with more than 50 school principals in the state of Washington, as well as parallel data obtained from principals who attended a national conference in the fall of 2023. Participants in the HICE Conference session will have the opportunity to take the survey and take part in a discussion of supports a principal might seek or a district might provide to create or sustain a successful, satisfying, and balanced career.

Bruce, Tim ––– Western Washington University

Larsen, Donald ––– Western Washington University

Aller, Warren ––– Western Washington University

Robertson, Wayne ––– Western Washington University

### 14. Emerging Challenges and Opportunities of Interdisciplinary Training in Higher Education

Interdisciplinary training has become recognized as an innovative approach to expose students to knowledge from a broader set of disciplinary perspectives. Yet interdisciplinarity is defined and implemented in diverse ways within highly variable institutional contexts. This roundtable will provide a forum to discuss new challenges and opportunities in this growing area of higher education. The roundtable leaders and participants will discuss their own experiences with interdisciplinary programs and approaches in higher education.

Mitchell, Barbara ––– Simon Fraser University

Wister, Andrew ––– Simon Fraser University

### 15. Developing Alternative Certification Pathways to Meet the Demands of National Teacher Shortages

The national teacher shortage in the US has progressively magnified in the post-Covid era. In this session, presenters will discuss how alternative pathways to teacher certification can support the challenges and demands of both the shortage in teachers and the obstacles posed by traditional certification programs. Steps and strategies to develop and establish successful alternative pathways in both two and four year institutions will be discussed and shared.

Tittle, Glenda Hernandez —— Montgomery College

### 16. Young Children's Whole Number Activity Reorganized for Early Instruction in Mathematics

This theoretical discussion draws from scheme theory and units coordination literature to provide insight into how Steffe's (2002) reorganization hypothesis can be leveraged to inform differentiated instruction at the Early Childhood level. Specifically, discussants aim to bring forward literature explaining how young children's reorganization of whole number understandings can inform various research and educational designs in early childhood.

MacDonald, Beth —— Illinois State University
Kroesch, Allison M. —— Illinois State University
Hunt, Jessica —— NC State University

### 17. Measuring Critical Thinking in the Domain of Data Literacy

In the current information era, the ability to evaluate the credibility of data and think critically with data is an essential skill for all data users. Teaching and assessing critical thinking skills in the context of data literacy is fundamental to the development of a data-literate society. This study developed and validated a digital performance-based assessment to evaluate university students' critical thinking skills in the domain of data literacy.

Cui, Ying —— University of Alberta

### 18. Herding Cats: The Benefits and Challenges of a Large Research and Development Team

Roundtable participants will explore the journey of a nine-member-and-growing research team that is collaborating to develop, implement, and study a Computer Integrated Teacher Education (CITE) program at an urban commuter college. Team members have a range of subject area expertise and research training, as well full-time jobs in the education field. The multi-member team has learned from each other and enriched the final products, while facing challenges resulting from the composition of the team.

Keiler, Leslie —— York College, City University of New York
Bai, Xin —— York College, City University of New York

### 19. Addressing the Teacher Shortage: Six Years of Innovation in Teacher Preparation

During the past six years, an infusion of new leadership, ideas and challenges had resulted in a large number of innovations aimed squarely at increasing the supply of highly-qualified teachers in our region. These innovations have taken the form of new partnerships and programs, curricular and program changes, and rethinking the very nature of teacher preparation itself.

Biek, David —— Middle Georgia State University

### 20. Proactive Strategies for Mental Wellness among College Students

This presentation will cover research on strategies high school and college students can use to maintain their mental health during stressful times. Specifically, we will present ideas for how health education specialists can equip young people to identify signs of stress, access resources and help when needed and use strategies to reduce the impact of the events to prevent common mental health issues.

Sosa, Erica —— University of Texas, San Antonio

### 21. EmpowerED: Igniting Change Through Passion-Driven Leadership for Diversity, Equity, and Inclusion

This session will delve into the transformative power of passion, purpose, and leadership in the context of fostering diversity, equity, and inclusion (DEI). Bring your voice to the table so we can explore how you leverage your passion to drive meaningful change. The goal of the discussion is to uncover actionable strategies, real-world examples, and inspiring narratives that highlight the role of passionate leadership in shaping a more inclusive and equitable work environment.

Hampton-Campbell, Sharva —— University of Illinois Urbana-Champaign

### 22. Co-teaching in a Digital World: Meeting the Needs of All Students in Online K-8 Classrooms

The growth of students with exceptionalities participating in K-8 online schools continues to increase highlighting the need for effective strategies. This study investigated the implementation of a co-teaching model for inclusive classrooms in a K-8 public virtual school. Data analysis revealed themes which informed the following findings: a need for pre-planning before implementation and sustained professional development during implementation, universal benefits for all students, and redefining the roles of general education teachers for successful collaboration.

Coy, Kimberly —— California State University, Fresno
Miller, Libbi —— California State Polytechnic University, Humboldt

### 23. The Impact of Teaching and Learning During A Pandemic - Work In Progress

This study focuses on the teaching and learning of underserved students during a pandemic. With the sudden closure of schools, the coronavirus pandemic required teachers in K-12 to teach in a manner that was more difficult for some than others. The COVID-19 pandemic initiated a sudden closure of schools. When technology replaced face-to-face instruction, teachers and students were faced with certain complexities. Teachers were mandated to prepare lesson plans for distant learning in a short period of time, teachers questioned student's learning environments, and feelings of student isolation had to be addressed. Additionally, online instruction changed teaching and testing. In all levels of the educational system, a pandemic impacts teaching effectiveness.

Austin, Saundra Johnson —— University of South Florida
Wiggins, Joyce —— Wiggins Dissertation Services

### 24. Digital MakerSpace: Advancing Digital and Computing Literacies for Pre-service and In-service Teachers

This research explores the integration of diverse needs and experiences of teacher candidates and in-service teachers into equitable course designs in teacher education. Digital makerspace was adopted to foster digital and computing literacy. Data collection methods include exit slips, digital artifacts, peer reviews, self-reflections, and online surveys. The findings demonstrate the advantages of collaboration among diverse members and the benefits of the maker culture. However, it also highlights the challenges that teachers face as makers.

Bai, Xin —— York College, City University of New York

### 25. Project-Based Learning: Level the Academic Playing Field for Students Receiving Special Education Services in High School Classrooms

Presentation will include current research, suggested teaching strategies and examples of project-based learning that have successfully been integrated in high school classrooms. When teachers become learning facilitators differentiated instruction becomes the norm, not the exception. Students at all ability levels assess their own knowledge through deeper learning opportunities increasing engagement and willingness to take academic risks. Participants will have the opportunity to examine student work, review assessment rubrics, and identify differentiated objectives included in project descriptions to support students who have IEPs.

Bruss, Colleen Freyvogel —— Point Park University

### 26. Healing the Dysfunctional Academic Department: From Surviving to Thriving

The roundtable discussion proposes to generate a compelling discussion and feedback on a work-in-progress that delves into the multifaceted dimensions of dysfunctional academic departments, examining root causes such as communication breakdowns, power struggles, resource disparities, and lack of shared vision. Drawing on case studies (proposed) and anchored in a review of empirical research (in-progress), this project aims to identify or develop actionable tools to diagnose dysfunction, design tailored intervention strategies, and facilitate lasting change within dysfunctional academic departments.

Dean, Diane —— Illinois State University

### 27. Exploring Practices of Competency Development for Early Career Researchers Affiliated with a Collaborative Research Community in Polar Science

The purpose of this study (proposal) is to explore what competencies early career researchers (ECRs) affiliated with a multi-institutional research network in polar science expect to develop in their trainee years and how they develop their competencies within the collaborative research community. Using grounded theory, interview data for ECRs who are affiliated with a multi-institutional research network in the U.S. will be collected and analyzed to construct a theory of competency development for ECRs.

Park, Hyoung Joon —— Oregon State University
Bouwma-Gearhart, Jana —— Oregon State University
Rahilly, Kristen —— Oregon State University

### 28. Assessing and Meeting the Wellness Needs of Students

Shifting the approach to assessing and meeting student current needs through a participatory action research to address children's mental health and wellness challenges in school. Focusing on early identification, the use of a multi-tiered system of support, a data-driven approach, and leveraging existing partnerships to assist the school's intervention and support model

Garcia, Brenda —— Pepperdine University

### 29. The Instructional Leadership Program at Tennessee Tech University

The Instructional Leadership program in the Department of Curriculum and Instruction at Tennessee Tech University is collaboratively focused upon developing highly effective educational leaders with school district partners and administrative mentors in alignment with the Tennessee Instructional Leadership Standards, Tennessee Educator Acceleration Model, and Tennessee Literacy Standards for Instructional Leaders.

Taylor, Leann —— Tennessee Technological University
Wehrmann, Sara —— Tennessee Technological University

### 30. Physical Computing with Exceptional Students

In our round table discussion, we will present the coding and robotics work we have been engaged in with exceptional students on O'ahu and Big Island over the past seven months (February 2023-August 2023). We will also present our preliminary insights on the five promising practices teachers of exceptional students may want to consider when using coding and/or robotics as a pedagogical tool in the classroom.

Morrison, Laura —— Ontario Tech University
Robinson, Phaedra —— RAI Hawai'i , LLC.

### 31. Enhancing STEM Graduate Education: The Design, Development, & Piloting of a Course to Promote Research Innovation, Mentoring, and Career Readiness

Join us for a discussion on the ideal components of STEM graduate education. We will present information on the design, development, and piloting of a new graduate course to promote research innovation, mentoring, and career readiness. We will share our experiences working with graduate students in electrical engineering and highlight specific course content and assignments that respond to recommendations from the National Academies of Sciences, Engineering, and Medicine.

Metz, A.J. —— University of Utah
Tao, Karen —— University of Utah
Furse, Cynthia —— University of Utah
Ziegenfuss, Donna —— University of Utah
Bhutto, Arabella —— Mehran University of Engineering & Technology

### 32. Are Students at the Center of Your Institution? A Case Study of Educational Effectiveness

Educational effectiveness, or the ability to adequately accomplish a given educational objective, has grown into areas of emphasis, offices, departments, and more in the higher educational system. Graduation rates are no longer enough to determine the effectiveness of an undergraduate or graduate degree. This research studies an educational effectiveness team at a private institution in Southern California to understand its functionality and successes connected with student success and student-centeredness.

Morris, Elizabeth —— California Baptist University
Riad, Jennifer —— California Baptist University

### 33. BeAJEDI: A Force for True Diversity

The conventional Diversity, Equity, and Inclusion (DEI) framework falls short of comprehensively capturing the multifaceted nature of true diversity. By introducing the fundamental elements of the BeAJEDI (Belonging, Equality, Accessibility, Justice, Equity, Diversity, and Inclusion) model in a roundtable discussion, the aim is to enrich the educational landscape by sharing ideas, examples, and best practices.

Barajas, Josue ——— Pepperdine University
Prabhakar, Anusha ——— Pepperdine University
Smith, Gaysha ——— Pepperdine University
Tripp, Anthony ——— Pepperdine University

### 34. STEM and SDG's: Globalizing the STEM Classroom

This roundtable discussion will provide space for teachers to collaborate and share ideas in connecting the UN sustainable development goals to their existing curriculum. There are many creative ideas and examples for how this simple integration develops local and global interconnectedness of concepts and actions. Participants will be provided with a framework to effectively and efficiently incorporate the SDGs in their classrooms.

Willsey, Samantha ——— Department of Energy/ORISE

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Queens 4
**Session Topic:** Project-Based Learning - Workshop **Session Chair:** Tarango, Terra

### Classrooms that Matter: Making PBL a Reality

Teachers want to create memorable, meaningful experiences that give an authentic context for learning, but who has the time! Discover how to implement project-based learning with cross-curricular content, collaboration options, and real-world connections. Explore specific PBL units that are engaging and relevant, then align these projects to your current content needs. Come ready to become that teacher students will never forget. Leave with lesson-by-lesson project ideas to make it happen.

Tarango, Terra ——— Van Andel Institute for Education
McCotter, Dawn ——— Van Andel Institute for Education

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Queens 5
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Truesdell, Joel William

### Teach Like a Native Elder and Help Your Students Have Success in a Modern, Healing Classroom

Did you realize that elders use inquiry, a multidisciplinary project-based approach, hands-on learning, and innovation? Did you realize that elders taught in a way that developed critical thinking skills and strengthened cultural identity? Incorporating these ideas will improve your classroom for ALL students. Participants will be led through templates that are designed to guide culture-based lesson planning. Data that shows increased student success when this method is used will be shared.

Truesdell, Joel William ——— Kamehameha Schools Hawaii Campus

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Queens 6
**Session Topic:** Arts & Humanities Education **Session Chair:** Song, Borim

### Teaching About Adoption Through Contemporary Art: The Work of Jooyoung Choi

This presentation discusses how educators can explore social issues through contemporary art. The session attendants will learn about the topic of child adoption by examining the artwork of JooYoung Choi. How undergraduate students responded to this art-based discussion will be also shared.

Song, Borim ——— East Carolina University

### The "R" Word: Strategies for Teaching Religion in the Secular College Classroom

This paper proposes a teaching strategy for the creation of a welcoming classroom space to discuss what I call the "R Word." In doing so, it invites educators to embrace a pedagogy that 1. destabilizes the category "religion," 2. advances a more generous portrayal of world religions with sensitivity to the people that follow them, and 3. structures student discussion around the objective of mutual understanding, as opposed to a contest.

Fielding, Stephen ——— Camosun College

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**Time:** 11:30 AM - 1:00 PM / **Wednesday** - 1/3/2024 / **Room:** Waikoloa 1
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Robbins, Sherard

### Affirmative Action and the Constitutionality of Remedying Race

Using landmark Supreme Court precedents and the most current legal jurisprudence, this workshop will explore the thinking and ultimate impact of the United States Supreme Court's (SCOTUS) decision to rule race-conscious admissions an unconstitutional element of Affirmative Action.

Robbins, Sherard ——— Visceral Change

### Understanding Teacher Autonomy in the Charter Sector: Teacher Powered Schools and the Implications of Authorizer-Led School Policy Initiatives

Teachers' perceptions of autonomy are associated with improved job satisfaction and lower levels of attrition. One method for expanding teacher autonomy is transitioning responsibility to teacher teams to design and lead schools. Based on survey data from 600 teachers this paper seeks to understand perceptions of teacher autonomy in the charter sector and provide insights into how authorizers can further support interested schools in promoting teachers' autonomy to make decisions influencing school and student success.

Missias, Matthew ––––– Grand Valley State University
McQueen, Kiel ––––– Basis Policy Research
Stahl, Courtney ––––– Grand Valley State University

### Student Perceptions of HyFlex Course Design: Exploring Benefits and Barriers

This panel presentation features Faculty Learning Community (FLC) members midway through a two-year interdisciplinary exploration of HyFlex. Each HyFlex FLC member participated in professional development on HyFlex and implemented HyFlex in at least one course. In this session, panelists will share the participants' perceptions of the benefits and barriers associated with learning in a HyFlex environment. Panelists will focus on themes that emerged from the qualitative data gathered from the participants.

Cameron-Standerford, Abby ––––– Northern Michigan University
Isaacson, Heather ––––– Northern Michigan University
Bergh, Bethney ––––– Northern Michigan University
Edge, Christi ––––– Northern Michigan University

### The Implementation of a Professional Development School PDS Model: Impacts on Relationships, Practices, and Theories

This paper investigates the influence of theory-practice hybrid spaces on the practices, theories, and relationships of teacher candidates and its subsequent impact as reflected by early career teachers- alumni of a teacher education program. The context of the research is a Professional Development School (PDS) setting in an integrated, school-based, professionally-oriented final semester within a four-year teacher education program.

O'Connor, Kevin ––––– Mount Royal University

### Empowering Educators to Foster Computational Thinking: Continuous Improvement in a Teacher Residency Program

Presenters will describe how a teacher residency program successfully used continuous improvement methodologies to innovate practices over a three-year period. Ongoing collection and analysis of data from supervisor observations, participant surveys, and interviews allowed the program to successfully teach pre-service educators to embed computational thinking into their lessons with middle and high school students. Participants will generate ideas for how they might collect and use quick, small data to inform big changes in their own teacher education programs.

Miller, Mimi ––––– California State University, Chico
Gunderson, Jamie ––––– California State University, Chico
Oloff-Lewis, Jennifer ––––– California State University, Chico
Justeson, Rebecca ––––– California State University, Chico

### The Impact of Explicit Math Anxiety Instruction on High, Moderate, or Low Math-Anxious Preservice Teachers

Math anxiety is highly prevalent among elementary preservice teachers (e.g., Artemenko et al, 2021) and impacts their instruction and student achievement (e.g., Chang, 2015). Using an embedded case study, researchers investigated the impact that videos and journaling addressing math anxiety had on preservice teachers. Findings suggest that explicit math anxiety instruction significantly decreased math anxiety and increased math teaching efficacy. However, teachers' specific math anxiety levels influenced the intensity of the impact.

McConnell, William ––––– Virginia Wesleyan University
Kennedy, Lydia ––––– Virginia Wesleyan University
John, Rebecca ––––– Virginia Wesleyan University
Berube, Clair ––––– Virginia Wesleyan University

### *Nursing Students' Perceptions of Instructor Created YouTube Videos to Teach Nursing Skills*

Presentation of findings of a comparative pilot study incorporating YouTube instructor created exemplary videos into a nursing course. Research question: Do nursing students, who are enrolled in a Bachelor of Science Nursing (BSN) program and who are taught psychomotor nursing skills via demonstration on the social media platform YouTube, prefer this technology to traditional demonstration, and to evaluate their overall perceptions of YouTube?

Burton, Richard ––– California State University, Chico

### *The HEADS-ED: Utilizing a Psychosocial Screening Measure in Emergency Departments to Improve Mental Health Education and Literacy Among Youth*

Given that youth with MH symptoms and suicidal ideation often present to the emergency department (ED), the ED is an appropriate setting to assess youth at risk for MH disorders and suicide and to provide MH education to children and their families. This paper discusses the potential ability of one specific evidence-based psychosocial screening measure, the HEADS-ED, to enhance the assessment of MH symptoms and to provide MH education to the pediatric population.

Burns, Jessica ––– University of California, Los Angeles
Hall, Susan ––– Pepperdine University

### *Contexts for Community Engagement in Constructing Equity Informed HIV Clinical Research using the Advocacy Coalition Framework*

Although not consistently defined nor applied, community engagement is a critical component to constructing equity informed HIV clinical research needed to support participation of diverse groups affected by HIV. This session will describe strategies to meaningfully involve communities affected by HIV in HIV cure-related research using a theory informed approach.

Campbell, Danielle ––– University of California, San Diego
Cowlings, Portia ––– Pepperdine University

### *Coach There is Hope: Avoiding Stress and Burnout from the Things You Cannot Control*

Stress and burnout are now linked to many major health illnesses. Many do not know how to balance work, life, and family. This presentation will examine the many overlooked causes and effects of stress on coaches of all sports and all levels of sports. There are solutions to a quality life all while enjoying the world of being a coach.

Reynolds, LaNise ––– Tennessee Technological University
Reynolds, Christopher ––– Washington Park Community School

### *When Faculty Play Nicely Together: Collaborating in Course Redesign for Equity and Social Justice*

We will share our experiences redesigning an elementary science teaching course grounded in commitments to Culturally Sustaining Pedagogy, Universal Design for Learning, and Teaching for Equity and Social Justice. Considerations of relevant curriculum aligned with the Next Generation Science Standards and foundations such as the United Nations Sustainable Development Goals and pedagogical perspectives of learner-centered instruction informed our plans. Most important, an understanding of the lives of our teacher candidates centered our efforts.

Nelson, Frederick ––– California State University, Fresno
Walter, Emily ––– California State University, Fresno
Van Horn, Selena ––– California State University, Fresno

### *The Self-Perceived Role of Classroom Teachers in Supporting Elementary Student Teachers to Teach Science*

This study reports on the results of an assignment given to preservice teachers (PSTs) enrolled in a year-long student teaching practicum in which they interviewed their cooperating teachers (CTs) about teaching science. Results reveal a mix of attitudes of CTs about their science curriculum, school and district expectations for teaching science, and the role of PSTs in teaching science in student teaching.

Lardy, Corinne ––– California State University, Sacramento
Porter, Jenna ––– California State University, Sacramento
Ross, Donna ––– San Diego State University
Vaughn, Meredith ––– San Diego State University

### *Does Science Teacher Certification Pathway Matter? A Closer Look at First-year Science Teacher Impacts on Student Outcomes in Texas*

Using the Texas longitudinal dataset, certification pathways of novice secondary science teachers are analyzed, specifically the extent to which certification pathway impacts student achievement in 8th grade science and Biology as measured by the STAAR test. Findings suggest that teachers certified through online pathway programs have a negative impact on student science achievement while alternative certification pathways have a positive impact on student science achievement. Policy implications are discussed.

Mansell, Kristin ––– Texas Tech University

### *When a Storm Blows In: Navigating Student Crises in Higher Education*

Student suicides, threats of violence, natural disasters and other crises frequently affect the lives of professionals in higher education. This presentation will provide participants with best practices in crisis management that can be applied to a variety of challenging scenarios that occur on college campuses. Participants will receive practical strategies to assist them in managing crisis events, including self-care strategies to assist them in caring for themselves in the aftermath of a crisis.

Scholz, Robert —— Pepperdine University

### *Varying Effects of A Poor Education on Minorities*

This paper explores specific factors involved with African American and other minority young males having a poor education and the effects thereof. The issues of race, class, and gender play a part in the repetitive cycle of poverty that these groups consistently face. The issues are examined how abuse of power play into the reading scores, detention, and educational outcomes of African American young males facing disproportionate discipline, feeding the school to prison pipeline.

Williams, Anthony —— Pepperdine University

### *Two FREE (Free to access, Research-based, Easy-to-use, and Engaging) Literacy Intervention Programs Available for Home and School*

This presentation will provide an introduction to the HELPS and PASTEL programs, which are research-supported and internationally-used reading programs focused on improving students' foundational literacy skills. The presentation will summarize key details of HELPS and PASTEL, such as (a) some recent research and program evaluation findings, (b) implementation and training considerations, and (c) how educators and caregivers can access both programs for free or low-cost to support students in their community.

Begeny, John —— North Carolina State University
Newson, Natasha —— North Carolina State University
O'Neal, Shannon —— North Carolina State University
Durling, Jesslyn —— North Carolina State University
Davidson, Felicia —— North Carolina State University

### *Reading to Succeed: Boundary-Spanning Efforts to Deepen Literacy Learning for All*

This session features a collaboration between a teacher preparation program, a district-led tutoring program and curriculum department, and a mission-driven nonprofit organization. Leading with a student-focused vision, this collaborative team identified, prepared, and equipped pre-service teachers with knowledge, practices, and curricula that yielded accelerative foundational skill learning gains in reading.

Wenzel, Taylar —— University of Central Florida
Kennedy, Analexis —— University of Central Florida
Conrad, Elizabeth —— Orange County Public Schools
Gorham, David —— Orange County Public Schools
Bennett, Tricia —— Collaborative Classroom

### *Blooming Meaningful Relationships Through Pathways of Empathy, Respect, and Compassion*

The presentation titled "Blooming Meaningful Relationships Through Pathways of Empathy, Respect, and Compassion" focuses on the importance of building strong relationships through empathy, respect, and compassion. The presenter will discuss how these pathways can lead to deeper connections, improved communication, and greater understanding in both personal and professional relationships.

Russell, Peggie —— Fielding Graduate University

### *Trauma Informed Yoga and its aid in Trauma Healing in Female Identifying College Students at the University of Arkansas*

This presentation involves the findings of an exploratory study on how Trauma-Informed Yoga aids in trauma healing. The sample comes from a group of female-identifying students attending a southern university. This mixed methods study uses pre and posttests to document trauma symptoms, and potential changes of the participants towards healing in terms of symptom reduction. Interviews will be conducted to assess impact on trauma healing, and ways to improve this intervention in the future.

Sandoval, Gabrielle —— University of Arkansas
Stauss, Kimberly —— University of Arkansas

### *Experiences of Latino/a Doctoral Students at an Emerging HSI*

Emerging Hispanic-Serving Institutions aspire to attain designation to better support Latinx student access, retention, and completion among higher education institutions. While Latinx students are increasingly accessing higher education, researchers have long called for representation among faculty, which requires access to doctoral degree completion among Latinos/Hispanics in academia. As such, this study explores the experiences of Latino/a doctoral students at an emerging HSI to better understand opportunities for improvement and reasons for underrepresentation in academia.

Sanchez, Jafeth —— University of Nevada, Reno
Flores, Michael —— University of Nevada, Reno
Sedano, Elizabeth —— University of Nevada, Reno
Rios, Amanda —— University of Nevada, Reno

### *Enhancing Adolescents' Well-Being and Personal Development: A Comprehensive Course Approach to Alleviate Anxiety and Stress in Senior High School and Improve University Transition Outcomes*

This workshop will introduce and discuss a research project centred around developing a comprehensive educational course. The course aims to reduce anxiety and stress among senior high school students and enhance their university transition outcomes. During the presentation, we will delve into this initiative's research objectives, methodology, and expected outcomes. Participants will engage in interactive discussions and activities related to the course's design and its potential impact.

Chandra, Sherina —— City University of Seattle

### *Increasing Women in Tech through Self- Efficacy*

Tech is the fastest-growing job sector and continues to experience a shortage of talent. Despite the need to fill roles, there is a significant disparity between males and females employed in tech companies, with only 27% of computing roles held by women. We explore the ways in which self-efficacy plays an integral role in increasing women in tech roles. In order to increase the women in tech, it is essential to increase self-efficacy in women during their PK-12 schoolexperience.

Adam-Taylor, Jacqueline —— Vanderbilt University
Knobel Green, Courteney —— Vanderbilt University
jacqueline.adam@vanderbilt.edu courteney.a.knobel.green@vanderbilt

### Short Duration Relationship and Marriage Education during Covid-19: Outcomes and Future Directions

COVID-19 reshaped relationship marriage education, requiring that previously in person programs, including the Utah Marriage Celebrations (UMC), move to remote formats. It is critical that outcomes of such transitions are evaluated and assessed. Results indicate that like prior UMC events, participants indicated their perceived relationship knowledge increased. Additionally, commitment to change showed significant results related to age and issues being covered.

Brower, Naomi —— Utah State University
Payne, Pamela —— University of Nevada, Reno

### Teaching Slow While Students Think Fast: Using the Whiteboard as a Creative Whitespace

While teaching 254 students in 11graduate management classes, a method for discussion was employed that increased student participation by 403%. A "chalk talk" is a visual way to begin discussion while inviting all students to participate in an inclusive manner by addressing questions on a whiteboard together, described by Brookfield and Preskill (2005). The whiteboard exercise can be completed in 15-minute timeframes as a reflective 'prep' for the facilitated dialog, which follows after the chalk talk.

Boyne, Matt —— Point Loma Nazarene University

### Teaching Distance Therapeutic Approaches Using Virtual Reality

This presentation starts by providing an overview of the development of a VR Therapy training project.

Carter, Angela —— KaNaChHih Treatment Centre
Dell, Debra —— Youth Substance Addiction Committee
Moore, Sean —— KaNaChHih Treatment Centre

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### Playful Learning To Facilitate Responsible Leadership – Social Interaction, Joy and Well-Being

This workshop focuses on, "Supportive Social Interaction" and "Joyful, Well-being", instructional strategies of the "Playbook", a UN Global Impact initiative. The Principles for Responsible Management Education's (PRME) Impactful Five (i5) framework offers pedagogical approaches for holistic skillset development, seeking to develop future business leaders to address the United Nations Sustainable Development Goals. Attendees will learn and practice evidence-based instructional strategies of 'playful learning' to build supportive social interaction and foster joy and well-being into classrooms.

Van Buskirk, Christian —— University of Victoria

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### The 8 Steps to Engage the Learner: Neuroscience for Evidence Based Teaching

The study of the brain has revealed insights into evidence based teaching and learning strategies that help us understand how we think, learn, remember and maximise the engagement and learning experience for students. Explore the 8 steps to engage the learner in the brainwise classroom. Learn practical strategies that can be used in the classroom the very next day that are associated with:

1. Regulate: Calm the brain stem for learning readiness
2. Relate: Establish trust in the relationship
3. Raise curiosity: Grab attention with emotion
4. Reach: Build motivation and confidence levels
5. Reinforce positivity: Create an inviting classroom
6. Revolutionise: Personalise the learning.
7. Rigour: Strengthen neural connections to improve thinking
8. Remember: Use memory techniques and spaced recall

Newman, Judi —— The Academy of Organisational Neuroscience Australia
Purnell, Ken —— CQUniversity Australia

### *The Development, Delivery, and Outcome of the Teachers Taking it Online Program*

The purpose of this paper is to discuss the development, delivery, and outcome of the Teachers Taking it Online Program, a six-week professional development training program for secondary teachers on distance education. Program content included topics from current literature on preparing teachers to teach online including online instructional tools, digital apps, effective instructional design and facilitation skills within a learning management system, and technology integration theoretical models, frameworks, and national standards.

Graziano, Kevin ——— Nevada State College

### *Vietnamese Students' Use of Social Media and Its Impacts on Their Academic Performance*

We will share the work-in-progress of a research study investigating how Vietnamese students' use of social media impacts their academic performance. Academic performance is measured by a student's grade point average (GPA) reported by participants.

Tran, Binh ——— Sun Tutoring Center
Pham, Hung ——— Sun Tutoring Center
Nguyen, Uyen ——— Sun Tutoring Center
Bui, Thanh ——— University of West Florida
Nguyen, Giang-Nguyen ——— University of West Florida

### *Transforming Narratives: The Journey of VR Filmmaking and its Adaptations through AI Integration*

This research explores how the integration of AI and VR is reshaping filmmaking, enhancing immersive experiences, and raising ethical considerations. It delves into the strategies and impacts of this convergence, offering insights into the evolving landscape of technology's influence on storytelling and reality perception.

Huang, Edward ——— University of California, Irvine

### *AI Tai Chi: Using AI to Combat Technological Unemployment Caused by AI*

The paper describes an effort to use AI technologies to combat the loss of jobs due to the advent of AI technologies. Specifically, it presents the work of the National Institute for AI Research for Adult Learning and Online Education (AI-ALOE). The Institute's mission, organization, research technologies, lessons learned and future directions are presented.

Rugaber, Spencer ——— Georgia Institute of Technology
Goel, Ashok ——— Georgia Institute of Technology

### *Braiding Stories to Live By: A Holistic, Relational, and Intergenerational Exploration of Educational Approaches*

In this panel, four women, Indigenous and non-Indigenous, offer distinct perspectives as teacher educators, researchers, and storytellers. We share our journeys, our discoveries, and our hopes for a future filled with more compassionate, relational, and holistic approaches to learning and teaching; approaches where stories are not just told but lived, memories are not just recalled but relived, and education becomes a loving space that embraces the invaluable gifts of Indigenous wisdom traditions.

Cardinal, Trudy ——— University of Alberta
Tipler, Megan ——— University of Alberta
Fenichel, Sulya ——— Freelance Researcher, Term Lecturer, Creative & Editorial Consultant
Cardinal, Kyla ——— Fort McMurray Catholic School Division

### *Campus-Based Childcare and Early Childhood Education: Lessons Learned in Montana*

The Montana Early Childhood Higher Education Consortium advocates for the early childhood profession in many ways, including supporting early childhood teacher preparation through high quality field and clinical experiences. Montana is providing a diverse set of experiences in its campus-based early learning settings. In this panel discussion, hear from faculty at Montana's tribal, community, and public universities to learn how they use grant funding to enhance their campus-based childcare and early childhood education programs.

Lux, Christine ——— Montana State University
Wilson, Allison ——— University of Montana
Horejsi, Kristin Dahl ——— University of Montana
Red Bird, Nanci ——— University of Montana - Western
Thomas, Eliza ——— Flathead Valley Community College
Corville, Leigh Ann ——— Salish Kootenai College

### *The WikiWatershed Toolkit: Accessible Watershed-STEM Education*

This experiential workshop will introduce participants to the Wikiwatershed® Web toolkit, which was created to support educators, students, citizens, conservation practitioners, municipal decision-makers, and researchers, to collaboratively advance knowledge and stewardship of fresh water. In this workshop, we describe all the tools and associated curricula available at WikiWatershed.org, specifically the following 4: Model My Watershed®, Macroinvertebrates.org, Water Quality app, and the Leaf Pack Network®. We will explore their application in the context of watershed education projects from around the world.
Muenz, Tara ––– Stroud Water Research Center
Kerlin, Steve ––– Stroud Water Research Center

### *"Where's the Video?": The Pervasive Presence of Black Death on Social Media*

This paper uses critical content analysis to document the most common manifestations of racially distressing or traumatizing content that Black youth encounter online, including police brutality and hate speech. We also examine how constant exposure to "Black death" content on social media affects the mental well-being of Black adolescents.
McLeroy, Amanda ––– University of Rochester
Tanksley, Tiera ––– University of Colorado, Boulder

### *Arts Imagery, Narrative Memory, and SEL-ling Cultural Social Emotional Learning to Future Teachers*

Arts Imagery narrative inquiry in Western Canadian university education courses rewrite buried truths in Canadian history. Shared emotive, cultural memory inquiry for pre-service teachers embody multi-modal arts forms in honest, practical application, dynamic pedagogy committed to Social Emotional Learning (SEL) objectives, Indigenous Rights and First Nations Principals of Learning. By exploring truths, educators maneuver towards positive new directions in education planning to support resilient, collaborative citizenship of kindness in a reconciliated Canada.
Ramsay, Lorna ––– Stenberg College

### Bringing Equity to the Forefront: Utilizing Practice-Based Education & Aligning Coursework to Clinical Practice in Teacher Education

This paper examines the relationship between clinical practice and university coursework outcomes at a residency program in California. Objectives include: (1) Integrate practice-based education in university coursework to forefront equity and ensure candidates are prepared to engage in equitable practices entering the profession (2) Tightly align university coursework and the field experience to improve candidates' knowledge and skill in co-teaching

Ramirez, Erin ––– California State University, Monterey Bay
Vicuna, Sophia ––– California State University, Monterey Bay

### Supporting Early Career STEM Teachers through Mentoring and Induction

teachHOUSTON's mission is to prepare and retain highly qualified STEM teachers for underserved students in Greater Houston. teachHOUSTON enhanced their induction program through a grant funded New Teacher Academy to support recent graduates. The Academy supports new teachers through professional development, mentoring, and networking activities. This session provides an overview of the Academy's endeavors, subsequent networking events, weekly support provided to teachers in their first year of teaching, and the evaluation of the program's effectiveness.

Evans, Paige ––– University of Houston
McIntush, Karen ––– University of Houston
Campos, Amanda ––– University of Houston
Mateer, Ramona ––– University of Houston

### Preservice Teachers Evaluation of Design Features and Language Features in Digital Math Games for English Language Learners

This paper presentation reports on a mixed methods study where 21 elementary preservice teachers evaluated three digital math games for English language learners (ELLs) based on the design features and language features in the games. Results indicated preservice teachers felt better prepared to evaluate digital math games for ELLs, suggesting experiences with evaluating digital math games had a positive impact on their awareness of design features and language features in digital math games.

Roxburgh, Allison ––– Idaho State University
Moyer-Packenham, Patricia ––– Utah State University

### Resources, Strategies, and Roadblocks Implementing a Grant-Funded Paraprofessional and Child Care Worker-To-Teacher Apprenticeship Program in Maryland

This presentation discusses the processes and outcomes implementing a Maryland State Department of Education ARP grant to develop Early Childhood Educators from a local pool of paraprofessionals and child care workers. Through an apprenticeship model, cohorts of students are presently completing their programs with resources and support provided by the grant funds. The grant leadership team will share the development of structures and processes in recruiting and maintaining participants, evaluation procedures and outcomes, and roadblocks that have hindered the program implementation and process.

Pennerman, Althea ––– Salisbury University
Chen, Chin-Hsiu ––– Salisbury University
Genareo, Vincent ––– Salisbury University
Maloney, Kristen ––– Salisbury University

### Learning Through an Eco-Citizen Movement Uniting Indigenous Peoples and Settlers in Canada

This communication focuses on the learnings generated by an environmental movement in which collaborate Indigenous Peoples and settlers in Canada. The movement united Indigenous communities, schools, and environmental groups around a forty-day march for the protection of the forests. By examining the pitfalls and successes encountered by this movement, it leads to rethinking the educational role of environmental movements, but also the relevance of establishing links between school and social movements.

Legault, Alexis ––– Université de Sherbrooke
Agundez-Rodriguez, Adolfo ––– Université de Sherbrooke

### A Call to Action for Recognition of Indigenous Healing Systems: An Ontario Case Study

This paper is a case study of Indigenous healing education and advocacy in Ontario, Canada. It is based on research on Indigenous healing and public health consultations with Indigenous Elders and healers. An outcome is a call to action to support Indigenous healing through health education and support of Indigenous-controlled healing education programs.

Manitowabi, Darrel ––– Northern Ontario School of Medicine University, East Campus

### Kākau Mea Nui (KMN) 2.0 - Writing Matters – Culturally Responsive Writing Instruction in Grades K-8

Kākau Mea Nui (KMN) 2.0 is preparing teachers in grades K-8, in schools with a high concentration of Native Hawaiian (NH) students, to teach writing more effectively. The focus on K-2 is learning to write and in 3-8 on writing to learn. Job embedded professional development, on the use of culturally responsive research and evidence-based writing strategies, improves teachers writing instruction and thus students writing.

Hill, Adrianne ––– University of Hawai'i at Mānoa
Raphael, Raphael ––– University of Hawai'i at Mānoa
Roberts, Kelly ––– Northern Arizona University

### *Focused Discussion on Science Education Topics*

Please join us for three focused discussions about science education.  During the 90 minute block, we will allocate 30 minutes to each topic:  effective assessments in science education courses, social justice in science education, and the connection between coursework and field experiences in STEM credential programs. Please join us and contribute your ideas and expertise to our discussions.

Ross, Donna ––––– Far West ASTE Director

### *'Mascu'sectionality: Theorizing an Alternative Framework for Black Males in the Academy*

Black men are not subjects of—or in theories emanating from their own experience, they are often conceptualized as the threats others fear them to be" (p.3). Hence, for Black males and those who study this population, engaging in critical discourse about their epistemological and ontological being is at best lopsided. In addition, it is perhaps the application and misapplication of one particular theoretical frame that has been the most problematic; namely, intersectionality.

Bonner II, Fred ––––– Prairie View A&M University
Flowers, Alonzo ––––– University of Texas, San Antonio
Bolton, Terrance ––––– Prairie View A&M University
Pickens, Chauncey ––––– Prairie View A&M University
Backstrom, Jacobie ––––– Prairie View A&M University
Moore, Lewis ––––– Prairie View A&M University
Smith, Milton ––––– Prairie View A&M University
Parker, William ––––– Prairie View A&M University

### *Accessing Ability Through Mental Health Promoting Learning Design*

During this presentation, findings from a descriptive qualitative study exploring the influences on learning for post-secondary students with mental health related disabilities who study online will be shared. Additionally, an overview of practical strategies to create mental health promoting learning design for online courses and programs.

Frandsen, Natalie ––––– University of Victoria

### *Uplifting Student Voice Through Equity Focused Student Engagement*

This presentation will focus on the creation process and expected outcomes for the Student Equity Associations initiative. Keeping students at the center of the process, this newly developed framework for a student club uplifts and responds to student voice by engaging students, through an inquiry cycle model, as partners in the practice of reimaging the school community as a more equitable environment.

Golobish, Michelle ––––– School District of Philadelphia
Wims, Tyler ––––– School District of Philadelphia

### *Preparation for Inclusive, Identity-Centered Literacy and Reading Instruction: A Case Study of One Exemplary Dual Licensure Teacher Education Program*

A Multidimensional Framework for Inclusive Teacher Education is utilized to examine how the curricular experiences of an exemplary dual certification program were designed to foster inclusion. Findings indicate that (1) asset-based intersectional identity-centered curriculum; (2) intentional course and site redevelopment; and (3) spaces for collaborative critical thinking and reflection were structured to support teacher candidates in working toward the goals of teaching practice for deeper learning in the context of literacy and reading development.

Gomez-Najarro, Joyce ––––– California State University, Fullerton

### *Exploring the Effects of Mindful Nature Walks on Student Anxiety at a Southern University in the United States*

This paper will present a research study to explore if and how mindful nature walks can impact anxiety levels of students who self-describe as anxious. A mixed-methods approach is utilized, measuring quantitative pre and post anxiety levels following a series of nature walks. Qualitative student feedback on this activity will be presented and its potential use for other universities attempting to address the rise in student anxieties across campuses.

Young, Grace ——— University of Arkansas
Stauss, Kimberly ——— University of Arkansas

### *Alien Superstar(s): Racial Justice Insights from the Experiences of Four Differently Ranked Black Faculty*

Four differently ranked Black faculty use Alien Superstar (Boggs et al., 2022) and content analysis of student evaluations of teaching comments to reflect on personal, professional, and pedagogical practices and ways of being in the world, and offer insights on racial in/justice in postsecondary institutions.

Savage, Shawn ——— University of North Carolina, Wilmington
Lynch, Julia ——— University of North Carolina, Wilmington
Mayweather, Dar ——— University of North Carolina, Wilmington
Parker, Michele ——— University of North Carolina, Wilmington

### *Creating Conditions for Success Around Research and Scholarship at a Teaching Institution*

This presentation focuses on the ways in which a teaching focused institution created opportunities for increased research and scholarship activity for their faculty. The university provided broad expectations and opportunities and each college/school developed their own discipline specific expectations for faculty in their respective areas. Reflections from practice will be shared by a Provost and Dean who recently worked together to implement these changes.

Sands, Charles ——— California Baptist University
Gustafson, Jacqueline ——— California Baptist University

### *The Effects of COVID-19 on Attendance, Student Learning, and Student Requests: A Comprehensive Analysis*

The global outbreak of COVID-19 in early 2020 prompted unprecedented disruptions across educational institutions, necessitating an abrupt shift from traditional in-person teaching to remote and hybrid learning models. This study examines the multifaceted impact of the pandemic on attendance, student learning, and student requests within the educational context.

Valdez, Lindy ——— California State University, Sacramento

### Socially Just or Unjust? A Quantitative Analysis of BIPOC Girls' Placement in the Non-traditional CTE-STEM Engineering Program of Study in Houston Independent School District

The erosion of middle-skill jobs directly impacts CTE programs of study (POS), primarily non-traditional CTE programs, which historically have been less equitable for BIPOC students. Through a structural intersectionality lens, this research analyzed if a relationship exists between gender, race, and placement in the non-traditional CTE-STEM engineering program of study, offered in Houston ISD and the combined effects, if any, on CTE concentrator or completer designation for black, indigenous, people of color (BIPOC) females.

Carmouche, Dana ——— Pepperdine University

### Evaluating the Effectiveness of STEM Education Opportunities through the NASA STEM Pathway Activities: Consortium of Education (NSPACE) Cooperative Agreement

Oklahoma State University and NASA have partnered in providing K-16 students innovative, authentic STEM engagement opportunities on the NASA STEM Pathway Activities – Consortium for Education (NSPACE) cooperative agreement from 2017-2023. An evaluation of data collected from multiple iterations of 25 activities will reveal the effectiveness of NSPACE activities in terms of building strong foundations for STEM literacy, increasing diversity and inclusion in STEM, and preparing the STEM workforce of the future.

Stansberry, Susan ——— Oklahoma State University
Thompson, Penny ——— Oklahoma State University
Gaches, Toma ——— Oklahoma State University
McCarty, Kim ——— Oklahoma State University

### Instilling Software Development Skills to First and Second Year Computer Science Undergraduate Students Through Machine Learning and Data Science Projects

Machine Learning and data science have been the driving force for STEM education at CSUF. Python language is preferred for coding since it does not require an in-depth understanding of programming, just the correct usage. Results from summer research in 2019-2023 show that first-year students without prior knowledge of Python and Machine learning were able to learn these topics sufficiently well to deliver posters and oral presentations after 7 weeks of training and guided self-study.

Bein, Doina ——— California State University, Fullerton
Huang, Jidong ——— California State University, Fullerton
Kurwadkar, Sudarshan ——— California State University, Fullerton

### Empowering Racially and Linguistically Marginalized Elementary and Middle-Grade Students through a STEAM/Robotics Out-of-School-Time Program

This presentation focuses on an ongoing ethnographic longitudinal study of racial and linguistically marginalized upper elementary and middle school students participating in an OST robotics program focused on STEAM/robotics. The study focused on how participants used and integrated the arts to better understand STEM concepts and situate their racial and linguistic identities as developing STEM practitioners. A connected learning framework was used to analyze data.

Salas, Rachel ——— University of Nevada, Reno

### Supporting Students with Varied Needs in the French Immersion Context

To address the need for inclusive practices in the French immersion context, the government of Ontario, Canada has developed policies to encourage teachers to meet varied student needs. Observations of nine French immersion teachers on two occasions revealed teachers who, despite lacking confidence, were able to use the majority of adaptations to meet the varied needs of their students with whole class instruction and were preparing to take the next step of considering individual adaptations.

Mady, Callie ——— Nipissing University

### Classification of Programming Related Courses by Second Language Acquisition Methodology

In this paper, the authors classify the subjects they are in charge of using the level classification method of programming language learning defined in previous research. This categorization indicates that the author's course covers all com prehension levels defined in the second language acquisition project in blended learning (SLA aBLe) project (from minimal comprehension to advanced fluency).

Umezawa, Katsuyuki ——— Shonan Institute of Technology
Nakazawa, Makoto ——— Junior College of Aizu
Nakano, Michiko ——— Waseda University
Hirasawa, Shigeichi ——— Waseda University

### English Phonics Training in Improving Students' Ability of Speaking English in Japan

It is a common assumption that Japanese university students' English proficiency is at its highest at the time of the entrance examination, after which it is said to decline rapidly. How to solve this serious problem? This paper aims to examine the characteristics of language acquisition from the viewpoint of pronunciation training, vocabulary building and writing practice, to improve students' speaking ability.

Lu, Jun ——— Kyoto Bunkyo University

**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 4
**Session Topic:** Business Education **Session Chair:** Boyne, Matt

### *Using Constructive Alignment, EduScrum and Tableau to Teach Managerial Analytics*
Description: Constructive Alignment begins by stating the Intended Learning Outcomes (ILO) for the course. The Teaching/Learning Activities (TLA) are created from this list for each class. EduScrum is drawn from the Agile Project Management framework of Scrum, which uses self-managed work teams and a product backlog to create value. In this research project EduScrum used the backlog of TLAs to develop and execute four graduate managerial analytics classes with successful results. Tableau acted as the media for both data visualization and analytics.
Boyne, Matt ––– Point Loma Nazarene University

### *Sustainable Initiatives and Environmental Impacts, A Closer Look at Shein's Business Journey*
This student paper delves into the process of Shein's transition towards sustainability ahead of its anticipated IPO, discussing its environmental impacts, sustainability initiatives like the Shein X program with independent designers, and efforts to mitigate waste. It explores the company's commitment to collaboration and waste reduction while acknowledging ongoing challenges within the fast-fashion paradigm.
Huang, Teddy ––– Idyllwild Arts Academy

### *Case Plan for Change at Southwest Airlines*
Southwest Airlines is one of the most popular air carriers in the United States. Through research, we found that antiquated software systems were a significant part of the system wide failure in December 2022. Our research on the popular air carrier identified what seems to be a dysfunctional relationship between senior management and the airline's operational staff. As researchers, we were able to design and present a change plan for the organization to operate more efficiently.
Forest, Matthew ––– Pepperdine University
Meeks, Mercedes Cordoba ––– Pepperdine University
Gomez, Frank ––– Pepperdine University
Flewellen, Tamarra ––– Pepperdine University
Maddox, Davy ––– Pepperdine University

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**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/3/2024 / **Room:** Kona 5
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** McNulty, LeeAnne

### *Culturally Responsive Higher Education Curriculum Assessment Tool*
The Culturally Responsive Higher Education Curriculum Assessment Tool is an evidence-based instrument utilized by faculty to determine the extent to which their curriculum is culturally responsive. The results become the guidelines to modify existing curriculum or to develop new curriculum. This workshop will introduce the instrument, outline the aligned professional development series, and discuss the application and outcomes in higher education institutions.
McNulty, LeeAnne ––– Allan Hancock College
Rantz, Rick ––– Allan Hancock College

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# Poster Session
**Time:** 3:00 - 4:30 PM / **Wednesday** - 1/3/2024 / **Room:** Promenade

### *How to Prepare a Rhodamine Type of Fluorescent Probe for Selectively Sensing Ferric Ion*
We will show how to prepare a new rhodamine type of fluorescent probe for selectively sensing ferric ion. Its detection limit is as low as 10 mM.
Sung, Kuangsen ––– National Cheng Kung University

### *Building Student Confidence Using Authentic Learning Experiences*
We can teach pre-service teachers research-based pedagogy (theory and practice) for their future classrooms. However, giving pre-service teachers opportunities to practice newly learned pedagogy using authentic learning experiences is essential for building student confidence and self-efficacy. This presentation describes an authentic learning experience created in a college classroom and the meaningful student feedback collected related to the combination of pedagogy and practice.
Davis, JiJi ––– University of Montevallo
Raulston, Cassie ––– University of Montevallo
Ploessl, Donna ––– University of Montevallo

### *Applied Behavioral Sciences Theoretical Framework: Leadership, Power, and Politics in Business Education*
Organizational power, politics, and leadership are all intertwined together and shape policies formulated by the organization. One common theme shared by the three aspects is providing the strategic direction, mission and vision taken by an organization. Different leadership styles exist, and each provides an organization with unique capabilities. Regardless of the leadership style adopted by the leader, it is essential to take necessary precautions to ensure that members are not isolated from the organization, which could stir resistance and understand the power dynamics that exist.
Gurick, Mitch ––– Pepperdine University

### *Improving Critical Thinking in New Graduate Nurses through the Use of a Reflective Journaling Intervention during their Orientation*
Presentation of findings of a pre/post QI project incorporating reflective journaling into clinical orientation for new graduate nurses using the Health Sciences Reasoning Test (HSRT). The project will evaluate a within person change in critical thinking in new graduate nurses who are engaging in reflective journaling.
Guynn, Robbin ––– Regis College

### A Survey Study on Undergraduate Data Science Curricula

In response to the emerging need on data science professions in today's workforce, higher education institutions have become more and more interested in creating undergraduate major and/or minor programs in Data Science. In this research, we aim to study the data science curricula of the undergraduate major programs at 52 higher education institutions, as well as the coverage of each curriculum to ABET's curriculum criterion for data science, data analytics, and similarly named programs.

Zhu, Weiying —— Metropolitan State University of Denver


### A Study of Situations Proposed by Prospective Teachers to Teach the Division of Fractions

In this poster session, we analyze the characteristics proposed by four students to teach the division of fractions. An analysis of the situations proposed by these future teachers shows that they go beyond a computation procedures-based teaching, and point to some conceptual limitations, especially regarding the fraction's role and the aspects of the division involved.

Vermette, Sylvain —— Université du Québec à Trois-Rivières


### Cultivating Tabletop Gardens: High School Health & S.T.E.M Impacts

The aim of this project was to answer the question: In high school students, how do indoor tabletop container garden activities affect perceptions of science and nutrition (vegetable consumption) when incorporated into a month-long high school human physiology digestive system and nutrition unit?

Humphreys, Vanessa —— Nebraska Methodist College
Hannan, Jeannie —— Nebraska Methodist College


### Utilizing DIMs to Brighten the Path Towards Online Autonomous Language Learning

In this poster presentation, the presenters will introduce templates for teachers, sample student materials, URLs and free websites for creating authentic video content and demonstrate activities to help introduce Digital Instructional Materials (DIMs) and Digital Media Resources (DMRs) into their classrooms.

Wilson, John —— Nanzan University
Murrell, Hudson —— Sanyo-Onoda City Yamaguchi Tokyo Science University


### An Investigation of Curriculum Integration Practice in "Integral Study of Educational Theory" Course of a Preservice Teacher Education Program

"Integral Study of Education Theory" is a new course in the Preservice Teacher Program in response to a new curriculum guidelines of 12-year basic education, an educational reform in Taiwan in order to keep pace with the changing social needs and global trends. The purpose of this study is to investigate whether a course of "Integral Study of Educational Theory" can contribute and to better student teachers' cross-disciplinary competency in their professional careers.

Wu, Shu-Hwa —— Soochow University
Sung, Kuangsen —— National Cheng Kung University


### Teens as Teachers and Change Agents: Young People Address Plastics Issues and Environmental Sustainability

The Green Superheroes of Science (GSOS) is a Teens-as-Teachers program model that engages youth ages 12-18 as teachers of science for younger youth. The efficacy of the teens-as-STEM teachers model will be highlighted. The program is effective in both virtual (distance education) and in-person formats, in non-formal settings (4-H, afterschool, summer school), and in classroom settings. Participants will gain online access to the no-cost 4-H Sustainable Polymers curriculum and GSOS website of implementation resources.

Stevenson, Anne —— University of Minnesota Extension
Hupfer-Riedel, Patty —— Pius XI High School
Mondl, Amie —— University of Minnesota Extension
Wyatt, Heidi —— University of Minnesota Extension


### The Metro Academy & Genentech Foundation Scholars Partnership at San Francisco State University: Impact of Interventions on Retention & Time to Degree in STEM

We describe the analysis of a new partnership started in 2019 between two university programs designed to provide full support for incoming STEM freshmen to increase retention and decrease the time to degree. The students are provided wrap around general education support, scholarship funding and preparation and guidance to enter graduate school for careers in science and medicine.

Bayliss, Frank —— San Francisco State University
Chen, Linda —— San Francisco State University
Previde, Paul —— San Francisco State University
Graterol, Celia —— San Francisco State University
Sanchez-Vaznaugh, Emma —— San Francisco State University
Love, Mary Beth —— San Francisco State University


### IR Vision Assisted Object Retrieval with Human Machine Interface and Fanuc Industrial Robot

Robot vision systems are an integral part of the industrial production process and have a variety of applications and methods of identifying objects, including automotive parts, people, and other components in the workcell. This paper presents a Vision Assisted Object Retrieval (VAOR) system using Fanuc IR vision, Allen Bradley PLC, and FactoryTalk HMI technology. This research project was executed as part of the graduate Industrial Robotic vision course at Michigan Tech and provides an exemplary application of the theoretical knowledge gained during the course to the practical industrial scenario.

Olusola, Joshua —— Michigan Technological University
Patil, Punyokti —— Michigan Technological University
Vasudevan, Sathuryaa —— Michigan Technological University
Hardwick, Clarence —— Michigan Technological University
Sergeyev, Aleksandr —— Michigan Technological University

### The Recruitment and Retention of Minority and Disadvantaged Physician Assistant Students

Diversity in medicine is important because lack of racial diversity can lead to poorer health outcomes (Sumler et al., 2021). This presentation will discuss interviews with physician assistant administration and educators that focus on recruitment and retention plans in place at physician assistant programs in the United States and what is the success of current recruitment and retention efforts made by these physician assistant programs for minority and disadvantaged Physician Assistant students.

Ruiz-Peña, Ana ––– Pepperdine University

### Leadership Development Programs and Business Education in Uncertain Times

Effective leadership is crucial to navigating uncertain environments and critical to fueling innovation. Post pandemic there may be a dearth of leaders with appropriate competencies to lead through complex leadership challenges currently facing organizations. This student research aims to better understand how organizations are approaching leadership development and business education in times of rapid change.

Zapantis, Mary Kathryn ––– Pepperdine University

### Developing a Counselor Education Curriculum that Embraces LGBTQ+ Perspectives and Concepts

The counseling profession has made efforts to integrate LGBTQ+ concepts into practice, however, there continues to be a multitude of counselor education programs that have not implemented inclusive curriculum in their course design. This poster aims to 1) discuss the societal context experienced by LGBTQ+ individuals seeking mental health support, 2) discuss barriers to the inclusion of LGBTQ+ competence in counseling courses, and 3) identify practical strategies for incorporating LGBTQ+ perspectives into counseling curricula.

Gerwe, Cory ––– Eastern Virginia Medical School

### Simulation Theater: A Faculty Production to Foster Diversity, Equity, and Inclusion

Consideration for Diversity, Equity, and Inclusion should be evident in all faculty interactions. Self-reflection and recognizing potential implicit biases may significantly impact the efficacy of communicating with others. Vignettes representing conversations among faculty and between faculty and students were presented in a simulated theater venue. Debriefing followed the activity to increase participant awareness of how personal feelings may cloud judgment during critical conversations.

Hardin, Lee ––– Samford University
Chatman, Sherri ––– Samford University
Coleman, Jennifer ––– Samford University

### Developing Emotional Intelligence for Students Through the GRACE Model Afterschool Program in Schools: A Case Study at the Multi-Intelligent Interdisciplinary School in Vietnam

In this poster presentation, the authors will share the results of a Lyceum Global case study; an after-school character education program utilizing the GRACE model. The program improved the emotional intelligence and behaviors of 80 Fifth Graders at the Multiple Intelligence School (MIS) in Hanoi, Vietnam. The quantitative and qualitative data results indicated that when using the GRACE model, the students' emotional intelligence improves and their classroom behaviors and attitude toward classmates have positively improved.

Nguyen, Anhlan Phuc ––– Lyceum Global
Le, Hoai-Anh Nguyen ––– Hanoi National University of Education
Pham, Tu Anh ––– Multiple Intelligences School
Hoang, Nga Que ––– Multiple Intelligences School
Ngo, Dung ––– Texas A&M University – Corpus Christi

### Improving Students' Whole Number Knowledge with the Accelerating Mathematics Performance with Practice Strategies (AMPPS) Program: A Summary of Recent Research and Practice

This presentation will provide an introduction to the AMPPS Program, which is an evidence-based mathematics intervention focused on improving students' whole number knowledge–including skills such as numeracy, number operations, and word problem solving. Recent research findings related to AMPPS will be discussed and attendees will learn how to access the program for free or low-cost.

Begeny, John ––– North Carolina State University
Newson, Natasha ––– North Carolina State University

### An Empirical Evaluation of a Sound Visualization System in Wind Instrument Practice: An Experimental Study with Band Students

We have developed a system that visualizes the played sound using graphics and numerical values obtained from the pitch and acoustic pressure to support wind instrument practice. We conducted an experiment in which students in the wind band of a technical college were allowed to use the system for a period of one month. In this presentation, we will show the effectiveness of the system based on interviews and questionnaires with students and instructors. (74 words)

Kaneko, Daisuke ––– Hokusei Gakuen University
Kurayama, Megumi ––– Hakodate College
Kunimune, Hisayoshi ––– Chiba Institute of Technology
Morishita, Takeshi ––– Shinshu University
Yamamoto, Tatsuki ––– Meikai University

### Development and Implementation of Spanish Language Materials at North Carolina NERRS

This project targets the gap in accessible materials in NOAA NERRS sites in NC for Low English Proficiency individuals. It outlines the need for a bilingual approach and equitable access to outdoors educational materials. The project serves under NOAA and NCNERRS stewardship
and education mission goals and looks to create a language inclusion strategy in coastal and estuarine ecosystems to engage with the hispanic community and increase recruitment in citizen science.

Ballestas, Gabriella ––– Clarkson University

### Interview Survey for Counselors Who Have Experienced a Client's Suicide

The purpose of this study is to conduct an interview for counselors who experienced the suicide of clients, to clarify the intention of help-seeking behaviors of counselors and to examine the future support for counselors.

Sugioka, Masanori ––––– Nagoya University

### ChatGPT is Just "Good Enough" as a Paraphrasing Tool for Foreign Language Learners

This research evaluates ChatGPT's syntactic capacity to interpret garden-path sentences and delves into its implications for teaching foreign languages. Findings indicate that ChatGPT's understanding often mirrors human patterns, frequently resulting in misinterpretation of such sentences with complex structures. This highlights a syntactic shortcoming in ChatGPT, warning against over-relying on its linguistic knowledge and emphasizing the importance for educators to highlight this aspect.

Lee, Jonghyun ––––– Seoul National University
Shin, Jeong-Ah ––––– Dongguk University

### Empathetic Nurturing leading to Acceptance, Belonging, Love & Equity (E.N.A.B.L.E.) Personal & Professional Development for Senior Executives

The authors developed an experiential training program that includes music, videos, and role-play exercises that go beyond standard check-the-box DEI training in an attempt to bring an emotional, heart changing feel to a type of training that some senior executives appear to treat with little regard. The robust program was built with a focus on both theory and practice. The goal is to bring about positive, influential change for the better.

Barnes-Ford, Erika ––––– Pepperdine University
Kissack, Scott ––––– Pepperdine University

### Teaching Ain't Easy, but Somebody Gotta Do It: Education in an Age of Anti-diversity and Civil Rights Roll Backs

The death of Affirmative Action in education will have a lasting impact on education and leadership. The banning of books and censoring information in classrooms are symptoms of a world marred by fear and lack of informed responses. This poster session will explore techniques and ways of engaging Diversity, Equity, Inclusion and Belonging without explicitly discussing race and banned topics to help students explore history, literature, race relations, and the political complexities of this country.

Green, Sharletta ––––– Pepperdine University

### Development of Activation Teaching Materials in the Field of Geometry

The elementary geometry content has been reduced from the mathematics curriculum in Japanese junior high and high schools, and there needs to be a problem in visualizing mathematical concepts. Because of this problem, geometry teaching materials have not been developed coherently, an unsolved problem for students in teaching programs and new young teachers.

Makishita, Hideyo ––––– Shibaura Institute of Technology

### The Impact of Highlighting and Sleep on Long-Term Memory for Reading Material

The present study investigated two variables that have been shown to be beneficial for memory performance: highlighting reading material and sleeping shortly following learning. Our results have important educational implications, as the benefits of sleep on memory were greater two weeks (relative to 12 hours) after learning and were amplified when participants highlighted the reading passage themselves relative to when they read a pre-highlighted passage.

Bennion, Kelly ––––– California Polytechnic State University, San Luis Obispo
Antony, James ––––– California Polytechnic State University, San Luis Obispo

### The Art and Science of Motorcycle Design: An Introductory Laboratory Course For First-Year Undergraduate Students

This paper describes a Freshman Seminar at Princeton University. The Freshman Seminar which has been offered for more than a decade welcomes students from both the liberal arts and engineering. Students learn about motorcycle design by restoring a vintage Triumph motorcycle. Underlying concepts in the areas of structures, machines, networks, and processes are explored through basic engineering analysis.

Littman, Michael ––––– Princeton University

### The Experiences of a First Nation Cohort of Graduate Students with Online vs In-person Instruction

The poster will outline a work in progress. The work will explore the experiences of First Nation graduate students enrolled in a master's of education program with on-line and in-person instruction. The program is not designed specifically for Indigenous students and is designed to be completed while someone is teaching full-time. During the year students complete courses asynchronously and in the summer the classes can be synchronous on-line or in-person.

Steinhauer, Noella ––––– University of Alberta

### Designing Learning Environments with Universal Design for Learning to Enhance Outcomes for Students at Risk for ADHD

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

Zelenka, Valerie ––––– Fort Hays State University

### How to Implement School-Wide Systems of Supports

This presentation will address effective school-wide systems of support that do not focus only on students but instead encompass everyone in the school building. Essentially, all a school's staff members participate in school-wide systems, promoting consistency in teaching and learning for all students. In such systems, administrators, general and special education teachers, related service providers, support staff, etc., support all students in the learning process in the school building.

Zelenka, Valerie ––––– Fort Hays State University

### Introduction to the Development of Educational Tools Using Mixed Reality

We developed an educational tool for learning Basic Life Support (BLS) using Mixed Reality. By combining hologram technology with conventional method using simulator, it's possible to embody an educational strategy for a deeper understanding of patients who require life-saving treatment. This tool not only superimposes the figure of the patient on the body of the simulator, but also reproduces the surrounding environment and people. Trainees get a sense of realism close to the actual rescue activity site.

Amane, Otaki ––– Showa University
Minagawa, Naoko ––– Showa University
Shinji, Chiba ––– Microsoft Japan Co., Ltd.

### College Wellness and Mental Health Supports: Recommendations for a Changing World

This qualitative study relies on surveys conducted with college counselors in five colleges located in northwest Washington State. Students attending colleges during and after the pandemic faced a myriad of challenges, struggling with food and housing insecurity, accessing technology, learning on-line, and isolation. This study examines the current issues in providing necessary supports, as well as recommendations for how colleges might expand services to better serve all students.

Bruce, Gail ––– Skagit Valley College
Bruce, Tim ––– Western Washington University

### Continued Co-teaching to Ensure Positive Outcomes

In this session, we describe how co-teachers embedded specially designed instruction into high yield co-teaching arrangements. Co-teachers demonstrated the knowledge and skills needed to efficiently and effectively design and carry-out instruction to meet the needs of all students. Student performance data supports small group co-teaching practices with two active teachers.

Ploessl, Donna ––– University of Montevallo
Raulston, Cassie ––– University of Montevallo
Davis, JiJi ––– University of Montevallo

### Pre-service Teachers' Perceptions on the Use of Google Resources in Higher Education

This presentation focuses on research 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, JiJi ––– University of Montevallo
Ploessl, Donna ––– University of Montevallo

### Teaching Ethics as A Skill

We have developed a new approach to teaching ethics to computer scientists and other engineering students: teaching ethics as a skill. We advocate for equipping such students with practical methods to address the social impacts of technology, rather than teaching them moral theory. We've created, and taught, this approach to undergraduate and graduate students at MIT and Oxford in three stand-alone courses and thirteen modules that are embedded into computer science and engineering classrooms.

Boulicault, Marion ––– University of Edinburgh
Phillips-Brown, Milo ––– University of Edinburgh

### Career Thoughts of Incarcerated Students

This presentation focuses on the career thoughts of incarcerated students at a technical college serving only incarcerated adults. Results of this study indicate that (a) re-offense, (b) disability status, (c) education level, and (d) employment experience do not show a significant difference with incarcerated students and non-incarcerated students' career thoughts.

Derzis, Nicholas ––– Auburn University
Shippen, Margaret ––– Auburn University

### *The Evolution, Characteristics, and Enlightenment of Rural Teacher Support Policies since the Reform and Opening up*

This presentation investigates the evolution of rural teacher support policies in China since the Reform and Opening up. It explores the transitions in policy value orientation, policy development goals, policy formulation structure, and policy content system. Insights for policy improvement and future development are also provided.

Tiehua, Qu ––– Northeast Normal University

### *Diversity, Inclusion and Equity in Higher Education*

This presentation will focus on recent research that show how important it is to address diversity, equity, and inclusion issues in higher education The presenters will discuss how academic leaders can uphold the ideals of their institutions and help students become responsible citizens. Research will show the necessity for academic leaders to think carefully about how to paramount when representing the mission and vision of their institutions as they define diversity, equity, and inclusion concerns for the campus community, with a few extra considerations for unique associated institutions.

Howard, Betty ––– Alabama State University
Jolivette, G. Michele ––– Virginia State University
Spencer, Trina ––– Virginia State University
Grace, Ronald ––– Alabama State University
Harris Jr., Corey ––– Wilmington University

### *Walking Alongside You(th): How Community-based Research Partnerships Support the Interests, Needs, Goals, and Dreams of Indigenous Youth*

In this panel, we will share the history of our research partnerships and ongoing work in Indigenous education. We will share how our past collaborations have led to our current Canada First Research Excellence Foundation grant-funded project, "Walking Alongside You(th)"—a program that engages high school students in ongoing research conversations. From the research, the school divisions and Indigenous community leaderships determine the priority areas, and together with the research team, we implement strategic plans that serve the interests, needs, dreams, and goals of the youth.

Markides, Jennifer ––– University of Calgary
Benning, Brigitte ––– Peace Wapiti Public School Division
Morris, Natalie ––– Fort Vermilion School Division

### *Pilot Study: Dual Language Learner Observation Tool for Faculty and Early Childhood Educators*

To date 136 student teachers from 5 community colleges and two baccalaureate programs have participated in the new Observation Tool Pilot Assessment for Dual Language Learners (DLLs). The pilot is conducted in practicum/student teaching courses where teacher candidates are expected to explore, reflect on, and modify their practice to better support the development and learning of DLLs. A total of eight DLL competencies were created and we determined that four of them are observable. The CPP DLL Observation Tool was created and piloted in spring 2023 and will continue to pilot to revise and improve the tool as well as determine reliability and validity of the competency areas.

Kennedy, Denise ––– California State Polytechnic University, Pomona
Cruz, Giselle Navarro ––– California State Polytechnic University, Pomona
Hurlbut, Nancy ––– California State Polytechnic University, Pomona

### *Why Does the Japanese Nursery Teacher Approaching Infants and Toddlers Using Her Own Back?*

In the U.S., the interaction between nursery teachers and infants and toddlers is emphasized in terms of direct interaction, such as holding them and providing warm, responsive skin-to-skin contact. This study aims to clarify why the Japanese nursery teacher approaches infants and toddlers using her back.

Nakatsubo, Fuminori ––– Hiroshima University
Hida, Takeshi ––– Ichinomiya Kenshin College
Kato, Nozomi ––– Nagoya University of Arts and Sciences
Uchida, Chiharu ––– Toyo University

### *Analyzing Social Robot mediated child-teacher-and robot interactions in the 5-year-old Classrooms in Korea*

The purpose of this study is to examine the interaction between child-robot, child-child, and child-teacher that are humanoid social robot-mediated. For this study, a social robot was introduced in two 5-year-old classrooms in Korea for three months. Observations were conducted during a total of 9 days, 270 minutes. The results showed that four themes were categorized: 'Gazing at robot (GR)', 'Robot-child verbal interaction (RCV)', 'Robot-induced child-child interaction (CC)', and 'Robot-induced child-teacher interaction (CT)'.

Boram, Lee ––– Daegu University
Soojung, Kim ––– Seoul National University

**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kings 1
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Simpson, Scott

### *CircleBridge: A Framework for Transforming Relationships and Systems within Schools, Districts and Organizations*

CircleBridge is a framework for transforming relationships and systems within schools, organizations or communities. One of our greatest current challenges in Education is building and maintaining a culture of trust and collaboration among the adults within our schools. CircleBridge was developed by our team over our decade of work helping schools to establish that kind of culture.
Simpson, Scott ——— Technology & Innovation in Education (TIE)
Steever, Sharla ——— Technology & Innovation in Education (TIE)

**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kings 2
**Session Topic:** Teacher Education - Workshop **Session Chair:** Beal, Sarah

### *Why Teacher Residencies Need to be the Standard*

While the challenges in implementing yearlong residencies are complex, the positive impact of successful residency implementation is clear for schools, teacher candidates, and students: Quality of candidate preparation, student achievement, teacher retention, and teacher diversity are all positively shifted by year-long teacher residencies. This workshop will explore:
●       Key Components of an Effective Residency Model
●       Research and Data on the Positive Impact of Residencies
●       Challenges to Implementation and Solutions for Success
Beal, Sarah ——— US PREP/Texas Tech University
Collins, Dedra ——— Texas Tech University
Scott, Lynda ——— US PREP/Texas Tech University

**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kings 3
**Session Topic:** Educational Administration **Session Chair:** Rehman, Faisal Ur

### *Leader Member Exchange, Performance Appraisal Fairness, Perception of Organizational Politics on Job Performance of Academicians: Proposal for Future Research*

The prime objective of presentation is to prove a research framework based on extensive literature about the issues academicians faces during the job performance at academic institutions. Fairness in appraisal method and relationship with principles considered to be the most influential predictor of job performance. Organizational Politics plays a vital role in this framework as it is evident in most public sector organizations.
Rehman, Faisal Ur ——— University of East London
Sidra, Sidra ——— University of Northampton
Wattoo, Mashal Ahmed ——— Islamia University of Bahawalpur
Ashraf, Maleeha ——— University of Sunderland
Butt, Shazaib ——— University of East London

### *Baila Conmigo: Mentoring Latinas as School Leaders*

This presentation amplifies the voices of Latinas and the authors of a co-edited book which will assist educational leadership preparation programs adequately prepare aspiring Latina educational leader. This vital resource is in dire need, as Latina leadership remains under-examined with no scholarly books to date focused exclusively on Mentoring Latinas as School Leaders. This presentation provides a blueprint for Latina leadership development.
Rodriguez, Sonia ——— National University
Mendoza-Reis, Noni ——— San Jose State University
Coronado, Rosa ——— San Francisco Unified School District

### *School Administrator, Teacher, and Student Teacher Perspectives on Developing Intercultural Competence in Teachers*

This session brings together data and findings from three studies focused to the impacts of international teaching and student teaching experiences. Responses of school administrators, teachers, and student teachers are analyzed and discussed through the lens of Bennett's Developmental Model of Intercultural Sensitivity (2004) to produce recommendations for developing and hiring interculturally competent teachers.
Gaudino, Ann Cancilla ——— Millersville University

### *Speak Up for Teacher Health: The Importance of Vocal Care in Education*

This article examines the various work-related factors that increase the risk of vocal health issues among teachers, which in turn negatively impact students, teachers, and schools.
Cantor-Cutiva, Catherine ——— Michigan State University
Hallam, Pamela ——— Brigham Young University
Hunter, Eric ——— Michigan State University

**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 1
**Session Topic:** Higher Education **Session Chair:** Eck, Christopher

### *The Validation of the Effective College Teaching Instrument*

The findings of a study validating a survey instrument designed to evaluate the self-perceived effectiveness of college teachers will be presented. Additionally, the research team will discuss the conclusions, implications, and recommendations from the study and their impact on higher education.

Eck, Christopher ––– Oklahoma State University
Cole, Ki ––– Oklahoma State University
Robinson, J. Shane ––– Oklahoma State University

### *Identifying the Characteristics of Effective College Teachers*

The presentation will focus on the findings of this study, aimed at to determining the self-perceived effective teaching characteristics of college teachers. Additionally, the research team will discuss the conclusions, implications, and recommendations from the study and their impact on higher education.

Eck, Christopher ––– Oklahoma State University
Robinson, J. Shane ––– Oklahoma State University
Cole, Ki ––– Oklahoma State University

### *PASS Trial: Does Physical Activity, Sleep, and Social Media Usage Impact Academic Outcomes of Healthcare Students?*

The purpose of this longitudinal observational cohort study was to examine the influence of the extracurricular and non-cognitive factors/habits of sleep, physical activity, and social media usage on academic outcomes of entry-level Doctor of Physical Therapy (DPT) students. The investigative team will present on the study methodology, data collection, descriptive characteristics of the sample, and descriptive and the inferential findings of how sleep, physical activity, and social media usage relate to the academic outcome of grade point average (GPA).

Andrea, Catherine ––– University of St. Augustine for Health Sciences
Perez, Gabriela ––– University of St. Augustine for Health Sciences
Pilgrim, Leiselle ––– University of St. Augustine for Health Sciences
Pucillo, Evan ––– University of St. Augustine for Health Sciences

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 2
**Session Topic:** Higher Education - Panel **Session Chair:** Fusarelli, Bonnie

### *Pathways to Innovative Leadership and Impact Across the Educational Sector*

This panel brings together four senior faculty members who each have 20+ years of experience within the same College of Education. Collectively, they have innovated within teacher preparation programs as well as graduate programs for school principals and postsecondary leaders. Panelists will reflect on key aspects of their career. They will share program elements specific to all aspects of education starting with early grades through the adult lifespace that have led to improved results for students.

Fusarelli, Bonnie ––– North Carolina State University
Hollebrands, Karen ––– North Carolina State University
Jaeger, Audrey ––– North Carolina State University
Lee, Hollylynne ––– North Carolina State University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 3
**Session Topic:** Reading Education **Session Chair:** Norton-Meier, Lori

### *Thirty Years of Learning from Parents as Researchers Initiatives: Rethinking What Counts as Family Literacy (Looking Back to Look Forward)*

For over three decades, we have been conceptualizing, theorizing, and researching how to support parents as researchers. In this presentation, we explore the lessons learned from parents engaging in their own research - - asking provocative questions, systematically collecting data, analyzing and presenting the results - - particularly related to the language and literacy practices of their own children.

Norton-Meier, Lori ––– University of Northern Iowa

### *Fostering a Reading Culture in an Urban Elementary School*

An in-depth description of efforts to create a vibrant reading culture at an urban elementary school, including the roles of the media specialist, administration, classroom teachers, and literacy specialist. The transformation relied on collaboration, choice in reading material, individualized goal making, and opportunities for all students to participate.

Heubach, Kathleen ––– University of West Florida
Thomas, Kimberly ––– Escambia County Public Schools
Kemp, Jennifer ––– Escambia County Public Schools

### Factors in Perception to Afford College

The cost of obtaining a college degree could negatively impact students' thinking that they cannot attend college, regardless of academic performance. Student and parent characteristics, such as student gender, parent education level, and family income, could factor into the perception of affording college. This study aims to examine the relationship between student belief in the ability to afford college and how academic advising and counseling can support students in achieving their academic goals.

Weber, Ryan —— Pepperdine University

### Increasing Healthcare Staff Well-Being and Improving Patient Experience: A Social-Emotional Education Approach

This professional development program addresses healthcare staff shortages and burnout through social-emotional instruction. The program is grounded in learning theory (Mezirow, 1978), healthcare theory (Engel, 1977), and industry best practices. Objectives include greater staff well-being and improved patient experiences.

Eleby, Michelle —— Pepperdine University
Weintraub, Liane —— Pepperdine University

### The Nitty Gritty of Stress and Mental Health: The Role of Grit in Moderating the Relationship Between Stress, Anxiety, and Depression

Recent research has noted that university students are experiencing symptoms of depression and anxiety at higher rates than before, perhaps as a result of precedented stressors. While educators and practitioners are unlikely to be able to reduce the number of stressors their students experience, our research with a university sample suggests that helping students develop grit may help interrupt the relationship between stress and diminished mental health. The presentation concludes with strategies for developing grit.

Ko, Kwangman —— East Tennessee State University
Garris, Bill —— East Tennessee State University
Novotny, Bethany —— East Tennessee State University

### Anywhere But Here: The Importance of Non-School Places in Adolescent Development

What non-school spaces do teenage males occupy during their junior high and senior years. What activities do they engage in at these sites that create a sense of placeness and how do their place-making processes inform their adolescent development? In this paper presentation, we'll explore the answers to these questions to gain valuable insight into understanding how young adult identity is connected to space and place.

Grassick, Dan —— Alberta Teachers' Association

### *Amplifying the Hybrid Research Experience to a Large Number of First and Second Year Computer Science Undergraduate Students*

During the COVID-19 pandemic, engaging students in research was a major challenge because of the long-term unanticipated campus lockdown. Lack of preparation made it difficult to engage students in immersive research experiences. Insights gained from virtual instruction in prior years were used to reimagine a hybrid summer research program to provide research experiences to CSUF undergraduates during Summer 2023. Results show that flexibility and hybrid modality helped us to engage many students with high satisfaction.

Bein, Doina ––– California State University, Fullerton
Huang, Jidong ––– California State University, Fullerton
Kurwadkar, Sudarshan ––– California State University, Fullerton

### *How to Incorporate Contemporary Public Health Concepts in Grades K–12 Science and STEM Teaching: It's Time for STEM + M*

The COVID-19 pandemic heightened general awareness of connections across biomedicine, everyday health considerations and science. However, health education remains conspicuously absent from most science and related classes. In this paper, a model for collaborative development and evaluation of integrated science and health lessons for grades K–12 is described. The model has led to measured learning gains for students and provides a strategy for integration of health with other STEM areas.

Moreno, Nancy ––– Baylor College of Medicine

### *Engaging STEM Majors from Low Income Communities in the Development of Technological Solutions to Global Challenges to Promote STEM Workforce Preparation*

We describe a model funded by the NSF's S-STEM program, awarded to a Consortium of institutions to mentor and prepare STEM majors from low-income communities for the workforce. Our model is grounded in an evidence-based 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
Jenda, Overtoun ––– Auburn University
Shannon, David ––– Auburn University
McCullough, Brittany ––– Auburn University

### *Disrupting the Status Quo: Using -Ships to Assist Student Navigation of STEM Pathways*

This article invokes a maritime call to educators and STEM community members, communicating the urgent need for metaphorical waterways as pathways for young people to navigate various -ships (apprenticeships, internships, mentorship, and partnerships) to improve access to future careers in STEM. We call on all education and community members to embrace the concept of inclusive and accessible pathways rather than a restrictive pipeline mindset in designing STEM education, mentorship, and apprenticeship programs.

Bland, Shakiyya ––– Just Equations
Jefferson, Chanda ––– University of Pennsylvania
Kearney, Ashley ––– District of Columbia Public Schools
Willis, Selene ––– The Ingenuity Project

### *Changing Lives by Changing Systems (CLCS)*

The CLCS Program is focused on clients that are identified as part of the Collaborative Courts Program and are assigned to a residential treatment program for at least 90 days. The educational programs are incorporated into the client's treatment plan and focus in two areas: high school equivalency completion and computer soft skills/employment readiness. The CLCS was established in 2021; two additional rounds have been funded and built to serve the clients and facility needs.

Mullen, Adrienne Ann ––– Los Angeles Community College District
Hoffman, Andra ––– Los Angeles Community College District
Ramirez, Angelica ––– Los Angeles City College
Rodriguez-Blanco, Andrea ––– West Los Angeles College
Hernandez-Cabrera, Edith ––– Los Angeles Southwest College

### *Building Socially-integrated, Inclusive Teams For Maximum Student Engagement*

Attendees in this interactive, socially-integrated session will clearly identify ways to facilitate student socialization to maximize team performance and overcome common group dynamic challenges. Participants will add to their teaching toolbox, instructional strategies for building highly socialized, inclusive working teams, particularly during the preliminary stages of student group projects. Bring your questions, ideas, and experiences to share as we socialize and construct inclusive socialization strategies to overcome team challenges.

Ketsa, Kimball ––– University of Victoria
Van Buskirk, Christian ––– University of Victoria

### *Primary Pride: Supporting Gender and Sexually Diverse Students in Elementary School Settings*

This paper provides an overview of current barriers that teachers face in creating sexual orientation and gender identity (SOGI) inclusive ECE and elementary classrooms, and offers practical strategies for SOGI-inclusive teaching and learning.

Callaghan, Tonya —— University of Calgary
Campbell, Caitlin —— University of Calgary
Richard, Nicole —— University of Calgary
Anderson, Jamie —— University of Calgary

### *Scaling and Fostering Diverse Communities of Practice Through Undergraduate Research Experiences*

This research project shares ten years of mixed-methods research within one program to show how underrepresented students develop and maintain a sense of community and belonging within a cohort-based undergraduate research experience, how these experiences compare to their sense of community within their graduate programs/workplaces, and how the sense of community developed in recruitment programs can be extended and scaled to a model of lifelong learning and support.

Booth, Kayla —— University of Texas, Austin
Sanchez, Joe —— Queens College – City University of New York

### *Where They Fit: The Under-Representation of Minoritized Students in Advanced High School Coursework in Communities of New Diversity*

This presentation examines the course selection process by minoritized populations in U.S. schools with new diversity in peri-urban communities to illuminate reasons and solutions for the continuing disproportionality between school demographics and the number of minoritized students taking and succeeding in advanced courses. By understanding the obstacles that keep minoritized students from enrolling and having success in advanced coursework, educators will be better equipped to identify those obstacles, and determine ways to eliminate them.

Leer, Joel —— Minnesota State University Mankato

### *Title Was Created by CHATGPT: "Transforming Education With CHATGPT: Unleashing the Power of AI for Engaging, Empowering, and Entertaining Learning"*

Description (written by ChatGPT): Join us for an engaging presentation on ChatGPT tailored specifically for educators. Discover the world of ChatGPT, an advanced language model that can revolutionize classroom experiences. Explore its various applications, from enhancing student learning through interactive conversations to automating administrative tasks. Delve into the pros and cons of ChatGPT, discussing its potential benefits and ethical considerations. Engage in an interactive discussion, exchanging ideas on how ChatGPT can be leveraged effectively in educational settings. Don't miss this opportunity to unlock the full potential of ChatGPT in your teaching practice.

Groccia, Albert —— Valencia College

### *Educational Coherence Ratio: Discussion About a Simplified Performance Indicator in Higher Education*

We present a pedagogical coherence ratio that compares a classroom management indicator with a performance indicator to facilitate pedagogical management in higher education. The fruit of 3 years' work and tested on thousands of university courses, we present the ratio's design, advantages and limitations.

Huot, Alain ––– Université du Québec à Trois-Rivières
Villeneuve, André ––– Université du Québec à Trois-Rivières

### *A Framework for Assessment of Soft Skills in Higher Education*

This paper presents a framework for the assessment of soft skills in higher education. Employers are looking for soft skills in the new hire in addition to the hard skills that the graduates acquire during their formal education. In preparing the workforce of the future, therefore, education providers need to have a framework to assess the progression of the students in acquiring these soft skills.

Subedi, Jishnu ––– Southern Alberta Institute of Technology

### *Parents' and Teachers' Views on Assessment: A Pan-Canadian Portrait during the Covid-19 Pandemic*

The Covid-19 pandemic has brought many changes in schools. One variable stands out as critical, as it often tops the list regarding the difficulty of the task: the assessment of students' learning, particularly in times of a pandemic. This presentation will show how and to what extent the pandemic has transformed assessment practices through the perceptions of 322 preschool, elementary and high school teachers, and 789 parents across Canada who completed an online questionnaire.

Hébert, Marie-Hélène ––– TELUQ University
Carignan, Isabelle ––– TELUQ University
Pelletier, Marie-Andrée ––– TELUQ University
Beaudry, Marie-Christine ––– University of Quebec in Montreal
Plante, Patrick ––– TELUQ University
Bissonnette, Steve ––– TELUQ University
Beauregard, France ––– University of Sherbrooke

### *Cultivating Healthy Intentional Mindful Educators (CHIME): Mindful Self-Care for Early Childhood Practitioners*

The CHIME program provides education and guidance on how to incorporate mindfulness and reflection into your early care and education setting. Engaging in mindfulness and reflective practice has many benefits for health and well-being, including reduced stress, improved emotion management, increased focus and attention, and enhanced relationships. Presenters will discuss what the CHIME program is, share our promising findings, and provide resources to support both children and practitioners social and emotional learning and well-being.

DeVries, Lynn ––– University Of Nebraska – Lincoln
Foged, Jaci ––– University Of Nebraska – Lincoln
Hatton-Bowers, Holly ––– University Of Nebraska – Lincoln
Manning, Emily ––– University Of Nebraska – Lincoln
Kampbell, Erin ––– University Of Nebraska – Lincoln
Lindal, Ingrid ––– University Of Nebraska – Lincoln

### *Making Connections Across Contexts: Transfer, Rhetorical Literacies, and Multi-State, Cross-Sector Collaboration*

How do we develop and sustain educational partnerships across institutional and regional spaces? How do such partnerships promote transfer of learning? This panel explores a collaboration between New Mexico and California teachers founded on communication across contexts. Come share ideas for inquiry-based, culturally sustaining strategies that develop students' critical and rhetorical literacies.

Fletcher, Jennifer ––– California State University, Monterey Bay
Batha, Margo ––– Los Alamos High School
Thompson, Lori ––– Los Alamos High School
Lewis, Lisa Benham ––– Fresno County Superintendent of Schools
Ogle, Mariam ––– Fresno County Superintendent of Schools

### *Cultivating Global Citizens: Designing Transformational Study Abroad Experiences through Global Partnerships*

Discover the keys to crafting truly transformative study abroad experiences as we delve into the immense potential of international partnerships in shaping students into global citizens. Learn how to design immersive study abroad programs that transcend borders and foster intercultural understanding, empathy, and personal growth. Engage in practical discussions, identify the elements to successful partnerships, and examine innovative approaches to empower students with skills that will shape their lives and make a positive impact in an interconnected world.
Stretch, LoriAnn —— University of the Cumberlands
Shillingford, M. Ann —— University of Central Florida

### *Tech in Teacher Preparation: Partnering Instructional Designers with Teacher Educators to Create Transformative Pre-service Learning Environments*

Teacher educators play critical roles in (in)effectively preparing pre-service teachers to design technology-rich, transformative learning environments for their students. Inspiring and equipping teacher candidates to effectively employ technology tools requires consistent teacher educator modeling of best practices related to learning experience design. This workshop explores the creation of asset-based instructional designer and teacher educator partnerships to support the ongoing development of teacher educators' technology repertoires within the context of teacher preparation programs.
Miyake-Trapp, Jennifer —— Pepperdine University
Saade, Elias —— Pepperdine University
Lee, Sohee Linda —— Pepperdine University
Cao, Terrance —— Pepperdine University

### *Becoming a Better K-12 Educational Leader – Know Thyself*

This workshop presentation is for newly hired or aspiring K-12 educational leaders.   The presenter will discuss and engage you in the fundamentals of school leadership, specifically focusing on knowing thyself - leadership style, core values and non-negotiables, promoting and having a positive attitude, and aligning your vision and goals.
Rapaido, Cynthia —— California State University, East Bay

### *A Black Nurse Educator's Experience with Unconscious Demotion: An Autoethnography*

Through autoethnography, this paper session discusses a Canadian Black Nurse Educator's lived experiences with racial aggression like unconscious demotion, and its effect on their perception of professional identity development within a post-secondary educator role. The author's stories are examined through the theoretical lens of Womanism, providing insight into the daily realities Black women encounter in the professional setting while considering the intersectionality of race, gender, and implicit racial biases.
Yi, Stepahanie —— Brock University

### *Best Practices for Remote Leadership in Higher Education*

This paper investigates the dynamics of remote leadership in higher education, exploring virtual team management, emotional intelligence, and effective communication strategies. Through surveys, interviews, and a literature review, it reveals the discrepancy between leaders' perceptions and staff preferences, emphasizing the significance of emotional intelligence and relationship-building. The study also addresses Zoom fatigue and advocates for clear communication and support to create successful remote work environments in the evolving landscape of higher education.
Scott, Kathleen —— Pepperdine University

### *Hanging in the Balance: A National Study of Work-Life Balance in Healthcare Faculty*

The purpose of this mixed methods study was two-fold: 1) to explore perceptions of work-life balance among faculty in Doctor of Physical Therapy (DPT) programs, and 2) to investigate relationships between work-life balance of DPT faculty and personal and work-related factors. Investigators will present descriptive demographics including work and personal aspects of the 239 participants from a national survey, relationships between work-life balance and key personal/work-related characteristics, and the themes which emerged from focus group data.
Andrea, Catherine —— University of St. Augustine for Health Sciences
Flores, Megan —— Baylor University
Wilford, Katherine —— Mary Baldwin University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 2
**Session Topic:** Higher Education - Panel **Session Chair:** Bonner II, Fred

### *College Student Identity Development: Foregrounding Alternative Models for Diverse Populations*

The purpose of this session is to provide alternative approaches, models, and frameworks for those responsible for college student development in general and administering college student affairs preparation programs in particular. From faculty members who engage with students in the classroom contexts to student affairs practitioners responsible for Greek and Residence Life to Judicial Affairs, this session will provide key insight on moving from theory to practice. Topics for discussion include: History and Origins of college student development movement, traditional theoretical models, incongruence between traditional models and diverse student populations, and application of alternative college student development theories in working with diverse student populations.

Bonner II, Fred ––– Prairie View A&M University
Marbley, Aretha ––– Texas Tech University
Bolton, Terrance ––– Prairie View A&M University
Tilley, Stephanie ––– Prairie View A&M University
Smith, Milton ––– Prairie View A&M University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 3
**Session Topic:** Libraries and Learning Commons **Session Chair:** Bochenek, Annette

### *Management and Information Strategies: Promoting Information Literacy Through Self-Determination Theory Among Undergraduate Business Students*

This paper presentation discusses the redesign of an Introduction to Management and Information Strategies course at Purdue University, in an effort to effectively promote information literacy among undergraduate business students. This approach is rooted in Self-Determination Theory and features course objectives practical to both the development of information literacy skills and their applicability in the business and case competition setting.

Bochenek, Annette ––– Purdue University
Mayhook, Zoeanna ––– Purdue University

### *Research-Based Online Pedagogy: Feminist Inquiry and Research Methods as an Asynchronous Online Course*

Librarians at a large public Midwestern university were selected to attend a course development program designed to help reimagine courses for online delivery. In this program, they created a Feminist Inquiry and Research Methods course which focuses heavily on the critical application of information literacy. This presentation will discuss the lessons learned, techniques applied, and technologies implemented to address the challenges faced when moving traditional discussion-based content into an online environment.

Chomintra, Melissa ––– Purdue University
Howard, Heather ––– Purdue University

### *Employer Expectations about Information Literacy: An Analysis of Job Postings in Engineering Technology and Integrated Engineering & Business*

Academic librarians conducted a qualitative research study that analyzed job postings targeted to college graduates with bachelor's degrees from Engineering Technology and Integrated Business and Engineering programs at a large public Midwestern University. The study aimed to uncover employer expectations for applicants regarding knowledge of specific information sources and other information literacy skills. This presentation will discuss preliminary findings and highlight a framework for information literacy and knowledge management developed in this study.

Mayhook, Zoeanna ––– Purdue University
Phillips, Margaret ––– Purdue University
Zwicky, David ––– Purdue University

**Time:** 9:45 - 11:15 AM / **Thursday** - 1/4/2024 / **Room:** Kohala 4
**Session Topic:** Educational Psychology **Session Chair:** Skaggs, Paul

### *Embracing Ambiguity in Education*
The American Council on Education states that the ability to function effectively in an ambiguous, complex, and rapidly changing environment is a critical skill in industry and that this ability should be nurtured in education.
Skaggs, Paul ––––– Brigham Young University

### *Always Needing More: Associations between Multidimensional Trait Perfectionism and Academic Achievement*
Anecdotal reports, along with a growing body of evidence, indicate that perfectionism is implicated in academic achievement. However, the findings are mixed such that multidimensional perfectionism has been associated with both better and worse academic performance. Results from this prospective longitudinal study across the first two years of university with 316 undergraduate students supported a bidirectional relationship between multidimensional trait perfectionism and academic achievement, as measured by course grades obtained from institutional records.
Molnar, Danielle ––––– Brock University
Zinga, Dawn ––––– Brock University
Blackburn, Melissa ––––– Brock University
Puffer, Hanna ––––– Brock University

### *Motivation for Change among Vulnerable Adolescent Girls: The Importance of the Quality of the Relationships with Peers and Educators*
The objective was to test whether, and to what extent, the social climate prevailing within residential housing units is associated with the motivation for change of these adolescent girls. The sample consists of 175 young women with a history of placement in a residential care center because of safety or developmental concerns. The results indicate that the social climate of the residential housing units appears crucial to foster motivation for change.
Lanctôt, Nadine ––––– Université de Sherbrooke
Jean-Gilles, Rodely ––––– Université de Sherbrooke
Touchette, Luc ––––– Université de Sherbrooke

### *Comparison of Japanese University Students' Interpersonal Conflicts before and during the COVID-19 Pandemic*
In lectures, when teaching generic thinking strategies for interpersonal problem-solving situations, using typical examples of interpersonal conflict situations that university students often experience is important. In this study, we surveyed the interpersonal conflict situations experienced by university students during the COVID-19 pandemic and compared them with the results of a pre-COVID-19 survey to provide materials for creating typical cases for use in lectures on human relations theory in the 2020 academic year.
Okada, Yoshiko ––––– Shibaura Institute of Technology
Matsuda, Toshiki ––––– Tokyo Institute of Technology

**Time:** 9:45 - 11:15 AM / **Thursday** - 1/4/2024 / **Room:** Kona 1
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** LaFleur, Heidy

### *Responding vs. Reacting to Student Behavior: How 60 Seconds Can Change a Life*
In our trauma-filled world, our kids want to be seen, heard, validated and understood as they communicate with us through behavior. Allowing our kids to have a voice produces desired behavior. When we shut it down, undesired behavior is the
outcome…60 seconds is the difference. Using the The Social Emotional Alphabet, leave knowing that Acknowledgement comes before Accusation, Compassion comes before Curriculum & Relationships come before Rigor. 60 seconds is part of the solution!
LaFleur, Heidy ––––– Founder - Heidy with a WHY

### *Fostering STEM Innovation in Rural Schools and Communities: A Work-in-progress Report*
This paper presentation will go over a work-in-progress report focused on STEM Innovation Projects being conducted throughout rural communities in the Midwest. The presentation will provide information on the projects that have already been completed, as well as those that are still in the preliminary stages.
Thomas, Amanda —— University Of Nebraska – Lincoln
Largo, Nathaniel —— University Of Nebraska – Lincoln

### *Navigating the Complex Intersection of Westernized STEM Education and Indigenous Perspectives*
In this presentation, we will focus on sharing stories of how students from Oceania navigate the complex intersection of Westernized STEM education and Indigenous perspectives and how this impacts their self-efficacy and the development of their personal STEM identity. A better understanding of these issues and how students navigate them psychologically, academically, and culturally can provide insight into how to best support students from Oceania in their journey toward a career in STEM.
Irish, Tobias —— University of Hawaiʻi at Hilo
Genz, Joseph —— University of Hawaiʻi at Hilo
Storie, Monique —— University of Guam
Akana, Taecia —— University of Hawaiʻi at Hilo

### *STEM Attrition at the U.S. Air Force Academy – A Critical Appraisal of Graduation & Retention Trends and Need for Intervention*
Despite the implementation of active learning pedagogies and the availability of support resources, continued cadet attrition is concerning. Student demographics, enrollment trends, and graduation and retention rates are used as an indicator to assess STEM attrition at the U.S. Air Force Academy.
Sudarshan, Kurwadkar —— California State University
Francis, Christopher —— United States Air Force Academy
Bowers, James —— United States Air Force Academy

### *A Content-based Approach to Designing and Teaching ESL for Hospitality & Culinary Arts*
This presentation focuses on the rationale for ESL curriculum design and instruction for hospitality and culinary arts in areas of the world where tourism is of primary economic importance. By designing and teaching ESL for hospitality and culinary arts,  an ESL program can more effectively meet the needs of both employers and employees by teaching students specific vocabulary and grammatical functions essential to effective communication among employees and their guests.
Peridore, Stephen —— College of Southern Nevada

### *A 2022-2023 Examination of Japanese University Students' Study Abroad Reluctance and Implications for Program Advancement*
Utilizing a comparative analysis of data from 2021 to 2023, this presentation provides the less explored determinants influencing Japanese university students' reluctance towards study abroad programs amidst global transitions. By applying exploratory factor analysis on a significant cohort of 425 students, the study spotlights key discouraging elements across these academic years. The derived insights offer a critical blueprint for university administrators to refine study abroad programs, consequently promoting the internationalization of Japanese higher education.
Nakagawa, Hiroshi —— Kindai University

### *Effects of Online English Communication Sessions to Elementary Students in Japan*
Remote learning using digital platforms has been fully introduced to public elementary schools in Japan, but post-COVID-19 has shown drawbacks to face-to-face communication. This presentation outlines an online communicative Service-Learning English teaching program and analyze the participants' reflections. Although difficulties in equipping and organizing such platforms exist, positive outcomes suggest that digitalization does not compromise the necessity of interaction for learning but will widen the communicative English learning opportunities for schools and students.
Nakazawa, Atsuko —— Sophia University Junior College Division
Kano, Akiko —— Sophia University Junior College Division

### *I Used to Be Bullied for Having a Disability: 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

### *Cultivating Spaces of Belonging to Increase Retention of BIPOC Faculty*

This planned workshop aims to share the insight and experience obtained through one higher education department's DEI movement. This conversation will explore critical anti-oppressive views and practical action steps taken to effect meaningful change in the experiences of BIPOC faculty. The main components, including intersectionality, unconscious bias, deliberate and strategic facilitation of critical conversations, and DEI policies and practices from the perspective of a wider context will be workshopped.

Clockston, Julie ––––– Metropolitan State University of Denver
Pereira, Marina ––––– Metropolitan State University of Denver
Greathouse, Tanya ––––– Metropolitan State University of Denver

### *Implementing Virtual Reality (VR) Development Into Production Classes at East Tennessee State University*

A comprehensive overview of the implementation of Virtual Reality (VR) development into existing digital game design production classes, focusing on the necessary software and hardware requirements. Discussing the software components, including the Unreal Game Engine, Autodesk Maya 3d software, Photoshop, Unreal's node based scripting language Blueprints, and Steam, as well as the hardware choices made by the program such as Oculus and Vive devices and improved computers.

Richardson, Jacy ––––– East Tennessee State University
Emma, Todd ––––– East Tennessee State University
Nicely, Stephanie ––––– East Tennessee Children's Hospital

### *Creating and Implementing Immersive Virtual Reality Medical Training Lessons Learned, East Tennessee Children's Hospital (ETCH) And East Tennessee State University (ETSU)*

The collaborative development and deployment of a VR training game between East Tennessee Children's Hospital (ETCH) and East Tennessee State University (ETSU) aims to enhance medical training through the implementation of immersive simulations. Discussed are learning lessons from the production course including but not limited to organization of the production course, creating a lasting relationship between the partners, and finally the benefits seen by using VR as a training method.

Richardson, Jacy ––––– East Tennessee State University
Emma, Todd ––––– East Tennessee State University
Nicely, Stephanie ––––– East Tennessee Children's Hospital

### *Using Regression Analysis to Improve the Patient Care Experience in the Emergency Department*

This presentation will demonstrate the use of regression analysis to identify improvement opportunities for patient care experience in the emergency department (ED). The purpose of this study was to assess the impact of nurse and physician communication on patient satisfaction to provide empirical support in prioritizing improvement interventions for ED patients.

Eleby, Michelle ––––– Pepperdine University

### *Indigenous Education Sharing Circle: What Can Decolonizing and Indigenizing Look Like in Your Teaching and Learning Practices in Higher Education?*

In this session, Eileen and Sulyn will facilitate a sharing circle and engage with participants in a conversation about decolonizing, power, privilege and ways of Indigenizing their pedagogy in higher education. This experience will set educators on a journey of self exploration and learning.

Clearsky, Eileen ––––– University of Alberta
Bodnaresko, Sulyn ––––– University of Calgary

### *Learning Styles Are Out of Style: Shifting to Multimodal Learning Experiences*

The presenter encourages early childhood educators to reevaluate learning styles and related literature, explore how the mind works in children's learning, and consider the multimodal learning approach in their classroom practices. Implications for future research and classroom practices will also be discussed.

Nguyen, Neal Nghia —— Stephen F. Austin State University

### *Are They Not Ready… or Are We Not Willing?: A Systematic Review of Anti-Bias Anti-Racist Education in Early Childhood Spaces*

During this discussion, a critical systematic review of current anti-bias anti-racist education in early childhood spaces will be presented for analysis. The state of the field and future implications will be discussed, with the goal of coalescing the somewhat fragmented literature. Implications for student impact will be highlighted. Curriculum and pedagogy for teacher educators will be discussed, as well as professional development implications for teachers in the classroom.

Anagnostopoulos, Jordan Taylor —— University of Houston

### *Enhancing Reading Motivation to Preschools Students From the Ages of Three to Six in Saudi Arabia*

After starting my graduate program in the US, I saw a lots of differences between SA and US preschools in emergent literacy instruction. This qualitative research aimed to enhance preschool-age students' motivation to read. This study will help me as an instructor in preparing preschool teachers and help them to increase and develop student motivation to read. I interviewed five assistant professors in ECE, and four teachers have master's degrees in ECE.

Alsultan, Riham —— Prince Sat 'tam University

### *Gender Affirming Youth Development Practices*

Overnight experiences can pose challenges for staff when creating positive environments that affirm gender identity and expression. Best practice tools have been helpful in recent years to create and navigate these environments. However, there are few opportunities to hear positive stories of gender affirming camp experiences. In addition to these case studies, attendees will build awareness of best practices to support students, mentors, volunteers, and staff who represent all genders, sexes, and sexual orientations.

Rand, Joseph —— University of Minnesota
Collura, Amy —— University of Minnesota

# Keynote Address

**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/4/2024 / **Room:** Monarchy Ballroom

## PLACE CREATES ʻOHANA
### *Connecting Ancestral Knowledge and Generational Storytelling*



## Roberta Kuʻulei Keakealani

Prior to western contact, Native Hawaiians practiced the oral tradition of passing their language and culture throwm *moʻolelo* or storytelling.  The written form of Hawaiian language was not established until the arrival of the missionaries in the 1800's. Traditional *moʻolelo* has many functions and purpose -  serving as intentional lessons teaching values and knowledge of the *ʻāina* or land (islands).  Stories often served as a road map identifying places where the storyteller and listener could visualize and place themselves while learning  of the plants, trails, wind names or ocean areas as they journeyed.

*Moʻolelo* is still shared among families and communities today, words and stories that just don't live within pages in books but find voice building a deeper appreciation and connection for place and history.

Roberta Kuʻulei Keakealani is a storyteller, author, teacher and poet, fluent in *ʻolelo* Hawaiʻi.   Kuʻulei has been immersed in cultural education from the early 1990's and has part of a team of inspiring educators who opened Pūnana Leo o Waimea, a Hawaiian Language Immersion Pre-school in 1995. This same group went on to develop Kanu o Ka ʻĀina New Century Public Charter School's Early Childhood Program Mālamapokiʻi in Waimea.

Born in Kealakekua and raised in the uplands of Puʻuanahulu North Kona, Kuʻulei was raised in the household of her *manaleo*, native speaking grandparents, renown fifth generation *paniolo* (cowboys) and fisherman.  Living in the remote areas on the Big Island of Hawaiʻi, unlike Honolulu, use of the Hawaiian language was often heard at home, a somewhat rare occurrence as Hawaiian was an endangered language prior to the Hawaiian renaissance in the late 1970"s.

Kuʻulei walked along the mountain (*mauka*)  and coastal (*makai*) trails or rode along on horseback with her grandfather, father and uncles. They all shared and taught her the meaning of the different beach names, hill names, wind names and told stories of the places she had read of or studied in the Hawaiian language newspapers, bringing their history to life.  In addition, many hot Kona days were spent being the  "driver" of  her *kupuna* (elders) and listening intently as they shared their childhood memories and stories, handing down the oral traditions and legends of the places they passed.

A natural progression and succession unfolded as her love of her language, ancestral homelands and teachings in that she continues the traditions of being the storyteller to the next generation.  Kuʻulei continues to learn from the elders in her family and community as well as from the landscapes and seascapes she's privileged to care for in her life's work.  Like her ancestors, she continues to work the land - you may find her one day on the upper slopes of Hualālai restoring native forests or waist deep in the fishpond at Kīholo, restoring the Hawaiian system of growing fish or on other days traversing the ancient *ala loa* (lava trails) walking in the footsteps of her ancestors.

No matter where you may find her, you may hear a story or two being conveyed or significant place names spoken, ensuring succession of the *moʻolelo* to present generations.

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/4/2024 / **Room:** Kings 1
**Session Topic:** School Choice - Panel **Session Chair:** Hill, Helen Chan

### *School Choice in an Urban School District: Meeting the Challenges*
This panel session describes three studies related to school choice in an urban school district. The first discusses the complexities school districts face when implementing Mandarin Dual Language Immersion programs. The second discusses a high school dual enrollment program designed to promote student integration and academic excellence, utilizing national magnet standards as a framework for the analysis. The third discusses a quasi-experimental design study of an early college program in one high school.
Hill, Helen Chan ––– Pasadena Unified School District
Mumolo, Shannon ––– Pasadena Unified School District
Wang, Jia ––– University of California, Los Angeles

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/4/2024 / **Room:** Kings 2
**Session Topic:** Teacher Education **Session Chair:** James, Laurie

### *Preservice Teachers Need Soft Skills in a Math Classroom*
The purpose of this study began by looking at the soft skills of highly-qualified teachers that included but not limited to having a strong work ethic, a positive impact on school culture, exhibiting genuine empathy, and effective communication. The goal was to identify what key skills and characteristics a preservice teacher needed to exhibit in a mathematics classroom. Results suggest that math teachers who demonstrate soft skill traits are preferred hires by principals.
James, Laurie ––– University of Hawai'i - West O'ahu

### *A Virtual Lesson Game for Improving the Unit Instructional Plan of Regular Lessons in Mathematics, Based on the New Backward Design Method*
Although Japan has implemented the Period for Integrated Studies to foster the ability to integrate learning outcomes, its purpose is yet to be fulfilled. To improve this situation, a new backward design method was proposed, and a virtual lesson game for science was developed to train the method. This study discusses the method for associating a virtual lesson game with the design task of a unit plan by designing a game for mathematics.
Matsuda, Toshiki ––– Tokyo Institute of Technology

### *The Impact of a Classroom Management Field Placement on Preservice Teachers' Environmental Education Self-Efficacy*
Although reform efforts call for increased environmental education (EE) experiences in K-12 schools, preservice teachers often receive little EE training. In this presentation, we describe findings from an investigation of an EE-based intervention within a classroom management course on preservice teachers' environmental education personal efficacy. Findings include significant increases in EE teaching efficacy and outcome expectancy. Participants indicated varied influences on EE teaching efficacy from different types of field experiences and pedagogical instruction.
McConnell, William ––– Virginia Wesleyan University
Marcum-Dietrich, Nanette ––– Millersville University
Ibrahim, Abdul ––– Millersville University
Gaudino, Ann Cancilla ––– Millersville University

### *Generation Opioid: Teacher Perspectives of Students Affected by Opioids*
This study examines the Opioid crisis through the concentric design of Bronfenbrenner's Bioecological model, exploring teachers' perspectives of experiences with students affected by Opioid exposure. Teacher interview responses utilize narrative format, and include: student behavior, child development, caregiver stress, information sharing among systems and community beliefs regarding Opioids. Discussion provides a summary of teacher perspectives and poses interventions to address the universal impact of chronic childhood trauma experienced by students affected by Opioids.
Sawyer, Molly ––– Miami University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/4/2024 / **Room:** Kings 3
**Session Topic:** Posthumanism/Complexity **Session Chair:** Coulter, Cathy

### *The Secret Reading Lives of Teens: A Rhizomatic Analysis*
Using Deleuze and Guattari's (1987) concepts of rhizomes and deterritorialization, this study seeks to map the "secret lives of readers" in a small Alaska Native village. We ask what kinds of futures could be imagined for carefully cultivated reading identities–based on student interest–and what could emerge from reterritorializing school based reading programs.
Coulter, Cathy ––– University of Alaska Anchorage
Richardson, Lisa ––– University of Alaska Southeast

### *What World Is Knocking? Multispecies Stories of Hope, Relationality, and Resistance*
In this session, I will present the paper using PowerPoint, pausing to use audio, video, and images to highlight moments from the three scenarios diffracted in the paper. I will ask the audience to think with some of the ethical dilemmas that came up in these small-scale-experiments.
Molloy Murphy, Angela ––– University of Melbourne

### *Whiteness as Property and Property of Whiteness*
Using the pandemic of COVID-19 and the protests around anti-Black racism in early 2020, this study uses situational analysis to trace contingent relationalities that constitute a racializing assemblage at a university. I show how whiteness as property can also be read in property of whiteness when social-material semiotic signify property as whiteness, as I discuss belonging to and belonging in an institution.
Mohebali, Milad ––– University Of Nebraska – Lincoln

### Build It and They Will Come: Why You Should Establish a Faculty Learning Community Program on your College Campus

In the field of educational (or faculty) development in higher education, there are a number of programs that administrators may design and offer. This presentation will focus on how establishing a faculty learning community program can lead to significant learning outcomes, promoting the adoption of evidence-based teaching practices, critical reflection, and connect instructors in cross-disciplinary dialogue.

Garrett, Christopher —— Brigham Young University

### Impoverished Education: Reflections of an Excluded Scholar on Exclusion, Exploitation, and Personal Crises in Higher Education

In this session, I reflect on my experiences navigating crises through graduate school and as an early career scholar. I argue that the program and career exclusions that I and others have experienced are the result of systemically extractive and oppressive models, processes and practices of doctorate programs, graduate student career education, and academic labour. I provide recommendations for educators for addressing these issues in ways that attend to power, precarity, and systemic injustice.

McLean, Amie —— Thompson Rivers University

### Rompiendo Barreras: Advancing Hispanic Transfer Success in Texas through Collaborative Partnerships

Rompiendo Barreras is a collaborative project by three Texas Woman's University divisions to improve Hispanic students' transfer experience in Texas. The initiative addresses financial and cultural barriers through partnerships with community colleges, fostering inclusivity and success. The project has yielded enrollment growth and increased articulation agreements, demonstrating its commitment to empowering Latinx students academically and socially.

Figueroa, Jorge —— Texas Woman's University
Flores, Javier —— Texas Woman's University
Hamner, Mark —— Texas Woman's University

### Breaking Through Technology Silos: An Examination of the Virtual Initiatives Team

The Virtual Initiatives Team (VIT) at Pepperdine University Graduate School of Education and Psychology is committed to innovation, agility, and collaboration. Leveraging team members' strengths, skills, interests, and lived experiences, the VIT employs a cross-functional approach to respond to evolving technology-related needs. Informed by ongoing research and emerging trends, VIT panelists will engage in future-focused dialogue, reflecting on their unique roles and the challenges of navigating boundaries in higher education and technology spaces.

Miyake-Trapp, Jennifer —— Pepperdine University
Lee, Sohee Linda —— Pepperdine University
Saade, Elias —— Pepperdine University
Lu, Yi (Lucy) —— Pepperdine University

### An Investigation of an LGBTQ+ Parent & Guardian Support Group in the Midwest

This paper explores the teaching/learning that took place in the first-ever LGBTQ+ parent support group in one Midwestern school district. Recognizing the unmet social and emotional needs of the parents and guardians supporting his Genders and Sexuality Alliance (GSA) participants, a local teacher co-founded the group with the support of district and school leadership and invited the author to co-construct the participants' stories so that parents facing similar challenges nationwide could benefit from their experiences.

Mayo, Jr., J.B. —— University of Minnesota

### *P4C for University Students: The Crisis of Philosophical Habitus in Academic Study?*

The purpose of this presentation is to clarify the significance and potentiality of Philosophy for Children(P4C) in a university. This presentation shows a reconsideration of the state of education in Japan by conducting P4C with university students and analyzing the comparison of three things: interviews with students, the facilitator's perceptions and previous researches.
Tanaka, Naomi ––– Fukuyama City University

### *Leveraging DEI Guidelines for Enriching Diverse Student Education: A State Consortium and a School District Perspective*

This session focuses on integrating Diversity, Equity, and Inclusion (DEI) principles in various learning environments to address the disparities faced by marginalized students. By moving beyond academic proficiency to include critical elements like accessibility and linguocultural relevance, the session will highlight approaches that holistically support students and empower educators with DEI resources. Both a state consortium context and a school district context will be drawn upon to discuss successes and challenges in the corresponding areas.
Shyyan, Vitaliy ––– University of California, Santa Cruz
Christensen, Laurene ––– University of Wisconsin

### *Mapping Bodies, Finding Joy: Trans Students' Experiences Accessing & Cultivating Joy as an Act of Persistence*

In this presentation, a project will be shared that centered trans joy of students as an act of persistence, a means to dismantle the cycle of violence and discrimination against trans students, and a form of cultivating health and healing. Data analysis uncovered existing and potential sites of joy, the importance of accessing joy for supporting trans students' well-being, and upholds trans joy as essential in acts of persisting in the face of gender oppression.
Stachowiak, Dana ––– University of North Carolina, Wilmington

### *Role Incongruity Prejudice for Women of Color Faculty in STEM Disciplines*

Women of Color faculty face various challenges in their leadership roles in higher educational institutes in the US. This study expands the Role congruity theory of prejudice in leadership roles by adding an intersectional perspective of WOC faculty and perceiving the prejudice in STEM departments and its implications on their professional evaluations at higher educational institutions. We analyze the findings of 6 WOC faculty in-depth interviews from various Higher educational institutes in the US.
Tahir, Faika ––– Virginia Tech
Lane, Tonisha ––– Virginia Tech
Mariella-Walrond, Helena ––– Bethune Cookman University
Austin, Saundra Johnson ––– University of South Florida
Darko, Samuel ––– Florida Memorial University
Bradham-Cousar, Michelle ––– Florida International University

### *Suicide Prevention Programs for Adolescents in High Schools and Online*

The presentation focuses on a component of a proposed study to promote teachers' awareness of suicide prevention programs and products and comfort with using these programs in their classroom. Eight commonly used suicide awareness programs and products will be reviewed in the presentation for open discussion, preliminary to selecting three programs for inclusion in the proposed study.
Pancer, Cynthia ––– Alliant International University
Cochrane, Stephen ––– Alliant International University

### *Building Resilience: A Research-Driven Framework for Enhancing Well-being in Educational Institutions*

Offering a deep dive into resilience-building practices. I will share our approach to developing programs that bolster student and educator well-being, along with strategies for implementing similar evidence-based initiatives. I will underscore how resilience-building can significantly influence mental health across all learning environments. Additionally, I will accentuate the pivotal role of community partnerships and alignment with the burgeoning practices of Social Emotional Learning (SEL) in nurturing mental health and well-being.
Primeau, Christopher ––– Impact Society

### *Benefits of Mindfulness Training with Vocational Students in Northern Uganda*

Mindfulness programs have shown positive benefits to people from a diversity of groups. However, most of these studies have taken place in the Global North. Our work explores the effect of a 16-week mindfulness program to vocational students in Northern Uganda on measures of psychological well-being.
Matsuba, M. Kyle ––– Kwantlen Polytechnic University
Ocan, Mathew ––– Children Care Uganda
Yot, Jacksion Oketa ––– Children Care Uganda
Okello, Deogracious ––– Children Care Uganda

### *Workshop about Learning Concept of Design and Programming through Pictogram Contents Creation*

We have been developing pictogram content creation environment called "Pictogramming" and its derivative applications. It also has a role as a programming learning environment. It allows users to create pictogram contents and to draw diagrams with various type of program, for example, a text-based pseudo-code notation, block-based, python and javaScript. This paper introduces the function, design, and implementation of these applications, and shows the examples of use based on actual classroom practices.

Ito, Kazunari —— Aoyama Gakuin University
Nakano, Yoshiaki —— Kogakuin University
Inoue, Hitoshi —— Nakamura Gakuen University
Ishii, Mikihito —— Aoyama Gakuin University

### *Engaging Youth in STEM Learning through 4-H Engineering Design Challenge*

The University of Minnesota 4-H Engineering Design Challenge (EDC) program engages youth in problem-solving as they design and create a Rube Goldberg-influenced machine. Youth (third grade and older) practice an engineering design process and increase STEM content knowledge and career skills. Participants will explore EDC and project-based learning through hands-on experiences with the engineering activities, and consider application of the curriculum and engineering design process to increase youth STEM skills in their own educational settings.

Strei, Kelly —— University of Minnesota Extension
Stevenson, Anne —— University of Minnesota Extension
Bowerman, Margo —— University of Minnesota Extension
Meyer, Rebecca —— University of Minnesota Extension

### *Mitigating the Impact of "Onlyness" among Black Women Doctoral Students*

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

Shavers, Marjorie —— Missouri State University
Artis, Sharnnia —— George Mason University
Joshi, Aishwarya —— University of Vermont

# Poster Session

**Time:** 1:15 - 2:45 PM / **Thursday** - 1/4/2024 / **Room:** Promenade

### *Evaluating the Critical Period Hypothesis in Second Language Acquisition*

The critical period hypothesis provides a reasonable explanation for the differences between first and second language acquisition. With a focus primarily on second language acquisition, this presentation explores reasons why humans might be subject to a critical period for language learning. It also examines whether acquisition that takes place in a second language learning environment is also applicable to a foreign language learning environment.

Hattori, Takahiko —— Otsuma Women's University

### *Learning RFCDC's Values and Attitudes: Developing Intercultural Competences*

The central goal of the RFCDC framework is for learners to develop values, attitudes, skills, knowledge and critical understanding. This presentation focuses on developing attitudes and values at high schools. The presenter has delivered diversity and inclusion workshops at two Japanese high schools in the Tokyo area and one Singaporean high school. This presentation will report on these events.

Hattori, Takahiko —— Otsuma Women's University

### *Artificial Intelligence In Early Childhood Special Education: What Can ChatGPT-4 Do For You?*

ChatGPT is a large language model artificial intelligence (AI) chatbot that humans can then interact with through a chat interface. This proposed presentation will provide a brief overview of ChatGPT and how it could be used in the field of early childhood special education. Examples of human generated prompts and AI generated responses will be provided.

Oh-Young, Conrad —— California State University, Dominguez Hills
Buchter, Jennifer —— Eastern Illinois University
Krasch, Delilah —— University of Nevada, Las Vegas
O'Hara, Kathleen Scarlett —— University of Nevada, Las Vegas
Nelson, Leslie —— Clark County School District

*The Practical Tutoring Approach of International Trade to Non-economic Major Students*

The purpose of this work-in-progress report is to present a strategy to encourage non-economic undergraduate majors to enhance a greater interest in International Trade. The greatest challenge in teaching this subject is in how to deliver the course contents without mathematical formulas, which are most often considered essential in mastering economic theories.

Nakagawa, Rika —— Aoyama Gakuin University

*Do Ethnicity and Sex Influence Students' Choice of Careers?*

Diversity, especially ethnic and sex diversity, is highly sought by universities and the work environment in the United States. However, students do not enter college programs proportionately to that of demographics within the United States. College students, especially first-generation students, are influenced by their parents and socio-ethnic factors when selecting career choice. Thus, if constituent diversity is truly desired, then programs designed to increase diversity in the workforce need to begin at the elementary school level and include outreach to parents.

Henke, Scott —— Texas A&M University-Kingsville

Rideout-Hanzak, Sandra —— Texas A&M University-Kingsville

Hernandez, Fidel —— Texas A&M University-Kingsville

Martin, Alynn —— Texas A&M University-Kingsville

Wester, David —— Texas A&M University-Kingsville

*Cultivating Healthy Intentional Mindful Educators (CHIME): A Mindfulness and Compassion Program for Early Childhood Practitioners*

Findings suggest that an eight-week mindfulness compassion-based program, Cultivating Healthy Intentional Mindful Educators (CHIME), is a feasible professional development intervention for early childhood (EC) teachers to support their emotion regulation and psychological and workplace well-being. We offer preliminary evidence that learning about mindfulness, self-compassion, and social-emotional learning supports EC teachers in strengthening their knowledge and application of practices to be more mindful, less emotionally reactive, and emotionally exhausted at work.

Foged, Jaci —— University Of Nebraska – Lincoln

DeVries, Lynn —— University Of Nebraska – Lincoln

Hatton-Bowers, Holly —— University Of Nebraska – Lincoln

Manning, Emily —— University Of Nebraska – Lincoln

Kampbell, Erin —— University Of Nebraska – Lincoln

Lindal, Ingrid —— University Of Nebraska – Lincoln

*An Ocean Apart, Together in Thought: A Virtual Professional Development Collaboration between Kindergarten Teachers in China and Trainers in the U.S.*

Presentation describes a 3-year professional development effort with teachers at a Beijing kindergarten. This work aimed to improve teachers' understanding of and ability to plan and implement inquiry science lessons. Successful outcomes of helping teachers to shift their science instruction from teacher-directed lessons to student-led lessons and their science priorities from concept focused to skills-based and curiosity-centered are described in the context of significant challenges/opportunities including distance, language, culture, technology, and COVID.

Straits, William —— California State University, Long Beach

Shea, Lauren —— American University

*Collaboration of Community Colleges and a 4-Year University: Creating Shared Experiences and Learning Opportunities that Support Teacher Candidate Success*

Presenters will share strategies that enhance student's access to quality field experiences as they pursue their degree in early childhood education. Components shared will include the beginning of a project based on a strong collaboration between multiple Community Colleges and the 4-Year University, shared field experience sites, online shared repository of assignments and reflections, transferability of coursework, and shared professional development and resources.

Nabors, Diana —— Sam Houston State University

Gatlin, Melissa Dawn —— Sam Houston State University

*Best Practices for Engaging Underrepresented Groups in Citizen/Participatory Science at NOAA*

Citizen/participatory (CS) science has proven to be a powerful education tool for expanding the reach and impact of scientific research by involving the general public; however, historically marginalized communities are often underrepresented in CS initiatives. This project evaluated engagement of underrepresented communities within CS at the National Oceanic and Atmospheric Administration and has synthesized findings into a set of recommendations.

Padiyath, Manashree —— University of Minnesota, Twin Cities

McLaughlin, John —— NOAA

*Practice and Assessment of Intercultural Exchange between Japanese Elementary School Students and Filipino Learners of Japanese Language by Using a Web Conference System: Goals Set in Five Skill Areas of Japanese Foreign Language Studies*

We analyzed and discussed pre- and post-questionnaire surveys on the evaluation of online international cultural exchanges. The results revealed a strong relationship between the development of reading skills and foreign language learning. We intend to continue our analysis in pursuit of more effective teaching methods for English education in Japan.

Otani, Umi —— Tokyo Gakugei University

Toyoda, Masato —— Tokyo Gakugei University

Kitazawa, Takeshi —— Tokyo Gakugei University

Matsumoto, Kahoko —— Tokyo Gakugei University

### Relationship between Self-Recognition of Teachers' Ability to Teach Using ICT Terminals and Frequency of Teaching Students to Use ICT Terminals in Japan

Based on a survey conducted in M city in the Tokai region, we conducted a χ2 test and residual analysis of 40 ICT instructional skills and their frequency of use. This was done to clarify the relationship between school teachers' ICT instructional skills and the frequency with which they encourage learning using ICT terminals among elementary and junior high school students in Japan.

Iemoto, Eiki —— Tokyo Gakugei University
Ikenoue, Yuto —— Tokyo Gakugei University
Kitazawa, Takeshi —— Tokyo Gakugei University
Masukawa, Hiroyuki —— University of the Sacred Heart

### Relations between Early Childhood Educators' Occupational Well-being and the Quality of Educator-child Interactions

The purpose of this study was to examine associations between two dimensions of early childhood educators' occupational well-being (work stress and job satisfaction), and the quality of educator–child interactions. Participants (N=200) completed questionnaires on work stress, job satisfaction and emotional reactions. The quality on educator-child interactions was assessed through two observational tools (CLASS and CIS). Job satisfaction positively predicted positive educator-child interaction measures while educators' work stress was positively associated with negative emotional reactions.

Coutu, Sylvain —— Université du Québec en Outaouais
Maïano, Christophe —— Université du Québec en Outaouais

### Smooth Transitions between Preschool and Elementary School are Issues Considered by Elementary School Teachers Who Have Worked at Kindergartens

The aim of this study is to examine smooth transitions between preschool and elementary school issues by interviewing elementary school teachers who were dispatched to kindergartens as part of a project to create a connecting curriculum between early childhood education and elementary school education. It became clear that Teacher A felt that there were differences between kindergarten teachers and elementary school teachers, especially in the way they understood children and explained to them.

Ito, Yu —— Hiroshima University

### Research on Familiar Voice that Learners Perceive when They Watch Video Materials: Focusing on Videos of Teaching Material Using "Text-To-Speech"

The GIGA School concept proposed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has made it possible to use video-based educational material. In this study, we conducted multiple regression and free description analyses to clarify what kind of voice is more familiar to learners in video teaching material using synthetic voice technology.

Ikenoue, Yuto —— Tokyo Gakugei University
Kitazawa, Takeshi —— Tokyo Gakugei University

### The Role of ICT Support Staff in Early Childhood Education: Through the Practice of Programming Education

The purpose of this study was to examine the role of ICT support personnel in early childhood education. In recent years, ICT education is being introduced in kindergartens as smartphones have become increasingly popular at home. However, after practicing programming lessons and conducting a questionnaire survey, it became clear that preschool teachers felt that they needed assistance from ICT support staff, as they felt uneasy about ICT due to their lack of skills.

Sumimura, Noriko —— Meiji University

### E-Learning Technology: E-Learning as an Alternative to Private Tutoring in Egypt

Private Tutoring is hurting the K-12 Education quality in Egypt. It is no longer a supplemental to the education system, it has become a system of its own. The government has taken measurements to limit the spread of private tutoring trying to include it under the watch and supervise of education ministry. All measurements taken failed to address the spread on the Private Tutoring. The eLearning platforms can offer a viable alterative solution to limit the unwanted role private tutoring has in K-12 in Egypt.

Abdelwahab, Maher —— Pepperdine University
Tafur, Thomasina —— Pepperdine University

### De Barrios to Dorms: Latinx College and Graduate Students: Personal, Cultural, and Community Experiences of Mental Health

This qualitative study examines Latinx college and graduate students' experiences with mental health in different settings. This content analysis will further explore themes in the data using a liberatory and decolonial psychology lens to hear, amplify, and incorporate the voices of participants. Findings can inform the areas for growth to best support individuals in the Latinx community in relation to their mental health.

Orta Arenas, Fatima —— Pepperdine University
Marcelo, Ana —— Clark University

### ECEC Teacher's Recognition of Young Children Who Do Not Successfully Express Prosocial Behavior

The purpose of this study was to interview ECEC teachers to determine their recognition of the prosocial behavior of young children who are unable to express it well. Interviews revealed that teachers were more interested in correcting the skills of individual child's prosocial behavior than they were in finding out how they were expressed.

Wakabayashi, Sumino —— Shizuoka University

### Language Mindsets and Self-Efficacy for Self-Regulated Learning as Predictors of L2 Students' Course Engagement

This presentation highlights the unique and combinatory role of language mindsets and self-efficacy for self-regulated learning in predicting foreign language learners' course engagement. Recommendations will be discussed regarding planning and delivering effective foreign language instruction that emphasizes effort beliefs and self-regulated learning efficacy, as well as the value of instructors' feedback and stimulating learning environments.

Tran, Ngan —— Oklahoma State University
Yough, Mike —— Oklahoma State University

### Do Differences in Teaching Materials Affect Young Children's Understanding Of Information and Information Media?

The objective of this study is to examine the effectiveness of different types of material used for teaching children, with a focus on the teaching practice of information ethics specifically for children

Katsumi, Keiko —— Meiji University

Tamura, Takahiro —— Naruto University of Education

### The Impact of STEAM Education on Elementary School Students with Own Tablets Identifying Their challenge s and Collaborative Learning

Illustrating t he direct i nfluence of STEAM e ducation on the ability of public e lementary s chool s tudent s to identify their own challenge s and to engage in c ollaborative l earning practices when each student has been furnished with a personal tablet.

Ebe, Yurika —— Tokyo Gakugei University

Toyoda, Masato —— Tokyo Gakugei University

Kitazawa, Takeshi —— Tokyo Gakugei University

### The Roles of Conduct Problems and Depressive Symptoms in the Prediction of High School Drop-Out: Results from Longitudinal Studies

This presentation highlights the major takeaways from a series of longitudinal studies from our research group investigating the roles of conduct problems and depressive symptoms in the prediction of school drop out among boys and girls with conduct problems. High school educators and school counsellors should be aware of these associations so that they can help identify students at high risk of school drop-out who may require additional teacher support to stay in school.

Temcheff, Caroline —— McGill University

Lau, Marianne —— McGill University

Poirier, Martine —— Université du Québec à Rimouski

Déry, Michèle —— Université de Sherbrooke

### Examining Executive Functioning Skills and Reading Achievement Among a Sample of Neurodiverse Elementary Students within General Education Classrooms

This presentation aims to provide preliminary evidence of the relationship between executive function skills (EF) and reading outcomes for a sample of neurodiverse learners within general education classrooms. These findings highlight variability in EF skill development among learners and outline EF as a contributing factor explaining reading differences between neurodivergent and neurotypical students. It is our hope that this work may lay a foundation for further research into EF development in schools and the need for gauging what teachers know about EF and how to accommodate and support learners with EF differences.

Parks, Cynthia —— University of California, Davis

Sparapani, Nicole —— University of California, Davis and MIND Institute

### Safeguarding K-12 Students Against Online Predators

This presentation will cover the Eliminating Abusive and Rampant Neglect of Interactive Technologies Act (EARN IT Act), which seeks to combat Child Sexual Abuse Material on a federal level, and the role that K-12 educators, administrators, school board members, and youth
leaders can play to help with education and empowerment towards safeguarding students. The presenters hope to foster discussion on creating digital intelligence and Internet safety as part of the overall curriculum for K-12 educators.

Bozic, Enid —— Pepperdine University

Sosa-Nieves, Maritza —— Los Nietos School District

### A Practical Evaluation of an Online Course to Develop Information Literacy for Japanese ECEC Teachers

In this study, we have created an online course consisting of 14 lessons to develop information literacy for Japanese ECEC teachers. Each lesson has one video material explaining one topic. As a practical evaluation for the course, 99 teachers learned the course using the learning management system. A comparison of pre- and post-learning checklist answers confirmed the usefulness of the course, especially in some topics.

Yoshizaki, Koichi —— Oita University

Konno, Takayuki —— Meisei University

Tazume, Hirotsugu —— Kyoto University of Education

Okubayashi, Taiichiro —— Osaka University

Katsumi, Keiko —— Meiji University

Hotta, Hiroshi —— Sonoda Women's University

### Fostering Inclusive Practices Through A Research-Practice Partnership

The field of education is deeply rooted in deficit ideologies regarding students who are culturally and linguistically diverse. A cultural mis-match between teachers and students can further perpetuate the problem. To mitigate misconceptions and increase asset-based approaches, the proposed poster session will present how an ongoing research-practice partnership (RPP) is utilizing technology to dismantle systemic barriers and increase family engagement at a fully inclusive charter school.

Larios, Rosalinda —— California State University, Fullerton

Lozano, Maritza —— California State University, Fullerton

Ylagan-Nicanor, Rohanna —— California State University, Fullerton

### Using Digital Photovoice as a Tool to Explore Pre-service Teachers' Cultural Identity

In today's classrooms, in order to effectively support culturally and linguistically diverse students, it is essential that future teachers are culturally responsive. One of the first steps in nurturing such teachers is to help them examine their cultural identity. The present study used digital photovoice projects to explore how preservice teachers in a special education course considered their cultural identity. The qualitative analysis revealed "celebrating family traditions" and "food as bonding" as critical themes.

Lee, Sung Hee —— California State University, Fullerton

Larios, Rosalinda —— California State University, Fullerton

### How to Use Photovoice as a Teaching Tool for Preservice Teachers in Special Education: Practical Applications

The proposed poster presents effective ways of employing photovoice as an instructional tool for preservice teachers. First, we will introduce photovoice as a pedagogical tool. Second, we will present an in-depth literature review of how photovoice has been used in the field of education. Third, we will present how digital photovoice can be incorporated into online instructional settings. Finally, we will introduce lesson samples of digital photovoice in a special education preservice course.

Lee, Sung Hee ––– California State University, Fullerton
Larios, Rosalinda ––– California State University, Fullerton

### Development and Evaluation of Checklists and Video Materials for Parents: Focusing on Parents Raising Children in the Digital Age

This study focuses on parental digital competence, a critical aspect of raising children in the digital age as identified by the OECD (2023). The research defines "parents' ability to use information" as their capability to their use and guide their childr en's use of ICT. To learn these point points, the checklist checklist, and educational videos of ICT in childcare were developed. An experiment with parents evaluated the video materials and found that the parents' abilities had improved.

Sato, Tomomi ––– Aichi Shukutoku University
Katsumi, Keiko ––– Meji University
Hotta, Hiroshi ––– Sonoda Women's University
Yoshiaki, Koichi ––– Oita University
Sato, Ayumi ––– Shimane University
Sakakihara, Yoichi ––– Ochanomizu University

### Development of a Nursing Education Program for Adult Diabetic Patients Using 360-Degree Virtual Reality for Nursing Students

This study developed a simulation program using 360-degree Virtual Reality to treat patients with diabetes for nursing students. We tried to investigate the effects of hypoglycemic emergency nursing simulation education on nursing students' knowledge, performance, and self-efficacy.

Kim, Kyoung-A ––– Suwon Women's University
Ann, Jeong-Ah ––– Ajou University

### Assessment in Inclusive Higher Education

At UMID, we have been working with young adults with Intellectual and developmental disabiities since 2013. We have had 307 students complete the program, of which over 70% are working competitively, in a category of disability that nationally averages only 15% competitive employment. A thorough and well done vocational assessment is an important part of developing a good plan for employment. This poster represents some of the clinically observed challenges to a good assessment and some possible solutions to the issues posed.

Schiro-Geist, Chrisann ––– University of Memphis Institute on Disability

### Trust, Mistrust, and Health: Medical Mistrust in America

Trust is crucial for physician-patient relationships and requires providers to identify and listen to mistrust. African Americans have been disproportionately impacted by racism that operates at the interpersonal and institutional or structural levels, where the latter manifests as a gap to access services, resources and goods by race given societal values, structures, and processes. This paper reviews the literature to identify theories of trust, strategies for reducing medical mistrust, and interventions to ameliorate health outcomes.

Cowlings, Portia ––– Pepperdine University

### Characteristics of Perspectives in Reflecting on Dialogue Data: First-Year Students at a Junior High School Attached to a National University in Tokyo

This study aimed to improve the quality of discussion in the first-year junior high school science class "How Power Works." Each student's debate was recorded and output presented in the form of four graphs (time variation of debate volume, total debate volume, turn-taking, and analysis of behavioral trends). Students were asked to reflect on their data in the form of four graphs. Their free descriptions revealed which graphs they focused on and why.

Kono, Shoya ––– Tokyo Gakugei University.
Miyamura, Renri ––– Junior High School Attached to Tokyo Gakugei University
Kitazawa, Takeshi ––– Tokyo Gakugei University

### Children's Mathematics Activities in Preschool Focus On Quantity and Geometry Activities

I aimed to identify the characteristics of mathematical activities among young children in preschool. Specifically, I investigated how quantitative activities and geometric figures were used in everyday situations through natural observation.

Uragami, Moe ––– Sugiyama Jogakuen University

### Soft Skills and Cross-Cultural Attitudes among Nutrition and Dietetics Majors by Gender, Ethnicity, and First-Generation Status

This study examined leadership skills, career confidence and aspirations, empathy, and cross-cultural awareness of nutrition/dietetic students by gender and race/ethnicity using validated instruments. Results indicated a need for increased training in empathy among males. Opportunities to increase awareness of the importance of conducting nutrition counseling by someone from the same culture and inclusion of culturally appropriate foods in dietary recommendations are needed for White nutrition/dietetics students. There were no additional differences by gender or race/ethnicity.

Heiss, Cynthia ––– Metropolitan State University of Denver
Knowles, Reina ––– California Polytechnic State University, San Luis Obispo
Isom, Kellene ––– California State Polytechnic University, Pomona
Sinley, Rachel ––– Metropolitan State University of Denver

### Leading for Liberation: Where are They Now? Brown and Black Leaders Journey through the Workplace

This presentation highlights the ongoing narratives of seven Black and Brown leaders who lead for liberation in P-12 educational workspaces. Research participants come together to answer the question of how they continue to be leaders for liberation as leaders of color while addressing inequities in their organization. Their suggestions on how to enact transformative change in spaces where inequity is enculturated. Discussions also highlight effects on health, family, and work performance.

Fortner, Kitty ––– California State University, Dominguez Hills
Inman, Laurie ––– California State University, Dominguez Hills
Issa, Abdul ––– Los Angeles Education Partnership (LAEP)
Hilario, Kennedy ––– ACE Academy
Paz, Alfonso ––– APEX Academy
Gaines, Makeisa ––– California State University, Dominguez Hills

### Our Changing Landscape: HR Leadership Strategies That Build Commitment and Cohesion

Beyond developing insights which will pave the way to create lasting change and stronger, healthier teams, this session provides actionable strategies leaders can champion for cultivating trust and managing conflict effectively and purposefully.

Gottlieb-Clark, Candice ––– Dynamic Team Solutions

### High Pressure in Music Education: Understanding the Phenomenon and Empowering Students

Discover how to help students conquer the challenges of choking under pressure in music education. Explore practical strategies and theory-driven approaches that empower educators to foster a positive musical experience, enabling students to overcome stress and anxiety during critical performance moments. Uncover techniques for enhancing resilience, managing anxiety, and creating supportive learning environments, all designed to nurture artistic growth and ensure a fulfilling musical journey.

Komarenko, Oksana ––– Ball State University
Ramirez, Gerardo ––– Ball State University

### Cinematic Evolution: Taiwan New Cinema's Journey and the Dawn of a New Era

The New Taiwan Cinema was a profound movement reflecting cultural and political shifts, with lasting impact on film history. Modern Taiwanese films struggle to replicate its depth, prioritizing entertainment over societal issues. This research compares iconic New Cinema works like "In Our Times" and "A City of Sadness" with contemporary films such as "Till We Meet Again," aiming to grasp Taiwanese cinema's evolution through practical film analysis and primary sources.

Huang, Edward ––– University of California, Irvine

### Article III: Understanding SCOTUS and the Three Constitutional Tests

Using a mix of Supreme Court decisions and legal jurisprudence, this workshop will unpack the history of the Supreme Court of the United States (SCOTUS) & their powers, and analyze the strategies and tests they use to ultimately determine whether something is in fact constitutional.

Robbins, Sherard ––– Visceral Change

### Metacognitive Coaching:  A Teaching and Learning Recovery Strategy

Metacognitive coaching is a high impact, evidence-based recovery strategy that can be implemented at a reasonable cost.  Many teachers are aware of the strategies involved but fail to use them; with coaching teachers can improve their student's understanding and learning. Teachers need support to recover instructional strategies forgotten or lost post pandemic (Rainey et.al, 2023) Research outcomes from a seven-year research-based implementation project will be shared as well as the implementation of metacognitive coaching in middle school classrooms.

Shaklee, Beverly ––– George Mason University

### Building a Culturally Relevant and Sustaining Pipeline for the Educational Articulation of Clinical Experience (PEACE)

The PEACE project established a consortium of a college, community college, and two large K-12 districts (LEAs) to address the state's Culturally Relevant and Sustaining and Sustaining Education (CR-SE) competencies. The goals were (1) to build a pipeline recruiting diverse LEA's students to earn education program credits to then pursue certification and return to teach in district, and (2) to engage stakeholders in the articulation of CR-SE competencies across all stages of teacher training.

Soljaga, Dara ––– King's College
Reboli, Denise ––– King's College
Yurko, Jill ––– King's College

### U.S. Education in Crisis? Continued Examination of Perspectives of Initial Teachers Based on Pathways to K-12 Classrooms.

Is Education headed towards a state of crisis? Statistics in the U.S. have indicated downward trends since the 2020-2021 AY in terms of: K-12 student proficiency, enrollment in teacher preparation programs, and the number of licensed teachers currently in K-12 classrooms. This continued study documented the comparison of multiple perspectives based on various venues into the K-12 classroom and relevant questions interconnected to the work of initial contemporary teaching were explored.

Stockton, Jamie ––– DePauw University
Price, Paige ––– Brown Elementary

### 360 Hypervideo Integration in a Didactic Course in Physical Education Teacher Education

Among immersive technologies, 360 hypervideo is a resource whose uses are currently poorly documented in teacher education. The objective of this study is to evaluate 360 hypervideo uses in teacher education as part of a volleyball didactics course for pre-service physical education teachers. We pose two research questions: What is the lived experience by pre-service teachers when watching 360 hypervideo ?; what do teachers focus on and what do they learn when watching 360 hypervideo?

Roche, Lionel ––– Université du Québec à Montréal
Dubuc, Marie-Maude ––– Université du Québec à Montréal
Rolland, Cathy ––– Université Clermont Auvergne

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/4/2024 / **Room:** Kings 3
**Session Topic:** Indigenous Education **Session Chair:** Prete, Tiffany

### We are Niitsitapi (the Real People): Surviving Colonization

The study draws upon a Blackfoot worldview and Indigenous methodologies to reveal and record significant aspects of the Blood Tribe's historical and contemporary experiences of the Indian residential school system (IRS) in southern Alberta, Canada. Using archival, unobtrusive, and storytelling methods, I have conducted several talking circles with Elders from the Blood Tribe who have reviewed the historical texts and share their knowledge of the Blood history and their experience of the IRS.

Prete, Tiffany ––– University of Lethbridge

### TLC: Truth, Language & Culture about the Canadian Indian Hospitals

Description of Presentation: Scenes from the Nanaimo Indian Hospital by Dr. Laura Cranmer, based on her three years stay at the Nanaimo Indian Hospital as a child, sheds light on the historically segregated Canadian Indian Hospital system while uplifting Indigenous research participants and their communities through exposure and learning of the three Indigenous languages of Vancouver Island. This research brings awareness and learning to Indigenous and non-Indigenous communities, both academic and non-academic, through arts-based literacies and languages exposure.

Wager, Amanda ––– Vancouver Island University
Cranmer, Laura Ann ––– Vancouver Island University
Woodward, Ann ––– Vancouver Island University
Elliot, Daisy ––– Vancouver Island University

### Indigenous Attributes of Success

This presentation will highlight two studies concentrating on the life stories, educational challenges, and recommendations of successful indigenous students from the Swinomish Tribe in Washington State, and the Metis and First Nations People of British Columbia, Canada. It is hoped that by gaining a better understanding of the motivation, (intrinsic or extrinsic) as described by these Indigenous students, that Tribal and school district leaders might better understand and provide supports to future students.

Penner, Duane ––– Western Washington University
Bruce, Tim ––– Western Washington University

### *Influencing, and Implementing, Change in Higher Education: Elevating Corporate Partnerships from a School Function to a University Function*

Case study examining how the Director of Corporate Relations at the University's graduate business school was able to overcome political opposition and obtain Presidential approval to move the corporate partnerships function from a siloed department at the business school to a shared service at the University level which now benefits all schools.

Herrera, Shawn ⸺ Pepperdine University

### *Developing and Delivering Globally Minded Educational Opportunities*

This presentation focuses on the ways in which a teaching focused institution created possibilities for developing and delivering globally minded educational and service opportunities. One of the institution's four learning outcomes for students is to be 'Globally Minded'. Furthermore, the university has three specific areas in which a globally minded approach is implemented providing a broad range of opportunities for students, faculty, and staff to participate. Reflections from practice will be shared by a Provost and Dean who recently worked together to implement these opportunities.

Sands, Charles ⸺ California Baptist University
Gustafson, Jacqueline ⸺ California Baptist University

### *Precarity and an Otherwise Higher Education*

How does precariousness as a theoretical construct offer a window to imagine an Otherwise higher education? By drawing from two critical notions of precarity—as uncertain labor condition and as ontological vulnerability—we offer a new theoretical orientation toward studying higher education which centers relationality between students, faculty, and staff/administrators and opens a space of possibility for imagining a de/colonial higher education.

Mohebali, Milad ⸺ University Of Nebraska – Lincoln
Bader, Sam ⸺ University Of Nebraska – Lincoln

### *(Re)Socializing Practitioners in Perilous Times: Higher Education and Student Affairs Faculty and Administrator Reflections*

Despite media frenzies suggesting otherwise, most of the socialization process in higher education is primarily developed, guarded, and enacted by cis-white people using white perspectives. As threats against BIPOC and queer faculty and administrators continue, the future of higher education and student affairs (HESA) remains in crisis. Join HESA queer & BIPOC faculty and practitioners as they reflect on the impact(s) of shifting political and social climates on their role(s).

Williams, Brittany ⸺ University of Vermont
Lane, Tonisha ⸺ Virginia Tech
Patterson-Stephens, Shawna ⸺ Central Michigan University
Howard, LaMarcus ⸺ North Carolina Central University
Charleston, LaVar ⸺ University of Wisconsin, Madison

### *Youth Participatory Cellphilming for Diversity*

This presentation introduces participatory cellphilming (filmmaking with cellphones) as a new educational approach for promoting young people's critical and creative thinking skills and raising their awareness of diversity. From 2021 to 2022, a group of university students in Kumamoto, Japan and the researcher collaborated online and created a film together. The survey results show that practicing participatory cellphilming is effective for tackling social justice issues and promoting diversity.

Hara, Hiroko —— Prefectural University of Kumamoto

### *Decolonizing Study Abroad through the Identities of Latinx Students: A Manifesto to Reclaim Identities and Heritage*

As transnational scholars in the field of education with years of experience in engaging students in educational travel abroad, we describe research and examples of the creation of decolonizing heritage-seeking educational spaces in Latin America. In doing so, we argue for an urgent change in how we think about, plan and execute pedagogical spaces in the field of international education for minoritized Latinx and Chicanx student populations in the United States.

Jefferies, Julián —— California State University, Fullerton
Kasun, Sue —— Georgia State University
Marks, Beth —— Kennesaw State University

### *Teachers' Perceptions of Social Justice Issues in the ESL/EFL Classroom*

Educational quality is enhanced when issues of social justice are addressed in pedagogical practices. This study explored ESL and EFL teachers' beliefs and perceptions regarding the implementation of social justice issues and practices in language classrooms in the United States and Indonesia. Because research on social justice issues may lead to improvements in the quality of teaching and learning, this study contributes to diverse and inclusive multicultural classrooms being grounded in social justice practices.

Kelch, Kenneth —— Alliant International University
Nouri, Nayereh —— Alliant International University
Kasan, Rusnadi Ali —— Alliant International University

### *Creating an Inclusive Work-Based Learning Environment for Neurodivergent Students*

This presentation will provide an overview of an employer training module, which was developed to promote an inclusive work-based learning environment for neurodivergent students, including those from culturally and linguistically diverse backgrounds.

Park, Hye Jin —— University of Hawai'i at Mānoa
Galloway, Lisa —— University of Hawai'i at Mānoa
Feliciano, Jerrik —— University of Hawai'i at Mānoa
Nip, Kendra —— University of Hawai'i at Mānoa

### *Professional-to-Student Mentoring in Higher Education: From Best Practices to Lessons Learned*

This presentation will discuss the benefits and best practices for professional-to-student mentoring programs in higher education. A case study of a professional-to-student mentoring program in the Department of Nutrition at Metropolitan State University of Denver will be presented to demonstrate successes, challenges, and lessons learned; survey and observational data from program assessments will be shared. Attendees interested in implementing a mentoring program in higher education will be left with key takeaways to enhance program success.

Sinley, Rachel —— Metropolitan State University of Denver
Torro, Jessica —— Metropolitan State University of Denver
Masters, Melissa —— Metropolitan State University of Denver

### *Teaching While Leading in Higher Education: Observations, Tensions, and Possibilities*

This paper explores tensions that exist between the sometimes-solitudes of teaching and leadership in higher education, with the aim of asking: How are higher education leaders' decisions influenced by their simultaneous experiences of teaching? Building upon data gathered through the author's research into leader's care ethics practices in higher education, the author shares a narrative of serving as dean while teaching. A work-in-progress for future research, the presentation explores observations, tensions, and possibilities.

Schultz, Christie —— University of Regina

### *Influencing Factors of Chinese International Students' Academic Performance in the U.S. Universities and Colleges: A Literature review*

This presentation examines factors influencing Chinese international students' academic performance in U.S. universities, with a focus on language barriers as the principal obstacle. These barriers can induce acculturative stress, self-isolation, and related mental problems. The
review recommends future studies to categorize students by duration of stay in the U.S., majors, and social interactions outside campus, to comprehensively analyze the multifaceted factors affecting their academic progress and well-being.

Shui, Xinyue —— University of Iowa
Hao, Tianshi —— Pepperdine University

### So You're Thinking about A Fulbright? Conversations, Stories, and Insights about the Amazing Fulbright Scholar Awards for Education Scholars and Professionals

Hosted by a Fulbright Scholar Alumni Ambassador, this workshop will offer personal experiences about applying for a Fulbright award, insights for how to approach and strengthen the application, and the impact of the Award (professionally, institutionally, and personally). If you're interested in applying for a Fulbright Scholar Award now or in the future, please bring your questions, ideas, and dreams!

Coryell, Joellen ––– Texas State University

### Building a STEM Learning Ecosystem

This purpose of this paper was to: 1) apply cutting edge profiling analyses (Latent Profile Analysis) and Social Network Analysis, to investigate middle school age Science, Technology, Engineering and Math efforts; 2) use asset mapping to identify and to gather potential STEM collaborators and stakeholders in the Central Virginia area, interested in, and committed to creating a comprehensive and robust learning ecosystem, and 3) build a sustainable STEM Learning Ecosystem through in Central Virginia using active working groups, Design Studios, a steering Committee and to provide access and opportunity to underserved youth.

Fife, John ––– Virginia Commonwealth University
Jones-Monaccio, Christine ––– VPOST
Brooks, Breonne ––– Virginia Commonwealth University
Norwick, Sadie ––– Teaching Institute for Excellence in STEM

### The Impact of Narrative-Based Professional Development on Student Success | ED Talks: Ideas Worth Exploring

This presentation discusses the impact of narrative-based professional development on educators and students. It highlights how storytelling and interactive discussions enhance teachers' cultural understanding and pedagogical practices, leading to improved student reading abilities and achievement. The study aims to establish correlations between the development model and student success metrics, contributing valuable insights to effective education practices.

Harkins Upshaw, Jessi ––– University of Arizona Global Campus
Kyger, Jackie ––– University of Arizona Global Campus

### Why Am I Here? Teacher Metacognition versus Conference Workshops

Metacognition is the knowledge, awareness, and control of one's thinking and learning. Teachers chose conference workshops as one of the principal sources of their professional development, yet little is known about the thinking strategies teachers use to choose workshops, evaluate their value, and transfer learning back to their daily practice. In this paper presentation, I will share the project design for my doctoral research which will explore the metacognitive orientation of teachers to conference workshops.

Grassick, Dan ––– Alberta Teachers' Association

### Unleashing Potential: Developing Educational Programs for Service Dog Handlers and Trainers

Alongside university researchers and Veterans themselves, Audeamus (1) led the development of a distance education model and peer support education program and (2) participated in the creation of an on-line training program for service dog trainers.

Dell, Colleen Anne ––– University of Saskatchewan
Lohnes, Chris ––– Audeamus Service Dogs
Dell, Debra ––– Audeamus Curriculum Consultant

### Gender and Leadership in Family-Owned Business: Preparing Family and Business Education Systems for the Future

This paper will offer preliminary findings from a current doctoral research project focused on the role of gender across leadership, succession, and transition planning within family-owned business. More specifically if will offer up a perspective on inclusions for future business education programs to consider in advancing the role of women in leadership roles for family businesses.

Schooler, Dawn ––––– Royal Roads University

### The Resilient Leadership & Change Agility Model

As the business climate becomes more competitive, organizations are looking at ways to develop and improve their leadership capabilities (Daniela, 2014). They are seeking out more opportunities to either retain and/or grow their levels of competitive advantage. Fundamentally, in order for organizations to improve their outcomes, they have to look at their organizations using a systemic approach (Senge & Kim, 2013). The Resilient Leadership & Change Agility model provides a pathway to create agile organizations, starting with people; then influencing teams, thus transforming organizations.

Miramontes, Gabriella ––––– Pepperdine University
Demaria, Suelen Schneider ––––– Pepperdine University

### Utilizing Technology to Create a Virtual Community in Expanding Businesses

Organizations struggle to retain their company culture and performance levels, especially during growth and expansion periods. This paper aims to establish the importance of a central online platform where employees can engage in multi-modal training and learning to ensure that culture and company performance is maintained to the highest degree possible through expansion. The researchers then recommend Workplace by Meta to address this crucial issue in expanding and growing businesses.

Kirkwood, Keaton ––––– Pepperdine University
Weber, Ryan ––––– Pepperdine University

### Culturally Inclusive & Humanizing Organizational Assessment

The Culturally Inclusive and Humanizing Organizational Assessment is a guide to measure the levels of multicultural inclusion through analyzing the representation, communication, practices, policies, humanizing features, and the content of an organization's character. This assessment tool is designed to be a guide to highlight diverse cultures, people of color, LGBTQ+ community, people with disabilities, multiple religious faiths, formerly incarcerated, English learners, and other traditionally minoritized by the dominant population. Through a stratified lens, teams utilize this instrument to determine which areas are culturally responsive or humanizing, and which are in need of modifications.

McNulty, LeeAnne ––––– Allan Hancock College

# 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:** 3:00 - 4:30 PM / **Thursday** - 1/4/2024 / **Room:** Monarchy Ballroom

### 1. Promoting Personal Well-Being and Strengthening Communities through Free Online Hidden Gems and Discover 4-H Guides
Explore how to enhance personal well-being, prevent burnout, strengthen yourself and your community through free couple and family resources—Hidden Gems Adventure Guides and Discover 4-H Club project guides. This roundtable discussion will be focused on possible uses, benefits, and outcomes of the Hidden Gems adventure guides and Discover 4-H project guides and how to access these free resources that have been utilized around the world for your personal and community use.
Brower, Naomi ––– Utah State University
MacArthur, Stacey ––– Utah State University
Davis, Elizabeth ––– Utah State University
Cromwell, Shannon ––– Utah State University
Ure, Kari ––– Utah State University
Nelson, Cindy ––– Utah State University

### 2. Looking Through the Mirror: Should You Incorporate Creative Elements Into Your Counseling Program?
Counseling is a creative process that focuses on helping the client and/or counseling student make appropriate life choices and changes. It fosters different ways of experiencing the world. When used in a clinical setting, the counselor, and the client and/or counseling student gain unique multicultural solutions in a supportive environment. This presentation will provide an experiential creative activity along with reflection and feedback.
Jones-Trebatoski, Kathleen ––– Upper Iowa University
Chiles, Tracy ––– Texas State University

### 3. An Improvement Science Approach to Curriculum Innovation: A Project Based Learning Partnership between a University LAB School and College of Education
University professors embedded an improvement science approach (Park et al. ) within methods coursework with the aim of increasing pre-service early childhood teacher agency through intentional, iterative reflection around Project Based Learning.
Wilson, Allison ––– University of Montana
Puryear, Anna ––– University of Montana

### 4. Effects of Game Enhanced Curriculum on Student Fraction Outcomes, Engagement, and STEM Interest
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 compared to a control group. Impacts on teachers' and students' perceptions of the program as well as students' conceptual understanding of fractions before and after taking part in the fraction curriculum, compared to controls, are shared.
Hunt, Jessica ––– NC State University

### 5. First Year Teachers' Preparedness in Trauma-Informed Care Following Training in the Preservice Year
The goal of sharing this in-progress research with peers at a roundtable session is to disseminate information about the preparedness that first year teachers feel to work with students who have been traumatized. These first year teachers were former students in a new and unique stand-alone course on trauma-informed care at a large university. First year teachers are currently being interviewed to reflect on their coursework and how it has impacted their trauma-informed teaching practices.
Rankin, Beth ––– Oregon State University

### 6. Development of Mastery-Based Calculus I to Improve Student Perspectives and Performance
This roundtable will present a discussion of the South Dakota Mines Math Department's attempt to develop a common student workbook and mastery-based assessments in order to improve student perspectives, pass rates, and retention of Calculus I, a required freshman mathematics course at our engineering, science, and technology university. We propose to inform attendees of our preliminary results and request feedback and ideas for further improvement.
Handberg, Erin ––– South Dakota Mines
Lehmann, Tristin ––– South Dakota Mines

### 7. Being Pushed and Pulled Out of Education: Job Satisfaction Among Special Educators in a Post-pandemic World
Before the pandemic educator's attrition, retention, burnout, and job satisfaction was already serious problem. My study focuses on job satisfaction for special education teachers following the pandemic.
Kabel, Matthew ––– California State University, Bakersfield

### 8. The Power of a Quality Needs Assessment to Develop Curricula
This roundtable session will highlight the usefulness and power that a quality needs assessment provides for the successful development and implementation of a curriculum. Most educators understand the importance of needs assessments; however, they often struggle with the concrete steps necessary to perform one methodically. As a group we will discuss methods and potential barriers for conducting quality needs assessments.
Newton, Heather ––– Eastern Virginia Medical School
Fanning, LaConda ––– Eastern Virginia Medical School
Parks-Savage, Agatha ––– Eastern Virginia Medical School
Gerwe, Cory ––– Eastern Virginia Medical School

### 9. Evaluating the Effectiveness of the Compose and Code Model for Improving Students' Computational Thinking and Computing Attitudes

The purpose of this study was to examine the effectiveness of a digital platform called Compose and Code (CoCo) and its accompanying lessons for improving students' computational thinking and interest in coding. This paper addresses the following research questions: •     Does interest in computer science (CS) improve when students participate in coding instruction with the CoCo platform and lessons?
•          Does computational thinking improve when students participate in coding instruction with the CoCo platform and lessons?

Hutchison, Amy —— University of Alabama

### 10. Developing and Implementing Corequisite Mathematics Courses: One Institution's Initial Results and Recommendations for 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 as well as provide recommendations and best practices for institutions interested in adopting this model of instruction in future semesters.

Houdek, Stephanie —— St. Cloud State University

### 11. Participation in a Health and PE Online Graduate Program: The Change in Student Perceptions

In online education, the question arises how to create opportunities for learning and changing of perceptions without the face-to-face interactions in the discipline of health and physical education. The purpose of this round table presentation is to examine the impact on students' perception of their roles, including their skills and knowledge, while matriculating in an online health and PE teaching program.

Kreider, Carri —— Eastern Washington University
Morley, Laurie —— Eastern Washington University
Van Wig, Ann —— Eastern Washington University
Haskins, Tara —— Eastern Washington University

### 12. Black Women and Theoretical Frameworks

The scarcity of women leaders despite increased female students and faculty/administrators hinders the impact of shifting demographics. Increased female undergraduates may falsely imply higher education's gender equality. Leadership opportunities for women remain limited worldwide, necessitating impartiality. In the intricate global higher education landscape, gender parity in leadership is crucial. Dominant leadership practices favoring certain cultures exclude Black women, necessitating research and promotion of theories to support their advancement and foster inclusive forums.

Johnson, LaSchanda —— Pepperdine University

### 13. Effects of Generative Word-Learning Strategy Instruction on Second Graders' Inference Making

I will engage audiences in my work that focuses on teaching generative word-learning strategies to second grade students. I present data from a study that examines the effects of teaching second graders to ascertain the meaning of unfamiliar words from context using metacognitive and contextual analysis strategies. I created the 15-lesson vocabulary intervention and the vocabulary and listening comprehension measures used in the study and will present the study and engage audiences in questions concerning my analytic processes and preliminary findings.

Wise, Crystal —— University of Minnesota

### 14. The Role of Cohort Coaches in Accelerating Leadership Learning in an Award-Winning Principal Preparation Program

The faculty at North Carolina State University have focused on dramatically improving principal preparation - driven by a mission reflected in the program motto: "Excellent Leaders, Effective Schools, Enriched Communities." Unique to the design of this nationally recognized program is the utilization of Cohort Coaches to help aspiring leaders live their learning and make connections across program coursework that lead to effective leadership practice.

Wirt, Lesley —— North Carolina State University
Fusarelli, Bonnie —— North Carolina State University
Riddick, Fran —— North Carolina State University
Williams, Cathy —— North Carolina State University
Ashley, Pat —— North Carolina State University
Smith, Claudia —— North Carolina State University
Fusarelli, Lance —— North Carolina State University

### 15. Stewardship as Leadership Model in a Highly Anxious and Offended World

The Covid-19 pandemic and its aftermath has illuminated a myriad of social ills in the United States and the world. Global civil unrest is a symptom of fear, the lack of adequate resources and leadership that can respond to the needs, anxiety, and offense people perceive. This round table will explore a new leadership model to address these emerging concerns from a place of mutual accountability, responsibility, respect, and care for creating humane solutions.

Green, Sharletta —— Pepperdine University

### 16. Social Emotional Leadership for Creating Equity in Education

Participants will explore Social Emotional Leadership strategies for informing best practices in creating equity in education to meet the needs of 21st century learners.

Hrncir, Shawn Marie —— Arizona State University

### 17. Reimagining Language in Organizational and Systems Thinking: A Thematic Analysis of Non-Inclusive Language

This proposal for future study delves into language use in organizational leadership scholarship, highlighting the prevalent use of non-inclusive language for key concepts. Through a thematic analysis of texts, the research will help reveal terms and concepts rooted in non-inclusive language. The findings will underscore the need for a shift towards more inclusive linguistic choices in scholarship to foster equity and respect for diverse human experiences.

Viggiano, Stephanie —— Pepperdine University

### 18. Stick(er) Together: Enhancing Diversity, Equity, and Inclusion through the Creation of Diversity Stickers

As a way to celebrate and highlight Diversity, Equity, and Inclusion (DEI), the UIUC Student Affairs Team created The Diversity Sticker Collection. The thought process behind this project was to combine the goal of enhancing DEI in the school with a social work approach of "meeting the students where they are at." From this The 2021-2022 Diversity Sticker Collection was born and implemented with overwhelming support from students to continue the project.

Cherry, Monica —— University of Illinois Urbana-Champaign


### 19. REimagining Literacy and Accelerating through Arts Integration (REALAI): 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.


### 20. Trauma-Responsive Implementation and Practice in K-5

This case study will share findings on a 2-year project to implement trauma-informed approaches focused on improving student outcomes by supporting teachers and staff. The results of the project include the benefits for students and school staff from increased resilience and the decrease in behavioral concerns in the classroom which resulted in the reduction of 80% referrals to the principal's office.

Gomez, Evelin —— University of Colorado Anschutz Medical Campus


### 21. Mixed Reality Simulation (MRS) and Social-Emotional Learning (SEL) in Teacher Preparation Programs

This session will focus on using Mixed Reality Simulations(MRS) in teacher education preparation classes as a resource to equip students to think critically about how to use Social Emotional Learning strategies in their classrooms and how to talk with parents through real world situations that occur in schools today. Participants will be able to discuss what Mixed Reality Simulations are and how students can benefit from the practicing in real-time Social Emotional Learning strategies within the teacher education preparations classes.

Hicks, Freda —— North Carolina Central University
Lyons, Megan —— North Carolina Central University


### 22. Adversity and Resiliency Interventions for Social Emotional Development in Early Childhood: An Interdisciplinary Training Program for Early Childhood Special Educators and Social Workers

arly Childhood Special Educators (ECSE) and Social Workers (SW) play critical roles in assessment, intervention, inclusion, and child/family welfare. Together, they can address social emotional support needs that are foundational for later development and learning. Participants will examine the frameworks and beginning of a five-year interdisciplinary training program for ECSE and SWs to support young children with high-intensity social emotional needs and their families. Reflections on interdisciplinary training and implications for personnel preparation will be discussed.

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


### 23. Moving into Deep Learning and Active Praxis

This Participatory Action Research (PAR) includes two cycles. The first focuses on Diversity, Equity, and Inclusion (DEI) Practices and Education in organizational teams, while the second explores the use of Popular Education in organizational teams.

Gonzalez, Cristina —— Pepperdine University


### 24. Enhancing End-User Adoption of Technology Change Initiatives: Effective Approaches for Change Practitioners

In the rapidly evolving landscape of technology, organizations frequently introduce change initiatives to harness innovation and maintain competitiveness. However, the successful implementation of these initiatives heavily relies on the adoption and acceptance of end-users. This abstract explores various approaches that change practitioners can employ to enhance end-user adoption of change initiatives within the technology space. Drawing from a synthesis of peer-reviewed journal articles published over the past decade, this study presents a comprehensive overview of five effective strategies: clear communication, user-centric design, stakeholder involvement, training and support, and continuous feedback loops.

Thomas, Crystal Renā —— Pepperdine University


### 25. Harmony through Art: Unraveling the Impact of Gender, Race, and School Poverty on Standardized Scores in Art Integration Elementary Schools

This study examines the assumption that art integration alone directly impacts standardized test performance. It explores the influence of gender, race, and school poverty on standardized test scores in the context of art integration schools. It reveals that poverty level significantly impacts test scores, while gender does not show a significant difference, but girls outperform boys and state average in ELA. Notably, White students exceed state averages across all subjects and grades.

Wei, Xiaobo —— University of South Carolina
Wang, Han —— University of South Carolina


### 26. Equity-centered Leadership that Takes a Whole Child Approach: A Case Study

This qualitative case-study of a county-run school for previously incarcerated youth and students on probation examines how system and school leaders, counselors, teachers and paraprofessionals advance educational equity by taking a whole child approach. This study used an equity-centered leadership framework and a critical research lens to explore how leadership works to empower students and disrupt traditional power structures, as well as the opportunities and barriers to advancing educational equity.

Justus, Marianne Wood —— WestEd

### 27. Cultivating Cultural Fortitude in Interprofessional Healthcare Education Classrooms

This roundtable discussion will explore the role of emotions in addressing polarizing issues within a classroom setting. In an age dominated by identity politics, we'll delve into strategies for fostering Cultural Fortitude and creating inclusive educational environments that encourage understanding and belonging, ultimately paving the way for cultural repair and relational healing. Participants are invited to share strategies to the table as we seek to navigate the complex web of contemporary sociopolitical challenges within an interprofessional education context.

Tao, Karen —— University of Utah
Cohen, Susanna —— University of Utah

### 28. New Student Affairs Professional Staff Attrition

This roundtable session will discuss the results of a narrative dissertation study related to the rate of former live-in student affairs professional staff members at institutions of higher education. The roundtable will focus examining the experiences of live staff to understand how higher education can increase its retention of the newest professionals in live in roles on college and university campuses

Lamar, Ebonish —— University of Pennsylvania

### 29. Interactive Virtual Tour of the Inouye Regional Center at Ford Island, O'ahu

During my NOAA Hollings Internship this past summer, I created a 360 Virtual Tour of the Inouye Regional Center (IRC). This tour lets students across Hawai'i access a tour of the IRC, which is difficult for most schools since the NOAA Facility is located on Ford Island and requires Base Access to enter. My tour allows students unable to get on base to learn about the IRC and the science NOAA conducts there.

Zettlemoyer, Michael Ikaika —— Millersville University
Geschwind, Leon —— NOAA

### 30. Social Isolation and its Impact on Identity

The ways in which Black students experience social isolation within the K-12 setting in the Central Valley of California will be discussed. Moreover, the impact on a large Hispanic Serving Institution/Asian-American Native American Pacific Islander Serving Institution will be explored. The theme of student identity and a positive student experience will also be explored.

Lane, Patricia —— California State University, Fresno

### 31. On Top of the World…Wait! Where Am I. Third Cultural Kids (TCK's) And Cross Culture Kids (CCK's) Loosely Defined.

Third Cultural Kids (TCK's); Cross Culture Kids (CCK's) loosely defined. A discussion of challenges this population faces when transitioning to higher education institutions in the U.S. and are U.S. based institutions of education prepared for the intersectionality of this unique and diverse enrollment population?

Asuncion, Alma —— Hilo Innovations Academy

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/4/2024 / **Room:** Queens 4
**Session Topic:** Project-Based Learning **Session Chair:** Lightfoot, Jennifer

### Integrating Community Engaged Learning Initiatives into the Academic English Classroom: An Opportunity for Students to Grow As Language Learners and Global Citizens

This presentation demonstrates how Community Engaged Learning (CEL) can enhance first-year university students' language learning experiences in English for Academic Purposes (EAP) courses. International students often struggle to feel connected to their local communities. To address this, our project engaged students with local non-profit organizations in ways that advanced their academic research and writing skills (e.g., writing research-based content for the organization's website), connecting what students learned in the classroom to their local communities.

Lightfoot, Jennifer —— University of British Columbia
Riccardi, Daniel —— University of British Columbia

### Learner-Centered Teaching: Creating Meaningful and Relevant Projects in K-12 Classrooms

Creating meaningful and relevant projects in K-12 classrooms is crucial to engage students, foster a love for learning, and promote overall academic growth. This presentation will explore how to move to learner-centered teaching by adding the educational approach called Genius Hour or sometimes known as 20% time to your classroom. Genius Hour is a flexible and adaptable approach that can be integrated into various subjects and grade levels, providing students with a personalized and meaningful learning experience.

Tonore, Katie —— William Carey University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/4/2024 / **Room:** Queens 5
**Session Topic:** Indigenous Education - Panel **Session Chair:** Morcom, Lindsay

### Exploring Multifaced Approaches to Anishinaabemowin Language Revitalization

As educators and Indigenous language warriors working for the revitalization of Anishinaabemowin, we explore multifaceted approaches to language teaching and learning. These include language immersion education for children, formal language teaching in post-secondary contexts, community-based language education, and digitally-supported language learning. Working through a multi-generational, decolonizing lens, we discuss the benefits and challenges of each approach to language revitalization and invite the audience to share their own experiences in other Indigenous communities around the globe.

Morcom, Lindsay —— Queen's University
Roy, Stephanie —— University of Toronto
Hopkins, Rhonda —— Kenjgewin Teg
Debassige, Kimberley —— Queen's University
Roy, Beverley —— Kenjgewin Teg
Manitowabi, Melanie —— Queen's University

### Remote vs. Hybrid Learning During the COVID-19 Pandemic

The COVID-19 pandemic altered K-12 school instruction from spring 2020 to spring 2021, resulting in many students learning remotely or in hybrid (remote + in-person) conditions. To evaluate the effects of these changes on student learning, utilizing a quasi-experimental design with baseline equivalence, UCLA/CRESST analyzed student data sets in three middle schools, finding the predominantly remote students scored significantly lower on state math assessments than the hybrid students in 2020-2021.

Wang, Jia —— University of California, Los Angeles
Leon, Seth —— University of California, Los Angeles
Sylvester, Roxanne —— Sylvester Analysis Management International, Inc.

### Investigating School Climate's Role as a Mediator and Moderator in the Association Between School Poverty Index and Student Achievement

This study explored school climate as a mediator and moderator between school poverty and student achievement using data from 341 middle schools in South Carolina. Findings reveal that school climate directly influences academic outcomes and partially mediates the impact of school poverty. Additionally, school climate may possibly moderate the relationship between poverty and achievement ($p = 0.059$), yet the effect requires further investigation. Overall, enhancing the school climate is beneficial for improving student achievement.

Zhang, Tiejun —— University of South Carolina
Ene, Mihaela —— University of South Carolina
Leighton, Elizabeth —— University of South Carolina

### Evaluation of CYFAR Program for Resilient and Healthy Youth

The Community, Youth, and Families at Risk (CYFAR) program aims to improve young people's life skills, resilience, and knowledge of nutrition and physical health. The study adopted a comprehensive evaluation framework to measure CYFAR program outcomes and details data source and survey instrument validation processes, evaluation findings, and their programmatic implications. The study results showed that CYFAR has helped youth improve their everyday life skills and resilience, including nutrition intake and participation in physical activities.

Nayak, Roshan —— University of California, Agricultural and Natural Research
Luckey, Brian —— University of Nevada, Reno Extension
Iaccopucci, Anne —— University of California, Davis
Klisch, Shannon —— University of California Cooperative Extension
Soule, Katherine —— University of California Cooperative Extension
Stark, Carrie —— University of Nevada, Reno Extension
Miller, JoLynn —— University of California Cooperative Extension

### STEM Teachers' Perceptions of their Wellbeing in Arizona Title I Schools

As part of our NSF Noyce grant, we examined our STEM scholars' wellbeing in their current role as beginning teachers. The Teacher Subjective Wellbeing Questionnaire (TSWQ), a validated, open access instrument for measuring teachers' job-specific wellbeing was used across two years. Results of the TSWQ and the results of open-ended survey questions are presented. Limitations and implications of study results are discussed.

Kurz, Terri —— Arizona State University
Ganesh, Tirupalavanam —— Arizona State University
Nation, Marcia —— Nation Evaluation Consulting, LLC

### An Investigation of Literacy and Science Integration in a High School Biology Classroom With a Focus on English Learner Education

Using a qualitative case study method, this study examines how a secondary biology teacher taught science language and incorporated literacy practices in his classroom. This exemplary model of literacy-inclusive science practices has implications for supporting ELs' language and literacy development and science learning.

Lew, Shim —— University of West Florida

### W.E.B. Du Bois, Pan-African Ideas, and Pan-African Actions: Remembering the Founder of the Pan-African Congress Movement

This paper examines the Pan-African ideas and Pan-African actions of W.E.B. Du Bois. It provides an analysis of his Pan-African ideas, including the color line, veil, Talented Tenth, double consciousness, true self-consciousness, Pan-Africa, and Afro-centric. This paper argues that those Pan-African ideas are an important aspect of the intellectual legacy of Du Bois. It also provides an analysis of the Pan-African actions of Du Bois, including the five Pan-African Congresses.

Cromartie, J. Vern —— Contra Costa College

### Kūlana, Kuleana, and Kia'i: Student Civic Expression and Blended Learning in the Age of Algorithms

This presentation explores the (r)evolutions and civic (inter)actions enacted and captured by indigenous youth during a time of hulihia on the Big Island of Hawai'i, through case study. An analysis of pictures, videos, and conversations posted on social media provides a framework for understanding blended civic engagement, and unfurls discussions on the convergence of new media and participatory culture, kuleana for indigenous youth, and implications for teaching and learning.

Anderson, Clint —— University of Hawai'i at Hilo

### The Art of Great Storytelling

The educators' ability to be authentic in the classroom contributes to positive intercultural dynamics and creates an atmosphere of respect and storytelling is a fundamental factor. Learning hinges on the ability to share a story, to interact authentically and to use "presence" to maximize engagement. Our goal is to help educators to access their inner storyteller and transform their ability to inspire and engage learners.

Stewart, Kathryn ––– British Columbia Institute of Technology
Ribble, Kevin ––– British Columbia Institute of Technology

### Understanding Clinical Related Critical Incident Stress Experienced by Undergraduate Nursing Students

This presentation will highlight the types of clinical related critical incidents experienced by undergraduate nursing students. Insights on critical incident stress and considerations for navigating this type of stress during experiential learning environments will be explored.

Harvey, Giuliana ––– Mount Royal University
Carter-Snell, Catherine ––– Mount Royal University

### Understanding the Meaning of Peer Support Used by Undergraduate Nursing Students Who Have Experienced a Clinical Related Critical Incident

This presentation will highlight the impact of peer support accessed by undergraduate nursing students after a clinical related critical incident. Insights on the benefits of peer support and considerations for using this type of assistance will be addressed.

Harvey, Giuliana ––– Mount Royal University
Carter-Snell, Catherine ––– Mount Royal University

### Nurse Mangers' Benefits and Learning After A Four Week Self-Compassion Course

We explore nurse managers' experiences in a four-week self-compassion at a university medical center in June of 2023. We discuss how the program affected healthcare workers personally and professionally and 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

### The Value of Postsecondary Faculty Developing and Implementing Transdisciplinary Curriculum

We report on the value of transdisciplinary curricula creation and implementation for 40+ faculty across STEM, business and the social sciences at three universities. We utilize cultural-historical activity theory, productive struggle and pedagogical design capacity to situate analysis and discussion. Our work advances understanding of how faculty innovate curricula, broadly, and how they can work collaboratively across disciplines to create and deliver engaging curricula to prepare students to tackle pressing socio-scientific problems, like sustainability.

Bouwma-Gearhart, Jana ––– Oregon State University
Lenhart, Cindy ––– Central Oregon Community College
Park, Hyoung Joon ––– Oregon State University
Cespedes, Marcos Viveros ––– Oregon State University

### Exploring Transition Experiences of Non-Traditional College Students through Autoethnographic Writing Prompts: Building Connections and Unveiling Challenges and Strengths

Utilizing autoethnographic writing prompts in group settings offers a valuable method to assess the transition experiences of non-traditional college students and foster meaningful connections among them. This knowledge is essential for comprehending their challenges, informing effective program development, and improving success rates. Data collection employs a mixed methods approach, integrating pre/post surveys and qualitative interviews to delve into the therapeutic processes involved.

Beazer, Brijet Lynn ––– University of Arkansas
Stauss, Kimberly ––– University of Arkansas

### Academic Imposterism: Funny Title Here So I Won't Be Found Out

Clance and Imes ("78) identified the Impostor Syndrome as feelings of being a fraud in an environment where colleagues are perceived as genuinely competent, regardless of their respective backgrounds. This experience is commonly felt among graduate students new to a discipline, but also by those familiar with their field who have reached the thesis stage. This research explores the mediating effect of conference presentations given by graduate students on their feelings of academic legitimacy.

Brahme, Maria ––– Pepperdine University
Miramontes, Gabriella ––– Pepperdine University

### *Authenticity, Preservation and Identity 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 challenges associated with issues of authenticity, preservation and identity in the international community (within the context of higher education) – at times, under very challenging circumstances.

Kirkey, Christopher —— SUNY College at Plattsburgh
Holland, Julie —— American University of Afghanistan
Holland, Kenneth —— O.P Jindal Global University

### *Beyond Trigger Warnings: Trauma-informed Teaching Techniques*

Learning can trigger anxiety, no matter the content or student. This workshop covers trauma-informed principles for educators to avoid causing students and themselves undue stress, even covering sensitive topics like trauma itself and other provoking subjects (e.g., math/statistics, multiculturalism). Presenters briefly overview trauma-informed andragogy, then demonstrate teaching approaches and learning activities to create safety, bravery, trust, and community. Although focused on postsecondary/higher/adult education, we share candid examples and suggestions for colleagues across educational settings.

Cureton, Jenny —— Kent State University
Henniger, Janessa —— Adams State University

### *A Curriculum Design for Data Visualization Distance Education Program*

A curriculum design of distance education program in Data visualization.  The goal of this program is to explore the possibility for establishing a master level data visualization education at university.

Chi, Robert —— University of Hawaiʻi at Hilo

### *Racially, Ethnically, and Linguistically Diverse Students with Varying Exceptionalities and Distance Learning: An Examination of Teacher Experiences and Perspectives Regarding Collaboration and Communication Amongst Each Other and with Caregivers*

Multiple crises across the nation such as the Mississippi water crisis, wildfires, and the widely known COVID-19 pandemic forced teachers and students alike to unexpectedly move to remote learning. This proposal will explore the lived experiences and perspectives of general educators regarding collaboration and communication when working with RELD students with VE via online instruction during the COVID-19 pandemic.

Tunsill, Buruuj —— Florida International University

### *Unpacking Success in MOOCs: A Systematic Investigation of Key Determinants*

This presentation offers a comprehensive review of 29 articles on Massive Open Online Courses (MOOCs), investigating effectiveness, challenges, and potential improvements. Key insights include the profound influence of learning engagement, behavioral intentions, and digital literacy on MOOC success. The findings underscore the need for individualized course design, robust learner support, and motivational techniques, providing actionable guidance for educators, course designers, and policymakers in the rapidly evolving field of online education.

Hao, Tianshi —— Pepperdine University
Chen, Yunan —— Pepperdine University
Winn, Jade —— USC Libraries

### *Woman Global Leaders Approach to Distance Education in Higher Education Sector with Artificial Intelligence (AI)*

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

### *Queering the Maker Movement: Exploring the Unique Affordances of Making for Queer Youth*

This paper explores the identity shifts and affordances of an LGBTQ+ STEM camp that was designed for queer youth to scaffold their multifaceted identities develop synergistically. Through a series of intentionally designed queer centering STEM maker projects, the camp sought to create an affinity space for queer youth that also scaffolded and supported their STEM identities. We share the design process for the curriculum and share two case studies of youth who experienced notable changes in their identities.

Tofel-Grehl, Colby —— Utah State University
Hawkman, Andrea —— Rowan University
Suarez, Mario —— Utah State University
Feldon, David —— Utah State University

### *Curricular, Instructional, and Technological Designs to Enhance Students' Epistemic Performance in Evaluating Socioscientific Issues*

We describe design principles that combine agent-based modeling in high school biology with strategies to develop students' epistemic performance in evaluating socioscientific issues. Strategies include, developing arguments from evidence; seeking and using ample evidence; evaluating evidence consistently; and comparing and contrasting findings with others. We provide a case study of how the design principles were used to create a disease epidemic model and unit anchored in the biology topic of the Nature of Science

Yoon, Susan —— University of Pennsylvania
Chinn, Clark —— Rutgers University
Noushad, Noora —— University of Pennsylvania
Richman, Thomas —— University of Pennsylvania
Hussain-Abidi, Huma —— Rutgers University
Hunkar, Kyle —— Rutgers University

### *Examining the Use of Digital Curricula in Elementary Mathematics Classrooms to Increase Student Understanding*

During our presentation, we will discuss findings from our qualitative case study work about mathematics digital curricula in elementary classrooms. Discussion will be based on what we have found as common digital curricula utilized in the United States, as well as ways that educators can help future teachers understand how to use digital tools in the mathematics classroom.

Wheeler, Ann —— Texas Woman's University
Rhine, Steve —— Pacific University
Driskell, Shannon —— University of Dayton
Harrington, Rachel —— Western Oregon University

### *Open Educational Resources for Teaching College Biology Courses – Best Practices*

This paper explores some of the best practices in creating, modifying and implementing open educational resources (OER) for college biology courses. An inclusive and collaborative approach is the key for successful adoption and implementation of OER in college biology courses. It involves a team of faculty teaching the same biology or related biology courses, participation of researchers and students, participation of the librarians in acquiring and providing access to content with proper copyright release, the software engineers and IT personnel for technological support.

Dash, Sagarika —— Glendale Community College

### An Online Educational Framework for Innovative and Cutting-edge English-as-a-Second Language (ESL) Teaching and Learning

An online learning environment can be a very effective mode of instruction for the teaching of listening, speaking, reading and writing skills in American college-level English-as-a-second language (ESL) courses due to significant advances in educational technology, including the use of a Learning Management System (LMS) that incorporates multiple participation structures and opportunities for interactive practice through asynchronous and synchronous communications tools, Web 2.0 tools and interactive PowerPoint presentations, assignment drop boxes, and online assessment tools.

Peridore, Stephen ––– College of Southern Nevada

### Translanguaging in Practice: Challenges, Rewards, and Examples from Science, Math, and GeoCivics

In this session, we will define translanguaging as well as discuss challenges, rewards and examples of translanguaging across three federal grants. Comunidad de Ciencia serves 5th and 6th grade Latina girls and their parents in science learning. iELD Math provides professional development for elementary-school teachers within a school district teaching math to emergent bilinguals. GeoCivics delivers professional development for K-12 teachers across the country working with emergent bilinguals, focusing on geography and civics.

Jimenez-Silva, Margarita ––– University of California, Davis
Guerrero, Karen ––– Arizona State University
Albano, Anthony ––– University of California
Abdelrahim, Suzanne ––– University of California, Davis
Rillero, Peter ––– Arizona State University

### Anti-racism and Intersectionality in EAL: Resisting Essentialized Identities and Colonization in Teacher Training

This paper discusses what teacher educators need to address to transform pre-service EAL teachers from allies to co-conspirators (Love, 2019). Although teacher education has started to acknowledge structural racism, pre-service teachers are not given the opportunity to use this information to build their own transformative teaching practices, especially when learning how to teach a specific subject. This presentation focuses on how to encourage students to address racism in their EAL classes to empower students.

Breckenridge, Yvonne ––– University of Alberta

### The World is Your Classroom: Teach with English Language Programs

Learn from English Language Program alumni how you can make a difference globally through in-person and virtual teaching projects designed by the U.S. Department of State for experienced U.S. TESOL professionals. English Language Fellows, Specialists, and Virtual Educators provide language instruction, conduct teacher training, and develop resources, while being cultural ambassadors.

Stillwell, Chris ––– University of California, Irvine/Saddleback College

### Defining the Field: Developing a Comprehensive Glossary Application for Inclusive Education

This session spotlights a project that addresses terminological discrepancies among educators of diverse learners. Rooted in the Alternate English Language Learning Assessment project, the authors have developed a glossary application of terms and acronyms used across English language development, special education, and assessment, facilitating more effective collaboration among educators. The presentation offers insights into the development and application of the glossary, marking a significant advancement towards a more inclusive educational landscape for diverse learners.

Christensen, Laurene ––– University of Wisconsin
Shyyan, Vitaliy ––– University of California, Santa Cruz

### Using Artificial Intelligence to Create IEPs, Identify Areas of Academic Need, Create Baseline Performance of IEP Goals, Develop IEP Goals, and for Progress Monitoring IEP Goal Attainment

This presentation involves a study of the present and potential future use of Artificial Intelligence ("AI") in developing Individual Education Programs ("IEPs) for students enrolled in special education programs. The presentation will cover the present uses by special education teachers in developing IEP goals using such tools as Chat GPT as determined by feedback on social media pages specifically for special education teachers and interviews with K-12 directors of special education.

Cochrane, Stephen ––– Alliant International University
Pancer, Cynthia ––– Alliant International University

### Youth Organizational Equity Assessment

This workshop will introduce participants to the Youth Organizational Equity Assessment, designed to support youth development organization's (including schools) professionals to critically examine programs, practices, and policies, and explore strategies to create a more inclusive, diverse, and equitable organization. Participants will complete a portion of the assessment, which will serve as a catalyst for small group discussions and prioritization of focus areas for identifying organizational improvements to strengthen capacity to support social justice.

Soule, Katherine ––– University of California Cooperative Extension
Moncloa, Fe ––– University of California Cooperative Extension
Fields, Nia Imani ––– University of Maryland Extension

**Time:** 8:00 - 9:30 AM / **Friday** - 1/5/2024 / **Room:** Queens 4
**Session Topic:** Educational Technology - Panel **Session Chair:** Duncan-Mosier, Jo Dee

### *The Impact of Immersive Learning Environments on Motivation and Academic Success*

The purpose of this study is to evaluate the impact of Immersive Learning Environments (ILEs) on student motivation and academic success in higher education settings. The research involved an interdisciplinary effort employing ILEs across the following instructional areas: Psychology, Chemistry, Histology, Biology, Biomedical Equipment Technology, Electrical Trades and Spanish. This presentation offers insight and knowledge on how ILEs positively impact motivation based on Keller's ARCS-V motivational model and academic success in multiple academic disciplines.

Duncan-Mosier, Jo Dee —— St. Philip's College
Garcia, Hilario —— St. Philip's College
Panthi, Basu —— St. Philip's College
Galvan, Spencer —— St. Philip's College

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/5/2024 / **Room:** Queens 5
**Session Topic:** Human Resource Development - Workshop **Session Chair:** Gottlieb-Clark, Candice

### *Manage Conflict like Ted - Lasso New Skills for Dealing with Workplace Challenges*

It's time to learn a few simple communication strategies to navigate conflict with ease and success.
Gottlieb-Clark, Candice —— Dynamic Team Solutions

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/5/2024 / **Room:** Queens 6
**Session Topic:** Indigenous Education **Session Chair:** Lemaire, Eva

### *Beyond Beading: giving a Voice to Indigenous Languages and Stories through the Arts*

In this presentation, rooted in Indigenous education, I present a set of educational resources resulting from collaborative research with Métis Elders and Alberta teachers, in the Western Canadian context. I discuss how these resources developed in the Elders'ancestral language allowed teachers and students to go beyond simple appreciation of Indigenous arts and explore the intimate connections between arts, land, territories, identities, healing and decolonization.
Lemaire, Eva —— University of Alberta

### *Voices of the Culturally Taxed: An Insight Into the Cultural Burden of MāOri Tertiary Academics in Aotearoa New Zealand*

This presentation discusses the key findings of a study investigating the concept of cultural taxation and how it is experienced by Māori academics working in Western tertiary institutions in Aotearoa New Zealand. The research explored the prevalence of Cultural Taxation for Māori academics and its effects on them professionally and personally.
Torepe, Toni —— University of Canterbury

### *Reflections of Native Hawaiian Youth About Their Work-based Learning at STEM Worksites*

This presentation will provide an overview of an intervention model designed to promote Native Hawaiian youth's postsecondary STEM transition and introduce its work-based learning component. In partnership with local STEM employers, for the past two school years 92 students have completed the work-based learning. Students' reflections and outcomes will be shared.
Park, Hye Jin —— University of Hawai'i at Mānoa
Feliciano, Jerrik —— University of Hawai'i at Mānoa
Nip, Kendra —— University of Hawai'i at Mānoa
Young, Robert —— University of Hawai'i at Mānoa
Flanary-Olayvar, Keora —— University of Hawai'i at Mānoa

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/5/2024 / **Room:** Waikoloa 1
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Schumacher, Jane

### *Resolving Conflicts Through Indigenous Practice*

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

### *Bridging Polarization Through Dialogue: A Workshop on Approaches and Strategies to Facilitate Mutual Respect and Understanding*

Polarization is a significant and growing problem in most fields across society in the US and abroad. This workshop will offer essential insight into how respectful dialogue can moderate polarization by bridging individual differences. Participants will engage in a collaborative dialogic process grounded in theory and practice. After the workshop, learners will be equipped to convene, facilitate, and engage in challenging conversations that may arise in an array of settings and situations.

Weintraub, Liane ––––– Pepperdine University

### *Building Sustainable Teacher Residencies Through Strategic Staffing Models*

Teacher residencies are emerging as a highly successful model of teacher preparation, developing candidates that are more diverse, more likely to stay in the classroom longer, and have a greater im- pact on student learning outcomes. Many residency programs offer critical financial support for teacher candidates but result in the program being so expensive that it can serve only a limited number of candidates. Through a process called Strategic Staffing, districts across Texas are reallocating underutilized funds to provide residents with sustainable stipends.  This workshop will explore:
•           What is Strategic Staffing?
•           What are examples of Strategic Staffing Models?
•           Research and data on the positive impact of Residencies with Strategic Staffing

Beal, Sarah ––––– US PREP/Texas Tech University

Aveni, Nicole ––––– US PREP/Texas Tech University

Scott, Lynda ––––– US PREP/Texas Tech University

### *From Passive Leader to Motivator: Inspiring Yourself and Your Team*

In quality youth programs, we always seek to create experiential learning opportunities for our youth. Teaching the skills to be a good leader should be the same. But are we practicing what we preach to our team members and fellow professionals? As administrators or leads, it is easy to become buried by program management or experience burnout, which can lead to being a passive leader. While enforcing the rules, discussing policy, and covering grant requirements, it is important to lead and motivate your team to provide quality youth programs. Learn skills to remember the spark and stay the motivator, not the passive leader.

Ward, Callie ––––– Utah State University

Frandsen, Kolbi ––––– Utah State University

### *Just Because You Left Home, Doesn't Mean You Left Church: Alumni Perspectives on Spirituality, Identity, and Academic Persistence at HBCUs*

Whether embedded in the institutional culture or founding of their HBCU, the HBCU alumni in this study noted that they felt spiritually supported during their collegiate experiences at HBCUs their own religious beliefs. A faith which undergirded their overall belief systems as well as their belief in themselves and their abilities. The purpose of this paper is to examine the spiritual journeys of HBCU alumni and its impact on their academic and identity development.

Burt, Janeula —— Bowie State University
Ellis, Antonio —— American University
Riddick, Reginald —— Bowie State University
Riddick, Dawn —— Bowie State University

### *Teaching International Learners: European Faculty Perspectives on the Benefits, Challenges, and Modifications Needed for Teaching and Learning in International Programs*

Inviting and teaching international students is a component of internationalization strategic plans around the world. In Italy where universities are adding courses and full degrees in English to attract international learners and enhance Italian students' English competencies, we asked faculty to share their perspectives on the benefits, challenges, and instructional modifications needed to teach these learners effectively. Findings are used to create meaningful and modern professional development for universities in Italy and beyond.

Coryell, Joellen —— Texas State University
Fedeli, Monica —— University of Padova
Cinque, Maria —— LUMSA University
Hatcher, Cheri —— Texas State University
Culcasi, Irene —— LUMSA University
Qiu, Ruoyi —— University of Padova

### *Inclusive Practices in Higher Education: Equity-Proofing Teaching and Learning*

This presentation will highlight a grant-funded research project by Health Sciences faculty at a private, four-year university. The project included a book study completed by the researcher and colleagues from the College, an anonymous survey to harvest information about the current state of faculty/staff and students with respect to inclusive practices in the College, and a compendium of teaching and learning resources that was developed based on survey results and a faculty focus group session.

Brammer, Mitzi —— Saint Louis University

### *Call Me a Customer: What Can Post-Secondary Educators Learn From CRM Loyalty?*

Is America falling out of love with college degrees? This longitudinal study explores this question from a customer relationship management (CRM) perspective. An overview of the study's questions and findings will be presented with a brief reference to current literature. We conclude with qualitative student findings and Q&A. The discussions with the audience will be used to further understand the relationship of CRM, loyalty, and educators.

Williams, Luke —— Central Washington University
Trumpy, Bob —— Central Washington University
Lupton, Robert —— Central Washington University

### Creating a Scalable Foundation for Competitive Intelligence Education Using Micro-Learning and Digital Badging

Three librarians and an engineering technology instructor at a large public university in the Midwest developed an information literacy focused, foundational competitive intelligence module using micro-learning and digital badging concepts that is designed to be scalable for use in many disciplinary areas across the campus. The module was developed with substantial stakeholder feedback, including from industry and entrepreneurship professionals, faculty, and students. This presentation shares preliminary results of the module pilot and student perceptions.

Howard, Heather ——— Purdue University
Phillips, Margaret ——— Purdue University
Zwicky, David ——— Purdue University
Berry, Frederick ——— Purdue University

### Integrating Intercultural Competencies in an Introductory Business Information Literacy Course

Librarians at Purdue University integrated intercultural competencies into an introductory business information literacy course taught annually to more than 100 undergraduate business students. During the last two years, students completed learning activities connected to teamwork, networking, international business, and research, in addition to examining and applying strategies for managing unconscious bias in decision-making. This presentation shares preliminary results from student surveys to measure any progress on the AACU Intercultural Knowledge and Competence VALUE Rubric.

Bochenek, Annette ——— Purdue University
Howard, Heather ——— Purdue University
Mayhook, Zoeanna ——— Purdue University

### Mentoring Undergraduate Researchers to Explore Business Workplace Information Literacy

Librarians at a large public Midwest university have worked for two years with undergraduate researchers to study the workplace information needs of business students. This presentation will discuss how the working relationships with the undergraduate students were developed and maintained, how the projects were ideated and scoped, the writing process for peer-reviewed journal publications and conference presentations, and successes, lessons learned, and mentoring strategies for successfully bringing undergraduate researchers onto your projects.

Phillips, Margaret ——— Purdue University
Howard, Heather ——— Purdue 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

### Integrating a Career Planning Unit with Grade 2/3 English Language Arts

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 2/3 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

### 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 intersectional identities, white fragility, and white privilege, while creating an atmosphere of trust, respect, and inclusion so that students of color feel safe discussing their lived experiences with systemic racism.

Williams, Susan ——— National University

### Creating a College-Going Culture Among Latino First-Generation Students in Rural Arizona

This paper describes a study that examined Latino, first-generation 12th-grade students' academic self-efficacy and the level of family support in their decision to attend college. This research was conducted in Yuma, Arizona, a largely rural, heavily agricultural region with high rates of poverty.

Corr, Laura ——— Arizona State University

### Free and Easy Method for Green Screen Live-Streaming (Please download OBS software before attending session)

This session will present a free and easy method for a green screen live-stream setup using Open Broadcaster Software (OBS) to output a variety of media formats as a single virtual webcam. This is controlled on your computer, and can be used with any online learning platform that your institution might use (ex moodle, blackboard, zoom, teams, etc…). This software/method can also be used for recording video content as well.

White, Bryan ——— Okanagan College

### *Place Based Integrated STEM Education using 3D Printing Biomimicry*
This workshop will demonstrate approaches to integrated STEM education using biomimicry engineering design and 3D printing. The hands-on workshop will feature key elements of the NSF grant call TRAILS (Teachers and Researchers Advancing Integrated Lessons in STEM) using an exemplar integrated lesson that links biology, engineering design, and biomimicry to 3D print fishing lures.
Kelley, Todd —— Purdue University
Knowles, J. Geoffery —— Bryan College

### *Heritage: Remembering and Understanding the Contributions of Victor Villaneuva, Marilyn Sternglass and Min-Zhan Lu to Basic Writing*
My presentation will discuss the legacies of three basic writing scholars and researchers who have made their mark on the discipline of basic writing. They are Victor Villaneuva, Marilyn Sternglass and Min-Zhan Lu, in this order, chosen for study and presentation because they are scholars whose contributions have been remarkable, albeit sometimes in somewhat different ways. Their advocacies for students, and for the discipline, make focusing on their legacies a useful scholarly enterprise.
Duttagupta, Chitralekha —— Utah Valley University

### *Bridging Knowledge to Practice: Connecting How we Learn to Write, With How we Teach Writing*
Comprehensive writing curriculum does not come neatly packed in a box. It requires a teacher who is skilled in the intricate processes needed to compose coupled with a wide variety of practical tools for teaching. This presentation aims to help teacher educators and teachers bridge knowledge about how we learn to write with what teachers do to facilitate their student's production of writing.
Dismuke, Sherry —— Boise State University

### *ChatGPT: Empowering English Language Learning in Higher Education - A Case Study from Japan*
This presentation discusses the growing significance of AI, with a focus on ChatGPT as a generative AI with potential in higher education. It presents a case study in which ChatGPT was integrated into a first-year English course at a Japanese university, showcasing its applications in language learning, such as grammar quizzes, writing assistance, and group presentations. The study reveals that the majority of students found ChatGPT effective for language learning, but it also highlights the importance of using it critically.
Saito, Yukie —— Chuo University

### *Two Canoes, 1 River: Utilizing Indigenous Methodologies to Build Curriculum & Capacity for Culturally-Safe Research & Engagement*
Utilizing an Indigenous methodology, the Indigenous Peoples' Health Research Centre (IPHRC) and our Indigenous Health Advisory Council (IHAC) developed a series of workshops based on Indigenous knowledges and experience designed to close the gap between Indigenous communities and non-Indigenous researchers, clinicians and organizations seeking to engage our communities. These workshops were then credentialed and adapted to an online, virtual environment via the First Nations University of Canada. We will explain our methodology and how it can successfully be adapted to other contexts.
Wajuntah, Cassandra Opikokew —— First Nations University of Canada
Gordon, Moses —— First Nations University of Canada
Elsner, Alison —— First Nations University of Canada
Huntley, Jed —— First Nations University of Canada

### *Creating Equitable Gains: Mid-Programmatic Findings of a Nursing Workforce Diversity HRSA Grant-Funded Program*
Higher education is undergoing many transformations in a changing landscape, especially in the nursing workforce area. Student retention remains a significant dilemma in most universities, especially for Black and Latina/o students. Pace University was awarded an HRSA grant that focuses on the development of academic support for first-generation Black and Latina/o students. Through this session, we will share the journey of program development and some preliminary data from our HRSA Scholars program.
Colon, Elizabeth —— Pace University
Paljevic, Esma —— Pace University
Boakye, Amma —— Pace University

### Unleashing the Genius and Unlocking Creativity Using Digital Literacy at Winston-Salem State University

Every student that enrolls at our institution has a creative genius to unleash. With the proper tools, students can develop skills for career advancement. By prioritizing digital literacy, faculty can intentionally and innovatively give students the agency to share their stories with the world.

Shipp, Jeremiah ——— Winston-Salem State University
White, Wanda ——— Winston-Salem State University
Ganzert, Bart ——— Winston-Salem State University

### Attitudinal Learning Outcomes of a Virtual Reality Module on Human Trafficking

Trapped: A VR Detective Story is a virtual reality module about human trafficking. This mixed method study examines perceptions of attitudinal learning after experiencing the module. In addition to reporting results, the presentation will give an overview of Trapped and discuss how the researchers have developed a service learning relationship with the nonprofits as a way to connect students with real world clients and benefit those clients in their fight against human trafficking.

Watson, William ——— Purdue University
Watson, Sunnie Lee ——— Purdue University
Huang, Wanju ——— Purdue University

### Using Simulation to Teach Therapeutic Modalities to Athletic Therapy Students

Simulation has been used in many fields of medicine to efficiently train students to become safe and competent practitioners without risking patient safety. This presentation will demonstrate the use of a web-based simulator that can be used to teach athletic therapy students how to use electrophysical agents prior to applying these modalities on their peers or real patients.

Valdez, Dennis ——— Mount Royal University

### Niigani Miinigowiziiwin (We Give These Gifts to the Future): A Guided Journey in Relational Systems and Complexity Thinking

Anishinaabe systems scholar, Melanie Goodchild, has developed a new teaching story titled, niigani miinigowiziiwin (we give these gifts to the future). This story integrates lessons from seven teachers: Niibiishabo (tea); Mashkikiwan (medicines); Naa-wi aki (middle ground); Manitoukewinan (ceremony); Ishkode (fire); Bawaajigewinan (dreams); Oshkaabewisag (helpers). This workshop will provide a guided journey in relational systems thinking and complexity where we invite participants to reflect on their current connections with the land and with these seven teachers.

Goodchild, Melanie ——— Algoma University
Etmanski, Catherine ——— Royal Roads University

### Indigenizing Early Years Learning in Canadian Context: Effective use of Mino-Bimaadiziwin/Shęh Niyohgwaihó'dę:

Although, there is widespread movement for reconciliation and decolonization in Canadian education systems there are still issues that arise regarding the normative gaze and cultural appropriation that reinforces settler colonialism and marginalizes Indigenous Knowledge; affecting the quality of early learning and childcare services being accessed by Indigenous children and families. In this workshop presentation, we strive to critically reflect on decolonial pedagogies, to continue working towards high-quality, culturally relevant early learning through Anishinaabe and Haudenosaunee cultural perspectives.

Lavallee, Brooke ——— Ontario Aboriginal Head Start Association
Henry, Stanley ——— Brock University

### *A Social-Emotional Approach to Foster Care Case Management*

In an effort to optimize quality of life for LA County foster youth (the largest population of foster youth in the country), this paper proposes a caseworker training program that incorporates the Eightfold Path (Bardach & Padashnik, 2020) and biopsychosocial (Engel, 1977) models to provide a holistic, long-term view of foster youth needs. This recommendation aims to create the instruction and infrastructure needed to decrease the fragmentation of support services that support future emancipation and healthy independence.

Weintraub, Liane ––– Pepperdine University
Eleby, Michelle ––– Pepperdine University
Calacci, Margaret ––– Pepperdine University
Arriaza, Jessica ––– Pepperdine University
Viggiano, Stephanie ––– Pepperdine University

### *Gifted Student Identification and Services: Impact of the Pandemic Shutdown*

This study investigated the pandemic's impact on gifted identification and services in Arkansas schools. Nomination and identification processes were disrupted, hindering the recognition of giftedness, especially among underrepresented populations. Participants indicated that the pandemic has led to decreased funding for gifted programs, reduced administrator support, less time in gifted classes, and increased responsibilities for gifted teachers. These factors have left teachers feeling overwhelmed and resulted in decreased student engagement, more behavioral issues, and academic struggles.

Buchanan, Michelle ––– University of Central Arkansas
Cotabish, Alicia ––– University of Central Arkansas
Dailey, Debbie ––– University of Central Arkansas

### *Science, Technology, Healthcare Career Camp: Engaging Middle School Students to Build a Diverse Medical Workforce*

To address long-standing disparities for underrepresented minorities, we launched the Science, Technology, and Healthcare Career Camp (STHC) in 2023 within the Department of Anesthesiology, Critical Care, and Pain Medicine at the Boston Children's Hospital (BCH). STHC was designed for URM middle school girls to explore the wonders of healthcare and boost confidence in their abilities to thrive in a future transformed by technology. By providing practical hands-on, interactive experiences and targeted mentoring by healthcare professionals, STHC offers unique opportunities to break barriers, shatter stereotypes, and empower participants to pursue rewarding careers in the healthcare industry. In this discussion, we explore the numerous benefits that STHC bring to underrepresented and underserved students and why investing in their education is essential for creating a more diverse and equitable healthcare workforce.

Leahy, Izabela ––– Harvard Medical
Zhao, Lucy ––– Massachusetts Institute of Technology

### *School-University Partnerships: Investigating the Impact of In-School Seminars Designed as Hybrid Spaces within a Professional Development School Model*

This paper investigates the impact of in-school seminars designed as hybrid spaces to help our teacher candidates grapple with the social, political, and cultural realities of the educational context within an integrated, school-based, and professionally-oriented semester in a teacher education program. The backdrop to this study is our attempt to facilitate hybrid spaces within school-university partnerships as part of a Professional Development School PDS model.

O'Connor, Kevin ––– Mount Royal University

### *What Do Teacher Candidates Perceive to Be Appropriate Forms of Student Support by University Faculty?*

This presentation answers the question: what are the most efficacious forms of student support teacher candidates deem appropriate when mentored by university faculty? Methodology will be triangulated to ascertain the most effective forms of student support which lead to student success in their university program.

Keough, Penelope ––– National University

### *Maximizing Learning Impact: Embracing Interactive Feedback with Students*

Teachers have the power to shape their students' brains by influencing their form and function through various learning experiences and interactions, either positively or negatively. Providing feedback on student assessments is a crucial learning experience that should involve a two-way interaction rather than a mere one-way communication from the marker. This paper delves into the methods of fostering such a two-way interaction, creating a valuable record for students and teachers to revisit whenever they wish.

Purnell, Ken ––– CQUniversity Australia

### *Neuroplasticity, Neuromyths, and Memory: What My Students and I Should Know About the Brain and Learning*

Teachers are brain changers. They change the form and function of their students' brains – for better or worse - through learning experiences and interactions. We will delve into the fascinating world of neuroplasticity and memory to better understand the brain's remarkable learning ability and how students master knowledge. You will learn the practical implications for education, including evidence-based instructional strategies and interventions that capitalise on neuroplasticity.

Purnell, Ken ––– CQUniversity Australia
Newman, Judi ––– CQUniversity Australia

### *Disparities in Outcomes on the California Administrator Performance Assessment: Results from the First Four Years of Implementation*

Underrepresentation of racial and ethnic minorities in educational leadership positions has been repeatedly documented. Furthermore, licensure assessments can unnecessarily restrict entry of qualified applicants across fields, including candidates for educational leadership roles, such as the school principalship. This paper provides descriptive and inferential analyses of demographic disparities amongst candidates on a newly implemented performance assessment for initial principal licensure in the state of California. Implications for equity and future research are discussed.

Wisman, R. Aaron ––– California State University, Bakersfield
Meadows, Debbie ––– California State University, Bakersfield

### *From Military Brat to K-12 Educational Administration in California: A 2nd Generation Filipino-American Journey*

In this presentation, the presenter will discuss:
1. Familial upbringing as a) a Navy brat, and b) a 2nd generation Filipino American and how these relate to Filipino identity development and awareness
2. Personal and professional barriers/challenges as an educational leader
3. Filipino cultural assets/strengths
4. Intersectionality (2nd generation Fil-American and Navy brats) and multicultural leadership strengths and challenges
5. Tips for new and aspiring Filipino American educational administrators

Rapaido, Cynthia ––– California State University, East Bay

### *How to Conduct New Curriculum Standards Reformation- An Example From Science Education in Taiwan*

The paper describe how Ministry of Education in Taiwan implemented strategies used for 1st stage and 2nd stage of four-year medium-ranged plans to facilitate new curriculum standards reformation in science education field. We will discuss the difference between 1st and 2nd stages of medium-ranged plans in terms of how to generate goals, and how to implement the goals of the plans.

Tuan, Hsiao-Lin ––– National Changhua University of Education
Chin, Chi-Chin ––– National Taichung University of Education

### *Responding to Student Contributions in Discussion-Based Learning Environments*

In order to effectively facilitate classroom discussions, college teachers must develop skills in questioning, listening, and responding. Designing questions that stimulate and encourage critical thinking is essential, and effective teachers also actively listen and are present during interactions with their students. Equally important is how a teacher chooses to respond to student contributions. This presentation identifies 16 techniques that college teachers can utilize in responding to student contributions in discussion-based learning environments.

Garrett, Christopher ––– Brigham Young University

### *Accessing the Authentic Psychiatric Experience: Using Psychiatric Artefacts to Facilitate Object-Based Learning in the Law and Criminology Classroom*

The study investigated a modified model of historical empathy (HE) and museum education to develop an object-based learning (OBL) pedagogical prototype. In post-secondary law and criminology classrooms, the researcher-educator utilised mid-century institutional psychiatric patient artefacts and archival documents in OBL. Results indicated students established affective connections to the historical patients in response to the developed OBL pedagogy. Students corrected malconstructed knowledge of psychiatric history and became aware of the historical patients as relatable human beings.

Currie, Heidi ––– Columbia College

### *The Effects of Community-Based and Civic Engagement in Higher Education*

This study synthesizes research on the efficacy of community-based and civic engagement in higher education. These high impact practices yield positive outcomes for students across six key areas, including increased personal and social responsibility, development of positive mindsets and dispositions, improved graduation and retention rates, learning gains, improved intellectual and practical skills, and increased career-related skills. We will also note gaps within the current literature to be addressed by scholars and practitioners.

Enke, Kathryn ––– American Association of Colleges and Universities
Finley, Ashley ––– American Association of Colleges and Universities

### *Narrative Writing as a Decolonial Praxis: Guided by Decolonial [Pra] Theory*

The paper is grounded in decolonial theory to serve as a foundation for exploring narrative writing as a decolonizing praxis for international students. We outline theory and approach to praxis of a particular curricular approach that provides scaffolding for students to find voice through the writing of narratives—a practice that validates students' lived experiences and helps them develop identities that provide agency in a Western university setting.

Schmidt, Michèle ––– Simon Fraser University
Berynets, Kristina ––– Simon Fraser University
Scott, Charles ––– Simon Fraser University

### *Succeeding in Academe, But At What Costs?: Black Women's Retrospectives*

Much of the current scholarship on Black women in higher education upholds their educational successes as evidence that this population does not need significant additional support. This oversight renders Black women invisible and fails to acknowledge the barriers restricting Black women's ability to thrive and not simply survive in higher education employment contexts. In this retrospective, Black women faculty and administrators will discuss the social, emotional, and financial costs of "traditional" academic access.

Williams, Brittany ––– University of Vermont
Castro, Eliana ––– University of Vermont
Lee-Johnson, Jamila ––– University of Wisconsin
Lane, Tonisha ––– Virginia Tech
Patterson-Stephens, Shawna ––– Central Michigan University

### *Engaging Middle School Students to Excel in Science using PEEPS (Personal Explorations of Everyday Phenomena)*

Engaging middle school students with activities and experiments that address the Next Generation Science Standards (NGSS) can be a challenge. Using PEEPs (Personal Explorations of Everyday Phenomena) has allowed our middle school students to SOAR!! Our students have achieved higher science proficiency scores on the Hawaii Statewide Assessment and unit pre/post tests because of the three-dimensional learning activities using science practices to engage, integrate, and explain phenomena.

Pinner, Pascale Creek ––– Hilo Intermediate School
Wissman, Carri ––– Hilo Intermediate School

### *Defending Myself: Simple Steps to Incentivizing Core Student Skills that will Improve Teacher-Student Relationships, Benefit Learning at all Ability Levels, and Defend Teacher Sanity*

Realizing in December, 2023, an entire period of my highly diverse students were failing and fully unengaged, I shifted how I taught to better reach all my students. The results of two concurrent experiments I conducted during the Spring Semester, 2024, show I vastly reduced my workload, re-engaged most of my failing students, improved test performance at all ability levels, covered all required topics by the end of the year, and began enjoying teaching again.

Stewart, Michael ––– National Science Foundation

### Understanding the Impact of COVID-19 on Middle School Students' Mental Health and Well-Being: A State-Level Investigation of School and Community Predictors

In this longitudinal study, we explore the impact of COVID-19 initiated disruptions on middle school (i.e., sixth to eighth grade) students' mental health from spring 2019 (pre-COVID) through spring 2022 (2 years post-COVID disruptions) and investigate school- and community-level predictors of these outcomes. Findings suggest that students reported significant increases in mental health problems immediately following COVID-19 and that school and community risk factors help explain student outcomes. By using a comprehensive state-level dataset combined with school and community-level variables, our study offers new insight into the students who may be at greatest risk for poor mental health outcomes following a wide-spread stressor.

Bub, Kristen ——— University of Georgia
Kim, Taehee ——— University of Georgia
Neuharth-Pritchett, Stacey ——— University of Georgia
Fisher, Sycarah ——— University of Georgia

### Consensus Coding: Managing and Coding Qualitative Data In Educational Contexts

Discussion of team-based and community-based approaches to coding and analyzing qualitative data in educational contexts. Focus is on research data management approaches to qualitative data including preparing files for open science. Discussion of ethical considerations working with diverse populations and the application of community-based consensus coding. Detailed review of how to conduct team-based consensus coding and its advantages for managing large qualitative data sets for training of highly qualified personnel.

Zinga, Dawn ——— Brock University

### Biased Based Bullying of Asian American and Pacific Islander Youth in California's Schools: 2015-2021

In this presentation, we will discuss recent findings describing the prevalence of bias based bullying experienced by Asian American and Pacific Islander (AAPI) youth in California public schools from 2015-2021. This project highlights nuances in the differences in the incidence of biased based bullying for different subgroups of AAPI adolescents and how school-level contextual factors such as the presence of caring adults and perceptions of school connectedness can help reduce experiences of bias based bullying.

Gee, Kevin ——— University of California, Davis
Cooc, North ——— University of Texas, Austin
Hang, Sally ——— University of California, Davis
Jost, Geneva ——— University of California, Davis

### Navigating Learning Disabilities: Understanding the Impact of Attachment on Students

Early detection and intervention programs for students with learning disabilities strongly influence the trajectory of their academic performance. Teachers and parents play a crucial role in supporting these students. Research shows that students with secure bonds to others have optimal physical, psychological, and emotional health, as well as achieve greater success in school. This presentation is a study proposal correlating secure attachments and the academic performance of K-12 students with learning disabilities.

Vadnais, Aimee ——— Azusa Pacific University
Triplett, Tiffany ——— Azusa Pacific University

### Preventing Educator Burn-Out: How to Create a Self-Care Plan

Participants will listen to a short presentation on stress, compassion fatigue, and factors that cause burn-out. Then they will take assessments to measure their current levels of stress, current coping behaviors, and risk of burn-out. After which they will be given time to create a self-care plan.

Bueno, Sydney ——— University of Wisconsin, Stevens Point
Pfundheller, Mariah ——— University of Wisconsin, Stevens Point
Beaulieu, Sarah ——— University of Wisconsin, Stevens Point

### *AI + Ethics Curricula Design for Middle Schools Through Animations*

Students must learn to understand AI and related technologies to be successful in the future. In middle school, it is a perfect time to start. It is important to engaging students into ethical issues surrounding AI technology. In our curriculum design, we will integrate the AI-related curricula into the learning process through animation. Visual learning attracts and engages students. It supports the process of learning which consists of three important components: concentration, understanding, and remembering.

Hambaba, Ahmed —— San Jose State University

### *The Triadic Education Approach of The Wolfpack Cubesat Development Team*

The Wolfpack CubeSat Development Team is dedicated to fostering student excellence in Aerospace through hands-on experiences. They offer design opportunities, travel exposure, and satellite-building projects. The program's notable achievement came in 2019 when the WCDT launched their first small satellite, WeissSat-1, into space. The Wolfpack engages students in the nexus of aerospace science, engineering, public policy, and entrepreneurship.

Evrard-Vescio, Elliott —— Aerospace and Innovation Academy
Evrard-Vescio, Tyler —— Aerospace and Innovation Academy
Eberhart, Bella —— Greene Aerospace Team
Mikati, Gabriel —— Aerospace and Innovation Academy
Khan, Zayan —— Aerospace and Innovation Academy
Christenson, Shawna —— Aerospace and Innovation Academy
Simmons, Kevin —— BLUECUBE Aerospace, Inc.

### *The Space Race Reborn: Evaluating Experiential Aerospace Exposure for Students in the UK*

To provide elucidation into the limited experiential aerospace exposure for students in the UK using Kolb's experiential learning theory.This paper equally suggests ways in which educators in the UK can create an environment, similar to that in the
US, where young, underrepresented students can immerse themselves in experiential extracurriculars with the hope of increasing the proportion of British students interested in aerospace .

Abel, Ellie —— Aerospace and Innovation Academy

### *Conducting a STEM Summer Bridge Program Promoting Awareness of Environmental Climate Change Using Hands-on Engineering Modules*

This paper presents a case-study of a hands-on STEM summer bridge program for engineering students designed to advance STEM learning while promoting environmental awareness to climate change.  The program was held at the University of Alabama in Birmingham for students considered at-risk due to deficits in STEM resulting from the COVID Pandemic.  The paper describes modules, methods, and outcomes from the program and also gauges effectiveness and student reception through a post-program survey.

Pillay, Selvum —— University of Alabama at Birmingham
Boykin, Karen —— University of Alabama at Birmingham
Nkashama, Mubenga —— University of Alabama at Birmingham
Holmes, Jeffrey —— University of Alabama at Birmingham
Bonner, Jonathan —— InSite Engineering
Patel, Krusha —— University of Alabama at Birmingham

### The Relationship Between Teaching and Learning

This presentation aims to provide a brief overview of the most important themes of literature about the relationship between teaching and learning. This will be presented in four sections: section one introduces relevant terminology and concepts, section two illustrates the congruency and the correlation underlying theories of learning and theories of teaching. Shifting to a new learning paradigm will be discussed in section four, whereas the last section highlights the growing call to transform education.

Safa, Lina ——— Pepperdine University

### Speaking Truth to Power: Challenging and Transforming the Field from the Margins

This presentation describes how a group of scholars created research conferences to encourage new scholarship and introduce diverse voices to the field of Adult Education. This presentation provides an overview and analysis of the scholarship presented at the African Diaspora Pre-Conference and the Bullying, Incivility, and Violence-Conference. Using a thematic analysis, the pre-conference presentations were analyzed to ascertain how the discipline's literature and faculty ranks were impacted by the pre-conferences.

Misawa, Mitsunori ——— University of Tennessee, Knoxville
Johnson-Bailey, Juanita ——— University of Georgia
Flowers, Doris ——— San Francisco State University
Sheared, Vanessa ——— Closing the Gap.org

### Micro-Credentials: Exploring Effective Strategies for Integrating Micro-credentials into Canadian Postsecondary Institutions

This presentation highlights the results of a research study that explored the development and implementation of micro-credentials in Canadian postsecondary educational institutions and proposed recommendations to those considering implementation of micro-credentials. The findings provide senior educators in postsecondary institutions an opportunity to examine the value of micro-credentials, assess how they can be implemented, and consider the extent to which the proposed recommendations align with their aspirations to proceed with this type of initiative.

Henderson, Heather ——— City University in Canada
Spring, Truman ——— City University in Canada
Antifaiff, Gloria ——— City University in Canada

### A Qualitative Study to Understand the Opportunities and Challenges of Integrating 'Ōlelo Hawai'i (Native Hawaiian Language) into Medical Education in Hawai'i

A qualitative research study to understand the opportunities and challenges of integrating Hawaiian language fluency ('Ōlelo Hawai'i) in medical education. Study participants included medical students (11), Hawaiian language instructors (5), and medical education faculty (3) who were diverse in ethnicity, age, educational background, and experience with 'Ōlelo Hawai'i. Five major themes and future recommendations will be discussed.

Lee, Ashley ——— University of Hawai'i at Mānoa
Aoki, Kaitlyn ——— University of Hawai'i at Mānoa
Stotz, Sarah ——— CU Anschutz Medical Campus
Mau, Marjorie ——— University of Hawai'i at Mānoa

### Characteristics and Challenges of New International Exchange between Educational Institutions in English-speaking and Non-English-speaking Countries

The purpose of this study is to clarify the new characteristics and challenges of international exchange between educational institutions in English-speaking and non-English-speaking countries after the pandemic.

Ito, Yukiko ——— Tokyo Women's Medical University

### Pedagogies of the Horse: Intelligible Meaning for Youth from Domestic Violence

There is little theorization in understanding how youth with traumatic histories of domestic violence (DV) youth navigate social experience with/beyond human interactions. Using an analytic of posthumanist performativity (Barad, 2007) and nonrepresentational theory (Zembylas, 2016), I describe the mediating factors shaping the space of an equine therapy farm serving DV youth. It is against this backdrop that I describe the cultural repertoires (literacies) DV youth perform in social inter/intra-actions in this unique learning space.

Pyscher, Tracey ——— Western Washington University

### Optimizing Curricular Efficiency: Finding the "Goldilocks" Balance for Program Portfolio Management

Finding the perfect balance in the inventory of programs and courses at post-secondary institutions is a complex venture. This paper examines causes and considers options to move from a program portfolio that is "too hot" or "too cold" and preventing departments, programs, and institutions from optimizing curricular efficiency.

Carolan, Claire ——— University of the Fraser Valley

### *Making Sense of Dollars: The Importance of Considering Student SES in Education*
Not every school in America is given the same resources. How a school obtains money is often a mystery; even to those who work within education (Gartner, 2002). There are associations within the literature on the correlations between socioeconomic indicators and cardiovascular diseases, chronic diseases, and certain sleep disorders (Etindele et al., 2022). This workshop will explore student socioeconomic indicators and how educators can become agents of change in advocating for equality in their workplace.
Starr, Maxine Langdon ––– UMass Global
Langdon, Henriette ––– San Jose State University

# Roundtable Session

**Presenters will have 25 minutes to lead a discussion with attendees. After the 25 minutes, attendees will have 5 minutes to select a new table. No audiovisual equipment will be provided for these sessions. They are meant to be discussions, not presentations.**
**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/5/2024 / **Room:** Monarchy Ballroom

### *1. 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 ––– Upper Iowa University

### *2. Tai Chi, an Extension Health and Wellness Intervention*
USU Extension trained instructors and implemented Tai Chi classes as an effective intervention to improve health, enhance balance, address chronic pain, address social isolation and mental health, and prevent falls.
Carlson, Stephanie ––– Utah State University
Wilde, Sadie ––– Utah State University
Nelson, Cindy ––– Utah State University

### *3. Guiding Responsive, Early Communication Development Through the Interdisciplinary Training of Speech Language Pathologists and Early Childhood Special Interdisciplinary Training of Speech Language Pathologists and Early Childhood Special Educators*
Interdisciplinary collaboration between Speech Language Pathologists (SLPs) and Early Childhood Special Educators (ECSE) is critical to provide support for early communication development, including for young children with significant communication challenges. Participants will examine a five year interdisciplinary effort to train highly qualified ECSE and SLPs together to support young children's communication development through collaborative and inclusive services. Implications for personnel preparation programs and effective communication support for young children will be discussed.
Friesen, Amber ––– San Francisco State University
Mitsch, Maryssa Kucskar ––– San Francisco State University

### *4. Process Tool for Solving Business Cases*
Taking business mathematics and utilizing for solving business problems is a difficult task for students. The instructor is seeking to formalize an educational teaching model as a tool to assist students in performing this task of applying mathematical theory to business case problems. This is a work-in-progress, and the instructor is open to ideas and suggestions.
Ng, William ––– British Columbia Institute of Technology

### *5. Embodied Practices in Education and Intervention: Insights from Peer Support in Behavioral Health*
This session explores the lived experiences of Peer Support Specialists who regularly integrate their embodied practices within the disembodied objective structures dominating behavioral health. Peer Support Specialists use their lived experiences to provide non-clinical, strength-based, person-centered support that departs from standardized approaches. Our aim is to draw lessons from their lived experiences navigating the tensions of disembodied care in the medical system to empower roundtable participants to consider the role of embodied practices in education.
Voss, Maren Wright ––– Utah State University
Campbell, Amy ––– Utah State University
Neilson, Brian ––– Utah Association of Peer Support Specialists

### *6. Empowering Academic Integrity: Leveraging Microlearning Videos to Combat Plagiarism in Online Higher Education*
This presentation explores the potential of microlearning videos as a strategy to combat plagiarism and foster academic integrity in online higher education. Drawing from the presenter's anecdotal experience, it highlights a case study where the implementation of microlearning videos resulted in a reduction in plagiarism incidents. The presentation emphasizes the need for further investigation and offers insights into best practices for utilizing microlearning videos to empower students and promote ethical academic practices.
Davis, Ashley ––– Capella University

## 7. Young Children's Perception of the COVID-19 Home Stay

This session will chronicle young children's perceptions of the COVID-19 home stay. Interviews were conducted with children and their parents to determine what parents told their child, what secondary information they were exposed to, and what perceptions they created based on this information.

DiCarlo, Cynthia ––– Louisiana State University
Cherry, Katie ––– Louisiana State University
Dowell, Margaret-Mary Sulentic ––– Louisiana State University
Marks, Loren ––– Brigham Young University

## 8. The Power of Reflection in Learning: Strategies for Implementation

Verbal and written reflection are essential for allowing students to synthesize information for a meaningful learning experience. Therefore, as a key component of learning, reflection must offer opportunities for preferred and varied learning styles of students. Reflection models, corresponding reflection tools and prompts that can be tailored to different learning styles will be reviewed and discussed. Participants will be encouraged to share their experiences and ideas as related to these tools.

Dawson, Theresa ––– Pepperdine University

## 9. Progress on Data Asset Management at Montgomery College

A significant pivot since the COVID-19 pandemic for some community colleges entail leveraging institutional data to make critical operational decisions during a time of crisis. In August 2019, not long before the outbreak of COVID-19, the higher education industry was told by three prominent organizations that "Analytics Can Save Higher Education. Really." Montgomery College embarked on a journey of researching and developing a data asset management plan and is currently implementing related efforts, programs, and events. This roundtable discussion will entail information about our process, progress with the plan, and anticipated next steps.

Porter, Nadine ––– Montgomery College

## 10. "Be in the Moment:" A Trauma-Informed Intervention for Adolescents and Educators in Rural Montana

Given the prevalence of suicide and mental health issues in rural contexts, this project was designed to help mitigate the impact of contributing factors by providing coping strategies for adolescents and educators. This study sought to evaluate the program efficacy of a 6-week trauma-informed yoga intervention for students receiving the intervention in-person as compared to students receiving the intervention remotely; all educators received the same intervention concurrently and remotely.

Davis, Lauren ––– Montana State University
Scott, Brandon ––– Montana State University
Linse, Greta ––– Montana State University
Jacobs, Jonathan ––– Montana State University

## 11. Inclusive Excellence in Medicine: DEI Education and Training in Higher Education

Diversity, equity, and inclusion (DEI) in graduate medical education is dependent on both new reflective curriculum creation as well as continual challenges to exclusionary language and content to update existing curriculum. Although many educators understand the importance of DEI, many often struggle with the application. This roundtable aims to adequately identify core DEI content, discuss the importance of involving all stakeholders, discuss the identified gap in teaching, select DEI material, and discuss barriers for implementation.

Fanning, LaConda ––– Eastern Virginia Medical School
Parks-Savage, Agatha ––– Eastern Virginia Medical School
Gerwe, Cory ––– Eastern Virginia Medical School
Newton, Heather ––– Eastern Virginia Medical School

## 12. Part-whole and Fraction Understanding: Journeys of Two 3rd Graders with Learning Differences

This presentation will describe qualitative findings from six task-based interviews with two students with learning differences as they solve tasks requiring part-whole and fraction understandings. Through this discussion, we focus primarily on the cognitive resources these students evidence, as well as how these students' utilize their part-whole number concepts and to develop fraction knowledge. The implications of these findings underscore the significance of adopting an asset-based perspective to enhance mathematical learning for all students.

Kroesch, Allison ––– Illinois State University
MacDonald, Beth ––– Illinois State University
Hunt, Jessica ––– NC State University

## 13. From Dual Certification to Whole Community Classrooms: Revisioning and Reflecting on the Preparation of Teachers for Inclusive Education

This roundtable provides an opportunity for dialogue around the current paradigm of "dual endorsements" and "inclusion." Using the lens of socio-spatialization, we present a revisioning of inclusion and share how we are working towards preparing educators for "whole community classrooms" in the redesign of our teacher education program and new residency model. We will share and discuss a framework we are trying out to support the needed self-reflection that can support systems change.

Robinson, LeAnne ––– Western Washington University
Perzigian, Aaron ––– Western Washington University
Lambert, Chuck ––– Western Washington University
Hart, Jeffrey ––– Western Washington University

### 14. *Faculty and Student Collaborations to Maximize Learning and Retention: Cogenerative Dialogues in Undergraduate Gateway Courses*

Roundtable participants will explore a study of undergraduates and their instructors engaging in cogenerative dialogues (cogens) to maximize learning and retention of students in gateway courses. In cogens, bi-weekly discussions about what works and what can be improved, the participants developed and evaluated strategies for courses that traditionally have high D/F rates. Students described feeling valued as they affected the way courses were taught, and faculty described ways that the students became more effective learners.

Keiler, Leslie ——— York College, City University of New York

### 15. *Community College to University Teacher Education Program Pathways: One Program's Models, Successes, and Challenges*

To address diversity issues and expand recruitment into our undergraduate secondary BSEd programs in mathematics and science, Northern Arizona University has partnered with community colleges via NSF Noyce grants for 12+ years with varying success. In this session, I will present a summary of our efforts, including successes and challenges, and will share a more recent approach that is showing early signs of success in connecting community college students with a university teacher preparation program.

Guerrero, Shannon ——— Northern Arizona University

### 16. *Enhancing Social-Emotional Well-being and Learning: A Research-Practice Partnership in New York City High Schools*

Social-Emotional Learning (SEL) Specialists will present at a roundtable about their current work supporting New York City high schools to improve SEL implementation while integrating multiple SEL assessments to create data-driven support of student and staff emotional and social well-being.

Eveleigh, Abigail ——— Urban Assembly

### 17. *The Importance of Computational Sciences: Investing in K-12 Computer Science Education, Computer Science Engagement, and Workforce Innovation*

This conceptual paper reviews the literature on computer science education, highlights effective K-12 computer science pedagogical practices, and provides suggestions for future research and policymaking.

Ellis, Valeisha ——— Spelman College
Richardson, Elexa ——— Spelman College

### 18. *Beyond the METRIC: Promoting success and persistence in STEM through mentorship excellence*

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, Micheal ——— California State Polytechnic University, Pomona
Chang, Jen-Mei ——— California State University, Long Beach
Balbus, Andrea ——— California State University, Long Beach
Klotz, Alex ——— California State University, Long Beach
Buonora, Paul ——— California State University, Long Beach

### 19. *Addressing Mental Health in STEM Leaders and Students at Historically Black Colleges and Universities (HBCUs) Post-COVID: A Mixed-Methods Study*

A mixed methods study of HBCUU STEM to investigate the knowledge and beliefs of STEM leaders at HBCUs regarding the impact of the COVID-19 pandemic on the mental health of STEM students and faculty.

Retland, Nicole ——— Fielding Graduate University
Taylor, Orlando ——— Fielding Graduate University
Fife, John ——— Virginia Commonwealth University
Downey, Brianna ——— Fielding Graduate University
Greenwood, Shania ——— Fielding Graduate University

### 20. *University Faculty Implementation of Universal Design for Learning during Disrupted Teaching due to Covid*

The pandemic caused the California State University system to shift completely to online learning in March 2020. Online training was offered to prepare for online delivery. The purpose of this paper is to view faculty implementation of teaching practices online after participating in the training provided by the participant university in the summer of 2020. Using the Universal Design for Learning framework for analysis; survey results, teaching strategies, and recommendations are included.

Coy, Kimberly ——— California State University, Fresno

### 21. *Teacher-Social Worker Collaboration in Advancing Equity, Diversity, and Inclusion (EDI) in K-12 Schools*

Teacher-Social Worker collaboration is an important element of school improvement and continuing to address the long-term impact of the COVID-19 pandemic. Roundtable participants will share preliminary findings of qualitative interviews with classroom teachers and social workers in Utah schools on their collaborative practices to advance equity, diversity, and inclusion for student success. This presentation is part of a larger interdisciplinary project between the departments of Social Work and Teacher Education.

Moleni, Kristina ——— Weber State University
Martinez, Andrea Garavito ——— Weber State University
Tuifua, Fangaafa ——— Weber State University

### 22. Finding Purpose through Business Education: Creating Assignments to Help Students Develop a Sense of Meaning that Informs Their Career Goals

This presentation consists of a roundtable session discussing proposed research in Business Education. The proposed study aims to empower Business faculty to help students identify and describe their character, personal meaning, and career goals using transformational teaching.

French-Holloway, Michelle —— Mount Saint Mary's University, Los Angeles
French, Michael —— Mount Saint Mary's University, Los Angeles

### 23. Teachers Are Construction Workers Too: The Need to Develop and Carry Our Professional Toolbox

Bring your hard hats to discuss building skills to support inclusive classrooms! This presentation will share strategies for creating a toolbox for teachers to use in an early childhood environment to support diverse learners, including those with exceptionalities to create an inclusive environment. Learn some innovative ways to build your toolbox as well as share tools with your colleagues.

Riggleman, Samantha —— Saint Joseph's University

### 24. Mitigating the Opioid Crisis in Schools Through Safe Disposal

Preventing new initiation of prescription drug misuse is critical in the era of synthetic opioid poisonings. This round table will discuss practical ways that school-based health care providers can work with students, faculty, and administration to lower the risks to their student body. A state-wide intervention, in Texas, will be described and lessons learned from a thorough implementation and evaluation will be discussed.

Thornton, Douglas —— University of Houston College of Pharmacy
Al Rawwad, Tamara —— University of Texas, Rio Grande Valley
Varisco, Tyler —— University of Houston College of Pharmacy

### 25. Educating Justice-Involved Youth: An Exploration of In-School and Out-of-School Practices

This roundtable explores strategies to educate justice-involved youth by delving into innovative in-school practices that foster a supportive environment. Initiatives beyond classrooms are discussed. Professionals, educators, decision-makers, and others will exchange experiences and insights, identifying resilience-promoting tactics. Together, participants imagine a network that promotes a holistic approach and unlocks the potential to promote the successful reintegration of at-risk youth into society and prepares them for promising futures.

Ray, Allie Chang —— Pepperdine University

### 26. Healing in Underrepresented Communities Using the Framework of Liberation Psychology

Using Liberation Psychology as an intentional healing approach and practice to create safe spaces conducive to healing in underrepresented communities. Particularly with parents and caregivers to disrupt intergenerational trauma by sharing their testimonials and engaging in community dialogue to initiate a collective healing process.

Garcia, Brenda —— Pepperdine University
Gonzalez, Cristina —— Pepperdine University

### 27. Leveraging Artificial Intelligence to Enhance and Transform College Faculty Roles

This roundtable discussion will delve into various facets of AI implementation to explore ethical implications, faculty development needs, and the evolving nature of instructor-student relationships in an AI-enhanced learning environment. The overarching goal of this Report on Issues Related to Teaching is to foster a nuanced dialogue among educators, researchers, administrators, and policymakers about the role of AI in shaping the future of higher education.

Dean, Diane —— Illinois State University
Giglio, John —— Heartland Community College

### 28. An Action Research of Permeating Action Research throughout Master in Teaching

It is rewarding but also challenging to help the candidates from various professional backgrounds to grow into scholarly teachers. The exiting and incoming directors of a Master in Teaching program seek to converse on how to orchestrate the program for maximal learning and growth by placing action research as a more salient position.

Wang, Jiawen —— Eastern Washington University
Van Wig, Ann —— Eastern Washington University

### 29. Navigating Tenure and Promotion for Women in the Academy

Maintaining institutional quality and collective growth in higher education requires addressing the overlooked challenges of retaining mid-career faculty (MCF). Tenure and promotion processes can discourage potential faculty, especially when balancing independence and group participation. Women in academia face inequities, experiencing slower career advancement due to factors like parental leave and biased tenure criteria. Implicit biases further favor male candidates, perpetuating gender disparities in academia.

Squires, Vicki —— University of Saskatchewan
Hamilton, Melanie —— University of Saskatchewan

### 30. College Enrollment and Retention: Post Secondary Success and University Partnerships

Given the low post-secondary entry rates for rural underserved/underrepresented students, this qualitative study examines the implementation of a college retention program for pupils from two rural districts. Funded by the U.S. Department of Education Rural Postsecondary Economic Development Grant, this study focuses on the program's high school execution phase. The study seeks to identify program components instrumental in impacting student college enrollment, issues students face prior to entering college, and program participants' motivation and aspirations.

Pruitt, Sharonda —— Texas A&M University – Commerce
Kemp-Graham, Kriss —— Texas A&M University – Commerce
Morton, Tami —— Texas A&M University – Commerce

### 31. Kuleana and Community: Learning and Teaching a Place-based Course on Hawai'i Island

Kuleana and Community, a place-based interdisciplinary course, offers college freshman a first year experience on Hawai'i Island through learning place names and stories of those places. When possible, students visit those locations and provide community service. This session includes discussion about the course and walks participants through a class learning experience.

Ebersole, Michele —— University of Hawai'i at Hilo
Inglis, Kerri —— University of Hawai'i at Hilo
Kanahele-Mossman, Huihui —— Edith Kanaka'ole Foundation
Mollegaard, Kirsten —— University of Hawai'i at Hilo

### 32. Leveling the Research and Innovation Space for Innovators and Entrepreneurs

This 25-minute roundtable discussion is for research scholars and university leaders. We will discuss the educational components that are strategic for leveling the playing field in the research and innovation enterprise. The topics that will be discussed include mentorship, partnerships, and training.

Thomas, Sylvia Wilson —— University of South Florida
Austin, Saundra Johnson —— University of South Florida

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**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/5/2024 / **Room:** Queens 4
**Session Topic:** Educational Technology - Workshop **Session Chair:** Myers, Michael

### To AI or not AI? That is the 2024 EdTech Question!

Chat GPT, an advanced artificial intelligence (AI) chatbot has revolutionized digital education in just over a year. Students can directly engage with this AI, receiving comprehensive responses and a personalized learning experience. This workshop will guide participants through the latest AI tools, including Chat GPT, Bard, Adobe AI and Perplexity, to name just a few. The goal will be to examine the benefits of AI and examine its pitfalls in our classrooms and beyond.

Myers, Michael —— National University

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**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/5/2024 / **Room:** Queens 5
**Session Topic:** Educational Foundations - Panel **Session Chair:** Blair, Eleanor

### Re-Imagining 21st Century Learning Communities in the Caribbean: Global Connections and Intersections

The proposed panel will present the research of scholars exploring learning communities within a Caribbean context. Topics that range from teachers' work and leadership, Caribbean ministries of education and university partnerships, the Caribbean Artists Movement and its role in the Black Arts Movement, alternative education models, etc. will be addressed as participants highlight global connections and intersections that emerge in diverse learning communities. A discussant will address common themes and provide a foundation for the discussion.

Blair, Eleanor —— Western Carolina University
Bowe, Anica —— Rutgers University
Diosa-Lopez, Rozanne —— Casa Morpho School, Outdoor Learning Centre
English, Minkie —— Independent Consultant/Minkie English Consulting
Steinberg, Shirley —— University of Calgary

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**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/5/2024 / **Room:** Queens 6
**Session Topic:** Elementary Education - Workshop **Session Chair:** Preuss-Greene, Cortney

### Outcomes for Students with Disabilities in Word Reading at Tier 1 when using Evidence-Based Strategies & Support of Implementation Through Coaching and Fidelity Checks

The results of one school's rollout of evidence-based strategies in word recognition for 60 students with disabilities and 7 special education teachers in a Special Education setting. Teachers were provided with professional development, coaching/mentoring, and fidelity checks. Participants will learn what worked, what didn't, how support was provided to the teachers, and most importantly how students did.

Preuss-Greene, Cortney —— Hilo-Waiakea School District

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**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/5/2024 / **Room:** Waikoloa 1
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Santiague, Lilia

### Becoming an Inclusive Leader

Diversity, Equity, Inclusiveness, and Belonging (DEIB) is embedded within every course and every interaction with students in the Educational Leadership program at University of Phoenix. Leaders must become skilled in leadership that addresses the reality of unsurfaced assumptions about marginalized populations. The "Four Steps to Becoming an Inclusive Leader" will be covered in this workshop and model how we might become more invested in DEIB leadership. Participants will engage in learning, sharing conversations, and thinking about how these 4 steps can enhance their leadership in organizations.

Santiague, Lilia —— University of Phoenix
Schumacher, Jane —— University of Phoenix

### *Greening Social Work Education: Caring Sustainability*

Limited content, professional training/support, or concrete resources related to sustainability and climate change/action have been integrated into social work education. This leaves social work practitioners/educators unprepared to handle current and upcoming climate disasters/crises and with inadequate knowledge/skills to best support vulnerable populations. From a social work education lens, this session describes how educators can incorporate interdisciplinary sustainability content into their curricula, integrate "green" teaching methods, and mobilize students and colleagues towards climate action/ justice/ leadership.
Hillock, Susan —— Trent University

### *Administrator–School Counselor Collaboration: The Key to Comprehensive School Counseling Programs, Using a Follettian Approach to Advance a Unified Implementation of the Connecticut Comprehensive School Counseling Framework*

This paper analyzes one element of a larger series of professional learning offerings for Connecticut school counselors and administrators, provided in partnership between one public university and local school districts (with assistance from professional associations and the state's department of education), to support districts' implementation of the Connecticut Comprehensive School Counseling Framework. The work of Mary Parker Follett is incorporated, both into the design of the daylong workshop, and into the analyses of associated data.
Gregory, Jess —— Southern Connecticut State University
Trombly, Christopher —— Southern Connecticut State University

### *A Discussion-Based Approach to Teaching Spanish for the Professions*

A 2-3 sentence description of your presentation which should not exceed 75 words: This session discusses innovative instructional techniques in the teaching of Spanish for the professions that were designed with a discussion-based approach that promotes learners' acquisition of Spanish specialized vocabulary in Criminal Justice and Healthcare and encourages critical thinking in the context of professions that serve Hispanic/Latino communities. Each theme (e.g. drugs & alcohol, mental health) is presented through case studies and culture readings with a focus on structures for successful communication.
Mayberry, María —— California State University, Sacramento
Dagostino, Carmen —— California State University, San Bernardino
Fleck, Jonathon —— California State University, Sacramento
Marteache, Nerea —— California State University, San Bernardino
Valadez, Mercedes —— California State University, Sacramento

### *Revolving Catalysts: The Dialectical Relationship Between Gullah and Creole Cultural Traits and its Effect on the Development of Black Culture in the United States of America*

This paper examines the dialectical relationship between Gullah and Creole cultural traits and its effect on the development of Black culture in the USA. It argues that Gullah and Creole cultural traits have been the two major trends and pattern setters of Black culture in the USA.
Cromartie, J. Vern —— Contra Costa College

### *Implementing HyFlex: Challenges, Benefits, and Lessons Learned*

In this interactive session, panelists will share challenges and successes they've faced implementing multiple teaching modes simultaneously, lessons learned about student expectations and preferences, how technology helps bridge modes . . . and where it falls short. In addition, they will share how their experiences and related research may guide future HyFlex implementation. The panel moderator will also seek input from attendees on their own HyFlex experiences, concerns, and plans.

Edge, Christi —— Northern Michigan University
Cameron-Standerford, Abby —— Northern Michigan University
Isaacson, Heather —— Northern Michigan University
Bergh, Bethney —— Northern Michigan University

### *Teacher, Coach, Mentor Coach Support Model: Studying how to Support those who Support Teachers of Mathematics*

We share a professional development model and research that focuses on how to support middle grades mathematics teachers and coaches. The focus will be specifically on a three-part model that was designed and implemented to provide support through a course, demonstration lessons/video clubs, and one-on-one coaching. We share findings from video, written, and interview data that provide insight about effective mathematics teaching, coaching practices, and how to support coaches.

Amador, Julie —— University of Idaho
Gillespie, Ryan —— University of Idaho

### *Teachers Interviewing Artificial Intelligence: A Posthuman Approach to Developing Critical AI Literacy*

Artificial Intelligence (AI) promises to revolutionize education and empower students and teachers alike. AI also presents new ethical dilemmas and pedagogical challenges for teachers. This research explores a posthuman form of disclosive ethics called "interviewing digital objects" to help teachers critically reflect on the affordances and limitations of AI.

Adams, Cathy —— University of Alberta
Pente, Patti —— University of Alberta
Groten, Sean —— University of Alberta

### *Turning Teacher Education Inside Out: Perceptions of Teacher Candidates, University Faculty, and K-6 Teachers about Experiences with Site-Based Elementary Methods Courses*

In response to challenges in teacher retention and development, a prominent school district in the Intermountain West established Teacher Academy Schools where university faculty teach their courses "on-site". Through surveys, interviews, focus groups, and written reflections, this study aims to investigate the perceptions of teacher candidates, university faculty, and K-6 teachers regarding the values and challenges associated with site-based learning. This study will contribute valuable insights to enhance teacher education practices and inform policy decisions.

Abbott, Jadelyn —— Weber State University
Gailey, Sara —— Weber State University
Rushton, Sheryl —— Weber State University
Bates, Vincent —— Weber State University
Taft, Marilyn —— Weber State University

### *Supporting Connection and Growth for Educators and Learners: Interfacing Strategies With Adult Learners*

During this interactive presentation, participants will experience and understand our faculty's journey in supporting adult learners exploring the seven principles of adult education. This presentation will explore multiple strategies to support adult learners who present challenges both in their learning and to the educator in a range of educating environments delving into concepts of role and cognitive shift, transition from expert to novice, and receiving guidance and feedback.

Parker, Lara —— British Columbia Institute of Technology

### *The Digital Health Knowledge Divide Among Middle- and Older-aged Individuals Based on the Canadian Longitudinal Study on Aging: Implications for Older Adult Education*

This paper compares forms of inequality expressed through social determinants of health on the digital divide in accessing Internet-based health knowledge among middle-aged and older adults. We conduct logistic regression analyses using data (n=40,341) from the Canadian Longitudinal Study on Aging. Several indicators of inequality that restrict accessing health information are identified, and these are discussed in terms of programs that can enhance computer and health literacy among these groups.

Wister, Andrew —— Simon Fraser University
Mitchell, Barbara —— Simon Fraser University
Li, Lun —— MacEwan University

### *Moved by Northern Geographies: First Nations Land- and Place-Based Learning to Combat Anti-Colonial Bias in Medical Students*

To offer insights into the transformative potential and methods of delivering a unique relationship-based Indigenous-informed, experiential program aimed at disrupting colonial bias in medical education. The program immerses medical undergraduate students in northern remote First Nations communities in what is now known as British Columbia, Canada, and engages learners in critical and creative self-reflexivity using humanity-informed methods, educating both the "hearts and minds" of future physicians.

de Leeuw, Sarah —— University of Northern British Columbia
Josewski, Viviane —— University of Northern British Columbia
Cross, Nicole —— Northern Health
Morrison, Julie —— First Nations Health Authority
Auerbach, Katriona —— Health Arts Research Centre
Greenwood, Margo —— University of Northern British Columbia

### *Removing Barriers for Diverse Student Populations in Online Learning Environments*

Western higher education norms and corresponding unconscious biases may impede effective classroom diversity and inclusion efforts. As a result, institutional goals of retention and graduation rates may be jeopardized. Bringing awareness to our own unconscious biases as educators, can facilitate navigation of barriers to effectively embrace diversity and promote greater inclusion in the classroom. This presentation will outline Western cultural norms and biases that may impeded student success, and educational strategies to mitigate these barriers.

Guignard, Jeannette —— California Baptist University
Shepard, Elisa —— California Baptist University

### *Chit-chat or TikTok: The iPhone Effect and Social Connection in the Five Minutes Before Class*

Social emotional learning develops important emotion-regulating skills, and also improves grades and attendance. The mere presence of smartphones, however, diminishes the quality of the immediate relationships, notably empathy, a phenomenon called the iPhone Effect. Most students, if left to their own devices, will engage their phone and not a classmate in the moments before class. This presentation shares findings from an iPhone effect experiment conducted before class started and considers the implications for social-emotional learning.

Garris, Bill —— East Tennessee State University

### *Instructional Strategies and Models for Critical Reflection to Assess High-Impact Practices*

This research examines specific examples of instructional strategies and models for critical reflection to assess the impact of HIPs. The goal is for students to be more prepared to work in the field after participating in HIPs. Being led through the critical reflection process is one way to help students connect their authentic HIP experiences to the theoretical content of courses (Ryan, 2013).

Handley, Holley —— University of West Florida
Gray, Julie —— University of West Florida

### ¡Siempre Adelante! Hispanic Voices Transforming Higher Education Leadership

Discover the inspiring journey of four Hispanic leaders in academia as they share their testimonials on Navigating Higher Education Leadership. Representing Texas Woman's University and Albizu University, these professionals shed light on the challenges, strategies, and triumphs Hispanic individuals face in leadership roles. Join us for an enlightening discussion on excellence in higher education institutions and gain valuable insights from their experiences. Engage in an interactive Q&A session and be inspired to advance your career.

Figueroa, Jorge —— Texas Woman's University
Flores, Javier —— Texas Woman's University
Hamner, Mark —— Texas Woman's University
Soto, Nelson —— Albizu University

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### Education Practice to Transgress Boundaries and Build Solidarity: Korean Migrant Civic Leaders in the U.S.

This study explores how Korean migrant civic leaders use education as a medium to transgress cultural boundaries and exercise transnational citizenship. Specifically, the central research question we pose is: How do Korean community leaders mobilize Korean identity and cultural resources to exercise agency and build space promoting solidarity across different ethnic/racial groups? We analyzed narrative interviews with 12 Korean migrant leaders living in the US.

Kim, Taeyeon —— University Of Nebraska – Lincoln
Jang, Soo Bin —— University of Delaware

### Using Photovoice in Diversity, Equity, and Inclusion Education

This presentation will focus on the use of a participatory research method of photovoice as a pedagogical intervention for transformative learning to help students engage in a dialogical process of action and reflection and develop critical thinking on issues of difference, inclusion, resistance, and equity.

Morgenshtern, Marina —— Trent University
Novotna, Gabriela —— Unviersity of Regina
Taylor, Dalon —— Wilfrid Laurier Unviversity
Danish, Uzma —— Trent University

### Gender and Community-Focused Environmental Education: Addressing Invisible Privilege and Implicit Bias Through Multicultural and Culturally Responsive Teaching

This paper looks at ways in which implicit biases and invisible privileges impact classroom interactions in gender and community-centric classes. How culturally responsive and multicultural teaching, equity-mindedness, and interdisciplinary approach can address some of the challenges.

Keral, Poonam —— University of Hawai'i at Mānoa

### "Fully Alive" or "Fully a Lie"? A Critical Discourse Analysis of Catholic School Textbooks

Lesbian, Gay, Bisexual, and Transgender (LGBTQ+) students in Canadian Catholic schools continue to experience discrimination despite the existence of legislation that was created or amended for their protection. We explore three pertinent curriculum documents that are currently used within Calgary's Catholic Separate School District (CSSD), two of which are no longer published due to their homophobic content. We suggest that these materials may harm LGBTQ+ students' learning because their identities are minimized, omitted, and condemned.

Callaghan, Tonya —— University of Calgary
El-Hacha, Jasmine —— University of Calgary

### *Promoting Student Social Health on Post-secondary Campuses*

As noted recently by the U.S. Surgeon General, social health is critically related to wellbeing and flourishing. Due to residual effects of the COVID-19 pandemic, and other factors, many post-secondary students continue to demonstrate poor social health. This presentation presents a report describing how the University of Leth bridge (Alberta, Canada) is addressing the social health of students to promote flourishing and retention.

Slomp, Mark —— University of Lethbridge
Lee-Thai, Richard —— Excuses to Connect

### *Impact of a Large-Scale Need-based Grant Aid on Low-income Students' College Access: Evidence from Japan*

This research assessed the impact of a new need-based grant program, introduced in Japan in 2019, on college access and choices for low-income students. While there was no overall rise in higher education participation, there was an increase in vocational school enrollment among middle-ranked high school students. The study underscores the importance of timely financial aid announcements, as many decisions about post-secondary education are made before senior year, influenced by various factors, including academic readiness.

Tateishi, Shinji —— University of Tsukuba
Yanagiura, Takeshi —— University of Tsukuba
Kobaru, Akie —— University of Tsukuba

### *Trying to Innovate, Trying to Motivate – A Look at a Graduate Institution's Attempt to Build Upon the Success of a More Well-Known Institution and the Challenges and Opportunities Therein*

This paper looks at the experiences of a graduate institution with online and hybrid education building its own online degrees in 2016, pivoting online during the pandemic and current endeavors. Specifically, the paper addresses the current attempt of one program to innovate online by utilizing a much larger institution's experience, expertise and audience. The author will discuss the developments, contributing factors and outcomes thus far of these attempts.

Thomas, Michael —— Claremont Graduate University

### *Developing Emotional Intelligence for Students Through the GRACE Model Afterschool Program in Schools: A Case Study at the Multi-Intelligent Interdisciplinary School in Vietnam*

In this presentation, the authors will share the results of a Lyceum Global case study; an after-school character education program utilizing the GRACE model. The program improved the emotional intelligence and behaviors of 80 Fifth Graders at the Multiple Intelligence School (MIS) in Hanoi, Vietnam. The quantitative and qualitative data results indicated that when using the GRACE model, the students' emotional intelligence improves and their classroom behaviors and attitude toward classmates have positively improved.

Nguyen, Anhlan Phuc —— Lyceum Global
Le, Hoai-Anh Nguyen —— Hanoi National University of Education
Pham, Tu Anh —— Multiple Intelligences School
Hoang, Nga Que —— Multiple Intelligences School
Ngo, Dung —— Texas A&M University – Corpus Christi

### Exploring Discourse Strategies Employed by Preservice Teachers in Facilitating Purposeful Discussions

This study explores how secondary preservice science teachers utilize discourse moves to implement high leverage practices (HLPs) during discussions with various epistemic goals. The findings highlight a predominant use of a limited set of discourse moves and HLPs, while less utilized moves suggest more intricate group sensemaking. These outcomes offer valuable entry points for secondary science teachers aiming to advance their preservice teachers' engagement in more sophisticated forms of discussion.

Gray, Ron —— Northern Arizona University

### Incorporating the Intercultural Development Inventory with the Development of an Autonomous Racing Competition

Implementing the Intercultural Development Inventory (IDI) through robotics education with STEM major students and STEM faculty mentors over a 10-week summer grant program. Preliminary results show this pilot project produced changes in the IDI group and individual mindset profiles. As STEM and intercultural educators we believe our research of IDI through robotics education can work towards reaching STEM students who do not typically participate in intercultural programs.

McClure, Myron —— Pepperdine University
Cha, Jesse —— Pepperdine University
Mann, John —— Pepperdine University
Reaves, Caleb —— Pepperdine University

### Stem Faculty Development: Making and Measuring the Impact on Student Grades

This paper will present a comprehensive quantitative study that measures the impact of two types of STEM faculty professional development programs on student grades. Institutional data including 338 faculty and 21,704 student grades is analyzed using a difference-in-difference model. A statistically significant change in student grades of +0.20 after professional development participation was found for only one of the professional development programs. Effective attributes of faculty professional learning and sustainable technology implementation will be discussed.

McCarthy Hintz, Mary —— California State University, Sacramento
Tashiro, Lynn —— Sacramento State
Tada, Sabrina —— University of California, Irvine
Cyrenne, De-Laine —— Sacramento State
Kusnick, Judi —— Sacramento State

### Using Corpus Search Syntax for Language Testing: Developing Vocabulary and Grammar Question Items

This study discusses how corpus search syntax available in online-corpora (e.g. BNCweb) and concordancers (e.g. WordSmith Tools and #LancsBox) can be applied to language testing when developing vocabulary and grammar question, especially searching 1) vocabulary with specific prefix and suffix, 2) vocabulary with different parts of speech, 3) vocabulary with different conjugations, and 4) phrasal verbs. The findings suggest item writers should access and utilise corpus search syntax in obtaining frequent authentic English.

Usami, Hiroko —— Tokai University

### Exploring the Benefits of Crosslinguistic Pedagogy for Future Teachers of Additional Languages

This study examines the effects of an innovative crosslinguistic approach in teaching of additional languages (Lx). This approach promotes the interaction between all the languages of a learner's linguistic repertoire in order to maximize the acquisition of a new language. The objectives of the study are twofold; one targets pedagogical implications while the other concerns professional development.

Woll, Nina —— Université du Québec à Trois-Rivières

### Promoting English Self-Efficacy in Remedial EFL Students Through Extensive Oral-Aural Practice, Peer Interaction, and Spaced Retrieval Practice

Japanese university students with low English self-efficacy and motivation need successful learning experiences. The presentation explains various learning activities involving oral-aural practice, peer interaction, and spaced retrieval, discussing the importance of balancing success and challenge and use of ICT and teacher collaboration to enhance implementation. It evaluates whether these activities helped demotivated students improve their English self-efficacy and motivation, based on student feedback and their proficiency and knowledge improvements.

Yamauchi, Mari —— Chiba University of Commerce
Murakami, Maki —— Chiba University of Commerce
Shirato, Sayuri —— Chiba University of Commerce
Kato, Sumie —— Chiba University of Commerce

### Are MBA Programs Aligned with Students' Priorities and Values?

In recent years, businesses have emerged as the most trusted institution to tackle challenges such as climate change, globalization, misinformation, and inequity. Yet a review of some of the world's top ranked business schools shows that MBA curricula may not be preparing executives to confront these wicked problems. This session looks at the curricular gaps and opportunities facing MBA programs to better equip business leaders for this critical new mandate.
Williams, Elizabeth ––– Royal Roads University

### Developing Global Leadership Skills through eSports: A Study on Teamwork and Competitive Strategy in Business Education (Work-in-progress Paper)

This presentation will explore the role of eSports in developing global leadership competencies, tracing the history of eSports and linking it to business education. It will examine how video games foster leadership skills, focusing on strategic thinking, motivation, and transformational leadership. The methodology for the full study, including quantitative and qualitative research phases involving eSports gamers, will also be outlined, providing insights into the potential of gaming in leadership development.
Xu, Ang ––– Pepperdine University
Hao, Tianshi ––– Pepperdine University

### Navigating the AB 705/1705 Road to Achievement: A Partnership Between College Algebra and Counseling for Disproportionately Impacted Business and STEM Students

AB 705/1705 legislation removed developmental math and English courses in California CCs and has dramatically shifted enrollment in courses, pedagogy, practices, and student success. GWC Math and counseling teams collaborated to innovate a linked-course approach focusing on foundational skill and metacognition to bolster long-term BSTEM students' success. Workshop participants will engage in discussion focused on success and gaps at their own institutions, and share experiences, impacts, and ideas for innovative strategies and solutions.
Craig, Erin ––– Golden West College
Heath, Sally ––– Golden West College

### Post-pandemic Teacher Resilience: Reimagining Resilience Beyond the Pandemic

The profession worldwide grapples with concerns regarding post-pandemic teacher resilience, given the increasing teacher burnout and attrition rates. This study explores teacher resilience in the aftermath of the COVID-19 pandemic and aims to pinpoint the characteristics and actions that fortified teacher resilience throughout the crisis. Employing a mixed methods explanatory sequential design research strategy, this study establishes correlations between teacher resilience and resilient behaviors, yielding recommendations for enhancing teacher resilience when confronted with future stressful events.
Buttler, Timothy ––– Burman University

### Supporting the Well-Being of Black Women Educational Leaders (BWEL): Ensuring BWELs Stay Well

Those of privilege are often unaware of the impact of deeply entrenched racism in our culture and institutions on Black Women Educational Leaders (BWELs). This study centers on the voices and experiences of three BWELs working in K-12 public education
in California. Through the participants' stories, this qualitative study identifies practices that support Black Women Educational Leaders' (BWEL) well-being with an explicit interest in providing educational leaders with the information needed to support these leaders.
Andry-Jennings, Patricia ––– California State University, East Bay

### Educational Leadership for System Transformation: Lessons from the Pandemic

Over three years during the pandemic (2019-2022), system leaders in a mid-size division in western Canada reconceptualized their approach to system and school improvement by implementing a ten-element model that was carried out over four phases: readiness and awareness, partial targeted implementation, full implementation, and measured release. This presentation will highlight these ten high-yield elements, and will outline survey data gathered from system and school leaders that inform leadership lessons that can be extended to post-pandemic educational transformation.
Adams, Pamela ––– University of Lethbridge

### *Guiding Principles for the Collaboration of Indigenous-led Research*

This panel will share guiding principles related to ethical planning, conducting, and knowledge dissemination of Indigenous research, through the lens of a community-based participatory research project. The learning outcomes of this workshop will be (a) to critically examine how Eurocentric research practices have harmed Indigenous peoples, (b) to understand how to prepare to engage with Indigenous research, and (c) to share a research project and provide evidence of ethical research practices.

Rowett, Jenny —— University of New Brunswick
McKinney, Patsy —— Under One Sky Friendship Centre
Hickey, Jason —— University of New Brunswick
Powell, Erika —— Under One Sky Friendship Centre

### *Documentation and Digital Technologies for Leading in Equity and Social Justice*

This research paper demonstrates how equity and justice are entangled in the conceptions of documenting and making young children's learning visible. It expands a dialogue on how the work also changes adulthood, helping create change for the betterment of children in our societies. Educators can consider potential ways of working with and viewing children as strong and capable in the now. This work asks us to defy deficit ways of thinking, knowing, doing, and being!

Parnell, Will —— Portland State University

### *How Japanese and Western Fairy Tales Are Perceived by Monocultural and Bicultural Speakers*

How fairytales are constructed is vastly different between Western and Japanese. In the presentation, we will compare how monoculturally raised people perceived fairytales from the West and Japan and show if similar sentiments can be shared by bi-culturally raised people. We will discuss how we can teach children to interpret culturally influenced stories and adjust traditional thinking to a more contemporary one that is suitable for children living in this day and age.

Neish, Sofi —— Zoe International School
Nakahama, Yuko —— Keio University

### *Learning is NOT A Spectator Sport, so Let's PLAY!*

Join me for this FUN and interactive session! Whether you are an early childhood educator, parent, or child care provider we will explore engaging ways to build children's learning through play!. A CELEBRATION of joyful, playful, meaningful ways our multi-lingual children learn BEST will be shared – instant ideas! Hands-on, minds-on learning is where it's at! Learn about the "work of play" and how play promotes brain development and higher IQ!

Perez, Kathy —— Saint Mary's College of California

### *The Academic Benefits of Reflection Journaling for Pre-Service Teachers: A Quantitative Approach*

This eight-year quantitative study looked at the academic benefits of reflective journaling (with and without a template) by analyzing the number of sentences a student wrote to determine if more reflection corresponded with the overall grade in the course. The study found statistical significance for both undergraduate and graduate students who wrote more did better in the course and that the use of a template provided a boosting effect to the overall grade.

Bouton, Bobette —— Austin Peay State University
Nguyen, Tin —— Vanderbilt University
Pickren, Sage —— Vanderbilt University

### *Learning Journaling: An Effective & Efficient Framework for Student Self-Assessment*

This presentation [1] introduces a new and practical student self-assessment framework — Learning Journaling (LJ) -- for student teachers/ teacher apprentices in seminar classes and [2] shares results from a pilot study. Created to eliminate rambling wordiness, this focused timesaver offers guidance to introspective and anticipatory reflective writing assignments. Three categories include Compliments, Challenges/Concerns and Connections to course content. So, students are citing positive feedback, identifying and addressing classroom issues and adapting course content into their teaching practice.

Brock, Patricia Ann —— Pace University

### *Opening up New Ways of Being*

This presentation will share events that led to the creation of a long-term substitute teaching/resident pilot program at one university. The presenter will take into account the results of the 2-year program, describe its current design, and identify key teacher candidate outcomes. Using a moʻolelo (stories) style the presenter will make clear the intention and potential behind using a long term substitute teaching/resident approach where teacher candidates complete field experience requirements.

Kamai, Stephanie —— University of Hawaiʻi, West Oʻahu
Nakahara, Kathryn —— Chaminade University

### *A Teacher's Journey With Curricular Materials: A Case Study of a Teacher Co-designing and Adapting Curricular Materials for Her Classroom*

This study explores the relationship a teacher develops with curricular materials as she co-designs the materials alongside curriculum developers and researchers and then implements them in her own classroom. This study also works to investigate how a teacher adapts and contextualizes curricular materials for her own use. This study will focus on a rich moment in which the teacher fostered a clear shift in the engagement in her classroom.

Bogdanov, Katarzyna Pomian —— Northwestern University

### *Can Administrators Be Coaches? It's Complicated.*

This highly practical session explores three elements of effective coaching practice: the GROWTH conversational framework; essential coaching skills; and a coaching way of being. Based on the popular GROWTH Coaching approach developed in Australia, this session gives leaders a solid grounding and platform to develop skills and understanding of coaching as a way of leading. Leaders will leave with a process they can implement right away to adopt a coaching way of leading with confidence.

Harris, Michelle —— Instructional Coaching Group

### What Is Academic Flexibility and How Does It Relate to Student Stress?

Most Universities and colleges stress the importance of flexibility with students. And yet, in a recent survey, 80% of graduate students stated that they wished that their schools and their instructors were more flexible. This workshop will explore current research on the topic of academic flexibility as it relates to student stress. Come and join us for a spirited discussion on this most important topic.

Hardy, Bruce —— City University of Seattle

### Utilizing Technology to Improve Student Engagement in Online Education

Students are frequently drawn to the flexibility afforded by attending remote programs; however, they quickly become aware of the competing demands associated with enrollment and often disengage. Communication is an essential element of asynchronous online instruction, and when mingled with technologies that offer faster access, which may contribute to student success.

Hardin, Lee —— Samford University
Chatman, Sherri —— Samford University
Wynn, Stephanie —— Samford University

### Fostering SoTL Leadership via Structured Graduate Programs

The scholarship of teaching and learning (SoTL) is an approach to education that emphasizes the systematic study of teaching and learning in higher education. In the past, higher education scholars may journey into SoTL once the have become comfortable in the teaching and learning space. The [institution] has created for graduate programming to build capacity for those who would like to work in this space as part of their career.

Hamilton, Melanie —— University of Saskatchewan
Squires, Vicki —— University of Saskatchewan

### Persistence in Teaching: The Trajectory of Three STEM Noyce Scholar Cohorts

We received NSF funding to financially support Noyce scholars as they earned certification and a master's degree in education. Scholars were trained to become STEM middle school teachers. All cohorts were impacted by the pandemic (e.g. student teaching or teaching was converted to virtual learning) on different degrees. We highlight the differences in persistence across the three cohorts (n = 24) regarding continuance in earning their degrees and completing their two-year teaching obligation.

Kurz, Terri —— Arizona State University
Ganesh, Tirupalavanam —— Arizona State University
Nation, Marcia —— Nation Evaluation Consulting, LLC

### Getting to OZ: Having Courage, Brains and Heart on the Road to Transformative Strategic Planning in Higher Education

In 2020, in the midst of the global pandemic, Glendale Community College embarked on an epic journey to address a decade-long trend in declining student enrollment, retention and completion. With the Wizard of Oz as a thematic frame, the presenters will share their case study of how GCC intentionally engaged with stakeholders at all levels during the past three years, winding courage, heart and brains through the golden brick road to improving student success.

Konopka, Lorelei —— Glendale Community College
Gregg, George —— Glendale Community College

### Exceeding Expectations Leading To Success? A Look at the Opportunities and Challenges Presented by Over Achieving on Expectations on Dual Study Abroad Programs Between Graduate Programs at an Institution in Japan and One in the U.S..

A report on the progression of a relationship between a U.S. institution and Japanese institution that pivoted online during the pandemic, starting in-person study abroad programs in 2022. With 2 original students from Japan studying for roughly 10 weeks at the U.S. institution, the programs started small, with a few more from the U.S. in Japan, the second year proved to be overly successful with 11 students from Japan and 20 going to Japan.

Komura, Kiriko —— Tokyo University of Pharmacy and Life Sciences
Thomas, Michael —— Claremont Graduate University
Read, Betsy —— California State University San Marcos

### *Fostering Equity and Justice through Transformative Education: Challenging Neoliberal Narratives, Embracing the Pedagogy of Hope*

This paper aims to critically analyze neoliberalism in postsecondary education through the lens of pedagogy of hope and conscientization. By empowering students to challenge prevailing neoliberal narratives and cultivate a deeper understanding of social injustices, educators and learners can collaboratively dismantle inequitable structures and advocate for a more just and equitable postsecondary education.
Novotna, Gabriela —— University of Regina
Morgenshtern, Marina —— Trent University

### *The Conceptual "I": A Holistic Approach to Teaching Culturally and Linguistically Diverse Students*

This paper provides an overview of the Conceptual "I," a theoretical framework for teaching preservice teachers cultural competence so they can best teach their Culturally and Linguistically (CLD) students. The Conceptual "I" focuses on the following three lenses: Personal Lens, Culturally Responsive Teaching Educator Lens, and the Systemic/Institutional Lens. Each lens provides preservice teachers a holistic approach to teaching CLD students in their future classrooms and is rooted in research on Culturally Responsive Teaching (CRT).
Perez, Della —— Kansas State University

### *Pa'lante: Training Program for Hispanic-Latinx Mothers*

Pa'lante promotes parental mental health and nurtures leadership and educational abilities in those raising bilingual/bicultural children. This session details Pa'lante's inception, the training program, and its literature basis. The author discusses participant outcomes, pending publication results, and implications for social work and psychology when working in the Hispanic-Latinx context.
Rosa-Dávila, Emarely —— Texas Woman's University

### *Inspiring through Mentoring: A Look into a University Graduate-level Mentoring Program*

During this session, attendees will learn about the creation and implementation of a two-year mentoring program focused on diversity and leadership for master's and doctoral students at a university in the southern United States. Information about the specific program logistics, as well as data about successes and potential program improvements from four past participants, will be discussed.
Wheeler, Ann —— Texas Woman's University
Hansen-Thomas, Holly —— Texas Woman's University
Waltje, Jörg —— Macomb Community College

### *The Value of a Liberal Arts Degree: A Longitudinal Qualitative Exploration*

This paper examines longitudinal qualitative data from 24 women who graduated from college with a liberal arts degree, following up approximately 20 years following their graduation. Data indicate overall, the women considered the liberal arts degrees valuable for the
skills they provided and the opportunities to use these degrees in multiple fields. The debate about the value of a liberal arts degree is ongoing and this study provides valuable evidence to inform that debate.
Walpole, MaryBeth —— Rowan University
Lezotte, Stephanie —— Rowan University
Boehning, Madeline —— Rowan University

### *Hands-on Activities to Support Native Hawaiian Youth to Discover Their Future Career*

Participants will get the opportunity to experience the amazing and engaging activities that has sparked students' interest in learning over the last 3 years. The activities that Project Hōkūlani will showcase have been implemented and revised multiple times with a diverse population of students. We will look at captivating and entertaining ways to learn about STEM related topics that are popular within career fields that are rapidly growing.
Feliciano, Jerrik —— University of Hawai'i at Mānoa
Park, Hye-Jin —— University of Hawai'i at Mānoa
Nip, Kendra —— University of Hawai'i at Mānoa
Young, Robert —— University of Hawai'i at Mānoa
Flanary-Olayvar, Keora —— University of Hawai'i at Mānoa
Galloway, Lisa —— University of Hawai'i at Mānoa

### The Post-pandemic Instructional Improvements in Chemistry Education

Chemistry has a large proportion of lab and practical components and hence it was believed (by the professors and teachers) that it was a hard subject to teach virtually. However, due to the COVID -19 pandemic, the universities were forced to move their courses from in-person to online and now most of the Chemistry courses are taught online and there is a trend of booming Online Chemistry courses. Our intention in this paper is to explore the advantages and opportunities that online chemistry courses provide to their learners and to study how it facilitates student-centered learning and equity among learners.

Ariyaratne, Tulana —— University of Cincinnati
Akerson, Valarie —— Indiana University: Bloomington

### Targeted Research Experiences for First and Second-Year Computer Science Undergraduate Students Through Application of Data Structure

Data structure concept is one of the key courses at CSUF for CS majors. We use the concepts of pairs trading from finance to motivate the students to review or learn these concepts for the first time in order to develop programs to simulate the trading of pairs of stocks. Within 7-weeks of training and self-guided study, the first-year students were able to learn these topics sufficiently well to deliver posters and oral presentations.

Bein, Doina —— California State University, Fullerton
Huang, Jidong —— California State University, Fullerton
Kurwadkar, Sudarshan —— California State University, Fullerton

### Envelopes of Science Awesomeness—An Overview of Statewide Assessment (HSA-NGSS) Results

Since COVID 19, the Envelopes of Science Awesomeness curriculum development project has worked with elementary teachers in grades three through six on the Big Island. NGSS lessons and unit plans allowed for both horizontal and vertical alignment across schools. Recent statewide assessment results revealed participating schools moved from 38 percent to 46 percent in Spring of 2023, outperforming the state (44 percent).

Pinner, Pascale Creek —— Hilo Intermediate School
Ray, Jan —— University of Hawai'i at Hilo

### Story-Weaving: The Power of Narrative in Leadership and Business Education and Research

"The truth about stories is that that's all we are" (King, 2003). Drawing from Schooler (2022), and according to Caine et al. (2019) the most commonly accepted definition of narrative inquiry is a way of understanding experience. This interactive workshop will offer perspectives from three scholars who draw extensively from narrative and story-telling in their work as consultants, counsellors, researchers, and facilitators as well as their roles as leadership educators in higher education.

Page, M. Beth —— Royal Roads University
Schooler, Dawn —— Royal Roads University
Etmanski, Catherine —— Royal Roads University

### Coming Together for Racial Understanding

What is Coming Together for Racial Understanding? At its core, Coming Together is about bringing people together across race and ethnicity to increase understanding about issues related to race and racism and to foster trusting relationships so that communities can work together for meaningful change. This change can take place within our organizations and with our colleagues or within our local communities as we facilitate these dialogues externally.

Campbell-Daughty, Rashell —— Langston University Cooperative Extension
Scott, Keisha —— Langston University Cooperative Extension
Williams, Tiffany —— Langston University Cooperative Extension
Davis, Sonya Moore —— Langston University Cooperative Extension

### Leadership Training to Advance Health Equity: Examining determinant factors for the success of K-12 Public School Teachers and Administrators

A workshop designed for the times we live in now! Participants will glean insights from practical leadership principles combined with innovative strategies to advance a proven health equity model designed to equip K-12 practitioners with techniques and tools guaranteed to foster better outcomes. This is a fast-paced, fun-filled, intellectual deep dive into the dynamics of balancing leadership principles along with innovative inclusion, diversity, equity, and access strategies that fully support student achievement.

Vance, Reginald —— REVitalize Consultants, LLC
McKinney, Tiah —— McKinney Foundation

# Poster Session

### *Online Availability of University Disability Information*

Increasingly the expectation for all people, including those with disabilities, is to obtain education or training beyond high school. Accessibility to higher educational opportunities often means that students' first exposure to university information on disability services, resources, or policy is often on websites. This poster presents a descriptive study of selected South Pacific, Nordic, and USA university websites before and after COVID to determine the presence and substance of online disability information.

Dawson, Shirley ––– Weber State University
Stewart, Penee ––– Weber State University
Taft, Marilyn ––– Weber State University

### *Student Success Factors for a Global Learning Experience*

A student global health experience offers opportunity to develop personal and professional skills within the global context . Essential student success factors were examined in a qualitative study identifying best practices in preparing students for this experience. Results, analysis and summary of themes will be described, along with practical applications. A framework is provided with key skill areas for developing resiliency and a growth mindset needed to embrace the challenges of a global health experience.

Dawson, Theresa ––– Pepperdine University

### *Mentoring Clinical Instructors: The First Necessary Investment*

Literature on mentorship in clinical instruction within nursing education has predominantly focused on the instructor-learner dyad. There is robust evidence for the positive effects of mentorship by clinical instructors on the growth and development of neophyte nurses. However, the literature on the mentorship of clinical instructors is sparse. This poster proposes that investing in the mentorship of clinical instructors is equally essential and translates to the effective support of neophyte nurses at the bedside.

Jefferson, Greta ––– British Columbia Institute of Technology
Krapchan, Ludmila ––– British Columbia Institute of Technology
Yong, Jasmine ––– British Columbia Institute of Technology

### *Correlation Between Masticatory Strength and Food Preferences in Parent and Child: Focusing on Mastication Behavior at Home During Early Childhood*

This study aims to clarify the correlation between masticatory strength and food preferences in parents and children, focusing on mastication behavior at home during early childhood. Questionnaire surveys regarding mastication behavior, masticatory strength, and food preferences were conducted on parents with young children. Results indicated a correlation between their masticatory strength and food preferences, suggesting that mastication behavior at home impacted the masticatory strength and food preferences development during early childhood.

Senoo, Tomoko ––– Akita University

### *Understanding Students' Decision-Making in Pursuing Their Studies in Special Education Programs*

This presentation examines the obstacles and facilitating factors influencing students' decisions to pursue their studies. Using mixed methods research, a survey was completed by participants followed by focus groups. Results showed that, among other things, financial constraints, performance anxiety, school-family balance serve as obstacles. Supportive family environments, mentorship, a sense of belonging act as facilitators. By understanding these dynamics, targeted interventions can be developed to enhance access and equity in special education programs.

Coutu, Cameron ––– University of Montreal
Lafantaisie, Vicky ––– Université du Québec en Outaouais

### *Fiscal Policy Review: Tax Investments in Higher Education and Its' Effects On Upward Social Mobility*

The Fair Tax Act proposes a fiscal policy change that will increase state sales tax to a flat tax rate of 30%. The policy recommendation leaves citizens with uncertainties about socioeconomic progress, and in the rise of concerns for higher education costs and student loan debts, it now challenges states to consider alternative funding solutions to increase students access to higher education and lower their burden from the expense.

Abdelwahab, Maher ––– Pepperdine University
Fort, Chanel ––– Pepperdine University

### *Making it Work: A Grounded Theory Study of Undergraduate International Students' Educational Journey in Canada*

This presentation explores how undergraduate international students in Canada navigate their educational journey through a process of "making it work". Using a constructivist grounded theory approach, the study unveils the resilience, agency, and contributions of international students, offering valuable insights for enhancing their experience and informing educators and support services.

Fox, Sita ––– University of Southern Queensland
Lawrence, Jillian ––– University of Southern Queensland
Park, Sang-Soon ––– University of Southern Queensland
Kek, Megan ––– Institute of International Studies

### *Fostering a Teaching and Learning Community of Practice: A Strengths-Based and Pedagogy of Care Approach for Instructors at a Craft and Design College*

The presentation highlights the strategies employed in successfully establishing a robust and vibrant community of practice among instructors at a Craft and Design college, where a teaching and learning support system was previously absent.

Fox, Sita ––– New Brunswick College of Craft and Design
Mathis, Anna ––– New Brunswick College of Craft and Design

### Refining STEAM Education: The Agile "Learning by Design" Cycle in a Japanese Elementary School

In this study, we facilitate children's exploration and creation in STEAM education through internet-based slides sharing individual findings and worksheets that helped students develop an overall problem-solving plan. As a result, the students became motivated to set and redesign their own problems autonomously.

Kitazawa, Takeshi ––– Tokyo Gakugei University

### Innovative Programs to Support Student Learning and Success: A Peer Mentoring and Skill-based Workshop Program Targeting Freshman, Sophomores, and Transfer Students

This poster presentation will address the educational and social-emotional challenges experienced by freshmen, sophomores, and transfer students due to the COVID-19 pandemic. Results from the development of the Social Works! program will be shared that support peer mentoring and tutoring programs in higher education which are targeted towards underrepresented students such as first-generation, students of color, and students with disabilities who experience greater challenges and barriers than traditional students.

Kilgore, Rileigh ––– University of Illinois Urbana-Champaign

### Perceptions About Workplace Culture Among Blue- And White-Collar Workers in the United States

This presentation identifies perceptions of workplace culture across five aspects among full-time blue- and white-collar workers. Further, it examines the socioeconomic and social factors associated with workplace culture perceptions. Findings may guide actionable strategies to improve the work environment for different types of employees across industries (e.g., training programs, feedback channels between employees and leadership, employee appreciation events, incentives for job performance)

Smith, Matthew ––– Texas A&M University
Guinn, James ––– Texas A&M University
Walker, Matt ––– North Texas University

### A Study on Investigating Insight Proficiency in Tangram Applications

The purpose of this study is to investigate whether meta-learning in Tangram can be observed in the process of solving insight problems in applications. If meta-learning can be observed in insight problems in applications, it will be possible to deploy large-scale practices and to improve the efficiency of large-scale log collection.

Matsumoto, Shimpei ––– Hiroshima Institute of Technology
Kashima, Tomoko ––– Kindai University
Yamagishi, Shuichi ––– Hiroshima Institute of Technology

### Verification of Effectiveness of Education Effect Using Gamification

In this study, we examine the effectiveness of education using gamification, which has been attracting attention in recent years. Concretely, the process of growing a plant (melon) is learned through a game for elementary school science classes. We will conduct a demonstration experiment to clarify whether it is effective for learning.

Matsumoto, Shimpei ––– Hiroshima Institute of Technology
Kashima, Tomoko ––– Kindai University
Hasuike, Takashi ––– Waseda University

### School Lunch Guidance by Class Teachers in Elementary Schools

This study grasped the consciousness of the elementary school teacher for the meal and actual condition of the meal guidance for the purpose of clarifying the problem on the meal guidance which the elementary school teacher has. As a result, teachers had difficulties in providing unbalanced meals for children, giving instructions to complete meals during lunch hours, completing meals during lunch hours, and coordinating with families.

Ito, Keiko ––– Hiroshima University
Ito, Yu ––– Hiroshima University

### Optimizing Cognitive Testing: Developing a Digital Trail Making Test (D-TMT) for Young Adults

The study aimed to develop a digital version of the Trail Making Test (D-TMT) for young adults, addressing limitations of the conventional TMT. The D-TMT's increased question count (10) and adjustable difficulty levels were achieved through pixel-based calculations. The results indicate successful development, though further evaluation and trial data are necessary for healthy young adults. Proposed difficulty indices based on average completion times are crucial for future assessments on the D-TMT.

Furukado, Ryousuke ––– Nishinippon Institute of Technology
Sonoda, Takashi ––– Nishinippon Institute of Technology

### Exploring New Perspectives: The Impact of a Teacher Training Program on Design Thinking on Teachers' Reflections of their Teaching Experiences

The purpose of this study was to examine the changes in the awareness of participants in teacher training workshops based on design thinking. As a result of the analysis, three factors of teachers' awareness were identified as outcomes of teacher training based on design thinking: deep empathy and understanding among participants, meaningful interpretation of the significance of authentic goals, and the continuity of generating new actions.

Kitamura, Katsuro ––– Nihon University

### Pediatric Vaccination Discourse: Contextualizing Interactions Between Community Health Workers and Guardians of Youth

This presentation describes a two-part study about pediatric vaccination among CHW/P and guardians of youth ages 0-17 years. The primary purpose of the study was to examine if interactions between CHW/P and youth guardians were associated with their respective knowledge and perceptions about youth vaccinations. Findings suggest the potential importance of interactions between CHW/P and guardians of youth about youth-related vaccination topics. Additional efforts are needed to understand nuances of guardian-CHW/P interactions and the role of CHW/P to promote youth vaccinations.

Smith, Matthew ––– Texas A&M University
Badillo, Brittany ––– Texas A&M University
Jackson, Analisa ––– Texas A&M University

### Kinship, Community, and Belonging: Trans Student Experiences of Thriving in Hostile College Campuses Environments

In order to better understand the importance of building kinship, community, and a sense of belonging, the authors of this presentation conducted semi-structured interviews and two focus group interviews with six transgender college student participants at a large university in the Southeastern United States. They share how the participants defined kinship, community, and belonging; why the participants felt these were necessary; and how their actions to build each contributed to their mental health and well-being.

Stachowiak, Dana —— University of North Carolina, Wilmington
Sumakeris, Jay —— University of North Carolina, Wilmington

### Cumulative Adverse Childhood Experiences and Home Tobacco Smoke Exposure among U.S. School-Aged Children

The objective was to assess the association between number of cumulative adverse childhood experiences (ACEs) and home tobacco smoke exposure status among U.S. school-aged children. Compared to those with 0 ACEs, children with 1 ACE, 2-3 ACEs, and 4-10 ACEs were more likely to be exposed to home thirdhand smoke only and home secondhand and thirdhand smoke. No differences were found between children with home thirdhand smoke exposure only and secondhand and thirdhand smoke exposure.

Merianos, Ashley —— University of Cincinnati
Hill, Madelyn —— University of Cincinnati
Mahabee-Gittens, Melinda —— University of Cincinnati

### Student Leadership Capacities: A Systematic Review of Measurement Possibilities

This presentation that delves into the vital task of cultivating leadership potential among K-12 students in our rapidly evolving world. This concise exploration highlights the need for reliable and valid leadership assessments, while emphasizing the multidimensional nature of leadership and the significance of diverse measurement approaches. Join us to uncover insights that will shape effective leadership development programs and contribute to empowering student leaders for the challenges ahead.

Ramirez, Gerardo —— Ball State University
Maki, Kathrin —— Ball State University
Johnson, Sydney —— Ball State University
Southworth, Allison —— Ball State University
DaVia Rubenstein, Lisa —— Ball State University

### Addressing Teacher Shortage and Promoting Educational Development in Cambodia: A Jica Grassroots Project Case Study

This is a case study of JICA's education development project in Cambodia. Training and educational reforms are being implemented through the use of ICT to address the challenges of teacher shortages and the education system. In cooperation with teacher tra ining colleges, activities to strengthen student leadership, educational practice, and evaluation are being implemented. The development of online teaching materials for use and promotion of self study are also underway, and studies of instructional design and development of teaching materials have be en conducted.

Sato, Shinichi —— Nihon Fukushi University
Kageto, Makoto —— Nihon Fukushi University

### Breathing Easy in Schools: Implementing State-Wide Stock Albuterol Programs to Reduce Absenteeism and Enhance Asthma Management

This presentation emphasizes the significance of health policy and education in ensuring children's access to rescue medication at school, with a specific focus on a web-based training curriculum for school staff to manage respiratory emergencies.

Lowe, Ashley —— University of Arizona
Mottern, Nathan —— University of Arizona
Waldron, Emily —— University of Arizona
Healy, Erich —— University of Arizona
Dobbins, Davina —— University of Arizona
Lindstrom-Johnson, Sarah —— University of Arizona
Gerald, Lynn —— University of Illinois, Chicago

### Neuromarketing in Sports: Assessing the Perceptions and Emotions of Corporate Advertisements Among Live Sports Viewers

The purpose of this study was to clarify the perception and emotion of corporate advertisements among sports broadcast viewers using neuromarketing techniques. 20 college students were asked to watch a video of a professional baseball game and analyzed their gazing time, gaze placement patterns, emotions evaluated from EEG, and memory of the advertisements. The results showed that those who remembered more advertisements had longer gazing time to the advertisements and had characteristic gaze placement patterns.

Isogai, Hirohisa —— Kyushu Sangyo University

### Effects of Personality Traits on Cognitive Training of Professional Soccer Players

Cognitive ability is vital for professional soccer players. The 3D multiple object tracking task using the Neuro Tracker X trains and measures this. Previous studies have shown that NTX training enhances theta rhythm in the frontal lobe and improves workin g memory
capacity. However, training frequency varied among players. This study aimed to see if personality traits, measured by the Big Five, influenced training rates and EEG changes. The results showed that neuropathy affects EEG changes.

Saito, Yoshiko —— Kyushu Institute of Technology, Japan
Isogai, Hirohisa —— Kyushu Sangyo University
Natsume, Kiyohisa —— Kyushu Institute of Technology, Japan

### Development of an Intervention Enhancing the Use of Multifaceted Reappraisal Sub-Strategies

This study examined the effectiveness of an intervention enhancing the use of various reappraisal sub-strategies. The participants were undergraduate and graduate students at a Japanese university, and they were randomly assigned to the intervention group or the control group. The results of pre- and post-intervention questionnaires showed positive changes in the intervention group, such as an increase in self-efficacy compared to the control group, which suggests the effectiveness of the intervention.

Oikawa, Megumi —— Tokyo Gakugei University
Todo, Naoya —— Tokyo Metropolitan University

### University Students' Attitudes Towards Data Privacy: A Survey Report

This report presents the findings of a survey on university students' attitudes toward data privacy and copyright awareness. The study, conducted online, included 23 questions covering areas from knowledge about copyright to attitudes toward university privacy and data usage policies. The research provides valuable insights into students' current attitudes toward data privacy and their understanding of copyright issues, highlighting the need for clearer communication and enhanced protection in the digital age.

Inoue, Hitoshi —— Nakamura Gakuen University
Amano, Yuki —— Teikyo University
Sumiya, Takashiro —— Hiroshi University
Tagawa, Takahiro —— Chikushi Jogakuen University
Nakano, Yoshiaki —— Kogakuin University

### Enhancing the Effectiveness of Remote Learning for English Language Education: Strategies and Insights

This presentation explores the growing significance of Remote Learning (RL) in the context of English language education, particularly its challenges and potential solutions. By interviewing experienced educators, the study uncovers key strategies to enhance the effectiveness of online English instruction. It highlights the symbiotic relationship between technology and pedagogy, offering a roadmap for educators and institutions to navigate the evolving landscape of digital education and elevate the remote learning experience for language learners worldwide.

Gotzeva, Dimitrina —— Pepperdine University

### An Effect of Scale Score Validity on the Power of Statistical Hypothesis Testing

In this study, we mathematically examined the effect of scale score validity on the power of the statistical hypothesis testing of population mean. The result showed that as the validity of scale scores decreased, the power of statistical hypothesis testing decreased. The result clearly indicates that the validity of scale scores is also more important than the reliability of scale scores in statistical analyses.

Todo, Naoya —— Tokyo Metropolitan University

### Appreciative Inquiry Theory on Older Adult Education

The design of Older Adult Learning Programs (OALP) in California community colleges is pivotal for fostering lifelong learning and inclusivity among seniors. The poster showcases an innovative use of the Appreciative Inquiry (AI) 4-D Cycle to enhance OALP access and scope using the Santa Monica Emeritus Program (SMEP) as a model. This project employs AI to harness existing strengths and best practices in community colleges like SMEP to shape older adult education policy in California.

Claybrooks, Alyssa —— Pepperdine University
Safa, Lina —— Pepperdine University
Salgado, Guadalupe —— Pepperdine University

### The Relationship between Text Interest and Usefulness and Performance within a Game-Based Learning Environment

This study examined the relationships between students' ratings for text interest and usefulness with performance in a science literacy program for 5th graders called MISSIONS WITH MONTY. Interestingly, mean ratings for passage interest and passage usefulness did not show any positive relationships with pre measures of motivation or metacognition nor with the trace measures for performance or game time. Implications for the design of games focused on text comprehension will be discussed.

Nietfeld, John —— North Carolina State University

### Changes in College Students' Participation in a Debating Course Emphasized on Socioscientific Issues—Critical Thinking, Communication Science, Cooperation and Self-Confidence

This study adopts the strategy of debating into a "science, technology and society" courses taken by a group of sophomores (N=38), and explores whether their critical thinking ability, intention to critical thinking, and the abilities of communicating science, cooperative skills, and self-confidence in learning science have improved through debate activities on controversial scientific issues. The results show, except critical thinking ability, all the other four have improved.

Chin, Chi-Chin —— National Taichung University of Education
Tuan, Hsiao-Lin —— National Changhua University of Education

### Building and Sustaining a Coaching Community within a P-12 Environment

This session is designed to support participants in designing and facilitating a coaching community that honors coaching as a professional practice. The evolution of our coaching journey will be shared to highlight the multiple roles and perspectives coaches hold in middle school contexts. Through conversation and discussion, participants will explore strategies for developing and sustaining inquiry-oriented professional learning aimed at supporting coaching practices in honing their craft.

Burkett, Chris —— University of South Carolina
Curcio, Shelly —— University of North Florida

### Exploring the Perceptions of Nursing Students Who Chose the Profession During the COVID-19 Pandemic

This research focuses on perceptions of nursing students who chose the profession during the COVID-19 pandemic. During the global pandemic, the nursing workforce has been disasterously diminished in numbers. In an attempt to replenish the increasing numbers of nurses leaving the profession and the decreasing amounts of applicants to nursing schools, this qualitative study proposes to explore the reasons why the nursing profession is chosen and hopefully address the issues with recruitment and retention.

Ledesma Jr, Hernani Luison —— Pepperdine University

### *Principals or Agents? How State Education Agencies Build Trust to Balance Support and Accountability in Turnaround Policy Implementation*
I will present findings from interviews with Superintendents and Department of Education employees charged with helping district leaders build capacity to meet ambitious student learning goals in an effort to turn around the performance of low-performing schools in their districts. This work has implications for a variety of states, including Hawai'i, which deal with similar turnaround policies due to the Every Student Succeeds Act (ESSA).
Torres, A. Chris ——— University of Michigan

### *Engaging Educational Leadership Students in High-Impact Practices with Mursion*
This paper describes how an educational leadership program prepares aspiring instructional leaders with high-impact practices (HIPs) in ethics-based, online scenarios using Mursion, a virtual reality training program. The goal is to offer candidates the opportunity to interact in authentic scenarios with an online avatar to hone their communication, decision making, and ethical professional practices.
Walker, Aneta ——— University of West Florida
Gray, Julie ——— University of West Florida
Evans, Karen ——— University of West Florida

### *Who's Going to Identify and Nurture the Next Generation of Teachers? An 8-Component Framework for Creating a Grow-Your-Own High School Teacher Pathway for Educational Leaders*
Teaching and training pathways, where they do exist in Career and Technical Education (CTE) high school programs around the state of Texas, are starved for resources and support. While others have identified key components of effective CTE programs in general (Passarella, 2018), the conceptual framework offered during the paper presentation is designed for creating and sustaining programs of study specific to teaching and training programs. An eight-component framework provides education leaders with a construct that forms a construct for creating grow-your-own high school teacher pathways.
Hill-Jackson, Valerie ——— Texas A&M University
Nelson, Briana ——— Texas A&M University
Caldwell, Cassidy ——— Texas A&M University
Rushing, Layla ——— Brazos Valley Teach

### *The Aboriginal Teacher Education Program: Successes and Challenges*
Designed for Indigenous post-secondary students, the University of Alberta's Aboriginal Teacher Education Program (ATEP) is dedicated to supporting Indigenous preservice teacher success, operating for over twenty years with hundreds of graduates working across Canada. ATEP graduates improve outcomes for Indigenous children at all levels of formative schooling and provide incalculable benefit to non-Indigenous students and colleagues in their school systems. This panel will reflect on the successes and challenges of this ground breaking program.
Steinhauer, Evelyn ——— University of Alberta
Gardiner Milln, Danielle ——— University of Alberta
Steinhauer-Hill, Patsy ——— University of Alberta
McGilvery, Penny ——— University of Alberta
Houle, Sherisse Cutknife ——— University of Alberta
Steinhauer, Noella ——— University of Alberta
Wimmer, Randolph ——— University of Alberta

### *Discovering our Math Identities and those of our Multilingual Students*
This interactive session will engage learners in exploring and describing their mathematical identities. Participants will engage in conversations investigating the connections between the ways in which we teach math and our own math identities. We will discuss fixed mindsets vs growth mindsets in the math classroom and the connection to math identity. Participants will leave the session with resources and ideas of how to support multilingual students in developing positive identities as mathematicians.
Abdelrahim, Suzanne ——— University of California, Davis
Jimenez-Silva, Margarita ——— University of California, Davis
Albano, Anthony ——— University of California, Davis
Zunino, Valeria ——— University of California, Davis

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/6/2024 / **Room:** Kings 1
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Knox, Kimberly

### *Filling the Gaps: Maximizing Pre-service Programs Through Interdisciplinary Practice*
This presentation presents findings from a national survey of school social workers' preparation in pre-service programs to work in the host settings of schools. Findings suggest further preparation with collaborative practices and interdisciplinary coursework would benefit social workers when entering the workforce in schools. This presentation explores the benefits and challenges of creating interdisciplinary pre-service requirements for a skilled workforce.
Knox, Kimberly —— New Mexico State University

### *Negotiating Structural Barriers: Multi-Case Study of Black Women Leading in Educational Facilities Management*
The author employs a multi-case study methodology and a Black feminist lens to investigate how six Black women negotiated and navigated to advance to leadership in educational facilities management—a profession they are severely underrepresented in because of its white, hegemonically masculine, and patriarchal culture. This study sets out to better understand how their experiences can help us to address this oppressive culture that contributes to underrepresentation of Black women and all minoritized groups.
Kwofie, Winnie —— California State University, East Bay

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/6/2024 / **Room:** Kings 2
**Session Topic:** Teacher Education - Workshop **Session Chair:** Cooper-Porter, Wendy

### *How to Teach the Teacher?*
While research shows that teacher training and professional development intertwine with the overall success of a student and academic achievement, there is still research showing the inconsistencies teacher training and the overall development of new teachers in today's schools.
Cooper-Porter, Wendy —— Auburn University

**Time:** 8:00 - 9:30 AM / **Saturday** - 1/6/2024 / **Room:** Kings 3
**Session Topic:** Teacher Education **Session Chair:** Fowler, Teresa Anne

### *Addressing Climate Change Anomie in Teacher Education*
This presentation shares results from a study with preservice teachers focused on best supporting preservice teachers with teaching about climate change in science education.
Fowler, Teresa Anne —— Concordia University of Edmonton

### *Voices of the Residents, A University-based Teacher Residency Program as a Retention Strategy for High-Need School Districts*
Positioned in the Comprehensive Community Induction Framework (CCIF©), this qualitative pilot study examines the implementation of a year-long teacher residency program between a state university and four high-need school districts. Ten residents are provided various support from school personnel to aid in their development as beginning professionals. The findings bring forward the voices of residents and have implications for effective retention structures for university-based teacher preparation.
Hill-Jackson, Valerie —— Texas A&M University
Ramirez, Marla —— Texas A&M University
Caldwell, Cassidy —— Texas A&M University
Sande, Beverly —— Prairie View A&M University
Fontenot, Charlotte —— Prairie View A&M University
Bryant, Christin —— Prairie View A&M University
Tillman, Natasha —— Spring Independent School District

### Graduate Communities for Academic Fellowship & Efficacy (Grad CAFE): A Holistic, Culturally-Relevant Approach to STEM Success for Underrpresented Graduate Students

This work in progress describes an innovative program that addresses the struggle to retain underrepresented graduate students in the STEM fields through a holistic approach centered around peer mentoring communities. We posit that a year-long program connecting first-year graduate students with successful doctoral candidates in conjunction with holistic programming will increase underrepresented graduate students' sense of belonging, social networks, and diversity of mentoring as well as increasing overall retention and progress towards graduation.

Atkins, Celeste —— University of Arizona

### Women Working in Higher Education; Embracing Intersectionality Within the Work and Community

In this qualitative study of women working in higher education, the researchers considered ways that intersectionality could be used to incorporate self-identity within professional roles and community roles. Themes were identified to help guide other women in similar roles and navigate the multitude of professional and personal identities experienced by other women in similar positions.

Harris, Michelle —— University of Portland
Mbock, Nya —— University of Pennsylvania

### Exploring Mental Health Needs in University Students Post-COVID-19 Restrictions: Analyzing the Impact of Social Re-Engagement

This study aims to fill a gap in the current literature about the impact of the COVID-19 pandemic on students' mental health and examine the re-engagement challenges that students face in a post-restriction period. A total of 94 undergraduate students who attended a university in Hawai'i were surveyed.

Iwamoto, Darren —— Chaminade University
Chun, Hans —— Chaminade University

### Ambassadors for Transformation: Critical and Decolonial Pedagogies for Student Empowerment

This session focuses on the implementation of critical and decolonial pedagogies and praxis. Using a specific peer mentor program as a case study, we will share how the curriculum, learning activities, and outcomes are intentionally designed with the goal of empowering students to work towards transformational change. Through this work, students become advocates for intercultural development, empathy, human rights, and anti-racism and strive to promote these values and practices at all levels of the university.

McLean, Amie —— Thompson Rivers University
Garson, Kyra —— Thompson Rivers University

### Integrating Inner and Outer Work, A Pedagogical Framework for Engaged Design

This paper explores the ethical dimensions of combining self-care with collective action and an accompanying pedagogical framework developed for place-based experiential learning for college-level design and architecture students. The author investigates significant relationships between design education, social activism, and mindfulness practices.

Melsop, Susan —— Ohio State University

### A Muxerista Portrait of the Exodus of Undocumented Chicanx College Graduates

This presentation examines the experiences of three undocumented Chicanx graduate students who left the United States in search of educational and career opportunities. The presentation addresses the challenges and navigational strategies students utilized to pursue and graduate from institutions of higher education. Lastly, the study brings forth the variety of different ways institutional agents were critical in these transitions by providing the tools necessary to persist beyond the baccalaureate degree.

Lara, Argelia —— Santa Clara University
Nava, Pedro —— Santa Clara University

### Development of CAE Course Project with Design and FEA Of Windshield Wiper Systems

This paper presents an approach to develop a team project for a Computer Aided Engineering (CAE) course. The approach addresses mechanism design and finite element analysis (FEA) of an automotive windshield wiper system with a snow load protection device.

Dong, Yaomin —— Kettering University

### *We Get It Now: Understanding the Student Experience as Online Faculty Learners*

It is easy to forget the journey to degree completion. As faculty complete an online, 25-week credentialing course on Effective Online Teaching Practices, they quickly gain new insight into the student experience. This online course experience prepared faculty to incorporate evidence-based teaching practices into their courses and reinforced how to model humanity in online and traditional course settings.

Shipp, Jeremiah —— Winston-Salem State University

### *Improving the Quality of E-Learning Experiences for Candidates in an Early Childhood Education Program*

This paper details the experience of one higher education program to improve the content and quality of their online courses. The program supports place bound students in achieving certificate, associate and bachelor's degrees in early childhood education at a distance--it was imperative that the program improvements reflect the experiential mission of the university in an E-learning format. The authors share their progress, insights and initial feedback from students after a three-year improvement process.

Red Bird, Nanci —— University of Montana - Western
Li, Xuan —— University of Montana - Western

### *The Promise of Using Study-Together Groups to Promote Engagement and Performance in Online Courses: Experimental Evidence on Academic and Non-cognitive Outcomes*

In response to limited experimental evidence on the effects of peer support in semester-length college courses, this study conducted a randomized controlled trial to assess the impact of a study-together group intervention in an online course. The presentation will show the findings from the intervention, which revealed that the intervention enhanced students' sense of belonging, particularly benefiting those with lower academic preparation and baseline motivation.

Zhou, Xuehan —— Peking University
Li, Qiujie —— University of California, Irvine
Xu, Di —— University of California, Irvine
Holton, Amanda —— University of California, Irvine
Sato, Brian —— University of California, Irvine

### *Middle-School Students' Understanding of Key Cybersecurity Risks*

This paper reports the research work-in-progress on middle-school STEM students' learning about cybersecurity. Initially, students are interviewed to determine their understanding of key cybersecurity issues. The goal is to maximize opportunities for students to convey what they know about prior to engaging in the problem-solving interactional modules. A session was analyzed utilizing dual coding systems: One coding system focused on the content while the second coding system focused on the discourse-moves employed while conveying their responses to the interview questions.

Schmeelk, Suzanna —— St. John's University
Abadir, Rasha —— Rutgers University
Krupnik, Victoria —— Rutgers University
Maher, Carolyn —— Rutgers University
Wilkinson, Louise —— Syracuse University

### *"You Can't Cry When a Beam Falls Down": Exploring Academic and Personal Grit from the Perspectives of Equity-Denied Engineering Undergraduate Students*

Grit has problematically been conceptualized as persistence against systemic challenges without simultaneous review or challenging of these barriers that necessitate personal grit to find academic and social success, particularly for students identifying from equity-denied groups. This study unpacks the experiences engineering students in team-based design coursework within engineering education to explore how they reflect on persevering through rigorous engineering education. Challenging the prevalent conceptualization of grit to add nuance of equity-denied student considerations, we adapt Datu et al.'s (2018) conceptual framework of grit in non-Western collectivist societies to understand the experiences of equity-denied undergraduate students' persisting through notoriously rigorous engineering programming.

Gardiner Milln, Danielle —— University of Alberta
Avelar, Christopher —— University of Alberta
Chan, Erin —— University of Alberta
Miller-Young, Janice —— University of Alberta

### *Chicana Feminism: An Approach to Engineering and Computing Identity for Latina College Students*

Research has demonstrated the importance of engineering and computing identity to Latina college students. When applied to this setting, Chicana Feminism highlights the multidimensional identities that Latina students embody and "borderlands" at which they exist in the higher education engineering and computing context. This paper explores the importance of taking a Chicana Feminist approach to enhancing engineering and computing identity, including implications for research, policies, and practices.

Rodriguez, Sarah —— Virginia Tech

### English Matters: Strategies Encouraging Japanese Medical Students/Professionals to Engage on a Global Level

Revising weekly preoperative conference English presentations has informed curricular innovations throughout university venues, including the required terminology course, extracurricular Medical English Forum meetings, and weekly professional Zoom sessions. As one-country language speakers, Japanese lag behind the competition on the oral tests that grant access to clinical positions abroad. Focus on pronunciation improvement strategies, patient-centered medicine, lay language, bedside manner, and alternative treatment modalities offer learners a leg-up in the competitive arena of medical English.
Berman, Shari Joy ––– Hirosaki University

### English-Only Classrooms for Multilingual Students: Policymaking Through Practice

This qualitative study examined how teachers of English learners employed instructional practices that ultimately created English-only policies for multilingual students; teachers did not perceive their instruction as policy, thereby underestimating its impact on students. Data included interviews with two ESL teachers and two English language arts teachers, analyzed through thematic analysis. Implications include a need to demonstrate to teachers their power as classroom-level policymakers and a need for policies that promote students' bilingualism.
Feagin, Karen ––– University System of Maryland

### The Trials and Tribulations of Managing a Self-Access Learning Center

Established in 2012, the Hirosaki University English Lounge, a type of self-access learning center (SALC), began as an experimental project. After some organizational changes, it is now an integral part of the institution's Liberal Arts English education. This paper elucidates in what capacity the facility functions as a SALC, along with the organizational goals, and then discusses how the SALC's structure might continue to evolve in the future to better cater to student needs.
Tada, Megumi ––– Hirosaki University
Berman, Shari Joy ––– Hirosaki University

### Integrating Research into Student Internships in Social Work and Related Disciplines (A "Transforming the Field Education Landscape" research project)

Recognition of the importance of engaging in and understanding research has increased among social workers. Yet student attitudes towards research are dominated by ambivalence, anxiety, discomfort, and disinterest. This disconnection prompted us to explore the current practices of engaging students in research activities in social work field practicums. We will report the findings, discuss the implications, and present recommendations for integrating research and research activities into field practicums. The recommendations are transferable to student internships in related disciplines.
McConnell, Sheri ––– Memorial University
Drolet, Julie ––– University of Calgary
Noble, Melissa ––– Memorial University
Hanley, Jill ––– McGill University
Finley-Roy, Vanessa ––– McGill University

### Culturally Relevant Projects to Improve Data Science Students' Motivation and Engagement

In this session, we will start our talk by briefly describing culturally relevant pedagogies, their background, and their current status. Then we will discuss why we incorporated culturally relevant projects to improve our novice students' motivation and engagement in data science concept learning; how we implemented culturally relevant projects in our initiative; and our evaluation results. We will conclude the session with an activity followed by a discussion with the audience.
Mithun, Shamima ––– IUPUI
Luo, Xiao ––– IUPUI

### Smithsonian Folkways Learning Pathways: Unleashing the Power of Music Beyond the Music Classroom

The purpose of this paper is to explore the relevance and usefulness of a new curriculum initiative from Smithsonian Folkways Recordings, entitled Smithsonian Folkways Learning Pathways (SFLPs). First, I explain the history and rationale of the SFLP project and briefly demonstrate some of the technological tools embedded in these resources. Next, I explore the usefulness of these resources through a deep dive into one lesson from the Asian Americans, Native Hawaiians, Pacific Islanders, and Their Music learning pathway. To conclude, I critically examine piloting teachers' perceptions of the lessons, considering both their unique promise and potential shortcomings.
Mellizo, Jennifer ––– Smithsonian Folkways Recordings/University of Wyoming Laboratory School

### A Multi-State Study Determining Factors Influencing Generation Z's Volunteering Decisions

The multi-state study determines key factors that influence Gen Zers' decisions when considering and continuing volunteering with an organization. The study also examines how the factors influencing volunteering decisions vary by their individual preference to volunteering opportunities. The findings from the study have implications for youth-serving organizations such as 4-H Youth Development Programs to recruit and retain Gen Z volunteers.
Nayak, Roshan ––– University of California, Agricultural and Natural Research
Miner, Gemma ––– University of California, Agricultural and Natural Research
Butterfield, Cheryl ––– New Mexico State University
Schwarting, Donna ––– Utah State University Extension
MacArthur, Stacey ––– Utah State University Extension

### *Teacher Occupational Resilience: Reimagining Resilience for Long-Term Teacher Retention*

During this session, we will propose reimagining resilience in the context of the teaching occupation, introducing the concept of Teacher Occupational Resilience. Rather than attributing the responsibility of resilience to individual teachers, we explore an underlying occupational resilience deficit within the teaching profession. We believe that building resilience at an occupational level will allow the occupation to endure even as turnover persists– and it will persist. The session will include an interactive discussion period.

Buttler, Timothy —— Burman University
Engelbrecht, Annina —— Burman University

### *Continuing Threats to Teachers' Professional Autonomy and Freedom of Expression*

Canada's public school teachers face a variety of continuing threats to their professional autonomy and freedom of expression from provincial governments, parents, and the profession itself. As educators, role models and professionals, teachers should resist this de-professionalization. Teachers should engage in critical thinking, promote social justice, and partake in social commentary off campus in a fair and balanced manner, if they so choose, to ameliorate public education by contributing to public awareness and public discourse.

Clarke, Paul —— University of Regina

### *Equity, Access, and Learning Gaps between K-12 Students of Varied Ability, Race, Geographical, and Socioeconomic Backgrounds in the United States Post-COVID-19*

This paper delves into the complex challenges and opportunities the COVID-19 pandemic has presented in the K-12 education sector. It explores policy alternatives to address funding disparities, support students' learning loss, enhance technology access, promote teacher development, and plan for future disruptions. The research emphasizes a multi-faceted approach to creating an equitable and resilient education system, ensuring every student receives a quality education, regardless of background or circumstances.

Scott, Kathleen —— Pepperdine University

### *Embracing the Drums of Education: Recommendations for Indigenous Student Success*

A Blackfeet Tribal member, makoyiisaaminaa, using an Indigenous research methodology presents research done in partnership with the Swinomish Tribe. Makoyiisaaminaa and Tim Bruce, who completed Tribal participatory research with the Swinomish Tribe 20 years ago, compare and contrast their Indigenous research methodologies using Landy James' Drums of Education as a lens describing the barriers, challenges, success strategies and recommendations to the Swinomish Indian Tribal Community as well as other Indigenous communities working to improve the educational opportunities of their people.

Makoyiisaaminaa, Will —— Western Washington University
Bruce, Tim —— Western Washington University

### *Embodied Performance as a Means of Mitigating Mental Health Disparities in Underrepresented Students*

As theatre and psychology faculty, we explore what embodied performance, specifically public speaking training, can offer in terms of social processes (e.g., social communication, understanding of self and others) for alleviating anxiety and depression symptoms experienced by young adults. How might the mental health of our diverse student population benefit from forms of empowerment not directly connected to Western centric medical services but still have mental health and well-being benefits?

Michalska, Kalina —— University of California, Riverside
Speer, Annika —— University of California, Riverside

### *Rowing in the Same Direction: A Multi-institutional, System Approach to Undergraduate Student Success*

In this session, presenters will share structural factors in postsecondary context that impact access to postsecondary opportunities, and coupled with individual perceptions and aspirations, make it difficult for students who graduate from high schools in urban school systems feel a sense of belonging at college. Attendees will learn how different institutional contexts may require a different variety of support structures and assistance models.

Morgan, Dewayne —— University System of Maryland
Feagin, Karen —— University System of Maryland
Shapiro, Nancy —— University System of Maryland

### *Tracking the Impact of Education Research Beyond the Academy: A Research Impact Framework and Toolkit*

University researchers are called upon to articulate research impact – with increasing attention to the 'beyond scholarly' (e.g., societal) impacts of their research. This paper presents a reflexive Research Impact Toolkit developed to support researchers to define, identify and monitor these impacts. The Toolkit focuses on the interlocking processes of developing research outputs, conducting knowledge mobilization activities, and monitoring/tracking impact to enable researchers to generate and use evidence to tell the stories of their research impact.

Peterson-Badali, Michele —— University of Toronto
Corso, Christine —— University of Toronto
Ladak, Zeenat —— University of Toronto
Falenchuk, Olesya —— University of Toronto

### *500 Years of General Education Reform: A Fight for Access and Equity*

An overview of the history of General Education at community colleges and four-year universities in the twentieth- and twenty-first centuries. Designed for higher education faculty and administrators, this presentation will explore the interconnected conservatism and progressivism of General Education from its origins to the present, and will argue that a historical understanding of this tension is necessary in order to achieve equitable outcomes for students today and in the future.

Nice, J. A. —— California State University, Chico

### *Teacher Character and Identity Development During Times of Crisis*

COVID brought to the forefront how K-12 public school teachers could thrive, acclimate, or feel defeated and overwhelmed during times of crisis regardless of their socioeconomic status or the geographical location of their school. This study employed a qualitative photovoice methodology examining how K-12 public school teachers responded to a historic event and their adaptations to an abrupt change in their teaching practices and in the way they thought about their identities as educators.

Burleigh, Cheryl —— Walden University

### *RAVID: A Novel Classroom Observation Protocol for Enhancing Science Teaching through Professional Development*

This paper describes the development and implementation of RAVID, an innovative classroom observation protocol designed as an evaluation tool for inservice science teacher professional development for grades 3 to 8. The instrument demonstrates strong interrater reliability and internal consistency. Results of use for three semesters will be reported and discussed.

Carden, Mila Rosa —— University of North Texas
Corr, Laura —— Arizona State University
Norton, Amanda —— Yuma Elementary School District One
Lowe, Theresa —— Yuma Elementary School District One
Rillero, Peter —— Arizona State University

### *The Big Blue Bucket: An Interdisciplinary Pedagogy of Puppets and Mask*

We are never sure who is lurking within the Big Blue Bucket, ready to inform, enlighten or disrupt our discourse. This paper shares and autoethnographic account of 10 years of adventure in the application of puppet and mask making as tools of interdisciplinary inquiry. Even the most reluctant and resistant students are drawn into the lesson with this fast-paced, collaborative, hands-on and often hilarious and creative method for exploring even the most mundane of topics.

Carolan, Claire —— University of the Fraser Valley

### *Cultivating Healing-Centered Pedagogies: Integrating Trauma-Informed Diversity, Equity, Inclusion, Belonging, and Accessibility into Educational Policies and Guidelines Towards Holistic Wellness & Academic Success*

This qualitative case study of a Black-affirming program uses a Radical Healing (Ginwright, 2016) and BlackCrit (Dumas, 2016) theory framework. It examines diversity, equity, inclusion, belonging, and accessibility (DEIBA) policies' impact on social determinants of health with Black students. The methodology combines Decolonizing Methodologies (Smith, 2021) and Grounded Theory (Glaser & Strauss, 1967). The expected outcome is an understanding of how systemic racism impacts academics and mental health, leading to a better focus on overall well-being.

Ife Kwanele, Babalwa —— California State University, East Bay

### *International Medical Student Exchange of Japanese Universities: Reciprocity and Stratification*

The aim of this study is to examine international partnerships established through exchange agreements with medical schools in Japan, focusing on reciprocity and stratification. The analysis of national data found that the reciprocity described by mutual tuition waivers and balance between inbound and outbound students is varied by partner's region. Additionally, the study revealed stratification among Japanese universities, where highly selective institutions have more than twice the number of agreements per university compared to others.

Kato, Maki ––––– Nagoya University

### *Collaborative Autoethnography as a Way to Negotiate, Survive, and Thrive in Academica*

This presentation describes how three faculty members have used collaborative autoethnography as a research process to examine their educational practices. In the process, they learned important lessons that helped them to negotiate the academic culture and understand how to survive and thrive in the academy.

Johnson-Bailey, Juanita ––––– University of Georgia
Misawa, Mitsunori ––––– University of Tennessee, Knoxville
Phelps, Rosemary ––––– University of Georgia

### *On Digitalization for Mathematics Lecture on Higher Education*

The authors have used Moodle for math education at a university for a decade. Initially (2013-2015), they integrated basic digital materials with traditional classes, using features like "Web Test" for automated grading. From 2016-2019, they enhanced STEM materials, having students digitize notebooks for sharing on Moodle. Due to COVID-19 in 2020-2022, they combined Moodle with Zoom for distance learning, using tools like "Maxima" for material delivery. The presentation covers digitalization in higher math education.

Kameda, Masumi ––––– Sanyo-Onoda City University (April 2022 - March 2023)
Udagawa, Mitsuru ––––– Nagoya University

### *Motivations for Women in STEM Pursuing Graduate Degrees*

This study reveals why women in STEM choose to pursue advanced degrees. By way of survey, STEM women who are in graduate school or have completed graduate school share their motivations. This study also combines survey results with raw data provided by Preston Cooper (2022) to show the return on investment of attending graduate school.

Moore, Karin ––––– Pepperdine University

### *"I Still Live in Fear": Undocumented Students' Stories of Life After Graduation*

Guided by UndocuCrit and transition frameworks, this phenomenological study investigates the post-college experiences of recently graduated undocumented collegians in the Southwest and Northeast U.S. regions. The findings will contribute to existing literature centering on undocumented college students' lived experiences, offering exigent implications for higher education administrators and policymakers to more effectively engage with and holistically support these collegians as they transition through and out of college.

Santa-Ramirez, Stephen ––––– University at Buffalo
Hall, Kayon ––––– Kent State University

### *"There's No Roadmap for This": Asexual and Aromantic Students' Healthy Intimate Relationships*

This paper uses an asset-based approach and a queer theoretical framework to amplify healthy intimate relationship experiences of college students who identify with the spectrum of asexual and aromantic identities. By approaching this study with a focus on celebrating love, it makes progress towards shifting narratives about asexual and aromantic students while providing possibility models. This paper enthusiastically celebrates the relationships, intimacy, joy, brilliance, and resistance of these students.

Mollet, Amanda ––––– University of Kansas
Valley, Shay ––––– Ohio State University
Fitzsimmons, Brynn ––––– University of Alabama

### *Five Principles for Everyday Contemplation: A Mind/Body/Energy Process of Renewal for Educators*

In this workshop, I will lead participants through a mind/body/energy process that focuses on the tending to self that is necessary to continuously engage the time, presence, care, and process of being an educator, especially today. This process, the 5 Principles for Everyday Contemplation, is designed to help educators learn about and practice a process of ongoing renewal in their teaching.

Vagle, Mark ––––– University of Minnesota, Twin Cities

### The Geospatial Landscape Linking School Discipline With Juvenile Justice System Involvement for Black and Indigenous Youth of Color: Do Neighborhoods Matter?

In this paper, we use innovative 'big,' publicly available datasets, multilevel modeling, and spatial analysis to explore the individual and neighborhood-level characteristics associated with pathways from a juvenile justice system referral following a disciplinary infraction at school to navigating the multiple neighborhood-level structural barriers that youth and their families must overcome in order to comply with probation requirements or face further systems-level involvement. The policy implications for vulnerable youth and their families are discussed.
Barboza-Salerno, Gia Elise —— Ohio State University
Radabaugh, Richard —— University of Colorado, Colorado Springs

### Panics in the Discourse: Parental Rights and Moral Panics About Gender in Schools

This paper examines public discourses concerning sexual orientation and gender identity, or SOGI-inclusive school policies, pedagogies, and resources in Alberta, Canada, and examines how educators and advocates can play a role in influencing SOGI-inclusive educational policyscapes.
Callaghan, Tonya —— University of Calgary
Anderson, Jamie —— University of Calgary

### Inclusive Education: Women of Color Recommendations to EDD Programs

Dr. Ladson-Billings (2021) challenged educators to consider ways to reconstruct education to help dismantle injustice. Many women of color struggle silently when faced with challenges in education specifically when trying to obtain a doctorate degree. This presentation highlights the recommendations voiced by women of color as they recall their experiences in a doctoral program.
Fortner, Kitty —— California State University, Dominguez Hills
Tang, Kimmie —— Biola University School of Education
Morgan, Ronald —— National University

### Race, Racism, and Criticality: Does Critical Race Theory Really Matter?

Critical race theory (CRT) has stirred debates in several school districts across the United States. Several districts has recently passed a resolution to ban the teaching of CRT and the use of it as a framework in K-12 education describing CRT as racist, divisive ideology. What is CRT? Does CRT really matter as an analytical tool that accounts for educational disparities based on race?
Lalas, Jose —— University of Redlands
Strikwerda, Heidi Luv —— University of Redlands

### Oral Synchronous Distance Tutoring and Foreign Language Learning: What Senior Learners Have to Say

Learning a foreign language (FL) is one of the most popular activities among the elderly (Kacetl & Klímová, 2021). However, how to properly teach a FL to the elderly remains an issue (Kacetl & Klímová, 2021). In a previous study, we found that synchronous oral distance tutoring was an approach much appreciated by senior learners (Gazaille, 2023). This study aims to identify the reasons behind senior learners' satisfaction with distance tutoring to learn a FL
Gazaille, Mariane —— Université du Québec à Trois-Rivières

### Listening Experiment of Culturally-Familiar Materials of Local Folktales in ESL Education

This paper discusses and examines 1) whether local oral literature can be used effectively in English language education, and 2) whether intra-lingual translation can help students to understand the contents, and 3) whether it can be used in the creation of textbooks for EFL textbooks. The authors conducted an experiment which included 30 students, and these effects were measured qualitatively through student listening tests and questionnaires.
Tada, Megumi —— Hirosaki University
Solomon, Joshua Lee —— Hirosaki University

### Critical Thinking as Content: Designing a Course for Mixed-Level EFL University Students

This presentation reports on the design, implementation, and final reflection of a content course on critical thinking taught in English to 1st year students at a Japanese university. The course, introduced as part of a new curriculum, included both individual and collaborative assignments and concluded with students recording episodes for a podcast based on class topics. The presentation will conclude with the results from a student survey conducted at the end of the course.
Miller, Ross —— Otemon Gakuin University

### *Promoting Advanced Certification Programs in Industrial Robotics at Michigan Tech*

The rapid growth of robotic automation in all sectors of industry will require an enormous number of technically sound specialists. Michigan Tech is a FANUC Authorized Certified Regional Training Center specializing in industrial automation, eligible to train and certify students from other institutions, industry representatives, and displaced workers. The details on the curriculum for the developed certificates, the modality, and the challenges of operating the industrial training in the university settings are discussed in this paper.

Sergeyev, Aleksandr ––– Michigan Technological University

### *Challenges and Opportunities in Resource Activation: A Case Study of a Teacher's Incorporating Culturally Relevant Teaching in STEM Curricula*

Teachers face challenges when integrating new STEM curricula with culturally relevant teaching (CRT) due to inadequate support and resources, requiring them to access diverse resources beyond materials. This study explores how a science teacher activates material, cultural, social, and symbolic resources to incorporate CRT for critical data literacy. Findings reveal that cultural resource activation was the most salient compared to other resources. Structural barriers hinder resource activation, emphasizing the need for support and resource bridging.

Shim, Jooeun ––– University of Pennsylvania
Yoon, Susan ––– University of Pennsylvania

### *Understanding the Breadth of Children's Studies- The Role of Formal Education*

The author is developing a textbook for higher ed students of Children's Studies and related fields. The proposed workshop seeks to develop a broad consensus on the impacts of formal education on our understanding of children's development and childhood, and the interplay between families, social services, and formal education.

Trella, Deanna ––– Eastern Washington University

### *Developing Technology Centered Rightful Presence Learning in Hawaiian Centered Schools*

Joined by local educators and students, we share the development of an Indigenous and locally centered computer science curriculum. Students will share apps they made to talk about acceptable ways to behave at Hawaii's sacred spaces. Teachers will share the ways this approach has been integrated into their classrooms, and researchers will talk about the structural and theoretical implications of this 8 year research practice partnership.

Tofel-Grehl, Colby ––– Utah State University
English, Janice ––– Waimea Middle School
Yohon, Tina ––– Waimea Middle School

### *Empathy for Equity*

In the wake of recent decisions effectively diminishing the impact of diversity, inclusion, and equity (DEI) programming, what will institutions, organizations, and companies do? Backpedal or recommit to the idea of DEI even if not fully invested? What do they risk in
continuing or eliminating the practice? Can we truly depend on the moral imperative of individuals to do the right thing without compliance requirements? Who established the normative beliefs and expectations? This research considers those factors and proposes an alternative experiential training curriculum, that seeks to elicit empathy and situational understanding from Caucasian, Male, C-Suite senior leaders between the ages of 30-65 years within organization.

Barnes-Ford, Erika ––– Pepperdine University
Kissack, Scott ––– Pepperdine University

### *NHPI College Students identify Institutional Barriers to School Belonging*

This study looks at institutional policies and practices at one private university in Hawaii that support or undermine student feelings of school belonging. Ninety-seven NHPI college students participated in 17 focus groups, held on campus during the summer of 2022. Analyses revealed factors that promoted or inhibited school belonging among NHPI students in the study. University administrators may use findings to create more opportunities where students' sense of school belonging is fostered and supported.

Feinauer, Erika ––– Brigham Young University
Scanlan, Spencer ––– Brigham Young University, Hawaii

### *The Paradox of Education for BIPOC Students*

In the United States, social studies education provides students with democratic values in hopes they will become informed and civically engaged. However, not all students are represented in the K-12 curriculum and if the aim is to encourage students to become civic-minded, the curriculum needs to address the issues around diversity and inclusion. Since social studies is a living field, it should constantly change and evolve to reflect the present society.

DeRosier, Judy ––– Columbia University

### *Towards an Afrocentric Learning Model for K-12 students*

Participation on the panel will provide further dialogue within the topics of diversity, equity, and inclusion education as it pertains to the involvement of an Afrocentric Learning Theory to enhance student outcomes and identity, particularly for students of color

Green, Jr., Samuel ––– Pepperdine University

# Poster Session

### *Improving Emotion Regulation Skills Among Youth through Intentional Social-Emotional Learning Lessons in Afterschool Programs*

Social-emotional learning (SEL) has a significant impact on youth wellbeing, so incorporating intentional SEL lessons into afterschool program activities helps to enhance the development of SEL skills. Recognizing the need for SEL activities among afterschool youth participants, Utah State University Extension faculty and afterschool staff used parent and youth assessments to inform program design, implemented intentional SEL lessons, and increased emotion regulation skills, resulting in a 25% reduction of risky, negative behaviors among elementary-aged youth.

Cromwell, Shannon ––––– Utah State University
Davis, Elizabeth ––––– Utah State University

### *Encouraging College and Career Readiness by Incorporating STEM Education into Family Engagement Activities*

This poster highlights the transformative power of integrating STEM (Science, Technology, Engineering, and Mathematics) education into family engagement activities as a means to foster college and career readiness. Through an innovative approach, the poster explores the benefits of involving families in hands-on STEM experiences, promoting critical thinking, problem-solving, and collaboration skills. The findings showcase how such initiatives enhance students' academic achievement, ignite their interest in STEM fields, and lay a strong foundation for future success in higher education and careers.

Davis, Elizabeth ––––– Utah State University
Cromwell, Shannon ––––– Utah State University

### *Keeping Kids in Class: Results from a Study of an Intervention to Help Schools Serve Navajo Students with Asthma*

A report on preliminary analysis of data from a study of an intervention designed to help keep Navajo children in class by empowering both students and educators to effectively manage asthma at school. Evidence suggests the intervention increased the odds that students would have an asthma action plan available at school.

Hudson, Bryan ––––– National Jewish Health
Bender, Bruce ––––– National Jewish Health
Begay, Elvira ––––– University of Arizona
Lowe, Ashley ––––– University of Arizona
Gerald, Lynn ––––– University of Illinois, Chicago

### *Teacher Experiences During the COVID-19 Pandemic: A Qualitative Thematic Analysis*

The poster presentation will discuss the results of a qualitative study investigating teacher experiences during the early stages of the COVID pandemic. Data was collected via a questionnaire that gathered demographic information as well as narrative responses to a set of four open-ended questions. Participants were recruited from teaching focused Facebook groups.

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

### *Associations between Social Media Use and Peer and Parent-Youth Relationships among High School Students*

The objectives were to examine the association between social media use and social relationships among high school students. Social media use was associated with negative father- and mother-daughter relationship quality, whereas this was not observed among boys. Social media use was associated with negative friendship quality among boys, but not girls. High school educators should be aware of these associations so that they can help students navigate difficulties and teach students appropriate social media use.

Frappier-Temcheff, Elena ––––– Sacred Heart School of Montreal
Judson, Peter ––––– Sacred Heart School of Montreal
Poirier, Martine ––––– Université du Québec à Rimouski
Temcheff, Caroline ––––– McGill University

### *Research in the Development of Geometric Reasoning and It's Use to Individualize Instruction*

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 better individualize instruction in the mathematics classroom.

Fox, Thomas ––––– University of Houston-Clear Lake

### *Multiliteracy Approaches: Multimodal Project-Based Assignments To Develop Linguistic and Transcultural Skills in Foreign Language Classrooms*

Our research studies the impact of project-based assignments (documentaries and podcasts) on foreign language teaching at the university level. Using data gathered over 4 years from almost 200 students, it shows the effectiveness and constraints of such assignments within the methodological context of multiliteracy and multimodality. It outlines practical ways to improve both linguistic proficiency and critical thinking skills through such project-based assignments.

Perrier, Murielle ––––– Princeton University
Piguet, Raphaël ––––– Princeton University

### *After "The Great Resignation": Why are People not Coming Back to Work Post-Pandemic*

This meta-analysis identifies factors influencing workforce leaving, revealing positive correlations with burnout, job-related stress, lack of financial and organizational support, poor mental health, and a toxic work environment. Negative correlations are found with social support, job satisfaction, and work-life balance. Addressing these factors can help organizations reduce turnover and improve employee well-being.

Spring, Truman ––––– City University in Canada
Henderson, Heather ––––– City University in Canada

### Using ASR in Language Classrooms: How Does It Compare to Human Listeners? (A Replication Study)

With the advent of artificial intelligence in education, researchers have explored the pedagogical potential of automatic speech recognition (ASR) programs for pronunciation instruction in foreign language classrooms. This study replicates Inceoglu et al.'s (2023) study that compares ASR outputs to human listener's assessments of L2 English for intelligibility, comprehensibility, and error type. The overall results support the idea that current ASR technology may be particularly useful for lower proficiency learners, with some pedagogical provisos.

Chanethom, Vincent ––– Princeton University
Henderson, Alice ––– Université Grenobles Alpes

### Development of a Model for Education for Sustainable Development (ESD) For Solving Social Problems in the Environmental Crisis: Focusing on the Partnership Between Local Communities and Schools

Environmental crisis response education needs to be conducted in connection with local culture. Education linked to local culture has the advantage of forming more practical and lively knowledge by connecting the contents of the regular curriculum with specific social problems in the community. Therefore, the purpose of this study is to develop a model for Education for Sustainable Development (ESD) at the secondary school levels, especially centered on partnerships between local communities and schools.

Son, Yeon-A ––– Dankook University

### Instructor Adaptability and the Course Complexity Typology as Tools for Faculty Development

Adaptability theory is new to the engineering education research community. Workshop participants will be introduced to adaptability theory and be allowed to practice with the Course Complexity Typology, a tool that enables holistic classification of the complexity of instructional practices and strategies in a course. The workshop will also demonstrate how a faculty member's adaptability relates to their course complexity by showing examples of course evolution over a three-year period.

Panther, Grace ––– University Of Nebraska – Lincoln
Diefes-Dux, Heidi ––– University Of Nebraska – Lincoln

### Awareness Survey of University Students Learning via BYOD (Bring Your Own Device)

A questionnaire survey was conducted at one liberal arts university in April 2022 and July 2023. The university implemented "Bring Your Own Device" (BYOD) in April 2023. The participants were university students who are taking the class "Information Foundation." In both years, content dealing with knowledge such as information morality tends to score high. In addition, regarding the content of ICT equipment operation, students' tendencies differed between using specific software and setting their own goals using computers and the Internet.

Kambe, Junko ––– Takamatsu University
Tamada, Kazue ––– Edogawa University
Matsuda, Toshiki ––– Tokyo Institute of Technology

### Demo Account of A Workshop for Teaching Engineering Students about Privilege

The objective of the work described in this poster is to translate research findings into impactful interventions for engineering students. Drawing on findings from a research study, an interactive workshop was designed with the goal of having engineering students understand, and ultimately, be able to change gender norms in engineering workplaces. The workshop was developed by adapting methods from existing privilege workshops and tailoring them to this context.

Beddoes, Kacey ––– San Jose State University

### Autoethnography:  Performative Inquiry in Music Education

The author shares autoethnographic stories about performative inquiry projects in music education.  These performances highlight transformative aspects that evolve from collaborative musical arrangements from a university cohort. "Performative inquiry offers practitioners and researchers a way of engaging in research that attends to critical moments that emerge through creative action."  (Fels, p. 50, 2012). Thus, the author shares several performances to provoke reiterative pedagogical way to deepen the benefits of performative inquiry in music education.

Lee, Karen ––– University of British Columbia

### Comparison of Motivational Effects of VR and Mobile System on Language Learning

We developed a language learning system for VR and mobile devices using Unity. We investigated which system was more effective in motivating students to learn English by conducting a four choice quiz style English study using each system. A fter analyzing the post learning questionnaires, we found that VR was more effective in motivating students than mobile devices.

Yoshino, Takuya ––– Tokyo Denki University
Nakayama, Hiroshi ––– Tokyo Denki University
York, James ––– Meiji Universit y

### Examining a Common Platform for the Digitization of Public Vocational Training

We are developing a study for digitalizing public vocational training in Japan, using a skills analysis studio that can sense skilled technicians' movement analysis and biometric information. An infrastructure utilizing cloud technology is required to deploy the digital training materials obtained through this research and development to public vocational training in Japan. Therefore, this study reports on the common platform required for digitizing public vocational training for future digital content distribution.

Endo, Masaki ––– Polytechnic University of Japan
Terada, Kenji ––– Polytechnic University of Japan
Tanaka, Tsuyoshi ––– Polytechnic University of Japan
Kikuchi, Takuo ––– Polytechnic University of Japan
Ohno, Shigeyoshi ––– Polytechnic University of Japan
Ishikawa, Hiroshi ––– Tokyo Metropolitan University

### Teaching Methods for Analyzing "Goodness" in Problem Solving

In this study, we examine an instructional method that supports "transforming" and looking at problems from various perspectives. It aims to have students consider what kind of "goodness" to pursue in problem solving when they analyze problems in the goal-setting process of problem solving.

Tamada, Kazue ––––– Edogawa University
Matsuda, Toshiki ––––– Tokyo Institute of Technology

### Quantitative Study: Examining Secondary Teachers' Attitudes, Practices, and Impact on Instruction for Struggling Adolescent Readers

This quantitative study will survey secondary teachers' attitudes, practices, and impact on instruction for struggling adolescent readers. Vaughan's 1977 "A Scale to Measure Attitudes Towards Teaching Reading in Content Classrooms," will be administered electronically to teachers. The 17-item Likert scale will determine strategies to address the problems of secondary readers.

Booker, Catrisa ––––– Pepperdine University

### Integrating Indigenous Perspectives in Nursing Education: A Response to the TRC Calls to Action Through Redesign of a Graduate Research Course at the University of New Brunswick in Canada

A graduate nursing research course was innovatively redesigned in response to Canada's Truth and Reconciliation Commission (TRC) Calls to Action. By integrating Indigenous perspectives, engaging with Elders, and incorporating traditional symbols, the course reflects a global movement towards Indigenous anti-racism and reconciliation. This approach exemplifies how nursing education can align with universal principles of diversity and cultural inclusivity.

Hickey, Jason ––––– University of New Brunswick

### An Analysis of Texas Due Process Hearing Decisions as a Method to Help Strengthen the Delivery of Special Education Services

This presentation focuses on the use of data gathered from special education due process hearing decisions as a means to help improve the delivery of special education services. This data provides an opportunity for all stakeholders to increase their knowledge on the specific categories most often heard at the state level. This study provides insight into the most frequently disputed due process issues and student disability categories represented within Texas due process hearing decisions.

Willingham Solis, Nancy ––––– University of Texas, 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

### Acute Effects of Biodiverse Nature Images on the Stress Response (HRV) in Middle-Aged Women During Physical Activity and Recovery

Viewing nature is associated with stress reduction, including increased heart rate variability. This study examined if the level of biodiversity would affect HRV during physical activity and recovery, as suggested by the literature. This study was inconsistent with the literature and found that NOT viewing nature videos was less stressful than watching varying biodiversity videos, suggesting further research on the impact of screens/videos and mindfulness practices of viewing nature videos is needed.

Baker, Deana ––––– Thomas University

### STEM Faculty Professional Development Experiences at Minority-Serving Institutions: The Impact on Faculty Learning and Teaching

The purpose of this study is to explore professional development experiences for STEM faculty at minority-serving institutions (MSIs) and their impact. We conducted a national survey of one discipline's MSI faculty, followed by a case study of one professional development experience for a group of MSI faculty in this discipline and provided by a national NSF-funded center on polar science.

Park, Hyoung Joon ––––– Oregon State University
Bouwma-Gearhart, Jana ––––– Oregon State University
Cespedes, Marcos Viveros ––––– Oregon State University

### A Study of Japanese Learners' Pronunciation of English Dental Fricatives: How They Are Perceived by Other EFL Learners

This research explores how Japanese English learners produce dental fricatives, examining their challenges due to these sounds' absence in the Japanese phonetic system. It operates within the context of English as a Lingua Franca, assessing whether these sounds fit into ELF intelligibility norms. Although accurate dental fricative pronunciation isn't crucial for communication, learners aim for precision. This study highlights the need to balance accurate pronunciation and effective communication in English language education for Japanese learners.

Fujiwara, Ai ––––– Meisei University

### Positioning Youth Education to Break Cycles of Poverty in Black Communities

This presentation explores the connection between the subpar career readiness services and support facilitated in majority Black high schools and the perpetuation of poverty in the Black community. Recommendations for policymakers and school districts are presented.

Standford, Quennette ––––– Pepperdine University

### Fostering Social Engagement: The Impact of a Service-Learning Program on Young Adults with Disabilities

This mixed-method research aims to bridge the gap between service learning and young adults with disabilities by investigating the impact of a service-learning program on their social engagement. The findings indicate that the service-learning program had positive outcomes, particularly in enhancing participants' independence and fostering a sense of acceptance by others.

Wang, Han ––––– University of South Carolina
Wei, Xiaobo ––––– University of South Carolina

### Investigating the Blue Zones Lifestyle to Identify Inclusive Exercise Opportunities

Participants will discuss the current research and government recommendations related to living a healthy lifestyle in the United States and compare these ideas to current findings on the "Blue Zone" lifestyle for cardiovascular fitness and disease prevention. Conference attendees will have the opportunity to review the current research proposal for idea sharing and discourse.

Underhill, Jackson ——— Arizona State University
Hrncir, Shawn Marie ——— Arizona State University
Siegler, Jason ——— Arizona State University


### Pediatric Critical Care Nursing Module: Development and Implementation

Research reveals that students are not well-prepared to care for critically ill children due to a lack of experience related to Pediatric Critical Care. To fill this gap a new module was developed to give students the knowledge, skill, and practice to competently enter their final semester to care for critically ill children. This poster will describe the needs assessment and development of a nursing simulation to better prepare students for future clinical experience.

Marcin, Meghann ——— California State University, Sacramento


### Age-related Effects on Maximal Effort Oxygen Consumption, Maximal Heart Rate and Training Volume in a Highly Trained Middle-Aged Female Long-Distance Runner, A Case Report

Few longitudinal studies focus on maximal oxygen consumption, heart rate, and training volume in middle-aged females. This case report described changes in graded exercise test results in a trained runner aged 29, 44, 45, and 46. Results indicated peak VO2 was higher than the predicted 1% decline per year and predicted values calculated from verified race times. While values declined, the pattern was not linear nor as magnified as suggested in previous literature.

Lehman, Jewel ——— Goshen College


### Maker Movement Artifact Creation for Learners

The purpose of this poster is to share the aims and other aspects of maker education for language rich instruction. Sample maker artefacts that fit into science and language arts education curricula will be part of the poster display. In addition, a handout will be provided that delineates how to use projects to help promote critical thinking. awareness and sustainability through the creation of artifacts with resources close at hand.

Linse, Caroline ——— Queens University
Fogarty, Andrew ——— Ulster University


### K-12 Outreach: ExploreU Stem Summer Program for Middle School Girls

ExploreU is an annual STEM summer program designed for middle school girls. The program aims to make learning math and computer science enjoyable. Throughout the program, students utilize Scratch software to explore patterns and grasp the fundamentals of programming. Participants also delve into topics such as Prime Numbers, the Fibonacci Sequence, Fractals, and Cryptography. This program not only imparts essential mathematical and computational concepts but also nurtures creative thinking, systematic reasoning, and collaborative skills.

Kleiman, Elizabeth ——— University of Iowa


### Multicultural Curricular Plan for ESL Teachers' Professional Development Course

The purpose of the presentation is to provide faculty members with information on how to effectively respond to multicultural issues that adult English learners bring into the learning process. In order to effectively design curriculum for this student population, faculty members should be offered training in curriculum development that incorporates aspects of multiculturalism of the United States' society. Exploration of cross-cultural issues and diversity could help create a positive foundation for understanding and working effectively with diverse English language learners.

Gutowska, Renata ——— Elgin Community College


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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/6/2024 / **Room:** Queens 4
**Session Topic:** Education Policy and Leadership **Session Chair:** Eftenaru, Cristina


### Delving into the Art and the Science of Leadership Across Educational Contexts

This work-in-progress research aims to explore perceptions of formal and informal leadership in education. The study is designed using an extension of an existing leadership framework consisting of the development and practice dimensions occurring within the individual, interactional, and collective domains. Data collected via an online survey is analysed following the primary components of the conceptual framework. The study provides contextual insights and distinctive practices surfacing in international educational settings.

Eftenaru, Cristina ——— Simon Fraser University


### The Role of Collective Efficacy in the Pursuit of Educational Equity and Excellence

This paper provides data-based evidence that developing internal coherence for instructional improvement can develop a sense of collective efficacy among teachers that fosters socially justice. I review large-scale empirical research findings demonstrating how robust
collective efficacy beliefs are associated with the closing of achievement gaps and how internal coherence promotes student learning. I conclude with recommendations for building internal coherence in schools based and a description of current clinical work supporting its development in schools.

Goddard, Roger ——— Ohio State University


### Surviving Unlawful Administrative Retaliation, Discrimination, and Toxic Work Environment in Educational Organizations

Unlawful ultra vires activities (discrimination, retaliation, defamation, toxic work environment) by school administrators (K-12 & higher education) is harmful to educational organizations but may be devastating to the career and reputation of the targeted educator. Most corporate training programs focus on creating an awareness of these harmful actions to deter them from occurring and as affirmative defenses that the organization does not condone or support such behaviors. However, this presentation focuses on how wrongfully targeted educators who have been unfairly accused of unprofessional or incompetent conduct can survive an attack on their careers and reputation.

Cochrane, Stephen ——— Alliant International University

### *Indigenous Education and Leadership*

This panel of nêhiyaw (Cree) women explores Indigenous education and leadership within post secondary and community. The conversation focuses on the importance of trauma informed practices, leadership styles, language, and culture. It will also discuss the criticalness to ensuring that Indigenous voices are at the forefront of the development of Indigenous curriculum and programs.

Steinhauer, Noella ––––– University of Alberta
Steinhauer-Hill, Patsy ––––– University of Alberta
Cardinal, Terri ––––– MacEwan University
Dion, Amber ––––– MacEwan University
Hanscomb, Krista ––––– Coady International Institute

### *Family Engagement Study on Vermont Statewide Children's Integrated Service Programs*

The aim of the presentation is to highlight the significance of effective communication, goal-focused strategies, and collaborative efforts at multiple levels to enhance the performance of statewide organizations led by local communities.

Comeau, Kellee ––––– Vermont Family Network
Tuinei, Sienna ––––– Vermont Family Network
Kelleher, Jacqui ––––– Vermont Family Network

# Author Index: