

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



## Aloha!

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

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

With Waikiki Beach, Diamond Head and the vast South Pacific as the backdrop, this venue is an important dimension of this conference. For centuries a stopping place of explorers, Hawaii has historically been enriched by the blend of ideas that have crossed our shores. The Hawaii International Conference on Education continues this tradition in the nurturing spirit of Aloha. Along with its ideal weather and striking beauty, the Hawaiian Islands provide natural elements to inspire learning and dialogue. The 2025 conference was immensely successful! It was attended by more than 1300 participants from over 55 countries around the globe! Thank you for joining the 2026 Hawaii International Conference on Education!

The 2027 Hawaii International Conference on Education is tentatively scheduled for January 7 – 10, 2027. Please check our website in early February for more details!

<http://www.hiceducation.org>  
Email: [education@hiceducation.org](mailto:education@hiceducation.org)

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

**We would like to acknowledge our Co-Sponsors and  
Exhibitors for the 2026 Conference:**

**CO-SPONSORS:**



*School of Education*



*National Girls & Women of Color Council, Inc.*



*Center for Sustainable Urban Neighborhoods*

**Conference Exhibitors  
(booths located in the Coral II Ballroom):**

- Compassionate Math ([compassionatemath.com](http://compassionatemath.com))
- Chaminade University of Honolulu ([chaminade.edu](http://chaminade.edu))
- The OT Butterfly, LLC ([theotbutterfly.com](http://theotbutterfly.com))
- Let's Go, Kiddo! ([letsgotravelhappy.com](http://letsgotravelhappy.com))
- Bright Child Books ([brightchildbooks.com](http://brightchildbooks.com))
- Tutor Journey ([tutorjourney.com](http://tutorjourney.com))
- PROlearn Consulting ([prolearnconsulting.com](http://prolearnconsulting.com))
- IEP Curriculum Consulting ([iepcurriculum.com](http://iepcurriculum.com))
- AT&T ([att.com](http://att.com))

## Registration Hours:

January 7, 2026 (Wednesday)	6:00pm - 8:00pm
January 8, 2026 (Thursday)	7:00am - 4:30pm
January 9, 2026 (Friday)	7:00am - 4:30pm
January 10, 2026 (Saturday)	7:00am - 4:30pm
January 11, 2026 (Sunday)	7:00am - 11:30am

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

## Concurrent Session Times:

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

## Session Chairs

are asked to:

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

## Poster Sessions:

All Poster Sessions will be held **in the Coral Lounge (directly outside the Coral III Ballroom)**. Presenters will be able to meet one-on-one or in small groups with interested participants for detailed discussions regarding their research. Magnetic whiteboards (48 inches wide x 32 inches tall) and magnets will be provided for poster presenters.

## Roundtable Discussions:

All Roundtable Discussions will be held **in the Coral III Ballroom**. The session will last 90 minutes and give the presenter an opportunity to speak with 2-3 different audiences. Tables will be numbered as listed in the program and attendees choose which discussion to join. Presenters will have 25 minutes to lead a discussion with attendees. After 25 minutes, attendees will have 5 minutes to select a new table.

## Internet Access:

If you have your own laptop with wireless Internet capabilities, you will be able to pick up our wireless signal in the registration room. The wireless Internet SSID is “HICattendee”. Password: HAWAII2026

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

## Breakfasts

- Four breakfasts are included with your paid registration:

(Conference Badge is required for entry into Breakfasts)

1/8/2026	Thursday	7:00 AM – 9:00 AM	Coral I Ballroom
1/9/2026	Friday	7:00 AM – 9:00 AM	Coral I Ballroom
1/10/2026	Saturday	7:00 AM – 9:00 AM	Coral I Ballroom
1/11/2026	Sunday	7:00 AM – 9:00 AM	Coral I Ballroom

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

## Coffee Breaks:

Thursday - Saturday 10:30 AM – 11:30 AM and 2:30 PM – 3:30 PM  
Sunday 9:00 AM – 10:00 AM

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

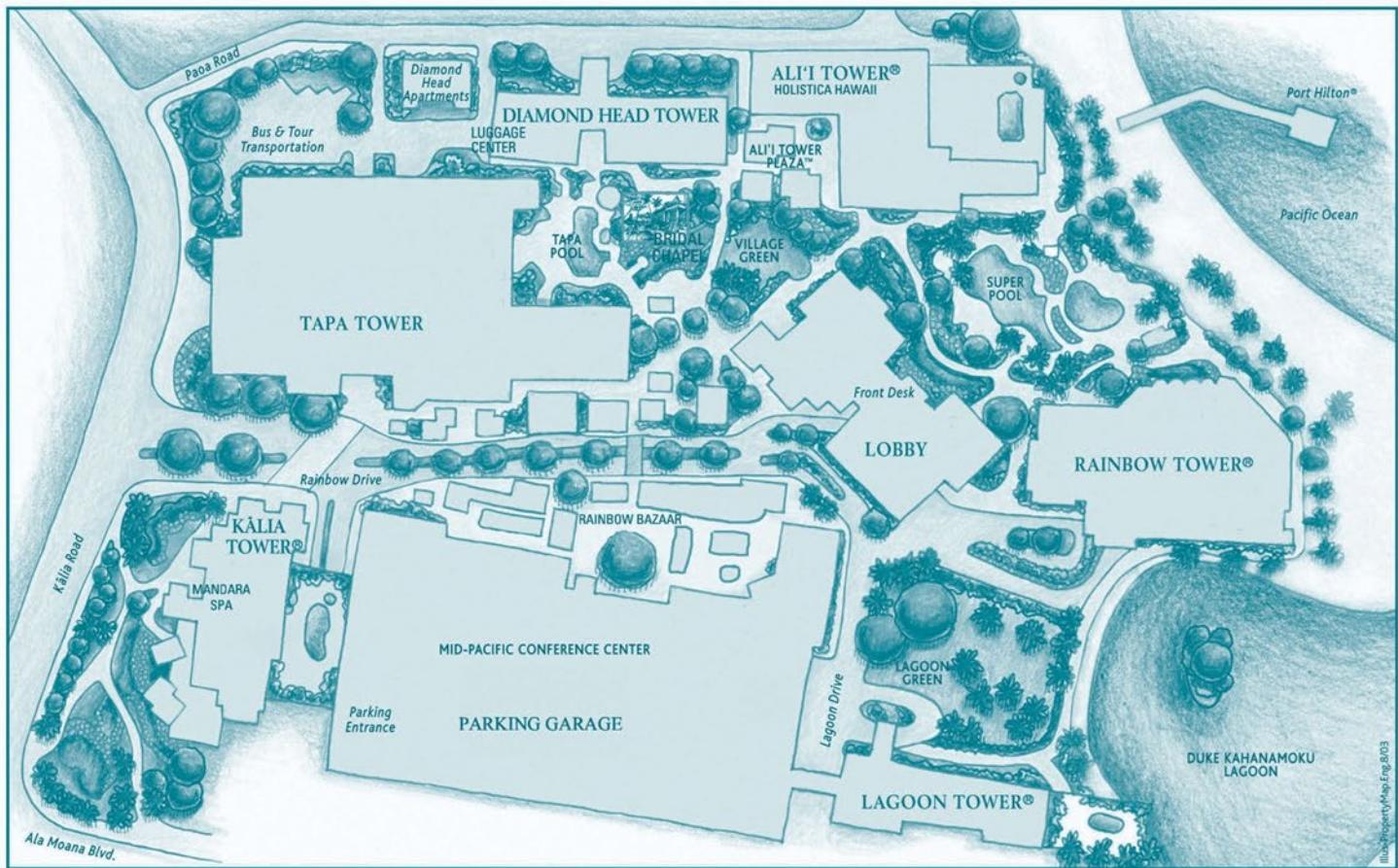
## Audio/Visual Equipment:

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

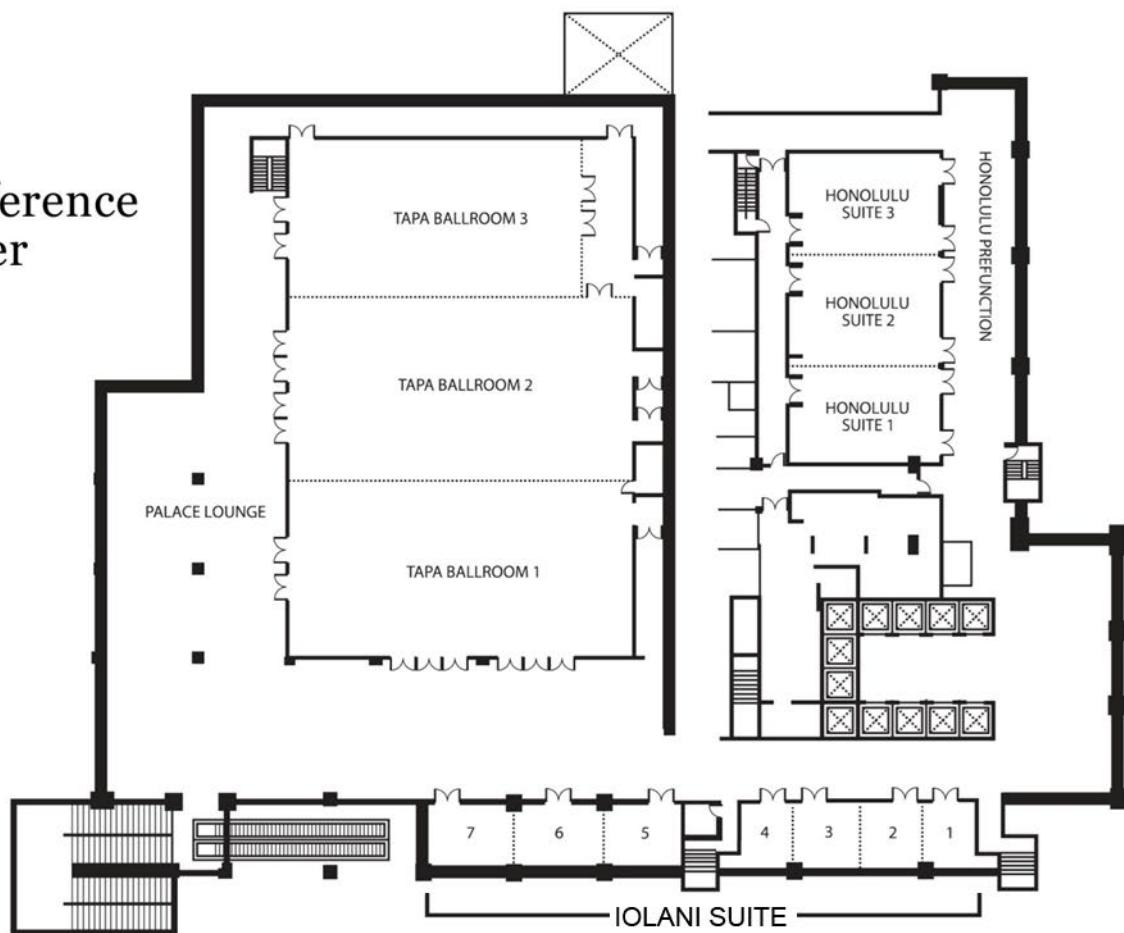
- ✓ Video Projector
- ✓ Speakers
- ✓ Standard HDMI Cable for laptop hookup with adaptors for Display Port, USB-C, and MacBooks

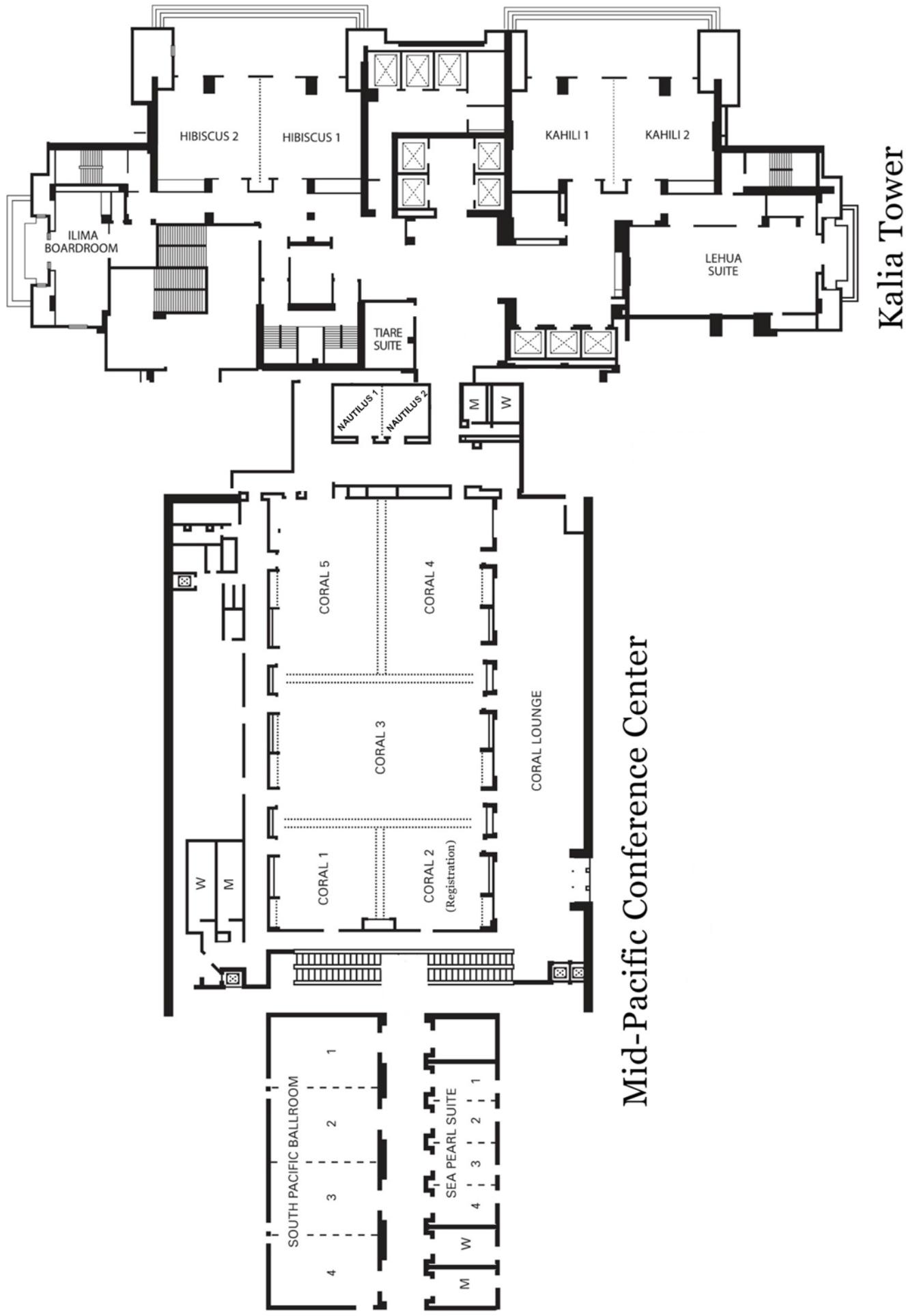
Please note that **Internet access is NOT provided** in any of the presentation rooms.

# HILTON HAWAIIAN VILLAGE® BEACH RESORT & SPA



## Tapa Conference Center





## Keynote Address

**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/9/2026 / **Room:** Coral 3 Ballroom

# When Stories Live, a Nation Awakens

## The Power of Mo‘olelo:

### Stories as the Foundation of Identity

This presentation examines the profound influence of mo‘olelo—our stories—as the cornerstone of cultural identity and the awakening of national consciousness. By reconnecting with our history, we cultivate a richer understanding of our identity, our origins, and the guiding values that shape our future. Storytelling, translation, and community engagement serve as vital tools, illuminating the way forward for an enlightened and empowered lāhui (community). Each of us is invited to reflect on the quiet lessons these stories offer and to embrace the kuleana (responsibility) of carrying ancestral voices into the present and future.



Kau'i Sai-Dudoit is a life-long student of Hawai‘i’s history and the Programs Director of Awaiaulu, where she has worked with Puakea Nogelmeier to guide major projects since 2011. Formerly the Director of the Hawaiian newspaper project *Ho‘olaupa‘i*, she now leads *He Aupuni Palapala*, the newest initiative to digitize and safeguard Hawaiian-language newspapers while protecting the physical originals. She has built the online platform *Kīpapa Educator Resources*, which brings curated Hawaiian primary sources directly into classrooms for teachers, students, and communities. Through these efforts, she remains committed to ensuring Hawai‘i’s history is preserved, shared, and reimagined in ways that inspire connection and pride for generations to come.

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education **Session Chair:** Hart, Jeffery

### ***Stress Levels and Fathers of Toddlers with ASD***

Parents of children with Autism Spectrum Disorder have higher stress levels. Research on mitigating that stress has focused on mothers. There is evidence that fathers respond differently and have fewer mechanisms for coping. This literature review highlights the scant research available that focuses on fathers.

Hart, Jeffery — Western Washington University

### ***International Perspectives on Inclusive Practices for Students with Disabilities: Italy's Model***

This study investigated models of inclusion of students with disabilities in general education classes in public schools in Italy. The outcomes of this research can serve to inform education faculty and education program administrators around the world, both in General Education and Special Education, about solutions and challenges in implementing successful inclusion programs. The impact of the study also includes serving immigrants and second language learners who are Culturally and Linguistically Diverse students with disabilities.

Peterson, Patricia — Northern Arizona University

### ***Supporting Students with 22q11.2 Deletion Syndrome***

22q11.2 Deletion Syndrome (22q11.2DS) is a complex genetic disorder affecting an estimated 1 in 1,000 to 1 in 6,000 people. Surprisingly common yet often undiagnosed, it can manifest in over 180 different ways. This paper aims to increase awareness, helping attendees recognize potential signs of the syndrome, implement effective accommodations and support students and families.

Knobel Green, Courteney — Graduate, Vanderbilt University

Adam-Taylor, Jacqueline — Educational First Steps

### ***Customized Automatic Speech Recognition for Voice Commands Designed for Individuals with Autism Spectrum Disorder***

This study presents personalized automatic speech recognition (ASR) models for people with autism spectrum disorder (ASD). The ASR models, based on popular open source ASR models, are fine-tuned with the collected data of four individuals with ASD. A voice command app is tested with those individuals to demonstrate the efficacy of the personalized ASR models for their everyday use. This study aims at showcasing the use of inclusive AI technologies for people with special needs.

Lee, Bowon — Inha University

Lee, Youngsun — Ewha Womans University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 2

**Session Topic:** Human Resource Development - Workshop **Session Chair:** Fulsher, Andrea

### ***When Opposites Don't Attract: Navigating Team Dynamics***

In today's high-stakes, low-resources reality, collaboration isn't optional—it's essential. But team dynamics can make or break progress. This energizing session equips educators and leaders with practical tools to strengthen collaboration, navigate complex personalities, and shift from surface-level cooperation to genuine team synergy, laying the groundwork for effective planning and improved student outcomes. Participants will explore how to harness diverse communication styles to build trust, align vision, and lead lasting instructional change-together.

Fulsher, Andrea — Educational Excellence

Thurman, Missi — Educational Excellence

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 3

**Session Topic:** ESL/TESL **Session Chair:** Kawasaki, Mariko

### ***Exploring Orthographic Knowledge of Japanese Speaking EFL Adults in an Instructed Learning Environment***

This study investigates Japanese EFL learners' implicit orthographic knowledge through a lexical decision task and a reading history questionnaire. Results show low awareness of frequent English letter patterns, with slower and less accurate responses to nonwords. Despite strong L1 literacy, participants struggled with English spelling, likely due to limited exposure and interference from Romaji. Findings highlight the need for explicit instruction in English orthographic rules to support decoding and spelling development.

Kawasaki, Mariko — Nagaoka Sutoku University

### ***The Effect of English Affix Instruction on Word Recognition Speed: A 10-Week Intervention Study***

This study investigated the impact of English affix instruction on word recognition speed among Japanese university learners of English. Over 10 weeks, 33 participants learned 54 affixes through multimedia materials and weekly practice tasks. Pre- and post-testing showed clear improvements in recognition speed. The presentation will explore the teaching methods used, the observed benefits for learners, and how affix instruction can be applied effectively in language classrooms.

Iso, Tatsuo — Tokyo Denki University

Aizawa, Kazumi — Tokyo Denki University

### ***Overhauling a University English Language Curriculum: A Case Study***

This presentation will outline the background, challenges, and processes of the review and overhaul of an English language curriculum, and an overall shift in content from academic to the practical and communicative learning style. Broader challenges faced by EFL educators within Japanese higher education will also be discussed.

Brasier, Anne — Kagoshima University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 5  
**Session Topic:** Reading Education - Workshop **Session Chair:** Darko, Geraldine

**Literacy Came to A Sub-Saharan African Village: How building the 1st standalone Library in Kpando, Influenced Ghanaian student's Education**

This workshop delves into how access to school libraries can transform reading education for elementary students in Sub-Saharan Africa, using insights from a narrative study conducted in Ghana. It will explore students' personal stories of how reading materials and library spaces helped improve their literacy skills, nurtured a love for reading, and expanded their understanding of the world. It offers practical strategies for educators to enhance reading engagement through inclusive literacy programs. <https://youtu.be/P6-vKNrtu6E?si=w40Ofu1YU69x2H4D>  
Darko, Geraldine — National University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Lewis, Chance

**Reimagining Urban K-12 School Turnaround: A Blueprint for Major Research University Engagement in Large Metropolitan Cities**

This presentation outlines a strategic blueprint by Dr. Chance W. Lewis for how Major Research Universities can lead urban K-12 school turnaround efforts in large metropolitan cities. It highlights ten actionable strategies to foster equity, improve student outcomes, and build sustainable partnerships between universities and underperforming urban schools.

Lewis, Chance — University of North Carolina at Charlotte

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Arrington, Monica

**Why Would I Want to Be in Your Class? The Art of Effective Instruction, Student Engagement, and Behavior Management**

This session explores the question every teacher should ask: "Why would I want to be in your class?" Participants will learn how the art of instruction, effective student engagement, and proactive behavior management work together to create classrooms where students feel valued, motivated, and eager to learn. Practical strategies and real-world examples will highlight how teachers can balance high expectations with authentic connections to transform classroom culture.

Arrington, Monica — Marion County Public Schools

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Kahili 1  
**Session Topic:** Business Education - Workshop **Session Chair:** Assaturi, Garineh

**Business Education in the Era of the New Silk Road: Cross-Cultural Competence and Leadership for a Shifting Global Economy**

This presentation examines how the Belt and Road Initiative is transforming global business education by emphasizing cross-cultural competence, strategic leadership, and innovation. It explores emerging business competencies necessary for navigating East-West economic realignment and highlights best practices for integrating experiential learning and digital tools into curricula. Attendees will gain insights into evolving business education models that prepare graduates for leadership in a culturally complex, multipolar global economy.

Assaturi, Garineh — Pepperdine University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Bonner, Fred

**Black Male STEM Teach (BMST)**

This workshop session will highlight a 1.5m Kellogg Foundation funded grant initiative, Black Male STEM Teach 360. This initiative focuses on developing key best practices and strategies to recruit a highly talented cadre of Black males across the higher education continuum—from two-year and four-year institutions, at the undergraduate and graduate levels—as well as Black males who are currently in the workforce that have an interest and passion for teaching.

Bonner, Fred — Prairie View A&M University

Franklin, Johari — Prairie View A&M University

Parker, William — Prairie View A&M University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Freire, Juan

### ***Adding Critical Earth Consciousness to the Conversation on Critical Consciousness in Dual Language Bilingual Education***

This presentation explores the development of critical consciousness in dual language bilingual education (DLBE), emphasizing the need to include Earth consciousness. We review current scholarship, highlight gaps related to ecological perspectives, and give further conceptualization to educating for critical Earth consciousness within DLBE. We discuss two case studies—a kindergarten teacher's asset-based lesson and a secondary student's experience with a sustainability unit. The presentation offers insights for fostering justice-oriented, Earth-conscious teaching in bilingual settings.

Freire, Juan — Brigham Young University  
Morita-Mullaney, Trish — Purdue University  
Delavan, M. Garrett — University of New Mexico  
Freire, Erica — Independent scholar

### ***Translanguaging Practices in Written Corrective Feedback on EFL Learners' Writing***

This mixed-method study explored the impact of translanguaging in written corrective feedback on EFL students' writing. Using a counterbalanced design, students received both English-only and translanguaging feedback on two essays. Analyses showed that each feedback type influenced revisions differently, particularly in grammar, vocabulary, and organization. Questionnaire responses revealed students found translanguaging feedback more understandable and useful. Findings suggest translanguaging can enhance second language writing and highlight the need for further research on its pedagogical value.

Aldosari, Fahad — King Khalid Military Academy

### ***Teachers' Perspectives on the Use of AI in the ESL Classroom***

With the growing use of artificial intelligence (AI) in education, it is important to understand its potential to affect students' social-emotional learning (SEL). SEL empowers students to develop social and emotional skills that positively influence their level of classroom engagement and academic achievement. This session reports on the presenters' study on ESL teachers' perspectives on AI in language education and how it can be used as an emotional scaffolding tool.

Kelch, Kenneth — Alliant International University  
Nouri, Nayereh — Santiago Community College

### ***Digging into Language Learner Agency through Reflection Assignments***

Since agency in language learning classrooms involves relationships between individuals who have multiple goals, creating contexts that favor agency is challenging. This presentation analyzes student reflections over three years in a service-learning language program in Japan where college students were sent to teach English to children. We found that the service-learning approach increased learner agency in different learners and in a wide variety of settings from the classroom to practical experience and even post-graduation plans.

Lupas, Maria — Sophia University Junior College Division  
Kano, Akiko — Sophia University Junior College Division  
Yamazaki, Natsuki — Sophia University Junior College Division

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Nautilus 1

**Session Topic:** Educational Foundations - Workshop **Session Chair:** Laddusaw, Courtney

### ***How to Build Donor Relationships That Last***

A successful fundraising program is essential for the growth of every nonprofit organization, with robust donor relationships serving as its foundation. When donors feel appreciated, engaged, and trusted, they are more inclined to contribute again. This workshop will provide practical and evidence-based strategies for cultivating meaningful, long-term relationships with your donors. Participants will gain insight into the factors that drive donor loyalty and learn how their organizations can establish trust and confidently solicit larger contributions.

Laddusaw, Courtney — Pepperdine University, BCL Strategy Consulting, LLC

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Nautilus 2

**Session Topic:** Education Policy and Leadership - Panel **Session Chair:** Soles, Brooke

### ***Diverse Leadership Perspectives in Education: From K-12 to Higher Education***

This panel session highlights research from Diverse Leadership Perspectives in Education: From K-12 to Higher Education, edited by Drs. Soles and Meyerott. The panel session illuminates practical insights and grounded research. Specifically, we will explore the following topics with attendees: Culturally Proficient, Latina School Leaders Overcoming Barriers, Multilingualism as Educational Equity, Collaborative Leadership Models, Online Perspectives Post-Pandemic, Statewide Collaborative California English Learner Roadmap, and Equity Apps Curriculum for Leaders.

Soles, Brooke — California State University, San Marcos  
Meyerott, Theresa — California State University, Los Angeles  
Hernández, Ana — California State University, San Marcos  
Corona, Amanda — University of California, San Diego  
Lehmeidi, Maysoon — University of California, San Diego  
Flores, III, Peter — Praxis Lead Equity, LLC  
Neumann, Natasha — California Polytechnic State University, San Luis Obispo  
Chao, Soomin — California State University, Fullerton  
Chávez, Nicole — Orange County Office of Education  
Alford, Betty — California State Polytechnic University, Pomona  
R. J. Rosedale, Marius — Bryan University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education - Panel **Session Chair:** Esteban-Geil, Mary Ann

***Empowering Future Teachers with Hands-On STEM in an Accelerated Online Math Course***

This session shares an NSF-funded project redesigning an accelerated online mathematics course for pre-service elementary teachers using the ACE model-Apply content, Connect STEM concepts, and Experience community-based practice. Participants engage in technology-rich modules (3D printing, windmill blade design, drone construction) and implement them with elementary students. Results show gains in math content knowledge, technology fluency, and professional identity, offering a scalable, equitable model for integrating authentic STEM learning into teacher preparation.

Esteban-Geil, Mary Ann — University of Hawai‘i - Kapi‘olani Community College

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Panel **Session Chair:** Perrello, Elena

***National Trends in School Counselor Training-CES Insights, Antidotes, and Inclusion***

This panel will explore how school counselor educators and site supervisors can better support SCIT in addressing these challenges while maintaining adherence to best practices. Specifically, we will highlight regionally informed, research-based strategies for helping SCIT navigate educational disparities, advocate for marginalized populations, and develop professional identities rooted in inclusive and ethical practice. We will also share tools for supporting SCIT who face resistance to SEL and DEI efforts within their practicum and internship placements.

Perrello, Elena — Capella University  
Guthrie, Stacey — Capella University  
Shea, Megyn — Capella University  
Holby, Nicole — Capella University  
Chance, Ellen — Capella University  
Block, Michael — Capella University  
Rye, Carrie — Capella University  
Van Asselt, Kathryn — Capella University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Arts & Humanities Education - Workshop **Session Chair:** Huang, Teddy

***From Blocks to Boldness The Everchanging Evolution of Fashion's Patterns/Pattern Making***

This workshop explores the evolution of fashion pattern making from ancient draped garments to today's digital and inclusive designs. It highlights how patterns have transformed from simple shapes for protection into technical, artistic tools reflecting cultural shifts, body diversity, and sustainability. Shaping not just garments, but values and identities across time.

Huang, Teddy — Idyllwild Arts Academy

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Bovee, Brian

**Social Media Use and National Work Ethic: Implications for Digital Wellness in Education**

This presentation explores the connection between national work ethic and average daily social media use across 30 countries. Attendees will gain insights into how digital habits may influence cultural attitudes toward diligence and productivity, with implications for educational technology, digital wellness, and culturally informed interventions.

Bovee, Brian — California Baptist University

**Technology Reconfigures Human Identity: Simulacra, Interface, and Utopianism**

This study explores the evolution of digital faces as symbols of affect and mediated reality through interface theory, realism, and science fiction cinema. Drawing on Baudrillard, Pold, and Hansen, it examines how digital environments abstract and reconfigure human identity. Digital faces transform expression into aesthetic interfaces, a challenged yet fixed notions of selfhood, hence realism is reimagined, and presence fragmented, as identity becomes fluid across technological and virtual fields in the digital age.

Huang, Edward — University of California, Los Angeles

**Student Views on ChatGPT: Navigating Generative AI in Academic Life**

This study examines university students' perceptions of ChatGPT's impact on academia, focusing on teacher education. Survey responses (N = 126) reveal widespread academic use of AI, particularly for learning support. Students reported benefits, such as increased engagement and reduced stress, and concerns, including over-reliance and ethical misuse. While students viewed their own use as appropriate, they questioned their peers' integrity. Findings underscore the need for ethical guidance and thoughtful integration of AI in higher education.

Buttler, Tim — Burman University

Kiers, Kevin — Burman University

**Ethically Scaling Artificial Intelligence in Higher Education**

Driving technological progress has shaped history across the landscape of innovation and global economics, requiring worldwide change. Scaling innovation begins with transformation as a paradoxical lesson that changes the world, requiring deep change (Quinn, 1996). Without sufficient global leadership, "change stalls, and excelling in a rapidly changing world becomes problematic" (Kotter, 2012, p. 151). This presentation proposes a framework for scaling artificial intelligence (AI) in education that anchors innovation in ethical leadership and human flourishing.

Isozaki, Curtis — Pepperdine University

Sands, Jacob — Pepperdine University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Martinez, Leticia

**Building Global Pathways for Equity and Workforce Readiness**

The Bay Area K-16 Collaborative is revolutionizing pathways from education to career by aligning K-12 schools, community colleges, universities, and employers to create equitable, data-driven programs. This model expands opportunities for historically underrepresented students, particularly through dual enrollment and workforce alignment. This will showcase the model's core pillars collaboration, equity, data-driven decision-making, and workforce readiness and explore how it can be adapted globally to enhance educational access and career success for diverse populations.

Martinez, Leticia — California State University East Bay

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Garcia, Gilberto

### ***The Role of Task-Based Instruction (TBI) in the Teaching of Spanish for Professions: An Innovative Approach for the Language Development of Health Professionals***

This project presents a variety of aspects related to the instruction of Spanish for health professionals. We will discuss a series of components pertaining to the Spanish Language Program at Texas Tech Health El Paso (formerly Texas Tech University Health Sciences Center El Paso), including details about the language instruction provided to first- and second-year medical and dental students, the program's structures and components, and its outcomes. More details are provided in the abstract.

Garcia, Gilberto — Texas Tech Health El Paso  
Muñoz, Arely — Texas Tech Health El Paso  
Navarro, Judith — Texas Tech Health El Paso  
Minjarez Oppenheimer, Natalia — Texas Tech Health El Paso  
Ramirez, Arturo — Texas Tech Health El Paso  
Gonzalez, Ariana — Texas Tech Health El Paso

### ***Demystifying DEI in Higher Education***

This presentation examines how student demographics shape student needs, and thus may pose barriers that hinder learning achievement. This examination reveals how understanding and addressing diverse student needs benefits both the learner and the institution. The aim is that demystifying the facets that comprise the term, diversity, is a first step in reducing resistance around Diversity, Equity, and Inclusion (DEI) initiatives. The presentation concludes with strategies for being an ally in reducing resistance to DEI.

Guignard, S. Jeannette — California Baptist University

### ***Crossing Currents: Pacific Islander Students' Efforts at Navigating Academic Help-Seeking in Higher Education***

This presentation explores the unique academic and cultural experiences of international Pacific Islander students pursuing higher education in the United States. Drawing on interviews and the Academic Communities of Engagement (ACE) framework, it highlights challenges with help-seeking, cultural barriers, and faculty awareness. The study recommends culturally responsive strategies, including tailored orientations, peer mentoring, and faculty training, to support student success and foster inclusive campus environments.

Falevai, Zoia — Brigham Young University-Hawaii  
Velasquez, Rocio — George Mason University  
Borup, Jered — George Mason University  
Bradshaw, Emily — The Church of Jesus Christ of Latter-day Saints  
Carter, Steven — Brigham Young University-Hawaii

### ***Waiting to Exhale: Examining the Impact of Artificial Intelligence (AI) on Faculty, Student, and Staff Engagement on College Campuses***

Artificial intelligence is reshaping higher education, yet its adoption requires careful consideration of pedagogical, epistemological, and administrative frameworks. While AI in the sciences emphasizes logic and systems, its role in the humanities highlights flexibility and interpretation, underscoring the need for nuanced integration. This study explores how institutions of higher education can critically and proactively engage with AI to align its use with the expectations of students, faculty, and administrators.

Burt, Januela — Bowie State University  
Ellis, Valeisha — Delaware State University  
Hatley, Leshell — Howard University

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**Time:** 8:00 - 9:30 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 3  
**Session Topic:** Elementary Education - Workshop **Session Chair:** Cecchine, Terri

### ***Resilience and Empowerment in Our Youth***

I will present a workshop summary of the study I have done over the last 10 years watching students and they navigate their academic worlds from 6th grade through college. I was able to provide feedback and take data through many years of rapport to demonstrate how success is formed and how persistence pays off

Cecchine, Terri — La Honda STEAM Academy

### **What to Teach, What to Ignore: Controversies in K-12 Classrooms**

This study sought to identify specific cases that future school leaders could study in their graduate course work. Seventy-three teachers provided curriculum controversies, which fell into ten categories and two themes: conservative pushback and curricular rigor and consistency. Using behavioral, political, epistemic, social, theoretic, psychological criteria to analyze each category, controversies involving curriculum consistency emerged as optimum for case study in school leader preparation.

Anderson, Derek — Northern Michigan University

### **How AI, VR, and SEL Have Changed Teaching and Learning**

The purpose of this paper is to explore and generate a discussion on the impact that Artificial Intelligence (AI), Virtual Reality (VR), and Social Emotional Learning, when combined and integrated, are having on the enhancement of teaching and learning in education both at the K-12 and Higher Education Levels. Beckwith, George — National University

### **Integrating Aloha and Native Hawaiian Values into STEM Learning: A Case Study of Micro-Innovation and Student Engagement at 'Ilima Middle School**

This project reviews the results of a year-old initiative headed up by Mike Harano, principal at Washington Middle School in Hawaii. Both Quantitative and qualitative data will be reviewed to document the effectiveness of integrating Aloha and Native Hawaiian values in STEM learning. Teachers, administrators, and the research team will provide their perspective on the project. Attendees will be encouraged to interact with the presenters concerning the possibility of dissemination.

Knezek, Gerald — University of North Texas

Harano, Michael — Hawaii School District (k-12)

Shinn, Randall — 'Ilima Intermediate School

Ishii, Cheryl — Retired

Tyler-Wood, Tandra — University of North Texas

### **Translanguaging as Social Justice: Building Inclusive Practices for Multilingual Learners**

This interactive workshop challenges deficit-based assumptions about bilingual children and explores translanguaging as a culturally responsive pedagogy. Participants will examine research-based strategies that honor students' full linguistic repertoires, create culturally affirming environments, and bridge home-school language practices. Through hands-on activities and collaborative reflection, educators will develop practical approaches to support multilingual learners while strengthening cultural identity and family engagement in early childhood and elementary settings.

Infante-De Leon, Diana — The University of Texas at San Antonio

### **Multimodal English Teaching**

This presentation will discuss multimodal English teaching. Unlike traditional approaches to additional language teaching, which focused on the separation of language strands and communication modes, multimodal approaches combine writing, oral communication, images, and videos. The presentation will discuss several innovative multimodal approaches to teaching English as an additional language, such as identity texts, films as resources for students' development of multimodal literacy, graphic novels, reading literature through drawing, and digital storytelling.

Cervatiuc, Andreea — University of British Columbia

### **Learning to Teach English Responsively: A Reflective Case Study with Indigenous Learners in the Philippines**

Using a reflective case study approach, this paper highlights the experiences of two volunteer instructors providing remote English language instruction to a group of learners from an indigenous group in the Philippines. The study is guided by theoretical underpinnings from culturally relevant pedagogy, decolonizing education, and culturally responsive teaching. Preliminary findings provide significant implications for practice for educators especially ESOL and EFL instructors, community educators, and volunteers working with indigenous communities.

Adversario, Jan — Texas State University

### **Language Learners' AI Lesson Plan Writing Warning: Handle [and Humanize] with CAIRE**

Generative AI is a lesson plan designer's seductive timesaver. Just-ask AI and copy. A quick & easy lesson; however, remember that your lesson plan was created by a machine, not a human being. It's your teaching skills & experience that leads to meaningful learning, which is more than conferring knowledge; you need to add cultural context, provide real-time motivating, differentiating and mentoring support for our students. Add our CAIRE advice to customize the machine-made lesson.

Brock, Patricia — Pace University-NYC

Doi, Saori — University of Hawai'i at Mānoa

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 5  
**Session Topic:** Kinesiology & Leisure Science **Session Chair:** Munroe-Chandler, Krista

### ***Service Learning in Action: Evaluating Student Preparedness Through the UWorkItOut UWin Program***

This study explores how the UWorkItOut UWin program can be optimized to enhance experiential learning for Kinesiology student-trainers. Using Self-Determination Theory and a user-centered design framework, it aims to develop and evaluate orientation resources that improve trainer preparedness and effectiveness. By focusing on service learning, the project supports the development of practical skills and self-efficacy among students, while enhancing program outcomes for participants from diverse populations.

Munroe-Chandler, Krista — University of Windsor

### ***Including Alternative Environment Activities (AEAs) in Physical Education Curricula: Student Perspectives and Preferences***

This presentation shares findings from a qualitative study exploring students' perspectives on Alternative Environment Activities (AEAs) in physical education (PE). Thirteen first-year university students reflected on their K-12 experiences with AEAs in PE and expressed consistently positive views, particularly for outdoor activities. While no specific AEA was preferred, participants valued AEAs for adding variety, fostering connections with nature, and encouraging lifelong physical activity. Results suggest AEAs can enhance engagement and inclusivity in school-based PE programs.

Hall, Nathan — Brock University

Kuehnen, Natasha — Brock University

### ***Getting Kids Moving! Strategies to Promote an Active Lifestyle for Elementary Aged Children***

Physical activity can serve an important role in helping children maintain a healthy body composition. Based on some on going work, a number of innovative ideas and strategies have been developed to increase physical activity for elementary aged children. The activities will provide opportunities for children to be active in the school setting. Ideas will also be presented about promoting physical activity with families and in the community.

Bowyer, Garry — Miami University, Ohio

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 6  
**Session Topic:** Other Areas of Education **Session Chair:** Buttler, Tim

### ***Teaching Beyond the Walls: Seven Key Factors for Successful Outcome-based Outdoor Learning***

This presentation shares key findings from the forthcoming book *Teaching Beyond the Walls*, based on research on school-based outcome-based outdoor learning. It outlines seven factors contributing to teacher success in outdoor education, including Indigenous ways of knowing, perceived benefits, resource access, behavior management, teacher comfort, personal outdoor experiences, and administrative support. The session offers practical, research-informed insights to help educators and leaders effectively implement and support outdoor learning in K-9 settings.

Buttler, Tim — Burman University

Kiers, Kevin — Burman University

### ***Undergraduate Student Sense of Belonging as a Function of Event Attendance***

This research project was initiated to quantify the relationship between event attendance and subsequent change in Sense of Belonging of undergraduate students to their university. Data was collected about student event attendance (via a smartphone app) and Sense of Belonging (via a series of five online surveys). Data items related to event attendance and Sense of Belonging have been collected but only descriptive data analysis has been completed at the time of paper submission.

Beckman, Paul — San Francisco State University

### ***Tales Retold in Song: Japanese and English Perspectives in Disney Lyrics from the Songs in Frozen***

This presentation explores how emotion and narrative viewpoint shift across languages by comparing Japanese and English lyrics from *Frozen*. Focusing on *Let It Go* and *Do You Wanna Build a Snowman?*, it highlights how the Japanese versions centred internal emotional states, while English lyrics favour external events and a neutral stance. These contrasts demonstrate how *Yyreshapes* character agency and emotional tone, offering insight into bilingual storytelling and the cultural framing of narratives.

Nakahama, Sofi — Keio University

Nakahama, Yuko — Keio University

### ***Bringing Critical Childhood Theory Into Informal Learning Environment Research***

Designing and implementing strengths-based research to understand children's informal learning environments is difficult due to many adult-centric biases that researchers and society hold. To address this, I share findings and takeaways from a retrospective study investigating the challenges and successes of implementing a critical childhood theory approach in an ethnographic study of self-care in public libraries.

Kociubuk, Jacqueline — University of Rhode Island

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Iolani 7

**Session Topic:** Cross-disciplinary areas of Education - Panel **Session Chair:** Alejano-Steele, Annjanette

### ***The IPE Journey: Roadrunner Resilience Rising***

Interprofessional education (IPE) is grounded in pracademic principles, bridging gaps between academic teaching/research and practical field applications. As a faculty team, we weave together our wisdom to create IPE programming that supports student development from undergraduate to graduate to workforce entry at a Minority Serving/Hispanic Serving Institution. During this time of tectonic shifts and uncertainty, we are compelled to embrace and reflect on our collective power of resilience that thrives when communities come together.

Alejano-Steele, Annjanette — Metropolitan State University of Denver

Greathouse, Tanya — Metropolitan State University of Denver

Darnel, Lori — Metropolitan State University of Denver

Matera Bassett, Dawn — Metropolitan State University of Denver

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Kahili 1

**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Anderson, Rashad

### ***Doing Something About It: A Guide to Building a School-Based Mentoring Program***

Doing Something About It: A Guide to Building a School-Based Mentoring Program is designed for educators ready to take action. Based on Dr. Rashad Anderson's 10-step framework, this session equips participants with practical tools to create impactful mentoring programs for students, particularly of color. Attendees will explore real-world examples, key strategies for implementation, and how mentorship can transform school culture, improve behavior, and foster student achievement.

Anderson, Rashad — Metropolitan State University of Denver

Barringer, Joshua — Metropolitan State University of Denver

Edmon, Brandon — Metropolitan State University of Denver

Isaac, Xaviar — Metropolitan State University of Denver

Johnson, Jordan — Metropolitan State University of Denver

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Bein, Doina

### ***Initial Results from ACCESS, a Year-long Extracurricular Project to Amplify Equitable Learning in Lower-division Computing Courses***

This paper summarizes the implementation efforts of a project ACCESS for two years. The overarching objectives of the project are to provide equitable learning opportunities to underrepresented students, enhance their workforce readiness, and increase their awareness of social justice challenges. Initial results show a good retention rate among participating students, and increased awareness of potential engineering solutions that may help address certain social justice challenges.

Bein, Doina — California State University, Fullerton  
Huang, Jidong — California State University, Fullerton  
Bai, Yu — California State University, Fullerton

### ***Using School Gardens to Promote Pollinator Conservation and Address Inequitable Access to Green Spaces***

This longitudinal study examined the impact of a STEAM garden-based learning curriculum on elementary children's (n=118) bee knowledge, attitudes about nature and bees, and their self-efficacy toward environmental action and pollinator conservation. Mixed ANOVA results indicated that children with gardening experience demonstrated significantly greater gains in bee knowledge, more positive attitudes toward bees and nature, and higher self-efficacy for environmental action following the intervention. We found no significant difference in self-efficacy toward pollinator conservation.

Cabe Trundle, Kathy — Utah State University  
Vela, Katherine — Utah State University  
Krissek, Lawrence — The Ohio State University  
Campbell, Kaitlin — University of North Carolina- Pembroke  
Hagevik, Rita — University of North Carolina- Pembroke  
Hughes Villa, Aurora — Utah State University  
Boone, William — Miami University

### ***Learning Journals as a Metacognitive Tool and Low-Stakes Assessment***

This session discusses teaching students effective metacognitive strategies to become self-regulated learners. Incorporating a weekly learning journal provides students with a tool to stay on track and reflect on their studying, while also providing the instructor with a low-stakes assessment. Learning journals can be used in any field and any course-synchronous or asynchronous. The presentation includes examples of learning journals, student survey data, and emphasizes the importance of metacognition to unlocking student potential.

Adamczyk, Leslie — Pellissippi State Community College

### ***Student Perceptions About Participation in Co-Curricular Engineering Projects - Comparisons Across Multiple Institutions in the US and Australia***

Co-curricular engineering projects can be key experiences for forming personal and professional skills and traits, yet student experiences and attitudes to them can differ across groups and campuses, affecting participation rates and usefulness. Surveys and interviews to explore this were conducted at several campuses in the US and Australia with very different engineering cohort demographics, and the influence of campus culture and university support were noted to be influences on student behavior and experiences.

Doig, Graham — UNSW Sydney  
Liberati, Noemi — Embry-Riddle Aeronautical University, Daytona Beach

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Lehua  
**Session Topic:** Adult Education - Workshop **Session Chair:** Robbins, Sherard

### ***From Recess to Night School: Leveraging Play in Adult Learning***

Despite the burgeoning research on gamification in the classroom, very few studies have explored the benefits of "play" within adult education. This specialized workshop explores the importance of "play" in adult learning environments, particularly those 35 and older, and the symbiotic benefits it has for students and professors.

Robbins, Sherard — Founder, Visceral Change

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Ruiz, Virgil

### ***Using the Concept of "Empire", and "Babylon" in Revelation, to Reframe the Revisionist Narrative of Hawaii's History, to Encourage Peoples, Tribes, & Nations Around the World***

My proposal is that by re-framing the revisionist history of Hawaii, to generate discussion, criticism, & debate, about viewing the history of Hawaii, through the metaphorical lens of "Babylon" in Revelation, because the concept of "empire" is key to understanding modern history & our current times. My hope is to encourage Hawaiians, & other peoples around the world, by challenging revisionist historical narratives, & to give hope to people of every tribe & nation.

Ruiz, Virgil — Stanford University, 1979, Bachelor of Economics,

***From Verbal Memory to Improvised Expression: Rethinking Interactional Language Practices (Collective Production) in Priority Education in French Elementary School***

We present the results of a research project in French elementary schools with pupils aged 9 to 11. The experimental scheme was based on a daily oral language workshop incorporating various language production modules and narrative activities. The results (increased verbal short-term memory and improvement in the quantity and quality of narrative productions) show the effect of the group as a vehicle for language learning, and open up new perspectives for supporting students with difficulties through improvisation.

Jaeck, Frédéric — Aix Marseille Université - Centre Gilles Gaston Granger

Romain, Christina — Aix Marseille Université - LPL UMR 7309 CNRS

Rey, Véronique — Aix Marseille Université - COLOE

***Neurodiversity Training for Outdoor Educators: Towards Accessibility in Nature-Based Learning***

This presentation discusses the outcomes of a participatory action research case study of designing and implementing neurodiversity-affirming training for outdoor educators, facilitated by two neurodivergent researchers. We highlight critical findings from the work, including the importance of preparing outdoor educators to engage with neurodiverse learners in nature-based settings, as well as privileging nature access for all children. We describe implications for current practices and future research in making the outdoors accessible and impactful for learners.

Padesky, Christopher — Chaminade University of Honolulu

Breckenridge Padesky, Lauren — Hawai'i Department of Education

***Reading Between the Lines: Examining Elementary Teachers Roles in Literature Discussion Amid High-Stakes Testing Pressures***

This qualitative case study explores the instructional roles elementary teachers assume during whole- and small-group literature discussions, drawing on reader-response theory and classroom discourse research. Findings identify two primary roles: teacher as facilitator, fostering authentic interpretation and dialogue, and teacher as solicitor, shaped by high-stakes testing demands. The study underscores tensions between supporting meaningful engagement with literature and meeting external curricular pressures, contributing to ongoing conversations about promoting students' critical thinking in current educational contexts.

Ladd, Sophie — University of Nevada Las Vegas

Wimmer, Jennifer — Brigham Young University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 1

**Session Topic:** Teacher Education **Session Chair:** Cripps, Tony

***"I Learned a Lot From Fresh Teachers": Creating Impactful Workshops***

The presentation highlights a recent teaching workshop: 'Ideas and advice for novice English teachers,' led by two university professors, an experienced high school teacher, and two novice junior and senior high school teachers. Feedback—both oral and written—was obtained from 18 participants after the session. The data offers important insights into the challenges faced by pre-service English teachers, shedding light on their needs, and areas where support is required.

Cripps, Tony — Nanzan University

Imai, Takao — Nanzan University

Toland, Sean — The International University of Kagoshima

***Teaching Toward a Pedagogy of Humanization: A Parallel Self-Study of Culturally Sustaining Practices in Teacher Education***

This study explores how eight teacher educators enact culturally relevant and sustaining pedagogies in undergraduate and graduate methods courses. Using a parallel self-study approach guided by a critical friend, participants engaged in reflexive inquiry to confront biases and revise their praxis. Outcomes include deeper understandings of culturally sustaining pedagogy, development of positionality statements, and course redesigns. Most educators found teaching and modeling critical consciousness to be the most challenging yet essential aspect of this work.

Smith Kondo, Chelda — University of St. Thomas

***Inservice and Preservice Teachers Learning Together: Responsibility and Self-Directed Learning in a Mixed Stage Classroom***

The purpose of this study was to examine how a mixed-stage learning experience impacts students' sense of responsibility for others and their plans to translate course content to their classrooms. We employed Consensual Qualitative Research to analyze student journal assignments. We expect to find that the course resulted in a sense of responsibility for learning of those across stages and concrete, actionable plans to implement course content into their current or future classrooms.

Gaeta, Martha Leticia — Universidad Popular Autonoma del Estado de Puebla

Yough, Mike — Oklahoma State University

Jha, Mili — Oklahoma State University

Montes, Miguel — Benemerita Universidad Autonoma de Puebla

Tran, Ngan — Oklahoma State University

***Entangled Childhoods: Political Worlds, Technologies of Otherness, and the (Un)making of the Child in Teacher Education Coursework***

This paper challenges the notion of childhood as innocent and apolitical, arguing children are deeply entangled in political, cultural, and economic systems. Using Sue Golding's Eight Technologies of Otherness, it explores how teacher education can disrupt dominant narratives that marginalize children. Through critical reflection and creative practice, preservice teachers reconceptualize children as active, agentive participants in shaping the world, urging a shift in pedagogy and teacher preparation toward justice and relational, political engagement with childhood.

Thiel, Jaye Johnson — University of Alabama

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Thorpe, Carolyn

### ***Libratory Counseling Practices in Counselor Education***

This presentation explores how mentorship, engaged pedagogy, and community building within HBCU counseling programs support the development of strong professional counselor identities. Grounded in CACREP standards and the work of bell hooks, it highlights how shared experiences and culturally affirming learning environments foster both personal and professional growth among counselors in training.

Thorpe, Carolyn — Bowie State University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Alsup, Janet

### ***Critical Reflections on Educational Leadership: Entering Identity Portals***

This presentation reports on a qualitative, narrative-based critical autoethnography exploring the development of leadership identities of women leaders, including the author, working in various educational settings. This study is grounded in interdisciplinary scholarly research and theory exploring leadership, identity, mentoring, empathy, feminist thought, and animal studies. This project aims to better understand the leadership trajectories of women leaders in educational settings and, by extension, inspire and transform young women thinking about leadership.

Alsup, Janet — Purdue University

### ***From Episodic Improvement to Condition Evolution – A Developmental Systems Thinking Architecture for Educational Change***

System Thinking in Education calls for a fundamental shift in how schools approach improvement. Despite decades of reform – like standards-based reform, school choice, and personalized learning – schools struggle to implement them effectively. The challenge isn't the reform ideas but the inability to execute with coherence, consistency and capacity at scale. We present that real change requires rethinking school design itself through a holistic systems approach that aligns strategy, structure, and improvement into one sustainable process.

Horikami, Mel — Hawaii Pacific University

### ***Exploring Stakeholder Perceptions and Solutions For the Implementation of Collaborative Speech and Language Services in Secondary Schools***

This research proposal investigates the perceptions of principals, speech-language pathologists (SLPs), and special education teachers regarding collaborative service delivery models for speech and language services in secondary schools. Grounded in role theory, the study aims to identify commonly used models, barriers to implementation, and the role of school leadership in supporting effective interprofessional collaboration, particularly as schools move toward inclusive, classroom-based practices.

Booth, Janette — Northern Arizona University

Hughes, Thomas — Northern Arizona University

### ***Researching Trauma Informed Training for General Education Teachers***

This mixed-methods research study explores general education teachers' perceptions of trauma-informed training and its role in supporting the management of trauma-related student behaviors. The purpose of this study is to examine educator perceptions of the need for trauma-informed training in general education settings and to assess the extent of their current training experiences.

Nelson, Tera — Northern Arizona University

Hughes, Thomas — Northern Arizona University

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Jones, Michael

### ***Beyond Compliance: A Relational Approach to AI Ethics in Education***

This interactive workshop introduces care ethics as a practical framework for AI integration in education. Participants will analyze real-world scenarios involving AI-powered assessment and emotion-tracking systems, applying relational ethics principles that center human dignity and cultural responsiveness. Through collaborative dialogue across disciplines, attendees will develop approaches to AI ethics that move beyond technical compliance to examine trust, autonomy, and authentic learning relationships in educational environments.

Jones, Michael — University of the Cumberlands

Stretch, LoriAnn — University of the Cumberlands

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Carmona, Sangeetha

### ***Maximizing the Potential of Generative AI and Social Media to Enhance Deep Student Learning Outcomes in Higher Education***

Participants in this 90-minute workshop will explore ten hands-on demos-ranging from AI-scaffolded reflections and social-media micro-lectures to LinkedIn resource playlists and AI-enhanced discussions-to discover how generative AI and social media can deepen student learning. Through live case studies, interactive activities, analytics reviews, and thematic coding exercises, attendees will leave with evidence-based strategies and low- or no-cost resources to integrate these tools across diverse contexts and disciplines.

Carmona, Sangeetha — California State University, Fullerton

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Block, Donna

### ***What are Some Teacher Education Credential Programs Changing in Their Courses to Ensure Candidates are not Using Artificial Intelligence (AI) to Complete Their Program Requirements?***

This session will focus on sharing information gathered from several higher education teacher credentialing programs on what they are currently doing to make changes in courses to help avoid academic dishonesty in assignment and discussion submissions. Attendees will leave with useful information on how to adjust their courses to ensure teacher candidates are meeting course and program learning outcomes and not relying on AI for answers.

Block, Donna — Alliant International University

Block, Michael — Capella University

### ***A Composite Materials Course Developed for Graduate Students***

This paper presents the development of a graduate level course focusing on the novel use of composite materials to promote enhanced performance and safety while reducing the mass and cost of various products. In order to stimulate the students' critical thinking and problem solving skills, the students are required to study the product specifications, analyze the design requirements, perform engineering analysis, and propose several design approaches.

Dong, Yaomin — Kettering University

### ***Transforming Second-Year Experience and Fostering a Sense of Belonging Among Engineering Students***

This study examines the sense of belonging and its contributing factors among engineering students enrolled in a second-year experience course at a large research university in the USA. The results indicate that belonging is strongest in peer-respect and collaborative support, markedly weaker in faculty recognition. Instructional settings, including instructors and lab activities are perceived as the primary contributors of sense belonging, while optional supports like tutoring, research projects, and peer mentoring trail with high variability.

Shi, Qingmin — University of Nevada, Las Vegas

Zhang, Shaoan — University of Nevada, Las Vegas

Garza, Tiberio — Florida International University

Jiang, Yingtao — University of Nevada, Las Vegas

### ***Facilitating Transitions: How Curriculum Supports Student Integration to New Environments***

Curricula have been used as tools in facilitating student transition in higher education. Historically, the focus has been on the transition to the institution for new students. Colleges and universities focused on the transition from high school to college and the adjustment to a new environment. This presentation highlights the proven benefits of these programs, their variations, and explores various new transition approaches, such as discipline-specific or outcomes-based foci.

Furukawa, Derek — University of Hawaii at Manoa

Theroux, Ryan — Curry College

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 3  
**Session Topic:** Elementary Education - Workshop **Session Chair:** Laningham, Adam

### ***Unlocking the Joy of Writing: Proven Strategies to Inspire Reluctant Writers***

Many students struggle with writing—not only as an academic skill, but as an emotionally complex task. Perfectionism, fear of failure, and low confidence can all contribute to reluctance, leaving students disengaged or resistant. We explore the causes of writing challenges and provides practical, strategies to reduce stress, foster motivation, and build resilience. Educators will leave with tools to create a supportive environment that values process over perfection and inspires every learner to find their voice.

Lanningham, Adam — Bright Child Books

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**Time:** 9:45 - 11:15 AM / **Thursday** - 1/8/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Panel **Session Chair:** Anderson, Gina

### ***Aligning Systems of Support: Strengthening University and P-12 District Partnerships to Attract, Prepare, and Retain Educators***

This panel showcases how Minnesota State University, Mankato's College of Education, in partnership with regional P-12 districts and a regional service cooperative, has designed a reimagined approach to teacher preparation, induction, and mentoring of early career educators. Through collaboration and professional learning, the model bridges preparation-to-practice and fosters belonging, cultural alignment, and sustained support. Panelists will share a case study highlighting how this model strengthens teacher retention and builds leadership pathways for early career educators.

Anderson, Gina — Minnesota State University, Mankato

Preisler, Teri — Minnesota State University, Mankato

Iacovino, Jennifer — LKI Consulting, LLC

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# Roundtable Session

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

Time: 11:30 AM - 1:00 PM / Thursday - 1/8/2026 / Room: Coral 3 Ballroom

## **1. Where Are the Super Heroes? How Labyrinths Are Utilized in Counseling**

Often times when we enter into the world of counseling, we feel the need to act serious, although our beings or existence is very complex. We often utilized our rational or conscious parts of our minds. However, the unconscious may have some valuable insight into our work as a counselor, counselor educator and as a supervisor. This presentation will provide an experiential creative activity along with reflection and feed back.

Jones-Trebatoski, Kathleen — Upper Iowa University/ Private Practice

## **2. Higher Education Program Initiatives in International Studies: The Fulbright Distinguished Chair on Québec Studies at the State University of New York, Plattsburgh: Exchanges, Partnerships, and Scholarly Program Initiatives, and Educational Opportunities for Girls and Women in Afghanistan**

This roundtable panel workshop, comprised of seasoned academics and practitioners in the field of higher education and international education will profile and examine two key international program educational initiatives: the Fulbright Distinguished Chair in Quebec Studies, and educational opportunities for girls in Afghanistan.

Kirkey, Christopher — SUNY Plattsburgh

Holland, Julie — American University of Afghanistan

Holland, Kenneth — University of Utah

## **3. They Told Us to Cope-We Chose to Heal: UJIMA's Blueprint for Healing Trauma in Underrepresented Students, Families, and Schools**

This session introduces UJIMA's trauma-responsive framework designed to support healing in underrepresented students, families, and schools. Grounded in cultural identity and family-centered care, the model addresses systemic barriers in education and mental health. Attendees will explore practical strategies for implementing culturally responsive, school-based interventions that promote emotional wellness, academic achievement, and community resilience-echoing Hawaii's commitment to holistic and inclusive education.

Jordan Alston, Masica — Bowie State University

Ham, Nikki — Bowie State University

Humphrey, Marja — Bowie State University

## **4. Redefining Readiness: What Thrive Scholars Teaches Us About Equity in Academic Pipelines**

This roundtable explores how Thrive Scholars is reshaping college access and academic preparedness for high-achieving students of color from under-resourced backgrounds. Using the 2024 Impact Report as a springboard, we will discuss equitable talent development, faculty training, and data-informed approaches that support long-term scholar success. Participants will leave with actionable ideas for building sustainable, equity-centered academic interventions that don't just admit diverse students-but ensure they thrive.

West, Janelle — Thrive Scholars

## **5. SEL Skills and Strategies Educators Can Adopt to Inspire Hope and Reduce Burnout**

This roundtable session will discuss the first phase of a longitudinal study that seeks to address educator burnout by evaluating the effectiveness of targeted social-emotional learning (SEL) strategies. The central research question guiding this study is: "What SEL skills and strategies can educators adopt to inspire hope and reduce burnout?"

Henning, Suzie — Eastern Washington University

Torres, Donita — Eastern Washington University

## **6. Magis Means More: Breaking Barriers, Building Futures, and Supporting First-Gen Success**

St. Louis has a long, rich history of private high schools. Historically, these institutions have been barriers for low income students. In recent years, one school has sought to cross this barrier by offering not just additional financial aid, but a reevaluation of how their school culture must shift to provide authentic, collaborative, and individualized programming to ensure that all students find success within its walls and matriculate onto four year colleges.

Wilkins Kohrmann, Julia — University of Missouri-St. Louis

Koob, Allison — University of Missouri-St. Louis

## **7. Driving the Bus of Strategic Innovation as an Interim Administrator: Challenges and Successes in Leading Academic Change**

Serving as an interim administrator presents exciting challenges but can be very difficult in today's higher education climate. As an interim dean at three different institutions, I plan to share lessons learned and hear from others who have had similar experiences or who are considering taking on such a responsibility. I will focus on leading academic change and strategic initiatives but will also talk about personnel issues and budgets.

Martin-Long, Kim — University of Houston Clear Lake

## **8. Rules and Order**

In deliberative assemblies, the body is represented by two separate but equally important groups: the members who make and enforce the rules, and the chairmen who preside over the assemblies. This study explored the relationships between parliamentary procedure utilization, fairness perceptions, and member engagement in Divine Nine Black Greek-Letter Organizations. Findings suggest that consistent, ethical use of parliamentary procedure reinforces procedural justice, fostering member engagement, organizational trust, and, ultimately, organizational vitality.

Thomas, Crystal Renā — Pepperdine University

## **9. Empowering Adult Numeracy: Effective Strategies**

This presentation will discuss adult learners and numeracy instruction. Participants will define adult learners and numeracy nuances for post-secondary education. By emphasizing the significance of context, and distinguishing between real problems and realistic problem-solving, adult education can be enriched for vibrant learning experiences and tangible results.

Brinkerhoff, Roxanne — Utah Valley University

Porter, Evelyn — Utah Valley University

## **10. From the Inside Out: Using Self-Awareness to Shape Crisis Communication in Higher Education**

In times of institutional crisis—whether stemming from natural disasters, public relations emergencies, leadership transitions, or campus safety threats—effective communication is not just a matter of message clarity, but of leader clarity. This roundtable presentation, "From the Inside Out: Using Self-Awareness to Shape Crisis Communication in Higher Education," explores how intentional self-awareness strategies can enhance the emotional intelligence and communication readiness of leadership teams during periods of disruption.

Bolster, Jeff — Point Loma Nazarene University

## **11. Language, Literacy, and AI: Designing Elementary Curriculum to Support Students' AI Learning**

This presentation focuses on the literacy component of a science, literacy, and engineering-integrated AI curriculum developed for elementary students, funded by the National Science Foundation. We will discuss how literacy supports students in understanding AI concepts such as machine learning, pattern recognition, decision trees, and the AI4K12 group's Five Big Ideas of AI. In this presentation, we will also share specific examples of how literacy practices are integrated throughout.

Turgut, Refika — University of South Carolina Upstate

Yesilyurt, Ezgi — Utah State University

Kaya, Erdogan — George Mason University.

Kara Zorluoglu, Dilara — University of Nevada Las Vegas

Sahin Adibelli, Elif — Teacher Development Workshop

Deniz, Hasan — University of Nevada Las Vegas

## **12. The Intersection between Social Presence and Gamification with Online Learners**

An effective online learning platform prioritizes educators' social presence. This element is not just beneficial but essential, as it actively contributes to a richer learning experience by aligning with the Community of Inquiry Model (Garrison et al., 2000). By enabling social presence, platforms can significantly improve student engagement (Corfman & Beck, 2019) and enthusiasm for remote learning, especially through interactive features (Abumosa, 2024).

Harris, Dayna — The Chicago School

Mayes, Felice — The Chicago School

## **13. Reframing Professional Development Schools: A Collaborative Model for Evolving Educational Partnerships**

This session presents the transformation of a Professional Development School (PDS) network from a traditional one-to-one model to a flexible, cluster-based partnership approach. Attendees will learn how stakeholder engagement shaped this new structure, which supports varied levels of collaboration around shared educational challenges. The presentation offers practical insights for institutions seeking to build more responsive and sustainable school-university partnerships.

Burkett, Chris — University of South Carolina

Baum, Angela — University of South Carolina

## **14. Navigating Dual Worlds: Understanding Teacher Experiences in a Direct Credit Teacher Preparation Program**

This is an investigation of secondary teachers' experiences implementing a direct credit course for a teacher education program. It examines their experiences navigating the dual institutional expectation of high schools and universities. Additionally, the course, Introduction to Education, expects teachers to address educational foundations content, general education requirements, and guide fieldwork experiences. The literature suggests this situation challenges teachers' perceptions of professional identity as well as their successful implementation of these multiple expectations.

Bair, David — Grand Valley State University

## **15. Leadership for Equity: Examining Educators' Perceptions of a Leadership Academy**

This roundtable presentation explores how a year-long teacher leadership academy influences educators' awareness of the Black/African American student experience and their responsiveness to systemic racial inequities. The study investigates shifts in mindset, reflective practice, and leadership behavior, with a focus on supporting historically marginalized students. Participant experiences are examined to evaluate the impact of professional development on equity-driven educational change.

Shelton, Tricia — Slippery Rock University

Palmer, Kalani — Indiana University of Pennsylvania

## **16. What can Higher Education Professors do to Help Their Graduate Students Alleviate Some of Their Anxiety and Stress?**

Many graduate students report feeling anxious, stressed, and overwhelmed in their educational preparation programs. These feelings often impact academic success. What are the contributors to their anxiety and overwhelmed feelings and what can we as professors do to help? Roundtable participants will discuss this important topic and share ideas on how to help their graduate students.

Block, Donna — Alliant International University

Block, Michael — Capella University

## **17. Bridging the Gap: Reimagining Support for Adult Learners Re-Entering College in Rural Communities**

Crowder College developed Adult Learner personas with institutional data, the marketing pilot includes the development and digital distribution of video content to raise Adult Learner awareness, shift mindsets, and increase enrollment applications. This submission invites peer input and collaboration to refine the model, evaluate long-term impact, and develop frameworks that could scale to other rural institutions nationwide.

Zibert, Joani — Crowder College

## **18. Online Live! Transitioning Face-to-Face Courses with Field Experience to Virtual Synchronous Delivery: Successes, Challenges, and Lessons Learned**

This roundtable explores the transition of face-to-face teacher preparation courses with field experience to synchronous online delivery. Presenters will share successes, challenges, and lessons learned, including the increased workload of virtual preparation, the importance of social presence, and strategies for practical learning in online settings. Participants will be invited to share their own experiences to deepen understanding and enhance best practices in virtual teacher education.

Harte, Susan — Sam Houston State University

Moses, Katie — Sam Houston State University

Hammons, Christina — Sam Houston State University

## **19. Beyond the Lecture: A Train-the-Trainer Model for Cultivating Critical Thinkers in Higher Education**

This roundtable introduces the "ThinkLab Fellowship," an innovative train-the-trainer model where graduate students mentor undergraduates to build critical thinking skills. We will move beyond a simple case study to facilitate a collaborative discussion on adapting this pedagogical model across different disciplines. Join us to explore strategies for creating scalable mentorship ecosystems on your own campus and overcoming institutional barriers.

DeLeon, Joy — Texas A&M University

Ludkin, Joshua — Texas A&M University

## **20. Still Showing Up: A Qualitative Inquiry into Teacher Motivation and Resilience in a Post-Pandemic Era**

This roundtable explores the lived experiences of middle school educators who sustained their motivation and sense of purpose four years after the COVID-19 pandemic. Grounded in Self-Determination Theory, this study invites reflective discussion on how schools can better support educator resilience and well-being. Attendees will engage in an open dialogue on the psychological and relational conditions that help teachers not just survive—but continue showing up for their students and themselves.

Aristor, Carmy — Walden University

## **21. Impact of Early STEM Professional Training on Pre-Service Teachers' STEM Understanding and Teaching Self-Efficacy**

In this presentation, we examine how an integrative STEM professional training module reshapes pre-service teachers' conceptualizations of early STEM—specifically, shifts in their definitions of STEM and corresponding changes in teaching self-efficacy. Drawing on mixed-methods data, we highlight outcomes such as increased confidence in lesson design and instructional practice. We'll then lead a discussion on evidence-based strategies—spanning hands-on, dialogic, and technology-enhanced approaches—for strengthening early STEM teacher preparation and ensuring equitable, future-ready learning experiences.

Chen, Keting — California State University, San Bernardino

Kang, Hyeungok — California State University, San Bernardino

## **22. Enhancing Creative Expression: Integrating Virtual Reality and Adobe Tools in High School Art Education**

New Ulm High School in Minnesota: Laying the Foundation for Innovation: VR & Open Brush in Art Education is a work-in-progress study exploring how immersive VR technology can transform art education. Through video analysis and pre/post surveys, the project examines student engagement, creativity, and skill growth, aiming to merge traditional artistry with advanced digital tools to prepare students for careers in emerging creative industries.

Page, Mackenzie — New Ulm High School, Minnesota

Savignano, Mark — Minnesota State University, Mankato

Page, Scott — Minnesota State University, Mankato

## **23. Successful Educational Journeys Post Domestic Violence**

In this discussion, I will explore how the experiences of African American women who have survived domestic violence are often overlooked in academic spaces. I aim to broaden educators' understanding of how trauma, race, and gender intersect to impact educational outcomes. By highlighting these women's resilience and barriers, I continue to advocate for more inclusive practices, trauma-informed support systems, and culturally responsive strategies to better serve women of color in higher education.

Jones, Thermajean — St. Philip's College

## **24. Requiring Student Office Hours Visit as a Course Assignment**

Students in an introductory course for their major were required to attend a 15-minute student:faculty office hours visit with the course faculty. Measures of student traits and satisfaction with qualitative data will be discussed. A model for duplicating the assignment will be shared.

McCoy, David — California State University, Chico

## **25. Innovative Technology Improves Learning in the Most Challenging Classroom Environments**

Low education levels of young adults in rural poor areas remains a significant challenge and a primary cause of high rates of teenage pregnancies, sexually transmitted disease, malnutrition and poor mental health. Innovative technology and cross disciplinary approach to program development is the educator's solution to closing the gap, making reliable and understandable healthcare information accessible for all.

Stasi, Susan — Rose Academies

## **26. Emphasizing Skill-Building Activities In Counselor Education Courses**

This roundtable will be for counselor educators who are interested in discussing teaching methods to promote skill-building. Attendees will engage in interactive dialogue about teaching strategies that effectively engage students in practicing and refining their delivery of psychotherapy methods. The intended outcomes include sharing and gaining practical tools for emphasizing interactive, hands-on, skill-building activities to deepen learning beyond the traditional emphasis on knowledge delivery methods in counselor education.

Eldridge, Kathleen — Pepperdine University

## **27. Not Just Engagement: M(o)therwork as Cultural Resistance**

This session discusses preliminary analysis of school-adjacent STEM programming, emphasizing the work of bilingual m(o)thers and their impact. This work goes beyond focusing on parent engagement and highlights how m(o)thers network to support and uplift their community through the sharing of resources, information, and aspirations.

Coughlin, Ashley — Arizona State University

## **28. Design Matters: Analyzing Programmable Robots for Young Learners Through Affordance, Epistemology, and Cultural Responsiveness**

This study introduces a novel framework for analyzing and categorizing programmable robots in early childhood education based on three perspectives: (1) affordance, (2) epistemological pluralism, and (3) culturally responsive computing. In Phase 1, we conducted a systematic review and identified, analyzed, and categorized 20 programmable robots with children aged 3-6. In Phase 2, preservice teachers evaluate selected robots and design lessons. In Phase 3, we observe children's engagement and learning during lesson implementation.

Kang, Hyeungok — California State University, San Bernardino

Chen, Keting — California State University, San Bernardino

Flores, Pedro — California State University, San Bernardino

Santos, Savannah — California State University, San Bernardino (Alumni)

Escalante, Jasmin — California State University, San Bernardino

## **29. Relational AI for Student Veterans: Operation Battle Buddy as a Tool for Navigating Macrosystem Transitions**

This qualitative study explores the development of Operation Battle Buddy, a relational AI system designed to support military veterans navigating ecological transitions into higher education. Guided by Shelton's Develeccology, the research builds upon Duncan's (in press) extension of adaptation overload to the macrosystem level. A user-centered design (UCD) framework informs the engagement of enrollment and advising staff as co-design participants in the development process.

Duncan, Teresa — National University

Nelson, Deborah — National University

Parsons, Brianna — National University

## **30. The Effects of COVID-19 on Middle and High School Students - Work in Progress**

This study focuses on the teaching and learning of students during the Corona Virus Disease 2019 (COVID-19). When schools suddenly closed, just as teachers and parents were faced with a dilemma, students also had to make mental and social adjustments. Face-to-face instruction shifted to online instruction, and students were confined to their homes for everything, including academic learning and social gatherings.

Johnson Austin, Saundra — University of South Florida

Wiggins, Joyce — Wiggins Dissertation Services

## **31. The Mode Matters: Investigating Media, Executive Function, and Teacher Knowledge in Reading Comprehension Interventions**

This study explores how the mode of reading intervention (paper or digital) affects student comprehension, particularly when paired with executive function (EF)-based strategies. It also examines how teachers' knowledge of EF skills influences reading outcomes. The findings will help shape future teacher training and contribute to best practices for intervention design and delivery.

Jenkins, Janet — Ball State University

## **32. State Supported Loan Forgiveness Program Intervention: Supporting Flexible Teacher Pathways into the Field of Education**

This paper explores the perceptions of key stakeholders in NC's K-12, higher education and Education State Administration regarding the impact of a forgivable loan program on various teacher education programs (TEP). We seek to describe the program's impact on teacher shortages in the state while describing how actual teacher education policies impact who has access to the profession. This study has implications that offer insight into licensure reform and how to support teacher recruitment.

Lowery, Arine — University of North Carolina at Pembroke

Rooks, Tosha — North Carolina Agricultural & Technical State University

## **33. Lost in Transition: Considerations for English as an Additional Language (EAL) Learners that Help All Students Succeed**

Many English as an Additional Language students (EALs) in academic programs at U.S. post-secondary institutions are losing onboarding supports once provided by Intensive English Programs (IEPs). Come discuss the challenges they will face and ways for you to provide the assistance your students need. Looking at inclusive strategies from the WisCom framework and Universal Design for Learning, we'll explore how to help EALs while simultaneously building learning supports for all your students.

Rehak, Kimberly — Indiana University of Pennsylvania

Kolenich, Peter — Duquesne University

## **34. What Surveys Miss in Mixed Methods Research on Teacher Identity and Retention**

This session looks at what surveys often miss when it comes to understanding teacher identity and why mixed methods can provide a more meaningful, justice-centered approach. Using a case study of veteran teachers in hard-to-staff schools, I share how combining data and story helped surface deeper insights into why teachers stay, how they see themselves, and what it really takes to support them long term.

Gooden, Chalandra — Minnesota State University, Mankato

Smith, Felicia — Minnesota State University, Mankato

### **35. Applying Culturally Responsive Teaching Principles in Mathematics for Deaf and Hard of Hearing Learners**

This session shares findings from a qualitative study exploring how high school mathematics teachers applied Culturally Responsive Teaching (CRT) to support Deaf/Hard of Hearing (D/HH) learners. Using data from a CRT-focused PD, interviews, and artifacts, we share strategies like co-creating signs, integrating Deaf culture, and using multimodal resources. Attendees will gain understandings for culturally and linguistically responsive practices for mathematics instruction for D/HH and other bilingual student populations.

Smith, Felicia — Minnesota State University, Mankato  
Gooden, Chalandra — Minnesota State University, Mankato

### **36. Examination of School Climate in Alternative Schools: Do Student Ratings Predict Achievement Outcomes?**

This research examines the relationship between student ratings of school climate and three student outcome variables. The research further examines whether these relationships were moderated by school type. Data were disaggregated by traditional and three types of alternative schools (i.e., innovative, academic remediation, and behavior-focused). Results indicate that the predictive power of school climate is moderated by school type, thus school climate is not uniformly predictive of school outcome. Implications of findings are discussed.

Perzigian, Aaron — Western Washington University  
Lambert, Charles — Western Washington University  
Robinson, Leanne — Western Washington University

### **37. Using Student Evaluations to Revamp Courses**

The presentation will provide student evaluation responses, subsequent course adjustments, and student outcomes resulting from these adjustments. Changes were made in a freshman writing course, but the process and principles apply to any course.

Holley, Karen — Perimeter College of Georgia State University

### **38. AI-Driven Vocabulary Instruction for Multilingual Learners: A Digital Transformation Framework**

This study examines the impact of IXL on vocabulary acquisition and MAP Growth English Language Usage performance among Multilingual Learners (MLs), addressing limited research on AI-powered vocabulary learning. Grounded in Krashen's Input Hypothesis and Keller's ARCS Model of Motivation, it uses a quasi-experimental design to compare IXL-supported instruction with traditional methods, while also exploring student engagement and teacher perceptions to inform integrated language teaching.

Lee, JinHee — Pepperdine University  
Zhong, Yuxin — University of South Florida

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Karge, Belinda

### ***Co-Teaching Evolved: Using Tech Tools with Eleven Co-Teaching Strategies***

General Education and Special Education Co-Teaching has evolved into a strong instructional component of many inclusive schools. The presenters will share short videos of various co-teaching strategies and provide samples of instructional strategies. Come and learn some fun EdTech tools to add to your Co-Teaching. If you are looking to build your school-wide inclusive program, this session will give you some tips and techniques to make Co-Teaching a reality.

Karge, Belinda — Concordia University Irvine

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 3  
**Session Topic:** ESL/TESL **Session Chair:** Farrell, Thomas

### ***Exploring The Lived Experiences Of Early Career ESL Teachers***

This paper outlines and discusses the lived experiences of five early career ESL teachers in their 1st, 2nd, 3rd, 4th, 5th years of teaching in Canada through the lens of reflective practice. By understanding which adaptation challenges exist and are considered hazardous for early career ESL teachers' well-being and retention, it may be possible to provide them with more manageable strategies and the support they need, thereby encouraging them to stay in the profession.

Farrell, Thomas — Brock University

### ***Systemic Barriers and Literacy Outcomes: How School and District Conditions Shape Multilingual Learners' Success***

This study investigates how school- and district-level conditions, such as absenteeism, teacher readiness, and investment in instructional staff, predict the literacy outcomes of multilingual learners (MLs) on a state accountability assessment. Using multilevel modeling, the findings highlight the impact of systemic factors on ML achievement, providing guidance for school leaders and policymakers. The study offers actionable insights into how education systems can more equitably serve linguistically diverse students.

Griffin, Robert — University of West Georgia  
Mindrila, Diana — University of West Georgia

### ***Picture This: Enhancing EFL Reading Comprehension with Visual Literacy Instruction***

This presentation explores how explicit visual literacy instruction enhances reading comprehension among sixth-grade Chinese EFL students. Through a quasi-experimental study, it highlights improvements in visual understanding and narrative retelling when students engage with targeted visual strategies. Attendees will gain insights into effective methods for integrating visual literacy in EFL classrooms to boost multimodal reading skills and student engagement.

Guo, Daibao — Boise State University  
Gou, Lin — Boise State University  
Son, Eun Hye — Boise State University  
Deng, Qizhen — Boise State University  
Satterfield, Michelle — Boise State University

### ***Leaving the Comfort Zone: Getting Creative With Creative Writing***

This presentation examines an elective 'Creative Writing' course at a private Japanese university which was designed to foster creativity through experiential learning. The presenter will outline the objectives and execution of the elective course and discuss its efficacy. In addition, feedback provided students will be shared. This presentation should be of interest to educators wishing to foster creativity.

Cripps, Tony — Nanzan University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 5  
**Session Topic:** Secondary Education - Workshop **Session Chair:** Jones, Tiffany

### ***Empowering Our Community to Soar Through the Shirley H. Polk Leadership Enterprise***

What is the perfect formula for promoting the academic identity, self-efficacy, and professional leadership of Chester High School students in Chester, Pennsylvania? The presenters are graduates of Chester High School and faculty at West Chester University of Pennsylvania committed to the success of students in their community. The session explores key ingredients necessary for empowering the academic identity, self-efficacy, and professional leadership of high school students preparing to embark upon higher education and professional endeavors.

Jones, Tiffany — West Chester University of Pennsylvania  
Manigo, Jocelyn — West Chester University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Bragg, Jedediah

### ***Pawsitive Impact: Integrating Animal-Assisted Interventions into Educational Settings for Enhanced Well-Being***

This study explores how dog ownership enhances human well-being by fostering hope. Dog owners reported higher levels of hope, which strongly predicted overall well-being. The findings suggest that human-animal interactions could support students' mental health and academic success, offering insights for educational settings to promote resilience and well-being.

Bragg, Jedediah — New Mexico Highlands University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Murro Shea, Samantha

***Designing for Belonging: Curriculum, Collaboration, and Community in Mathematics Education***

Learn how lesson structures, instructional routines, and Math Language Routines (MLRs) can promote belonging in math classrooms and professional learning communities. This interactive session features unit planning tools, reflection/journal protocols, plus practical ways to use AI to support inclusive planning and teacher collaboration. While the focus is on the teaching and learning of mathematics, the instructional design principles and routines shared are adaptable across all content areas to foster inclusive and collaborative learning environments.

Murro Shea, Samantha — Imagine Learning

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Hewitt, Shauna

***Wholehearted Teaching - Attachment, Connection & Resilience***

Learn how Roots to Thrive is guided all educators to build secure, connected classrooms grounded in attachment and relationship through the Wholehearted Teaching workshop. This session offers practical, heart-centered strategies to move from control to connection, from behavior management to co-regulation - so every child feels safe, seen and ready to learn. Ideal for educators seeking to strengthen relationships as the foundation for resilience and growth.

Hewitt, Shauna — University of Manitoba

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Bein, Wolfgang

***Ideas for Incorporating Generative AI into the STEM Courses "Design of Algorithms"***

We focus on the use of Generative AI in a standard and somewhat challenging capstone course in the ACM B.S. Computer Science Curriculum. Rather than labeling the use of Generative AI as cheating, we outline approaches for incorporating Generative AI in creative and constructive ways. Some examples include AI syllabus support, AI summaries, AI-generated podcasts, problem sets with predefined AI lookup, theory problems with AI generated helper code, student critiques of AI generated solutions.

Bein, Wolfgang — University of Nevada, Las Vegas

***Making Science Meaningful to Adult Learners: An Analysis of Trans-Generational Inherited Trauma***

Why do people who never experienced trauma sometimes feel the effects of it? The burgeoning field of epigenetics has some convincing answers, and many adults want to know what they are. But informal adult education programs often struggle with teaching science. The methodology I developed combines data and theories with the personal stories of the people directly affected, and my results show how adult learners take the material to heart and put it to use.

Burghardt, Linda — Holocaust Memorial & Tolerance Center

***A New Day: Helping Students Work Through Mathematical Trauma***

Students arrive at college excited about their future but anxious about mathematics requirements, believing they are "not good at math". This talk discusses a workshop created for students that gives students an opportunity to explore their feelings towards mathematics and learn their feelings are not due to their own deficits while teaching them tools for mathematical success. The overall goal is to transform students' perspective on their abilities. Equity and research-based findings undergird this work.

Aly, Geillan — Compassionate Math

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Wilkinson, Louise

***Reconceptualizing Academic Language in Schooling: Examples from Educational Practice***

This paper offers both: (1) a model of students' development of academic language that is potentially transformative for PreK-12 language and literacy education in schools; and (2) the plan of our research program including pilot data (examples) which has been designed to test the model in order to ascertain the viability and utility for re-conceptualizing academic language. Implications for classroom instructional practice and assessment are addressed at each phase of academic language development and use.

Wilkinson, Louise — Syracuse University

Bailey, Alison — University of California-Los Angeles

***Developing a Cultural Schema-Based Curriculum for Cross-Cultural Awareness and L2 Long-Term Learning in Korean Classes***

This explanatory mixed-method case study investigates how learning second/foreign language (L2) cultural schemas impacts the development of both L2 proficiency and cross-cultural awareness when the L2 is culturally and linguistically distant from the learners' first language (L1).

Kim, Haejin — University at Buffalo

Brutt-Griffler, Janina — University at Buffalo

Kearney, Erin — University at Buffalo

***Bilingual Books in Culturally Sustaining Literacy Instruction***

We present findings from a study that used Spanish-English bilingual picturebooks in a literacy program with upper elementary students in a dual language program. We explore students' responses to folklore, immigration texts, social justice books, and graphic novels. We deconstruct the idea of selecting texts relevant to children's lives and analyze the opportunities for critical consciousness building through reading and discussing bilingual picturebooks.

Kelly, Laura — Rhodes College

Gaytan, Karen — Rhodes College

Henager, Emma — Rhodes College

Matancillas, Deisy — Rhodes College

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Nautilus 1

**Session Topic:** Indigenous Education - Panel **Session Chair:** Gardiner Milln, Danielle

***Codifying Recognition of Indigenous Experience and Knowledge Through Prior Learning Assessment and Recognition Credit-Granting***

This presentation explores the Aboriginal Teacher Education Program's (ATEP) innovative Prior Learning Assessment and Recognition (PLAR) pathways, which enable Indigenous students to earn up to 30 credits toward a Bachelor of Education degree. Grounded in *nehiyâw* (Cree) values, the PLAR process honours prior educational and cultural experience. This initiative supports culturally-responsive education and provides accessible pathways that recognize the lived experiences and cultural knowledge of Indigenous applicants as foundational to their academic and professional success.

Gardiner Milln, Danielle — University of Alberta

Steinhauer, Evelyn — University of Alberta

Steele, Danielle — University of Alberta

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education **Session Chair:** Ali, Aqsa

### ***Effect of Use of Screen on Child's Development at Early Childhood Education Level***

Screen time has evolved into a tempting and widely embraced activity in recent years. Children are growing up in a world dominated by screen media and technology. The digital landscape is rapidly changing, outpacing research on how screen media affects young children's development, learning, and family dynamics. This study examines both the benefits and drawbacks of screen media for children, with a particular focus on developmental, cognitive, social, emotional, language, and physical well-being.

Ali, Aqsa — University of the Punjab, Lahore, Pakistan

### ***Following the Witch's Flight: Reimagining Professionalism in Early Childhood Literacy Education***

This paper explores professionalism in early childhood literacy education as a posthuman↔feminist↔witchy assemblage. To do so, we think-with the figure-of-the-witch to highlight the production of professionalism as taking place with/in the project of colonialism. We present a case for embracing the necessarily 'witchy' nature of affectual literacies as central to a reconceptualisation of professionalism in ECE.

Thiel, Jaye Johnson — University of Alabama

Dernikos, Bessie — Florida Atlantic University

### ***Fiction Picturebooks Featuring Animal Characters: An Impetus for Science Talk in Early Childhood Classrooms***

This presentation shares findings from a mixed methods study of preschool teachers reading fiction storybooks featuring animal protagonists. Although science was not the instructional focus, teachers referenced various science concepts while reading. While most extratextual science talk was related to domains included in many states' early learning standards (e.g., biology), the types of talk used predominately targeted lower-level cognitive functions. Implications for use of fiction picturebooks for science in early childhood classrooms will be discussed.

Ellis, Emmaline — West Chester University

### ***Exploring Children's Relations With the More-Than Human World in Outdoor Learning***

In this presentation I will share findings from my PhD ethnographic research that focuses on children's outdoor learning in a child care center. Grounded in post-humanism I focus on entanglements with the snails, ducks, plants and children within the data (photographs, field notes and voice memos). Each of the examples I share provides insight into the ways the more-than-human world was actively participating in the children's daily experiences and encounters.

Donison, Laurel — Brock University & Kings Western University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Anderson, Derek

### ***I Am A Real Teacher: Alternative Certification Programs and Teacher Identity***

Learn how a rural university has utilized a strong communication network and state funding to address teacher shortage and what was learned about shifting identities for the program and the elementary teacher candidates moving from paraprofessionals to the teacher of record.

Anderson, Derek — Northern Michigan University

Lubig, Joe — Northern Michigan University

### ***Bridging the Gap: Evaluating the Effectiveness of Pre-Service Teacher Training on Inclusive Practices for Students with Special Educational Needs***

This study investigates how effectively pre-service teacher education programs prepare future educators to support students with special educational needs (SEN) in inclusive classrooms. Using a mixed-methods approach-surveys, interviews, curriculum analysis, and classroom observations-the research explores program content, teacher confidence, and practical training. Findings will identify strengths and gaps in current practices and offer recommendations to improve inclusive education training, ensuring all students receive equitable, supportive learning experiences.

Albagshi, Amira — Ripon College

Some, Herve — Ripon College

### ***The Humorous Tale of Three Literacy Communities: Playing, Laughing and Learning in a Summer Professional Learning Experience for Teachers***

Do we really have time to laugh and play in the classroom? Come hear about three unique learning communities and specifically three teachers who thrived in an environment of playing with ideas, laughing about acts of teaching and learning, and creating innovative research studies in their own classrooms to impact futuristic thinking about literacy education all while participating in a unique summer professional learning experience. Findings demonstrate that play is critical to learning for teachers.

Norton-Meier, Lori — University of Northern Iowa

### ***Power, Financial Influence and the Impact on Teacher Preparation Programs***

The current political environment dictates the elimination of diversity from curricula on the K-12 and post-secondary levels. The current climate also necessitates resistance towards the return to a "Jim Crow" educational environment. This presentation provides a view of K-12 educational environments, in post-Civil War America. Protection of Academic Freedom has become more challenging as the current administration seeks to dismantle educational structures which prepare students to think critically and learn authentic American history.

Clark, Lisa — City University of New York - Queens College

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Panel **Session Chair:** Priester, Michelle

***Navigating the Mental Health and Grief Process for Faculty: Implications for Counselor Educators Training***

Navigating the mental health and grief process for faculty, particularly those training counselors, is essential in fostering a supportive academic environment. Recent literature emphasizes the dual role faculty members often play managing their own emotional well-being while also guiding students through challenging topics. This dual responsibility leads to increased stress and burnout if not properly addressed. Studies highlight the importance of providing faculty with resources that focus on mental health literacy and effective coping strategies.

Priester, Michelle — South Carolina State University  
Thomas, Tammara — South Carolina State University  
Staten, Bridget — South Carolina State University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Special Education - Workshop **Session Chair:** Starr, Maxine

***Beyond the Breaking Point: Advocating for Related Service Provider Workload Limits to Promote Student & Staff Success***

This workshop will feature a discussion on how to advocate for more balanced workloads for related service providers, specifically in the fields of speech and language pathology and mental health services, in schools. Participants will be able to engage in an interactive problem solving seminar to determine ways in which they can begin to create change in their workplaces and communities and advocate for the need to enforce stricter policies on related service provider workloads.

Starr, Maxine — UMass Global/Sunflower Therapies  
Langdon, Henriette — Sunflower Therapies

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Human Resource Development - Workshop **Session Chair:** McCray, Cheryl

***The Power of Belonging: Talent Retention and Culture Initiatives That Work***

This interactive session explores how Talent Retention and Culture Initiatives reshape the educator experience and strengthen school communities. Facilitators will highlight programs from Hamilton County Schools in Chattanooga, TN: Male Teachers of Color (MTOC), Male Administrators of Color (MAC), Female Teachers of Color (FemTOC). Participants will examine how intentional investment in development and belonging leads to long-term retention and leadership growth. Attendees will leave with tools and a personalized action plan for their own context.

McCray, Cheryl — Hamilton County Schools  
Johnson-Hall, Jerica — Hamilton County Schools  
Sanders, MaryBeth — Hamilton County Schools

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Blockley, Caylin

***When College Starts in 9th Grade: Journey's Teaching High School Dual Credit Students***

This session explores the launch of a first-year dual credit program where high school freshmen completed college-level coursework, earning credits toward an associate degree. Learn practical tips, instructional strategies, and insights drawn from student feedback and academic performance data. Discover what worked, what didn't, and what research reveals about early college learners.

Blockley, Caylin — Collin College

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Dugan, Denise

### ***Neurodivergent Students in Higher Education: Key Findings from the Literature***

This presentation will offer key findings in the current literature involving the experiences of students with neurodiversity in higher education settings in order to determine how best to meet their learning needs. Insight into best practices in the classroom as well as for academic success will be provided.

Dugan, Denise — Chaminade University of Honolulu  
Padesky, Christopher — Chaminade University of Honolulu  
Chun, Hans — Chaminade University of Honolulu

### ***Digital Equity in Higher Education: Who Gets Left Behind in AI-Driven Classrooms?***

This study explores how AI-driven classrooms in higher education may unintentionally marginalize underserved students across socioeconomic, racial, and geographic lines. While AI offers personalized learning benefits, it can deepen existing digital divides. Grounded in digital equity and critical pedagogy frameworks, the research examines access, learning outcomes, and belonging. It emphasizes institutional responsibility and proposes inclusive strategies ensuring AI adoption supports all learners, aiming to make the future of higher education more equitable, accessible, and human-centered.

Reyes, Katherine — Pepperdine University

### ***Attracting Tomorrow's Tech Talent via Live Online Events and Programming Challenges***

Learn how to effectively recruit high school students into technology programs through live online events and programming competitions. This presentation shares results from YouTube Live recruitment sessions and the Boiler Tech Challenge, featuring hands-on Python game modification contests. Discover practical strategies, student feedback insights, and lessons learned for building successful tech talent pipeline programs.

Swanson, Dewey — Purdue University  
Gusev, Dmitri — Purdue University  
Casner, Melissa — Purdue University

### ***Using Economic Experiments for Active Learning in Higher Education***

Since the 2000s, behavioral economics has expanded through integration with experimental economics and field experiments. This paper presents two case studies of the use of economic experiments in higher education. Interview surveys suggest that economic experiments improved students' understanding and motivation. Surveys indicate that experiencing economic experiments at an early stage is important for increasing students' interest and motivation.

Yoshida, Keiko — Momoyama Gakuin University

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Niemela, April

### ***Leveraging Design Thinking to Increase Recruitment, Retention, and Resiliency***

Design Thinking is a human-centered, iterative approach for solving complex challenges and has been used in the education field to tackle enduring problems of practice. This interactive workshop invites participants to experience the five stages of the Design Thinking process and leverage them as a creative force for addressing recruitment and retention in their university programs and local contexts.

Niemela, April — Lewis-Clark State College  
Perlman, Dana — Lewis-Clark State College

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**Time:** 11:30 AM - 1:00 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Reid, Alexis

### ***Empowering Learner Agency with Executive Functions, UDL, and AI***

This session explores how to support executive functioning skills, enhance learning accessibility, and align with Universal Design for Learning (UDL) principles. Drawing on insights from Dr. Luis Perez & Alexis Reid, Co-Author of Supporting Student Executive Functions, we'll examine potential in personalization, critical thinking, and reducing barriers for students with disabilities, especially with executive functioning challenges. Participants will gain practical strategies as we also address AI biases and ethical considerations to ensure equitable learning experiences.

Reid, Alexis — Reid Connect, LLC/ CAST UDL National Faculty  
Perez, Luis — CAST

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## Poster Session

The numbers below correspond to each specific poster at numbered whiteboards in the Coral Lounge. Magnetic whiteboards (48" wide x 32" tall) and magnets will be provided for presenters. No audiovisual equipment will be provided for these sessions.

Time: 1:15 - 2:45 PM / Thursday - 1/8/2026 / Room: Coral Lounge

### **1. Individual Differences in Working Memory Capacity and Touch Interface Operation Time in Older Adults**

This study examines the cognitive load and individual differences in working memory span (WMC) in touch interface operation among older adults. In this study, it was suggested that the touch interface operation speed differs according to individual differences of WMC and the cognitive load of highly difficult touch interfaces. The results also suggest that WMC decreases with aging, and operation time on difficult touch interfaces increases.

Osuka, Kazunori — University of Nagasaki

### **2. Paws for Hope: Exploring the Role of Human-Animal Interactions in Enhancing Student Well-Being**

This study explores how dog ownership enhances human well-being by fostering hope. Dog owners reported higher levels of hope, which strongly predicted overall well-being. The findings suggest that human-animal interactions could support students' mental health and academic success, offering insights for educational settings to promote resilience and well-being.

Bragg, Jedediah — New Mexico Highlands University

### **3. Can Encouraging Students to "Embrace" the Use of AI in Writing Essays Actually Result in Learning?**

Can asking students to declare and embrace the use of AI assistance in writing essay responses facilitate learning? Data will be presented showing external faculty assessments of "original writing" essays and those in which students "declared AI use" on learning and ability to answer content questions based on those essays. Data from this study and the implications of assisting students in embracing and declaring AI usage will be discussed.

Osborne, Randall — Texas State University

### **4. AI at Work: Leading Ethically Through Transformation, Insight, and Innovation**

This poster explores how Artificial Intelligence (AI) is reshaping the workplace by improving decision-making, team dynamics, and leadership. Grounded in leadership and organizational behavior theories, it highlights three key areas of AI-driven change: strategic alignment, employee engagement, and ethical governance. Practical tools like predictive analytics and intelligent platforms are highlighted, emphasizing both their potential and ethical concerns. It proposes a transformative framework to help leaders integrate AI responsibly while fostering inclusive, adaptive, and future-ready organizations.

Gurick, Mitch — Pepperdine University

### **5. Social Belonging, Motivation, and Self-Efficacy in Nontraditional College Students**

The current study examined the relationship between nontraditional factors and sense of belonging, motivation, academic strategy usage, self-efficacy, and classroom experiences in college students. Importantly, the current research compared groups based on different levels of nontraditional status. Belonging was a significant predictor of important academic predictor variables, such as course-related efficacy, study habits, and course perceptions, while nontraditional factors were linked to reporting more beneficial cognitive and self-regulatory behaviors and more social and academic efficacy.

Babb, Stephanie — University of Houston-Downtown

Crone, Travis — University of Houston-Downtown

### **6. The Brownies' Book Magazine: An Analysis of Photographs in the "Little People of the Month" Column**

The Brownies' Book Magazine—spearheaded by Jessie Redmon Fauset, W. E. B Du Bois, and Augustus Granville Dill—was one of the first periodicals created primarily for the "children of the sun." The purpose of this poster presentation is to present an analysis of the photographs in a section of The Brownies' Book titled the "Little People of the Month." This section highlighted the accomplishments of children in various areas such as academics and the arts.

McNair, Jonda — The Ohio State University

### **7. Innovative Approaches to Mechanical Ventilation Education: ICT-Enhanced Active Learning for Improved Competency Development**

This study evaluated the educational effectiveness of a ventilator simulation app ("TruVent®"). Among 123 participating students, app usage significantly improved comprehension, particularly in flow waveform recognition. Cluster analysis identified three distinct learning patterns, with correlations to GPA. The findings demonstrate that ICT-facilitated repetitive learning effectively enhances clinical skill acquisition in mechanical ventilation training.

Fueda, Yuri — Morinomiya University of Medical Science

Fujie, Tatsuro — Morinomiya University of Medical Science

### **8. Using Three Parallel Vocabulary Levels Tests to Compare the Effects of Vocabulary Knowledge on L2 Listening Comprehension: A Proposed Study**

Vocabulary has been recognized as an important factor of second/foreign language (L2) listening success. The purpose of this proposed study is to compare the cross-modality effects of three parallel vocabulary measures on L2 listening and the relative contribution of different frequency levels of vocabulary knowledge to L2 listening to bridge previous research gaps. In addition, the vocabulary measure(s) in the proposed study can be used to assess L2 learners' lexical knowledge for various pedagogical needs.

Li, Chen-Hong — National Taiwan Sport University

## **9. Creating Sustainable Systems for Counselors who work with Multilingual Learners**

School counselors often are tasked with the difficult decision on what to address when working with multilingual learners. This poster session will share a case study from the perspectives of counselors, administrators, and district county staff of an effective multi-tiered system that was implemented in an urban area in southern California. This poster session will showcase a sustainable implementation of a multi-tiered system that support the work of school counselors who work with multilingual learners.

Aquino-Adriatico, Gabrielle — California State University, Fullerton

Chao, Soomin — California State University, Fullerton

## **10. Educators' Perceptions of Teaching Post-pandemic Students with Disabilities in Non-remote Settings**

This poster session highlights new data and addresses the challenges that educators face when teaching students with disabilities in the post-pandemic era. Additionally, it will share research-based strategies for educators and offer effective coping strategies for students with disabilities. Furthermore, it reveals various methods to increase educators' self-efficacy, examines the effects of online learning, and student's learning styles, which can impact their retention and academic progress. Recommendations for educators offered.

Baker, Toby — California State University, Los Angeles

## **11. Worked Examples as Student Work: A Case Study of Teacher Co-Designed Game Based Curriculum Structures**

Learn about a co-designed, game based curriculum structure called "Game Replays." Game Replays are a wrap around curriculum structure designed for use alongside a digital game-based fraction program called "Dream2B." The structure originated as a series of worked examples and were re-designed by teachers to center students' real time game-based problem solving strategies. We report the process of co-design, including the need for re-design of the original structure and the value of student-centered worked examples.

Hunt, Jessica — NC State University

## **12. Group Cohesion: Getting Outdoors for Mental Health**

This presentation examines how effective adventure based counseling (ABC) programs work with groups in outdoor settings. This poster will acknowledge how ABC helps to create safe environments that allow groups to become cohesive in outdoor settings. It will also discuss how participants are able to identify the value of each member of the group. The use of the outdoors in these programs provide an environment conducive to highlighting and discussing numerous topics of counseling.

Glass, Scott — East Carolina University

## **13. Evaluating the Effects of Game-Based Intervention on Cognitive Function and EEG-Derived Attention in Older Adults**

This study examined the effects of game-based intervention in older adults, revealing temporary improvements in cognitive function and reductions in hyperarousal as measured by EEG after gameplay. EEG indices in the 12-14 Hz band at the frontal Fp1 region proved useful for assessing attention. These findings suggest that commercial games may serve as a practical, noninvasive tool to support cognitive function in aging populations.

Furukado, Ryousuke — Nishinippon Institute of Technology

Sakuma, Tomohisa — Nihon University

Shimoda, Mizuho — Kyushu Institute of Technology

Hagiwara, Goichi — Kyushu Sangyo University

## **14. Reimagining The Workforce Innovation and Opportunity Act, Employment Education and Support Services in the World of Artificial Intelligence**

Discover how the Workforce Innovation and Opportunity Act can evolve in the age of Artificial Intelligence. This interactive session invites educators, workforce professionals and anyone invested in the future of work to discuss and strategize ways to leverage the Workforce Innovation Act to evolve employment education and support services in conjunction with artificial intelligence.

Harrison, John — Louisiana State University at Shreveport

Tigner, Kimberly — Louisiana State University Shreveport

## **15. Academic Integrity as a Cultural Construct: Insights from International Students Before Studying in Canada**

This study examines international students' views on academic integrity in their home countries and their adaptation to Canadian standards. Based on semi-structured interviews with sixteen first- and second-year students in Ontario, it explores understandings of plagiarism, citation practices, and institutional policies. Findings show varied citation norms in students' home countries and a familiarity with Canadian standards, often shaped by prior academic culture and pre-arrival resources on Canadian standards.

Rowe, Jaycee — University of Windsor

## **16. Young Children's Responses to Mistakes in Early Childhood Contexts**

This presentation will address how young students respond to mistakes in the small moments of daily instruction. Research findings from across a series of studies and settings will provide insights into their observed responses. This work illustrates how nuanced interpersonal interactions as well as established relationships with teachers, peers, and parents shape children's experiences with mistakes.

Donaldson, Maleka — Smith College

## **17. Fathers' Involvement and 24-Month-Olds' Language Ability: Evidence from a Taiwanese Cohort**

Using data from the Kids in Taiwan: National Longitudinal Study of Child Development and Care (KIT)-a nationwide project examining child development and parenting practices in Taiwan-this study investigated the associations between fathers' involvement and the language abilities of their 24-month-old children. Findings supported the important role of paternal involvement in early language development.

Lin, Pin-Hsuan — National Pingtung University

Hung, Shuan-Ju — National Pingtung University

**18. From Teacher-Centered to Learner-Centered: A Qualitative Study of Instructional Belief Transformation in Japanese Teachers A Tentative Model Based on a Study of Mid-Career Teachers Using the Modified Grounded Theory Approach**

This study explores how mid-career teachers educated in teacher-centered settings internalize learner-centered instructional beliefs. Seven participants engaged in interviews, and a tentative model was developed using the Modified Grounded Theory Approach. The transformation begins with discomfort upon encountering learner-centered environments, followed by reflection supported by mentors and peers. Teachers gradually shift control of learning to students and redefine their roles. Further interviews will refine the model and deepen understanding of instructional belief transformation.

Enta, Masahiro — University of Tokyo

**19. The Impact of Screen Time on Behavioral Problems in 2-Year-Old Toddlers: The Mediating Role of Sleeping Through the Night**

This study examines the mediating role of sleeping through the night in the relationship between screen time and behavioral problems among 2-year-old toddlers. Using nationally representative data, the findings reveal that increased screen time disrupts sleep, which in turn elevates internalizing behavioral issues. The results underscore the importance of incorporating media use and sleep education into early parenting programs to support the healthy development of toddlers.

Hwang, Sun Ha — Chung-Ang University, South Korea

Chang, Young Eun — Chung-Ang University, South Korea

**20. Laissez-Faire Leadership and Its Consequences for Supervisors and the Organization (School)**

This study also seeks to identify the job demands and resources that may influence the behaviors of the laissez-faire supervisor, and how these behaviors may in turn influence his or her own well-being at work (job satisfaction and burnout).

Senechal, Carole — University of Ottawa

Larivée, Serge — University of Montreal

**21. From Knowledge to Action: The Influence of Field-Specific, Technical, and Non-Technical Competencies on School Counselors' Program Evaluation Practices**

This poster presents findings from a study exploring how school counselors' field-specific, technical, and non-technical competencies influence their program evaluation practices. Using a taxonomy-based framework, results highlight that technical and non-technical competencies are the strongest predictors of data-informed decision-making, emphasizing the need for more targeted, competency-based training in counselor education programs.

Beasley, Jordon — Augusta University

Koerber, Nate — Augusta University

Edwards-Schuth, Brandon — Augusta University

**22. How Maternal Monitoring of marriage-immigrant mothers Shapes School Life Satisfaction in their Adolescent children in Korea: The Serial Mediating Roles of Mother-Child Interaction Time and Adolescent Depression**

This study examines how maternal monitoring by marriage-immigrant mothers in Korea affects adolescents' school life satisfaction. Using data from 1,422 dyads, results reveal a serial mediation: monitoring enhances mother-child interaction, lowers adolescent depression, and ultimately increases school satisfaction.

Findings highlight the need for culturally sensitive parenting support to improve adolescent well-being in multicultural families.

Bao, Jin Lu — Department of Social Welfare, Chung-Ang University, South Korea

Chang, Young Eun — Chung-Ang University, South Korea

**23. The Impact of an Interactive Response System on Student Engagement and Academic Performance in a Medical Epidemiology Course**

Our quasi-experimental study evaluated the effect of an Interactive Response System (IRS) on a sophomore-year epidemiology course. The IRS significantly improved final exam scores and student engagement, as evidenced by a higher survey response rate and proactive student-instructor interactions. However, it did not significantly alter overall student satisfaction.

See, Lai-Chu — Chang Gung University

Li, Pei-Ru — Chang Gung University

**24. Empowering Student Success Through Transformational Academic Advising: The Role of Perceived Social Support in Student Engagement, Satisfaction and Persistence**

This presentation highlights the findings of a quantitative correlational study exploring the impact of transformational academic advising on student engagement, satisfaction, and persistence in higher education, with a focus on the moderating role of perceived social support. Using Transformational Leadership Theory and Maslow's Hierarchy of Needs as theoretical frameworks, the research demonstrates how advisors' leadership qualities and students' social support networks contribute to positive academic outcomes.

Pringle, Kimberly — Louisiana State University Shreveport

Pringle, Bryce — Louisiana State University Shreveport

Conley, Amorris — Louisiana State University Shreveport

**25. What Matters More-Number Talk or Engaged Interaction? Exploring the Quality of Parent-Child Interactions during Early Numeracy Activity**

This presentation aims to examine two key dimensions of parent-child interactions during shared book reading, number talk and the quality of interactive engagement. It aims to explore which of these dimensions, or how each, plays a role in supporting young children's development of early numeracy skills.

Chen, Keting — California State University, San Bernardino

Lopez, Emily — California State University, San Bernardino

Leon, Vanessa — California State University, San Bernardino

Luna Martinez, Samantha — California State University, San Bernardino

Parker, Cade — California State University, San Bernardino

Gonzalez, Ariana — California State University, San Bernardino

## **26. Examining High-Impact Educational Practices as Predictors of Academic Persistence and Graduation Outcomes Among Minority, Non-Traditional Developmental Education Students at Historically Black Colleges and Universities and Minority Serving Institutions**

This poster presents a quantitative analysis of how internal program reviews, course-based assessments, and external accreditation influence developmental student success. Employing regression discontinuity, structural equation modeling, and panel analysis, the study examines both direct effects and mediated pathways through faculty engagement and curriculum alignment. The findings provide actionable insights for institutional leaders, assessment professionals, and policymakers seeking to align evaluation practices with measurable gains in equity, retention, and academic achievement for underprepared learners.

Jackson, Tiffany — Grambling State University

## **27. Cross-Cultural Collaboration in Education: Building Understanding, Opportunity, and Shared Perspectives Between Kenya and the United States**

This presentation explores how cross-cultural collaboration in education between Kenya and the United States builds understanding, creates opportunities, and broadens shared perspectives across disciplines. Through cultural exchange, professional engagement, and collaborative learning, participants connect ideas and experiences that strengthen equity and innovation. Attendees will discover practical approaches to designing inclusive curricula, fostering meaningful international partnerships, and applying global insights to enhance teaching, learning, and professional growth in diverse educational and professional settings.

Davidson Smith, Karen Voncille — University of Mississippi

## **28. Educating Young Children Caught in Disasters**

The presentation will highlight several types of human-made and environmental crises and disaster situations such as wildfires, hurricanes, political unrest, and community violence and their impact on young children's social-emotional and academic development. It will also share specific teaching strategies for educators and key trauma-informed practices to assist children who are caught in disasters.

Szente, Judit — University of Central Florida

## **29. Learning using Videos: What Does Memory Research Teach Us?**

While several effects have been discovered to explain memory for lists of words, in education today, it is increasingly common to use more dynamic stimuli (e.g., videos) as teaching tools. This study utilized TikTok videos that were presented in categorical groups or mixed to determine whether classic memory effects, such as primacy/recency effects and proactive interference across lists, are preserved using videos. Indeed, such effects held, having important educational implications for teaching with videos.

Bennion, Kelly — California Polytechnic State University, San Luis Obispo

Antony, James — California Polytechnic State University, San Luis Obispo

## **30. Unlocking Academic Success: Exploring the Magic of the Pomodoro Method in a Peer-Work-Group Space**

At Brigham Young University-Hawaii, the library launched "Just Write," a peer-study workshop using the Pomodoro Method to enhance focus, reduce procrastination, and improve task completion. This quasi-experimental research compares students who participated in the workshop with those who did not participate, examining productivity and academic outcomes. The study also explores how academic libraries can support student success, particularly for international students and English Language Learners (ELLs), through innovative academic support services beyond traditional library roles.

Falevai, Zoia — Brigham Young University-Hawaii

Tangsitpan, Chaniporn — Asian Community Development Center

## **31. What Keeps a DACA Student Standing**

Grounded in resilience theory, this study explores how students in the Deferred Action for Childhood Arrivals (DACA) program accessed and sustained critical resources while navigating higher education challenges in a politically hostile climate. The findings highlight three key pillars of resilience: institutional support from DACA resource centers, peer relationships, and Dreamer-specific scholarships. The study found that DACA students' resilience grows through collective support, emphasizing the need to expand opportunities and access.

Vasquez, Juan — Alvin Community College

## **32. Smart Toys, Smarter Kids: The Future of AI: Exploring the Impact of Children Communicating with AI**

Artificial intelligence among kids has become widespread in the modern digital world. Children increasingly use AI-enabled toys for learning, interacting, communicating, and entertainment. It is essential to investigate how children's interactions with AI-enabled toys influence how they learn, live, communicate, and play. This research aims to elucidate the developmental, educational, and social impacts of children communicating with smart toys and explain how these interactions influence their cognitive growth, emotional intelligence, creativity, communication, and language skills.

Bennani, Othmane — Pepperdine University

## **33. Empowered Pathways: Women Realtors on Beliefs, Mindset, and Purposeful Action**

This poster presentation delves into the transformative journeys of female leaders in the realm of real estate. It underscores the foundational roles of deeply held beliefs, a resilient mindset, and deliberate actions in their success narratives. Attendees will gain insights into the symbiotic relationship between these three pillars and their pivotal role in female leadership within the real estate field.

Sarkis, Carmen — Pepperdine University

## **34. Tracing the Trajectory of Early Childhood Care and Education in Okinawa: Historical Developments and the Case of the Five-Year-Old Childcare Issue**

This presentation examines the history of early childhood education in Okinawa using the commemorative volume Okinawa Hoiku no Ayumi and prior studies on the "five-year-old childcare issue." It highlights how Okinawan childcare has wavered between local culture and institutional systems, revealing distinctive features that offer insights into international debates on early education.

Tengan, Junyu — Cosmo Story Nursery School / Hiroshima University

Tamashiro, Masumi — Tomishiro Nursery School

Higa, Yutaka — Jitchaku Nursery School

### **35. Addressing Alaska's Nursing Shortage with Localized Education**

Across the U.S., demand for nursing education exceeds program availability. In Alaska, extreme climates, geographic isolation, and faculty shortages in rural areas worsen the challenge. The University of Alaska Anchorage delivers nursing education at 12 sites across the state. When vacancies occur, faculty fly to communities until local instructors are secured. This approach increases access to nursing education, educates students locally, builds capacity, and fosters cultural exchange and professional growth.

Baker, Keri — University of Alaska Anchorage

### **36. Enhancing Adult Learning and Professional Development through the Army Civilian Education System (CES)**

This poster explores how the U.S. Army Civilian Education System (CES) supports adult learning and professional growth through Institutional Training and Self-Directed Learning. Applying Malcolm Knowles' andragogical framework, the presentation examines whether CES aligns with essential adult learning principles such as relevance, autonomy, and experience. The analysis highlights how Army civilian training can be enhanced by intentionally integrating adult learning theory into its design and delivery.

Dennard, Benjamin — Louisiana State University at Shreveport

Harrison, John — Louisiana State University at Shreveport

### **37. Scaffolding Student Research with Generative AI: A Library-Centered Case Study**

This study investigates how systematic use of GenAI can scaffold critical thinking and research cognition by streamlining basic tasks, allowing scholars to focus on higher-order analysis, synthesis, and contribution.

Rezaie, Fatima — Oklahoma State University

Stansberry, Susan — Oklahoma State University

Abai, Clement — Oklahoma State University

### **38. Successes and Challenges of Piloting a Special Education Teacher Training Pathway**

The University of Hawai'i- Leeward Community College's Teacher Education Program piloted a Special Education (SPED) pathway to address teacher shortages by combining mentorship, internships, and accelerated coursework. Initiatives included a mentored SPED internship, mentor teacher training, and condensed online classes, all designed in partnership with local schools. Early results show strong participant engagement, increased interest in SPED careers, and recommendations for greater in-person interaction, ongoing mentorship education, and long-term research on program impact and sustainability.

Rebamonte-Smith, Lilian — University of Hawai'i - Leeward Community College

Ramos, Brittni — University of Hawai'i - Leeward Community College

### **39. Sound, Style, and Exchange: A View of the Legacy of American Popular Music on K-Pop and Fashion**

This poster presentation explores the impact of American popular music on the development of Korean music and fashion culture that has affected global trends. From the arrival of hip-hop, rock, R&B, and jazz in the late 20th century, Korean artists adapted these styles to create new hybrid forms. We propose to demonstrate how these American influences laid the foundation for K-pop's rise, shaping its musical style, choreography, and fashion while driving its global cultural reach.

Frederick, Christy — Norfolk State University

Ha, Susan — Norfolk State University

### **40. Using Improvement Science and Participatory Action Research to Enhance Critical Thinking in First-Generation Hispanic Female STEM Students**

This presentation explores how Improvement Science and Participatory Action Research (PAR) can be used to co-create critical thinking workshops that empower first-generation Hispanic female STEM students at a dual-designated HSI/PWI. By centering student voice and equity-driven interventions, the study highlights strategies to improve persistence, retention, and career readiness in higher education.

Huertas, LoriMarie — Metropolitan State university

### **41. Equity in Action: Integrating Mentorship and Career Development to Improve Student Outcomes**

The Rebooting through Emerging Technology Programs (REP) model at Miami Dade College improved retention and completion among underrepresented technology students while strengthening belonging, leadership, and career confidence. Through mentorship, financial literacy, career readiness, and leadership development experiences, REP shows how intentional program design can strengthen both student persistence and readiness for the technology workforce. This poster shares key outcomes and practical strategies for sustaining student success across community college computing and technology pathways.

Billionniere, Elodie — Miami Dade College

Meyer, Jr., Lawrence — Miami Dade College

### **42. Facilitating Efficient Student Access to Required Software Tools**

The key to student success is providing resources that foster academic achievement. I utilized qualitative research methods to assess students' performance following descriptive feedback and examined emerging themes. This presentation shares evidence-based interventions from literature and personal research on how to mitigate barriers experienced by students related to acquiring and downloading critical software that they need in the virtual learning involvement.

Mshigeni, Salome — California State University, San Bernardino

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 1  
**Session Topic:** Adult Education - Workshop **Session Chair:** O'Leary, Qiana

***Joy Works: Restorative Play and Radical Belonging in Adult Learning Spaces***

What if laughter, joy, and play weren't extras, but essential tools for keeping your staff inspired, centered, and committed? This presentation centers the radical power of joy in adult learning and offers district and school leaders a research-based model for increasing educator retention through wellness-centered professional development. Grounded in experiential research, the session demonstrates how playful, reflective spaces can create strong faculty camaraderie, improve morale, and cultivate learning environments where both students and adults thrive.

O'Leary, Qiana — Texas A&M International University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 2  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Petix, Laura

***Starting the Conversation: How to Foster Neurodiversity-Inclusive Spaces and Relationships for Children***

When kids understand that brains work in different ways, they're more likely to accept differences, form inclusive friendships, and create classroom environments that are safer for everyone. Normalizing the use of sensory tools and accommodations through peer education reduces stigma and makes self-regulation strategies more accessible. This workshop will empower educators to foster inclusive spaces where all students feel seen, supported, and empowered to be themselves.

Petix, Laura — CEO, The OT Butterfly LLC

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 3  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Euceda, Jasmin

***Expansion of Spanish to the Professional World through Podcasting***

This presentation shows the benefits of Spanish for specific purposes through the partnership of the College of Communications and the Department of Language and Literature to carry out a professional project where students work on the development, recording and publication of a podcast in Spanish that focuses on discussing topics relevant to the Hispanic community.

Euceda, Jasmin — Texas A&M Kingsville

***New Yorkers W.E.B. Du Bois and Marcus Garvey: A Reconsideration of the Conflict Between Two Sons of the Black Working Class***

This paper examines the conflict between New Yorkers W.E.B. Du Bois and Marcus Garvey. It argues that Du Bois and Garvey were sons of the Black working class who had a conflict that needs to be reconsidered as a personality conflict centered on their leadership styles. In addition, this paper examines the Black nationalism and Pan-Africanism of Du Bois and Garvey.

Cromartie, J. Vern — Contra Costa College

***Advancing Transdisciplinary Experiential Learning: A New Partnership for Student Training and Mentorship***

This presentation will discuss the Advancing Transdisciplinary Experiential Learning (ATEL) partnership that brings together Indigenous and non-Indigenous academic, public, private and not-for-profit sectors to create effective research training experience for students and postdoctoral researchers, mobilize innovative climate change adaptation practices, and enhance disaster risk reduction in communities via experiential learning in curricular and co-curricular contexts. The presentation will focus on partnership development and partnered research training activities.

Drolet, Julie — University of Calgary

***Weaving Design Thinking and Visual Communication into STEM: Enhancing Creativity, Engagement, and Inclusive Learning***

This proposal explores integrating design thinking, visual communication, and interdisciplinary collaboration into STEM education to enhance engagement, comprehension, and inclusivity. By transforming abstract concepts through infographics, storytelling, and prototyping, educators can make STEM accessible and inspiring. Design thinking fosters creativity, adaptability, and problem-solving, while inclusive practices empower diverse learners through hands-on, community-driven projects.

Choi, Clara — University of Texas Rio Grande Valley

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 5

**Session Topic:** Libraries and Learning Commons **Session Chair:** Groenendyk, Michael

### ***Integrating Retrieval-Augmented Generation into Academic Libraries: Enhancing Research, Teaching, and Information Literacy***

Academic libraries can leverage RAG-enhanced large language models to retrieve information from institutional repositories and databases, creating personalized learning experiences. This paper documents a library-specific AI system that grounds outputs in curated resources for instructional workshops, reference services, and self-directed learning. It addresses challenges of bias and accuracy while proposing a framework for responsible AI integration that upholds equity, intellectual freedom, and educational principles.

Groenendyk, Michael — Concordia University

### ***From Practice to Classroom: Using Workplace Expertise to Enhance Course Development***

This case study discusses the ways in which two practicing academic subject specialist librarians have worked collaboratively to develop and team-teach a cluster of four courses for a Master of Library and Information Science (MLIS) curriculum. These courses include Humanities Information, Business Information, Social Science Information, and Science and Technology Information. This presentation will outline how these courses were developed over four years to leverage the knowledge and experience of practicing librarians.

Howard, Heather — Purdue University

Campbell, Paul — Kent State University

### ***Literacy Came to A Sub-Saharan African Village: Ghanaian Elementary Students' Narratives on How Access to Books Influenced Their Education***

This presentation explores the impact of library access on literacy development among elementary students in Sub-Saharan Africa, with a focus on Ghana. Through narrative interviews with ten students, the study reveals how encounters with diverse books not only improve reading skills but also spark a passion for learning and broaden worldviews. Attendees will gain insight into how school libraries can foster academic growth, cultural awareness, and future aspirations in underserved communities.

Darko, Geraldine — National University

Walker-Roberts, Gary — National University

Nwaehi, Barbara — Vizyon Consulting

### ***Beyond the One-Shot: Scaling Asynchronous Information Literacy through Canvas Microcredentials***

This progress report updates Cast a Wider Net: Leveraging Canvas for Asynchronous Information Literacy Learning, published in College & Undergraduate Libraries. The study revealed that the traditional "one-shot" library instruction session did not meet students' needs. Instruction expanded into ongoing, flexible learning opportunities by embedding asynchronous Canvas modules. Since publication, the program has issued over 35,000 microcredentials and been integrated into faculty courses, transforming information literacy instruction at scale and contributing to student success.

Idleman, Brandee — Irvine Valley College

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 7

**Session Topic:** Other Areas of Education **Session Chair:** Madrigal-García, Yanira

### ***Contested Spaces: A Critical Ethnographic Analysis of Gentrification, School Culture, and the Experiences of Urban Youth***

This paper uses critical ethnographic methods to examine how diverse urban youth experience schooling and belonging in a gentrifying California city. Drawing on interviews with 39 students, this study explores how race, class, and spatial change reshape school culture and connections. The study addresses gaps in gentrification and education research by centering youth perspectives, revealing how gentrification produces racialized dynamics, displacement, and inequity while also fostering critical consciousness among working-class students of color.

Madrigal-García, Yanira — Sacramento State University

Bravo-Hernandez, Andy — Sacramento State University

Pesola, Antonia — Sacramento State University

### ***Linking School Context to Leadership: The Predictive Power of Socioeconomic Status and Performance on Principals' Leadership Style***

In an effort to gain an understanding of struggling schools and a possible connection to school leadership, a study was conducted to determine a connection between the socioeconomic status and performance of schools with the principals' leadership style. The results and implications of the study are reported in this paper.

Maxey, Martha — Louisiana State University Shreveport

### ***Transformational Leadership Through Storytelling in Rural Texas: Building Meaningful Relationships with CBO Funders for Sustainability***

This self-improvement organizational study describes experiences of thirty-two leaders participating in storytelling training. Presenters discuss training impact, evolution of the interactions among leaders, community members, and funders, and the nature of the transformational leadership that occurred. Data included questionnaires, journal entries, and leaders' monthly program reports. Reflexive thematic analysis revealed study participants becoming more confident leaders and storytellers. Leaders wrote program reports that included community stories to influence funders and obtain funds for program sustainability.

Larrotta, Clarena — Texas State University

Mercado, Norma — Bastrop County Cares -Texas

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Schmal, Julie

***Creating Safe, Supportive Classrooms: Social and Personal Competencies Within MTSS***

In this interactive workshop, participants will explore how social and personal competencies can be intentionally taught, modeled, and supported across all levels of a Multi-Tiered System of Supports (MTSS). Through discussion, reflection, and practical examples, attendees will learn how these competencies promote positive academic, behavioral, and mental health outcomes. The session will also highlight strategies for building supportive school climates, engaging families, and sustaining implementation over time.

Schmal, Julie — The University of Texas at Austin

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Fox, Thomas

***Research on the Development of Geometric Reasoning in Students and Its Applications***

The research on the development of geometric reasoning in students will be examined. The responses of a group of fifth grade students to a series of open-ended geometric tasks will be examined in light of this research framework. Implications for instruction will be discussed.

Fox, Thomas — University of Houston Clear Lake

***Visualizing Biomedicine: Curricular Design and Student Outcome Insights for an Interdisciplinary Course Weaving the Arts, Biochemistry, and Visual Thinking Strategies (VTS)***

This presentation includes the development and assessment of an interdisciplinary course that blends biochemistry, visual arts, and medical humanities to develop competencies essential for students pursuing healthcare careers. Students engage with Visual Thinking Strategies (VTS) and scientific content through lecture and studio components, culminating in the creation of molecular landscapes. Pre/post assessments include the VTS Student Thinking Assessment and a biomolecular visualization test to measure observational, critical thinking and visualization development.

Terrell, Cassidy — University of Minnesota, Rochester

***Cybersecurity and Its Intersection with AI: Educational Implications***

Today, artificial intelligence permeates almost every aspect of human endeavor, whether in private and technology companies, government, or increasingly, in academia. Issues of security become important, as with any use of technology, and understanding of their architecture, data handling practices, and vulnerability exposure should be understood by the users. As the AI technology continues to evolve, educators can be made aware of the issues, and can adapt accordingly.

Badger, Adam — Georgia Institute of Technology

***Colonized Through Math: Native Erasure and Land Dispossession in Settler Colonial US Boarding School Curricula***

During the 19th and 20th centuries, the US created settler colonial boarding schools specifically targeting American Indian, Alaska Native, and Native Hawaiian children as part of a federal policy of forced cultural assimilation through education. This policy coincided with Indigenous land dispossession and attacks on Tribal sovereignty. However, no study has examined the mathematics curricula in boarding schools. This proposal presents the main findings from our archival studies of settler colonial mathematics curricula.

Gutierrez, José — University of Utah

### ***A Scenario in EVI, an Immersive Virtual School, to Intervene with Young People with Behavioral Difficulties***

The goal of this communication is to explore how EVI (an immersive virtual school), as a training device, can adapt pedagogical practices to prevent crises and to promote inclusive schooling for pupils with special needs. Following Bergeron and Rousseau's research-development approach (2021), the results highlight the prototype development phase, including decision-making leading to the first tangible scenario in EVI. This version, combining the experience of an autistic youth and a systematic knowledge exam.

Caron, Josianne — Université du Québec à Rimouski  
Bolduc, Marie-Ève — Université du Québec  
Beaupré, Pauline — Université du Québec à Rimouski  
Milhomme, Daniel — Université du Québec à Rimouski

### ***Textual Tactics and Tactical Texts: The Systemic Coordination of Faculty Resistance to Social Justice in Medical Education***

Efforts to advance equity, diversity, and inclusion in higher education often face scrutiny and resistance. This presentation draws on an 18-month institutional ethnography at a Canadian medical school to examine how faculty resistance to weaving social justice into a new pre-clinical curriculum emerged, gained legitimacy, and became institutionally coordinated. These findings illuminate the structural nature of resistance and guide strategies for embedding equity in curricular reform and professional training.

Brown, Allison — University of Calgary  
Roze des Ordons, Amanda — University of Calgary  
Adel, Adibba — University of Calgary  
Young, Jessica — University of Calgary  
King, Regine — University of Calgary  
Kachra, Rahim — University of Calgary

### ***Instructional and Assessment Considerations for Multilingual Learners who are Blind or have Low Vision***

This presentation explores how to design instruction and English language proficiency (ELP) assessments that are accessible to multilingual learners who are blind or have low vision. Drawing on research and classroom examples, we highlight student characteristics, effective multimodal teaching strategies, and approaches to minimizing construct-irrelevant barriers in ELP assessment. Participants will gain practical tools and policy-aligned frameworks to ensure these learners can fully demonstrate their language abilities on an equitable basis with peers.

Christensen, Laurene — University of Wisconsin-Madison  
Leech, Madison — Central Bucks School District

### ***Gender Diversity in Leadership Positions: Building a Conscious Business Elite Aware of the Materiality of Diversity, Equity, and Inclusion***

Diversity in leadership positions is not only related to social justice and representativeness. For business schools, it represents a corporate practice with positive impacts that should be adopted to capitalize on the benefits it offers. Increased financial performance, market valuation, innovation capacity, transparency levels, among others, are benefits highlighted by the literature. Educating business leaders in this area is essential to ensure the necessary levels of awareness among decision-makers.

Guzman, Alexander — CESA School of Business  
Trujillo, Maria-Andrea — CESA School of Business

### ***Journey of a Hawaiian Artist-Educator to be Accountable to 'Ohana Kuleana: Multiple Layers of "Indigenous" Art Creation and the Implications for Working in Higher Education***

This presentation is an inquiry into my kuleana (right/responsibility) journey as a father/husband, Hawaiian national, artist, and educator. I will discuss my participation in an art exhibit focused on the theme of "Kuleana" that features artists who are faculty and/or alumnae at the University of Hawai'i. I will discuss how my sense of kuleana to family, my art-making process, and my work as an educator at the University of Hawai'i, Mānoa are interconnected.

Cashman, Kimo — University of Hawai'i, Mānoa

### ***The Sandy Bay Ojibway Language Data Sovereignty Project: A Digital Home for the Oral Conversations and Stories With the Elders of Sandy Bay Manitoba***

Our work contributes to the preservation, revitalization, and further education of the southwestern Manitoba dialect of Anishinaabemowin. In this paper presentation, excerpts from the videos created with the Sandy Bay Elders' group will be offered, and the methods to ensure data sovereignty, data ownership, control, access, and possession will be shared. Concluding implications for the use of digital technologies with an elder generation of fluent speakers unfamiliar with digital environments will be discussed.

Ferguson, Alanaise — University of British Columbia, Okanagan

### ***Indigenous Dispute Resolution & The Ethical Space of Engagement Dibaajimotaadiwag (They Tell Stories)***

This presentation explores Indigenous Child Welfare Dispute Resolution (ICWDR) Circles as ethical spaces where tension and chaos become catalysts for growth, mutual learning, and respectful engagement. It establishes a framework for Indigenous storytelling circles as generative methods of knowledge exchange, with applications beyond child welfare. Participants expressed gratitude, highlighting the reciprocal and spiritually fulfilling nature of sharing stories as a research method, reaffirming the strength of Indigenous storytelling circles as generative spaces for knowledge exchange.

Sherry, Laurie — McMaster University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Moroney, Kim

***What Is "True" Play? An Introduction to Anjiplay***

This workshop shares insights from a Study Tour to AnjiPlay in Anji County, using observations, anecdotes, photos, and videos. The experience sparked ongoing collaboration and offers a unique perspective through an Australian lens. Participants will explore AnjiPlay's philosophy, which upholds every child's right to self-directed, uninterrupted play. Its Guiding Principles and Core Elements will be unpacked, with space for collegial dialogue and reflection on how these ideas might inform local practice.

Moroney, Kim — University of Newcastle and Sydney Catholic Schools

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Robles-Goodwin, Patsy

***Advancing Vocabulary Instruction: Leveraging AI for Content Creation Based on Evidence-Based Teacher Training***

This session presents a model for advancing vocabulary instruction for English Learners by integrating AI-driven content creation with evidence-based teacher training outcomes from a large OELA grant (2018-2023). Attendees will learn how empirically validated strategies and AI tools can streamline lesson planning and resource development, resulting in scalable, high-impact instructional support for ELs.

Robles-Goodwin, Patsy — Texas Wesleyan University

Huerta, Margarita — Florida International University

Garza, Tiberio — Florida International University

***Transforming Teacher Education: Addressing the Divide in Early Reading Instruction Preparation***

This implementation science study aimed to support meaningful changes in how elementary teachers are prepared to teach early reading. The research design included multiple types of data to explore three key areas: teacher knowledge and beliefs, the content of teacher preparation courses, and the overall features of the preparation programs. These three areas were then used to predict how well recent graduates understood how to teach reading, also known as their pedagogical content knowledge (PCK).

Magpuri-Lavell, Theresa — University of Guam

Bolton-Gary, Cynthia — Georgia Southern University

Smith, Grant — Bellarmine University

***Transforming Preservice Teacher Education in Science through Japanese Lesson Study***

Struggling to prepare future teachers to teach science using the Next Generation Science Standards (NGSS)? Join this session to learn how Lesson Study embedded in a teacher preparation program can transform how preservice teachers learn to teach science. You'll see how a cycle of collaborative planning, teaching, observing, and reflection help preservice teachers develop the pedagogical skills and knowledge needed to teach science effectively.

Michaels, Rosemarie — Dominican University of California

***Here's the TEA!: Measured Impact of a British Educational Immersion Study Abroad Program on Teaching Efficacy and Global Competency of Teacher Candidates from East Texas***

This study explores the impact of a three-week British study abroad program on the teaching efficacy and global competency of teacher candidates from East Texas. Participants engaged in co-teaching, comparative education seminars, and cultural experiences, with data collected through surveys, journals, and interviews. Findings indicate notable gains in instructional confidence, classroom management, and intercultural awareness, highlighting the value of short-term international immersion in preparing globally competent, culturally responsive educators.

Thomas, Vicki — Stephen F. Austin State University

**"Decolonizing Montaigne: Rhetoric, Representation, and Resistance in Des Cannibales". A Case Study in Antiracist Pedagogy and Language Education**

This session explores how Montaigne's Des Cannibales subverts colonial narratives and offers a humanist critique of conquest through classical rhetoric. Blending close reading with pedagogical practice, it presents a model for decolonizing language and literature classrooms. Attendees will discover strategies for fostering antiracist inquiry into representation, history, and resistance across K-12 and postsecondary education, while reimagining the French canon through equity-focused, critical engagement with canonical texts.

Russell, Beatrice — Sacramento State University, California

**The Politics of Climate Literacy in Picturebooks: Three Strategies for Shaping Ecocentric Attitudes with Text and Images**

Conceptualizing climate literacy as a broad socioscientific competence, this presentation offers a vision of how children's literature and media can be leveraged in education to make a difference for the Earth's future. The discussion opens with the power of narratives to frame parameters for cultural change and with an overview of climate politics. This is followed by an outline of three strategies used in picturebooks to shape young people's ecocentric attitudes: Awakening, Belonging, and Inspiration.

Oziewicz, Marek — University of Minnesota

**Crafting Sustainability: Experiential and Place-Based Learning through an International Fashion Residency**

This study explores how an international fashion residency integrates sustainability and heritage craft into design education through experiential and place-based learning. Students engaged in natural dyeing, weaving, knitting, embroidery, and upcycling while exploring regenerative production systems and circular design practices. A mixed-method assessment using pre- and post-program surveys alongside reflective journals revealed significant growth in sustainability literacy, craft appreciation, and critical awareness. Findings position such residencies as transformative pedagogical models.

Goncu Berk, Gozde — UC Davis

**Learning With Affect: Classroom Practices of Community and Care in Secondary Art Education**

This paper examines ways students experience secondary art education spaces and provides practical applications of how educators can cultivate practices of community and care. In response to the harm caused by neoliberalism in schools, I utilize affect theory to examine how bodies experience school spaces and provide practical arts-based applications for practicing educators.

Price, Amanda — State University of New York at New Paltz

**Advancing Indigenous Health Education in Higher Education: A Program of Improvement Measures and Impact**

Improved knowledge about Indigenous health education and research is needed across higher education in order to positively impact Indigenous patient outcomes. This paper describes the implementation, delivery and measurement of a number of educational offerings in a Canadian medical school. The goal of these offerings was to improve knowledge of Indigenous health education and research and build faculty capacity to support learners more effectively.

Roach, Pamela — University of Calgary

**Reframing Dental Health Education Through the Lens of Self-Determination Theory and the Patient's Perspective**

Dental 101: Take a glimpse into some of the foundational principles of dental leaders and their influence on their patient's oral health behavior and knowledge. Let's explore methodologies that support healthy outcomes, habits, and oral health education that can be sustained for a lifetime.

Simms Alexander, Anneka — Louisiana State University-Shreveport

Gumus, Ozlem — Louisiana State University at Shreveport

**Gamified Learning In Clinical Education: Behavioral Outcomes In ECG Instruction For PA Students**

Here is a concise 2-3 sentence program description based on your paper: \*\*Program Description:\*\* This study explored how gamified instruction using Kahoot affects behavioral engagement and diagnostic performance among physician assistant (PA) students learning electrocardiogram (ECG) interpretation. Grounded in UTAUT2 and Heider's Balance Theory, results revealed improved student-instructor rapport, increased interest in ECG analysis, and enhanced diagnostic accuracy following gamification. These findings support the integration of game-based learning tools to foster motivation and academic success.

Bovee, Brian — California Baptist University

Sanders, Benjamin — California Baptist University

Zapata, James — California Baptist University

**The Hidden Role of Instructional Designers in Promoting DEI: Examples from Health Science Education**

This paper presents two resultant themes of a qualitative study on the beliefs and lived experiences of instructional designers (IDs) related to DEI practices for post-secondary health science course developments. These themes relate to the practice of "stealth DEI" and the strategies and workarounds IDs develop to get faculty buy-in for DEI best practices for the instructional design field.

Rehak, Kimberly — Indiana University of Pennsylvania

McGinty, Jacqueline — Indiana University of Pennsylvania

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Project-Based Learning - Workshop **Session Chair:** Munoz-Najar, Julie

**Algorithms to Artifacts: Piloting Student-Led Makerspace Tech-Justice Projects in a Tech Ethics and Social Issues Course**

Workshop highlights how an undergraduate Technology & Social Issues course integrates AI, VR, case studies, and ethical frameworks to teach students how tech intersects with social justice. Attendees will learn how the course scaffolds digital literacy using ethical questioning, etc., which culminates to a student-led makerspace project where students create tech justice advocacy artifacts for a social awareness campaign. Attendees will leave with ideas for embedding tech-ethics pedagogy and makerspace collaborations into their own curriculum.

Munoz-Najar, Julie — University of Illinois Urbana-Champaign

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Paz, Lora

**Intersecting Injustices: Disability, Race, and Educational Access in Indigenous and Latino Communities**

This session examines how Disability Studies and Critical Race Theory intersect to reveal the compounded barriers Indigenous and Latino students with disabilities face in higher education. Using community narratives and data, it explores how ableism, racism, colonial legacies, and linguistic discrimination shape exclusionary practices. The presentation offers strategies for building inclusive, culturally responsive support systems that promote equity and success for these marginalized communities. Session will be presentation style with interactive breakout opportunities.

Paz, Lora — Washington State University

Morales, Roberto — Washington State University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Ramos, Ricardo

**Radical Hospitality: A Longitudinal Study of Adjunct Support and Engagement**

This longitudinal, mixed methods study research characterizes the experiences of adjunct faculty at a small, faith-based institution. The School of Education employs over (90) adjuncts and has spent the past two years focusing on ways in which to actively engage and support adjuncts through communication, professional development, syllabus development, and course coordination.

Ramos, Ricardo — Point Loma Nazarene University

Martinez, Bri — Point Loma Nazarene University

Corke, Michael — Point Loma Nazarene University

Kritsch, Jenn — Point Loma Nazarene University

Wong, Rachelle — Point Loma Nazarene University

Erickson, Deborah — Point Loma Nazarene University

**What Are the Perceptions of Immigrant Women in Southeastern Idaho When Pursuing an Advanced Degree?**

My research question is the impact of my community group's quarterly brunch event on the women who attend it regularly. One of the missions of my group is to encourage immigrant women or women who have families who are immigrants to pursue a formal education.

Soleta, Andrea — University of Idaho

Kim, Juhee — University of Idaho

**Excellence and Innovation Project (EIP): Not Your Ordinary Approach to Writing a Dissertation**

EIP is an innovative approach used at Pepperdine University's Graduate School of Education for students in both the Ed.D. and Ph.D. programs to complete their dissertations. We use a proprietary framework, focused on constructivism, situated learning, and appreciative inquiry, while integrating a project management approach, thus leading to a structured, guided pathway to dissertation completion.

Miramontes, Gabriella — Pepperdine University - Graduate School of Education and Psychology

Brahme, Maria — Pepperdine University - Graduate School of Education and Psychology

Madjidi, Farzin — Pepperdine University - Graduate School of Education and Psychology

Dawson, Theresa — Pepperdine University - Graduate School of Education and Psychology

Sullenberger, Kelly — Pepperdine University - Graduate School of Education and Psychology

Safa, Lina — Pepperdine University - Graduate School of Education and Psychology

Garcia, Brenda — Pepperdine University - Graduate School of Education and Psychology

Gonzalez, Cristina — Pepperdine University - Graduate School of Education and Psychology

**Don't Upset the Customer: Grade Inflation in Australian Universities**

There has been an increase in university grades across many countries. But are these improvements the result of higher-quality teaching and learning, or are academics softening their grading practices to avoid student dissatisfaction? This session presents research from Australia that invited academics to share their thoughts and feelings about grade inflation and its impact on students, the profession, institutional reputation, society, and the academics themselves.

Alvaro, Joe — University of Sydney

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 3  
**Session Topic:** Other Areas of Education **Session Chair:** Ulmer, Jessica

### ***Supporting Disabled College Students***

This paper discusses the need for postsecondary institutions to adapt to disabled students by utilizing Universal Design for Instruction (UDI) and the Web Content Accessibility Guidelines (WCAG). Professional development on accessibility for faculty and students is essential to enhance inclusivity and support. The text also highlights legal protections under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, which ensure equal access to educational programs for individuals with disabilities.

Ulmer, Jessica — American College of Education

### ***Hybrid Pedagogy for Critical Thinking: Teaching Sociological Imagination Beyond the Classroom***

This presentation explores a hybrid pedagogical model designed to cultivate C. Wright Mills' sociological imagination by blending asynchronous media, synchronous discussion, and reflexive journaling. Through digital journaling apps and discussion boards, students critically connect personal experiences to broader social structures, fostering deeper engagement beyond the classroom.

Mshigeni, Deo — California Baptist University

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**Time:** 1:15 - 2:45 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** DeBay, Dennis

### ***Reclaiming Wonder: Play as Philosophy for Human Flourishing in Education***

What if the very thing we've pushed out of classrooms-play-is what students and teachers need most? In this interactive workshop, participants will rediscover joyful learning, experiment with playful practices, and co-create strategies to counter burnout, disengagement, and systemic pressures. Together, we'll reframe play as a transformative philosophy for human flourishing in education, leaving with both embodied insights and practical approaches to design spaces where wonder, creativity, and academic rigor thrive.

DeBay, Dennis — University of Colorado Denver

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# 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 - 1/8/2026 / Room: Coral 3 Ballroom

## **1. The Game of Stress Management**

Managing stress is the increased self awareness of your personal reaction to stress and building your sense of control and mastery over the stressors in your life. Stress is an everyday fact of life. It is how you respond to these experiences that determine the impact stress will have on your life. This presentation will provide an experiential creative activity along with reflection and feed back.

Jones-Trebatsoski, Kathleen — Upper Iowa University/ Private Practice

## **2. Helping Students Evaluate Mental Health Information on Social Media**

This roundtable will explore practical, developmentally appropriate ways for teachers, school counselors, or administrators to support students in developing critical thinking skills to discern accurate information on mental health topics from social media posts. Learn to navigate phrases like, "TikTok says if I double check my work I have OCD." This will also include conversation starters to discuss the impact of social media and how it influences student perceptions of self and mental health.

Mayerle, Tonia — Viterbo University and Upper Iowa University

## **3. Content Over Compliance: Reimagining Evaluation in Teacher Preparation**

69 wordsclear Humanize AI When teacher preparation programs use candidate feedback and formative assessment as compliance mechanisms instead of opportunities for development, they can inadvertently erode authentic learning and equity. In this roundtable, learn how one residency program is moving toward a competency-based approach that focuses on mastery, substantive feedback, and candidate growth—particularly for rural and multilingual teachers. Participants will interact with research-supported practices and tools that reposition assessment as a driver of ongoing improvement.

Haskins, Tara — Eastern Washington University

Van Wig, Ann — Eastern Washington University

## **4. Indigenous Knowledge Matters: Decolonizing and Indigenizing University Instructional Practices**

Do you wonder how postsecondary educators can work with Indigenous knowledge and ways of being in educational spaces? Why is there a fear of interweaving Indigenous knowledge and ways of being into educational systems? Have you been discouraged when trying to implement Indigenous knowledge systems in your own teaching and learning spaces? What are some respectful ways to decolonize and Indigenize practices?

Clearsky, Eileen — Athabasca University

Nelems, Rebecca — Athabasca University

## **5. You're Making Me Uncomfortable: Teaching Resiliency and Civil Discourse in Art Education**

Essential questions about individual identity in K-12 art lessons are not expanding student perspectives. Building upon a recent presentation at the 38th InSEA conference, entitled Who am I to Teach you that?, this session aims to engage with education colleagues about approaches to repositioning dialogue that honors history and challenges learners to think critically about the oft repeated question: "Who am I?" by contextualizing individual positionality in the world.

Smilan, Cathy — University of Massachusetts Dartmouth

## **6. Analyzing Best Practices in University Student Mentoring Programs**

This session will discuss the development of three unique student mentoring programs developed to address the needs of underrepresented students enrolled in universities in the United States: 1) Black Males; 2) Holistic Based; 3) First Generation Populations. These programs were designed to aid in reducing academic gaps, promote engagement across campus, and aid in the retention, promotion, and graduation of students. Applicable for all levels: new, mid-career, and seasoned professionals.

Marrero, Ana — University of Nevada, Las Vegas (UNLV)

Saddler, Sterling — University of Nevada, Las Vegas (UNLV)

## **7. Developing a Workforce Development Center**

This session allows faculty and administrators in higher education to gain inside perspectives on best practices for designing and developing workforce development centers that addresses the needs of local communities as well as undergraduate and graduate students. We will provide insight on how to frame workforce needs as aspects for curriculum development, research opportunities, grant work, and strategize on how to resolve challenges that may emerge. Applicable for all levels: new, mid-career, and seasoned professionals.

Saddler, Sterling — University of Nevada, Las Vegas (UNLV)

Marrero, Ana — University of Nevada, Las Vegas (UNLV)

## **8. "What's Working Here?" The Power of Appreciative Inquiry (AI) in Medical Education**

Appreciative Inquiry (AI) incorporated as a lens for analyzing clinical learning environments can result in positive culture change across an institution, turning the world of professionalism from finding the bad to acknowledging the good. Our framework and various approaches for the incorporation of AI into medical education will be shared with attendees.

Bachmann, Abbey — The University of Texas Health Science Center at Houston

## **9. Building a Reservoir of Resilience to Support Educator Well-Being and Retention**

This roundtable session will provide insights into a professional learning experience created to support educators in engaging in specific habits and dispositions to rejuvenate their passion for working with students, cultivate joy, build a reservoir of resilience, and recommit to their deepest hopes, values, and commitments. Participants in this research study engaged in workshops and institutes in spring 2025, and completed a pre-post efficacy assessment related to ten habits and ten dispositions of resilience.

Miller, Jackie — Boise State University

## **10. From Research to Practice: Strategies for Leveraging Self-Discipline and Attendance to Improve Math Learning**

Drawing on cross-national TIMSS 2019 findings, this session explores practical strategies to improve math achievement by enhancing self-discipline and attendance. It offers culturally responsive recommendations for teachers and policymakers in diverse educational systems.

Tang, Qian — University of Arkansas

## **11. Bridging the Divide -The Challenge of Fostering Relationships and Resilience in the Next Generation of “Digital Age” Teachers**

Our research will focus on the ways in which the implementation of evidence-based practices for advancing student success through faculty mentoring and induction support, impact our teacher candidates, both during their clinical experience (student teaching) and through their first year of teaching. Furthermore, our research will examine our teacher candidates' perceptions of what aspects of the mentor/mentee relationship were most meaningful in terms of their success in their clinical experience and beyond.

Ohseki, Aki — Mercy University

Quackenbush, Teresa — Mercy University

Nitecki, Elena — Mercy University

Levy, Roseanne — Mercy University

## **12. Leadership That Listens: Building Community Connections Through Education**

Education delivery, assessment, and consumption is shifting because of technological advancements and changing societal needs. Roundtable Discussion on how Educational Leadership is staying relevant through community engagement. Starting the discussion by sharing City University Canada's (Vancouver, British Columbia Campus) leadership initiative in facilitating a community dialogue.

Aujla-Sidhu, Parveen — City University of Canada (Vancouver BC Campus)

## **13. Factors that Influence Law School Admissions: A Case Study of Three Minority Serving Institutions**

Factors that influence LSAT scores in a three-hour, grant-funded LSAT preparation class will be reviewed. Both quantitative and qualitative data will be analyzed and discussed across three minority serving institutions. The differences in classroom climate will be reviewed as a variable for increased LSAT scores.

Tyler-Wood, Tandra — University of North Texas

Knezek, Gerald — University of North Texas

## **14. Unlocking the Potential of Communities of Practice: How Personality Assessments Catalyze Transformative Learning in Higher Education**

Across higher education, many students engage in communities of practice, cohorts, cadres, or learning environments experiencing change that develops a new paradigm and self to align with their new reality (Quinn, 1996; Tuckman, 1965). Through a robust consolidated learning guide of the five personality assessments, Myers-Briggs Type Indicator®, Enneagram, CliftonStrengths®, Creative Types, and Working Genius, to skyrocket group development, students expedite group development through Tuckman's stages to unlock the potential of their community of practice.

Isozaki, Curtis — Pepperdine University

## **15. There's Something More At Play: Designing Culturally Responsive Play-Based STEM Assessments for PreK Students in Hawai‘i**

This round table will explore how culturally responsive, play-based observation can assess early learners' STEM skills in authentic, culturally grounded contexts. Presenters from Ka Pilina No‘eau Ho‘omau will showcase hands-on STEM centers and crafts implemented with PreK students, share preliminary findings from PreK math and science assessments, and invite participants to engage in the activities themselves.

Manoa, Jerica — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

Dabrowski, Megan — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

Maciel-Perez, Jasmin — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

Chung, Riky-Jaye — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

Plaut, Alyssa — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

Wiley, Lori — University of Hawai‘i at Mānoa, Ka Pilina No‘eau Ho‘omau

## **16. Using Creativity to Engage Graduate Students**

This roundtable discussion will explore innovative and creative strategies to engage graduate students in their academic pursuits. Attendees will engage in an interactive dialogue about practical techniques for fostering creativity, enhancing student engagement, and improving learning outcomes. The presenters will share examples of creative instructional methods used in counselor education that can be applied in various disciplines.

Stretch, LoriAnn — University of the Cumberlands

Nelson, Lotes — University of the Cumberlands

## **17. Researching in Good Ways at the University of Manitoba and Beyond**

While many research partnerships with Indigenous communities are ethical and collaborative, research can still be extractive and harmful. Researching in Good Ways (RIGW) aims to create a new, research-oriented framework and resources to guide research relationships with Indigenous partners. It will inform process changes in how research with, for and by Indigenous peoples can be conducted and support the development of an online course with media content to promote RIGW principles.

Duhamel, Todd — University of Manitoba

Ferland, Nicki — University of Manitoba

Wilson, Kathleen — University of Manitoba

Davies, Don — University of Manitoba

## **18. Development of the Compose With AI Platform for Ethical Writing**

There is a growing need for instructional materials and tools to guide teachers and students in the safe and ethical use of AI—especially in disciplinary writing, which is crucial for communication and meaning-making in fields like science. To address this gap, we developed Compose With AI, a web-based platform designed to guide students in grades 4–8 to ethically integrate AI-generated content into their science writing. This paper examines the design and effectiveness of our platform.

Hutchison, Amy — University of Alabama

## **19. From Disruption to Discovery: Teaching, Learning, and Leadership in Times of Crisis**

Crises disrupt the familiar but can spark innovation, resilience, and leadership. This interactive roundtable, guided by the facilitator's practical experience and research-based insights, invites participants to share strategies from navigating disruptions. Together, we will explore adaptive teaching, strengthened collaboration, and emergent leadership, leaving with peer-generated, evidence-informed ideas to turn challenges into opportunities and build lasting professional connections for dynamic institutional success.

Fuller, Sherell — NC A&T State University

## **20. Work Motivation of Apprentices with Intellectual Disabilities: Links with Trainers' Practices in a Vocational Learning Context**

Work motivation is crucial, particularly for youth with intellectual disabilities. In a Canadian company hosting interns, decreased motivation has been observed. This study examined the motivation of 44 students (ages 15–21) and the practices of 10 trainers. Results show high intrinsic and extrinsic motivation, trainers emphasizing structure and engagement over autonomy, and positive correlations between pedagogical practices and motivation types. Findings highlight the need for balanced strategies to support motivation and facilitate sustainable professional integration.

Gouin, Josée-Anne — Laval University

Duchesne, Stéphane — Laval University

Trudelle, Corinne — Laval University

Préfontaine, Isabelle — Laval University

Bureau, Julien — Laval University

## **21. Artificial Intelligence and the Curriculum: How Does It Fit In?**

Together we will examine the possibilities and implications of AI through the lens of the four main philosophies of curriculum development. What is the role of the instructor? The role of the student? The curricular focus? Come explore your own beliefs and how AI can be used as a tool for enhancing the learning experience.

Morris, Elizabeth — California Baptist University

## **22. From Lived Experience: Ten Success Secrets VR Companies Don't Tell You When Setting up Immersive Learning Environments**

From lived experience, Dr. Torrence Temple has both epicly failed and succeeded stupendously in designing online and face-to-face VR experiences for students. Attendees walk away with the top ten secrets most VR educational content development companies won't tell, your own tech department won't tell you, and the students won't tell you when attempting to set up an immersive learning environment.

Temple, Torrence — National University / Illuminate XR collaboration

## **23. Dialogues and Considerations in Supporting Student Social-Emotional Learning in Higher Education**

This roundtable engages attendees in a collaborative conversation about inclusive pedagogical practices across higher education contexts. Participants will discuss strategies for supporting student social and emotional wellbeing by honoring students' voices, fostering equitable access, and re-envisioning holistic support. The discussion will highlight both opportunities and challenges of implementation, offering attendees and presenters space to share concrete examples, reflect on institutional contexts, and consider how faculty can collectively advance social and emotional learning in higher education.

Feeney, Danielle — Ohio University

Holbrook, Andrew — Ohio University

## **24. AI and Adult Speaking in Foreign Language Learning: Insights from Recent Research**

In this roundtable discussion, Adult learners often face limited practice, high anxiety, and scarce feedback when developing speaking skills. Recent research (2021–2025) shows AI tools like speech recognition and chatbots can boost fluency, confidence, and motivation by offering flexible practice and timely feedback. Yet risks remain, including accent bias, privacy concerns, and over-reliance. This roundtable explores evidence, challenges, and strategies for responsibly integrating AI to expand meaningful speaking opportunities in adult language education.

Yu, Zhen — University of New Mexico

Bae, Hyun Hee — University of New Mexico

## **25. Bottlenecks and Breakthroughs: A Narrative Inquiry into the Storied Experiences of how School Administrators Understand their Efforts Towards Decolonization**

This narrative inquiry highlights how narratives and identity shape our current context of curriculum. Engaging in conversations with school administrators in how they understand their efforts toward decolonization offered a space for the participants to interpret their own lives and stories, embrace ambiguity, and consider how they lead others. The question: "what does it mean to live together well in the world, and what is the role of curriculum in it?" guided this research study.

Sarson, Andrea — University of Calgary

## **26. Egungun, Gelede and Masquerades Linking the Dead and the Living: A Sociological Imagination**

The Yoruba vision of life and death resonates with the arts and humanities' concern for memory, ritual, and representation. Much like theatre, Egungun masquerades animate ancestral spirits through costume, movement, and performance, transforming metaphysical belief into embodied art. Gelede, with its celebration of female power and fertility, illustrates how aesthetics, ritual, and social values converge in communal practice. Rooted in Ile-Ife's sacred origins, these traditions highlight the creative ways cultures narrate continuity.

Adeniji-Neill, Dolapo — Adelphi University

## **27. "How do I prove it?" A Narrative Inquiry into Advancing a Child's School Mathematics**

This presentation shares findings from a narrative inquiry into the mathematical experiences of Chen, a Grade 3 student, highlighting his natural curiosity and engagement with formal proof techniques. Drawing on field texts and observations, we illustrate how Chen explored examples, direct proofs, proofs by contradiction, and induction. We conclude with practical reflections on how educators can design student-centered learning experiences that support children's understanding of mathematical reasoning and their identity as learners.

Stavrou, Stavros — University of Saskatchewan

Murphy, Shaun — University of Saskatchewan

## **28. Consistency and Quality of Education From a Distance**

The University of Alaska Anchorage School of Nursing (SON) delivers nursing education at 12 Alaskan rural campuses, many of which are only accessible by plane. The SON faces a unique challenge of ensuring consistency and quality of education among each distance site. The purpose of this roundtable is to generate discussion and feedback addressing solutions to ensure consistency and quality of education when providing academic instruction in multiple geographically isolated sites.

Baker, Keri — University of Alaska Anchorage

## **29. Pre-Service Teachers' Perceptions and Digital Literacy Practices in Teaching Multilingual Students**

This study investigates pre-service teachers' (PSTs) digital literacy practices and perceptions in teaching multilingual students, guided by multimodality and Critical Multilingual Awareness frameworks. Using participatory design research with two literacy PSTs, findings reveal shifts from initial resistance to greater confidence, the development of multimodal teaching strategies, and the integration of diverse digital resources. The study highlights the potential of digital platforms to foster inclusive, culturally responsive, and engaging multilingual classrooms.

Zang, Luqing — Slippery Rock University

## **30. TalkStory: Writing & Filmmaking for k-8 students**

Kākau Mea Nui 2.0 is an educational program funded by the U.S. Department of Education and run by the faculty at the University of Hawaii at Manoa. Our goal is to improve the writing of students in the State of Hawaii. We will share how students used oral histories from kūpuna and turned these into original short digital stories applying skills of the writing process and effective writing strategies.

Raphael, Raphael — University of Hawaii

Hill, Adrianne — University of Hawaii

## **31. From Twice-Exceptional Student to Twice-Exceptional Adult: Preparing 2E Students for the Transition to Adulthood**

In many K-12 schools, there are systems in place to identify and provide services for twice-exceptional (2E) students, those who present with two sets of conflicting traits: one related to their high capabilities and one related to their limitations. But what happens to 2E students as they transition to adulthood? Join us in this round-table discussion of strategies to help ensure success as 2E students move from secondary education to successful adulthood.

Kennedy, Patricia — National University

Duncan, Patricia — Strayer University

## **32. Reframing Asynchronish: Integrating Universal Design for Learning in Online STEM Education**

This session examines how UDL principles can reframe asynchronish - the integration of synchronous and asynchronous learning - to support inclusion in online STEM education. Drawing on mixed-methods research, we investigate how UDL-informed strategies influence engagement, sense of belonging, and diverse learning needs. Attendees will contribute to shaping an evidence-based framework for accessible STEM course design.

DeBay, Dennis — University of Colorado Denver

Smith, Josie — University of Colorado Colorado Springs

## **33. A Discussion on Two-Stage Testing Methods in Higher Education Settings**

This proposal is for a roundtable discussion that will gather together teaching faculty who have experience with or interest in implementing two-stage testing methods in their higher education classrooms. The discussion is meant to provide an open forum for instructors to discuss successes and challenges that they have faced with two-stage testing for adult learners and to share best practices, offer suggestions, and provide constructive feedback for revised implementation.

Chen, Julius — Columbia University

## **34. Education Preparation Programs Preparing Teacher Candidates to Design Cross-Curricular Lesson Plans and Activities to Improve Student Achievement in Reading and Science**

This discussion will address the preparation of future educators to create cross-curricular lessons that can enhance student learning across multiple domains and ensure that instruction reflects real-world complexity and interdisciplinary connections. Dialogue among professionals in the field of education encourages developing this competence in teacher preparation programs which is essential for equipping candidates with the tools to engage students in authentic, inquiry-based learning.

Wylie, Alonda — West Virginia State University

Reed, Terry — West Virginia State University

Knapp, Amanda — West Virginia State University

## **35. Mindful Foundations: Integrating Contemplative Pedagogy and Sustainability Principles in Design Education**

This presentation advocates for integrating contemplative pedagogy into foundational design education to address climate resilience, sustainability, and social equity. Drawing on scholars like Hart, Tonkinwise, and St. Pierre, it emphasizes fostering ethical awareness, systems thinking, and inner capacity through hands-on, reflective exercises. Using tools like the Medicine Wheel, students explore empathy, mindfulness, and ecological literacy. Classroom-tested activities demonstrate how design can become a civic, relational, and regenerative practice rooted in care and ecological consciousness.

Melsop, Susan — The Ohio State University

### **36. Understanding Experiences of Educators in a Nursing Mentorship Program: A Narrative Inquiry**

Mentorship is vital for supporting internationally educated nurses (IENs) transitioning into intensive care units (ICUs), where clinical demands are complex. This narrative inquiry draws on Rose, a senior ICU nurse educator with over 25 years of experience in a Western Canadian urban hospital, to explore educators' mentorship roles, challenges, and systemic barriers. Through interviews and field notes, four key themes emerged-mentor identity, managerial support, tailored assessments, and safety concerns-highlighting the relational dynamics shaping IEN integration.

Stavrou, Stavros — University of Saskatchewan

### **37. Seeing Ourselves in Schools: How Disability Representation Fosters Positive Identity and Empowers Students to Use Resources**

This proposed study will examine how students with IEPs develop their disability identity when schools and curriculum lack meaningful disability representation. The research will explore whether limited representation leads students to avoid disability resources, distance themselves from disability identity, or internalize stigma that affects academic success and transition planning. The purpose of this study is to provide districts recommendations that foster positive disability identity and promote the use of disability resources in school and adulthood.

Valdez, Zachery — California State University, East Bay

### **38. Incorporating a Sex Positive Approach in Counselor Education and Clinical Practice**

This presentation will discuss strategies for integrating sex positivity into counselor education and clinical practice. These tips include engaging in self-reflection to examine comfort with sexuality, creating a sex positive classroom, using inclusive language, and engaging in social justice advocacy. Case examples will be discussed including information on delivering a course on human sexuality counseling. Participants will be invited to share their thoughts and innovations.

Guth, Lorraine — Indiana University of Pennsylvania

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 1

**Session Topic:** Early Childhood Education **Session Chair:** Ali, Aqsa

#### ***Aggravated Emotional behaviors in early childhood: Role of Emotional intelligence to build positivity by early childhood educators***

Young children exhibiting behavioral issues are at a heightened risk of developing antisocial behavior and other long-term behavioral problems. This study primarily aims to manage or reduce these aggravated behaviors in early childhood. It seeks to understand the underlying causes of these behaviors and explore effective management strategies to mitigate their lasting impact.

Ali, Aqsa — The Islamia University of Bahawalpur, Pakistan

#### ***Intention Setting in Early Childhood Higher Education: Fostering Reflective Practice and Professional Growth***

This paper presentation explores how intentionality underpins our asynchronous online Master's program in Early Childhood Inclusive Education. Emphasizing reflective, inquiry-based learning, the program fosters professional transformation across a diverse student body. By cultivating a community of co-inquiry and embedding intentional design throughout coursework, the presentation shares how our program supports evolving educator identities grounded in curiosity, advocacy, and leadership in early childhood education.

Guyon, Sally — Portland State University

#### ***Exploring Early Childhood Teachers' Sense of Efficacy***

Teacher efficacy has demonstrated a relationship between efficacy beliefs and individual differences in teachers' feedback and expectations for students (Gibson & Dembo, 1984) and to teachers' control orientations (Woolfolk & Hoy, 1990). Results of 90 teachers indicated that K-2nd grade teachers showed less Math Teaching Outcomes Expectancy and less Nurturance, Valuing, Empathic Responsiveness than both Toddler and Preschool teachers. Toddler teachers showed higher Instrumental Care, Structure, & Routines than both Toddler and School Age teachers.

Kennedy, Denise — California State Polytechnic University, Pomona

#### ***Indonesian, Turkish, and U.S. Early Childhood and Elementary Preservice Teachers' Climate Change Identities and Behaviors***

This study examined preservice early childhood teachers' (PETs') (n = 1,026) attitudes, knowledge, beliefs, learning experiences, and behaviors related to climate change. ANOVA, Kruskal-Wallis H tests, and t-tests revealed significant cross-national differences (e.g., Turkish PETs reported more pro-environmental behaviors; uncertainty varied significantly among the groups), underscoring the influence of sociocultural and political contexts on PETs' climate change-related teaching identities and highlighting the need to better equip PETs to support families as they navigate climate-related challenges.

Inan, Hatice — Sam Houston State University

Aksüt Arslan, Pelin — Bolu Abant İzzet Baysal University

Wheeler, Laura — Brigham Young University

Alatlı, Betül — Balıkesir University

Cabe Trundle, Kathy — Utah State University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Jones, Tiffany

### ***Empowering Black Students to Succeed Beyond College through the Black Student Enterprise***

The sky is the limit for black students in higher education! This session introduces the "Black Student Enterprise", an access plan to increase the completion of black student undergraduate and graduate degrees. This session includes fun methods of engaging participants in advocating the persistence of black students in higher education.

Jones, Tiffany — West Chester University of Pennsylvania

Bennett, Tiffany — West Chester University of Pennsylvania

Wooten, Juanita — West Chester University of Pennsylvania

McPherson, Paris — West Chester University of Pennsylvania

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 3

**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Precil, Schwartzen

### ***Heroic Leadership in Motion: Guiding Teams Through Uncertainty with Purpose and Power***

Precil, Schwartzen — Michigan Tech University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 5

**Session Topic:** Social Studies Education **Session Chair:** Barrow, Elizabeth

### ***Bridging Global Issues and Historical Inquiry through Project-Based Learning in the Social Studies***

Project-based learning (PjBL) introduces students to 21st-century skills and supports historical inquiry and historical thinking skills. Research on using PjBL in a teacher preparation program is limited. This session will explore how one Social Studies Methods professor implemented PjBL into an advanced social studies methods class offered through multiple modalities and covering two units appropriate for middle and high school social studies. Participants will leave with student examples and planning materials.

Barrow, Elizabeth — Georgia Southern University

### ***Community Cultural Wealth in Action: An Intergenerational Approach to Program Transition***

This presentation explores the lived experience of an intergenerational transition within a community education program, focusing on the dynamic shift as a younger generation assumes leadership from its founders and longtime stewards. Drawing on a qualitative case study and interviews with both older and younger program leaders, we will articulate the pros, cons, and invaluable lessons learned from our elders. The session will highlight strategies for bridging generational divides ensuring program continuity and mission fidelity.

Gause, Simone — Coastal Carolina University

Gause, Franklin — Coastal Carolina University

### ***Ankh Epistemologies of Black Liberation: Integrating Diasporic Maroon Memory and Diasporic Freedom Economies in Decolonial Educational Practice***

This presentation introduces Ankh Epistemologies of Black Liberation and Diasporic Maroon Memory Theory as integrated frameworks for decolonizing educational research and practice. Through ten interconnected branches, including Lineage as Method, Vernacular Archives, and Diasporic Freedom Economies, the model reclaims silenced histories, disrupts colonial temporalities, and advances communal agency over knowledge and resources. Applications include counter mapping, vernacular archiving, and liberation economy simulations, offering transformative tools for curriculum reform, teacher preparation, and interdisciplinary scholarship.

Hargett, Meya — Pepperdine University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Iolani 6

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Thorpe, Carolyn

### ***Regular Review: Reflections for Learning and Life***

This presentation provides an outline for a creative writing project and tool for personal and professional growth, to be used with students and professionals alike regarding their stress and self-care, career development, creativity, accountability, and leadership. Drawing from the Quaker tradition and incorporating spiritual practices, journaling individually and sharing it within the context of a mentorship relationship will serve as a vehicle for examining one's life, celebrating wins, and applying what's learned in the classroom.

Thorpe, Carolyn — Bowie State University

Humphrey, Marja — Bowie State University

### ***Journalists' Perception on Work and Capital Punishment***

Journalists are among the few people outside of the criminal justice system to witness executions. This study offered insights into what impact this experience has on how journalists perceive capital punishment and their work as journalists. While their perception on the impact of capital punishment varied, most respondents reported that the trauma of witnessing an execution did not reduce their job satisfaction or their perception of their role.

Schafer, Shaun — MSU Denver  
Steijlen, Gianni — MSU Denver

### ***Alternative Grading-What is a Zero***

In traditional K-12 classrooms, students must average at least 60 points to earn a D- and pass a course. In contrast, failure extends along a continuum from 59 points to 0 points. Awarding students a 0 for late or non-submission anchors students at the furthest end of the failure continuum. Teachers can consider omitting non-completed assignments from the average completely, or awarding half the assignment value, as better approximations of student learning than 0.

Mueller, Laura — Alliant International University  
Pancer, Cynthia — Alliant International University

### ***Unlocking the Power of Data Dashboard Reports on Foster Care Students Stability in Education Using Longitudinal Data***

The Virginia Department of Education catalyzed the development of an policy-focused research agenda, a collaborative effort involving extensive input from partner agencies and stakeholders. The research agenda aimed to enhance data accessibility and utilization, addressing academic challenges spanning from early childhood through workforce entry across the Commonwealth. The initiative yielded comprehensive data reports and visualizations tailored for education and social services stakeholders.

Stroter, Antionette — Virginia Department of Education

### ***Reviewing the Need for Subject-Specific Regional Professional Development Opportunities for Business Librarians***

This paper reviews the need for regional professional development opportunities for business librarians, examining the benefits and drawbacks that business librarians experience when attending national, subject-specific, and regional conferences. Using information gained regarding what benefits librarians seek when considering conference attendance as well as the obstacles or challenges experienced, this paper offers information about extant regional conferences for business librarians as well as suggestions for developing a subject-specific regional conference targeted toward business librarians.

Bochenek, Annette — Purdue University  
Howard, Heather — Purdue University

### ***Promoting Costa Rican Dance of Boruca Indigenous People for Cultural Preservation***

The aim of this manuscript is to present how tourism education can contribute to the preservation of cultural identity of Indigenous communities from Costa Rica by promoting attendance of end of year cultural events. The study presents the Boruca Traditional dance, known in Spanish as "El Baille de los Diablitos," or the Little Devils Dance. Costa Rican Indigenous people are having their cultural identity compromised by increasing changes to the national culture, politics, and economy.

Delgado, Rodolfo — The University of Kitakyushu

### ***An Interactive Game to Teach Predictive Analytics***

This presentation introduces an interactive classroom game that teaches predictive analytics by simulating the full machine learning modeling process in a competitive, team-based format. Emphasizing hands-on learning and real-world application, the game enhances student engagement, critical thinking, and interest in analytics careers.

Sabouri, Alireza — University of Calgary

### ***Designing Leadership Pathways: Creating Opportunities for Leadership Through Sustained and Targeted Training***

Discover how targeted training can transform career mobility in public service. This session presents the Public Transit Leadership Pathways Program, a three-tier model that combines technical skills, managerial development, and inclusive leadership to build diverse talent pipelines, strengthen organizational capacity, and enhance public trust in transit systems.

Distelhorst, Danielle — Vanderbilt University  
Impastato, Theresa — Vanderbilt University  
Smith, Keena — Vanderbilt University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Liang, Chyi-lyi (Kathleen)

### ***Integrating Technology to Advance Functions and Services of Learning - Reality vs Controversial***

This presentation will share best practices and examples of using technology in traditional classrooms and non-traditional learning environments. Examples include Regenerative AI, Virtual Reality, and other online science-based resources. We will discuss the impacts and assessments of technology applications from both teachers' and students' perspectives.

Liang, Chyi-lyi (Kathleen) — North Carolina Agricultural and Technical State University

### ***Boosting Middle School Students' Interest and Self-Efficacy in STEM Through One-Day Informal Learning Experience***

This study examines the impact of NSF STEM Day on middle school students' interest, self-efficacy, and confidence in STEM fields by combining participation in demonstration and hands-on learning of captivating robotics and IoT projects and a field trip science learning experience at the Museum of Illusions.

Zhang, Shaoan — University of Nevada, Las Vegas

Regentova, Emma — University of Nevada Las Vegas

Xu, Hongming — Cheyenne High School, Clark County School District, Nevada

Muthukumar, Venkatesan — University of Nevada Las Vegas

Kim, Si Jung — University of Nevada Las Vegas

### ***Rethinking VEX Robotics: From Coaching/Directing Districts to a Community Approach***

This case study highlights the transition of an internationally competitive VEX robotics coach and district-wide director to that of an innovative community robotics coach. Reflective statements, analysis of documents, and interviews were analyzed in this qualitative case study. Similarities and differences of coaching and elementary student experiences will be highlighted to glean best practices in robotics in general.

Stockton, Jamie — DePauw University

Simons, Jake — Woodview Elementary, Nappanee, Indiana

### ***The Effectiveness of the Collaboration of Pre-service Teachers and International Buddies in STEAM Teaching***

This study explores the co-learning benefits of Taiwanese pre-service teachers and Malaysian peers co-designing and teaching STEAM lessons in a rural primary school. Participants' views evolved from fragmented notions of STEAM as separate subjects to recognizing its interdisciplinary, inquiry-based, and culturally relevant nature. Through collaboration, both groups enhanced creativity, critical thinking, and teamwork, highlighting the value of cross-cultural partnerships in enriching STEAM education.

Chang, Yun-Chi — Taiwan National Pingtung University

Yang, Kuay-Keng — National Pingtung University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Lehua  
**Session Topic:** Diversity, Equity & Inclusion Education **Session Chair:** Russell, Beatrice

**Teaching Anti-racist Pedagogy through the Eiffel Tower: A Case Study in Co-Creating a French Open Textbook with ChatGPT**

This session presents a case study in co-writing a French open textbook using ChatGPT to develop anti-racist, decolonial content. Centering the overlooked history of Haiti's financial role in building the Eiffel Tower, the project integrates grammar, vocabulary, and oral tasks contextualized in themes of justice and postcolonial critique. Attendees will gain practical strategies for using AI and Open Educational Resources to support inclusive curriculum design in language education

Russell, Beatrice — Sacramento State University, California

**Discipline, Disability, and Sports: Ethical Challenges for Students with IEPs and the Role of School Personnel**

This session examines legal and ethical barriers to sports participation for students with disabilities, focusing on how disciplinary policies and the failure to extend IEP supports can lead to exclusion. Through two case studies and a seven-step decision-making model, participants will explore how school personnel can identify and address discriminatory practices. Legal precedent, federal guidance, and practical strategies will be shared to promote equitable policies and foster inclusive athletic environments in schools.

Reinke, Amber — University of California, Santa Barbara

Kaur, Lakhvir — University of California, Santa Barbara

Holland, Shemiyah — University of California, Santa Barbara

Jimerson, Shane — University of California, Santa Barbara

**Bridging the AI Equity Divide: Student Perspectives on AI Access, Skills, and Use**

AI is transforming education, but not all students are benefitting equally. This mixed-methods study amplifies student voices to reveal hidden equity gaps in AI use, skills, and access across diverse groups. Attendees will gain fresh insights into how digital divides are shaping the next generation, and leave with practical strategies to ensure every learner can thrive in an AI-driven future.

Springs, Brandy — Concordia University Irvine

Kim, Eugene — Concordia University Irvine

**Black Pearls: Lifting the Voices of African American Women Faculty with Disabilities in Higher Education Through Inclusive Affinity Groups**

Purpose is to share the importance of affinity groups in promoting educational and career opportunities for professional/personal growth for African American Women Faculty with and without dis/abilities; view dis/ability from a critical disability lens; provide encouragement to break boundaries and help cultivate diverse leadership and upward mobility; leverage resources and opportunities for formal and informal mentoring; and support development of a safe space for emotional healing and a sense of belonging on college campuses.

Simmons-Reed, Evette — Ball State University

Lancaster, Lamaiya — College of Lake County

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education **Session Chair:** Griffith Brice, Melanie

**The People Who Own Themselves**

This paper discusses the distinct worldview of the Michif (Métis), an Indigenous Nation in Canada. It highlights Michif (Métis) ways of knowing and learning in the hopes of advancing Indigenous research, improving educational outcomes for Indigenous students, and building mutual understanding and respect while underscoring Michif sovereignty.

Griffith Brice, Melanie — University of Calgary

**Walking Parallel Paths in Ethical Spaces: Indigenous Engagement in a Research Intensive University**

Based upon its Indigenous Strategy titled, "ii' taa'poh'to'p" the University of Calgary has implemented a comprehensive strategy to advance Indigenous engagement. While the strategy covers all facets of the institution, efforts to address the inclusion of Indigenous Elders, advancing Indigenous focused research, and increasing Indigenous student, staff and faculty participation have been particularly successful. This presentation will give an overview of these successes and provide some key insights for similar work in other institutions.

Hart, Michael — University of Calgary

**Lessons Learned: Designing Impact Measures to Assess the Effects of Climate Change on the Mental Health of Indigenous Youth**

Indigenous youth are affected by climate change and play a crucial role in addressing it. Their connection to the land and cultural values makes them vulnerable to the impacts of climate change but also empowers them to lead adaptation and mitigation efforts. We aim to develop impact assessment tools and frameworks for mental health that can be used regionally and nationally to improve and support the mental health of Indigenous youth across Canada.

Hardy, Billie — University of Toronto

Whitinui, Paul — University of Victoria

Stewart, Suzanne — University of Toronto

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Bass, Gregory

***The Effectiveness of Enabling Transformational Change Across a School District***

This presentation is a summary of my doctoral research completed in 2015, and presented at AERA in 2016 and ICSEI in 2025. The presentation is an overview of why we need to change the factory model of education and more importantly, a rare look into how to do it from an experienced Superintendent. Uploaded abstract is from ICSEI submission last year. Happy to share a much more detailed submission made to AERA if you choose.

Bass, Gregory — Headwater Learning Group

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Social-Emotional Education **Session Chair:** Buck, Gayle

***Preparing Teachers to Address the Complex Interplay of Personal Feelings and Biomedical Topics***

We present a participatory action research study aimed at understanding ways to prepare middle-level teachers to foster connections between science's social and cultural aspects and student emotions. Emphasis is placed on the importance of sensitivity and empathy, enabling teachers to guide students through the complex interplay of personal feelings and scientific understanding. The resulting empirically-based strategies help educators create a supportive classroom environment where students feel safe to express their emotions.

Buck, Gayle — Indiana University

Saroya, Tajinder — Indiana University

Scribner, Adam — Indiana University

Wright, Kelley — Hope Elementary School

***Standard Operating Procedure: Do State-Level Adult Social and Emotional Learning Standards Impact the Attrition and Retention Rates of Public School Teachers?***

Some states have introduced SEL standards and considered adult SEL in their development, yet little evidence suggests a clear distinction between the pedagogical and andragogical strategies employed in their development. Through a meta-analysis and qualitative study, all states that currently have comprehensive state-level SEL standards were reviewed and determined whether they incorporate an adult component, and whether states with both student and adult SEL standards experienced different attrition and retention rates from 2021 to 2022.

Dolan-Sapp, Kelly — Chaminade University of Honolulu

***The Cost of Mislabeling: Rethinking "Lazy" in ADHD Through Neuroscience and School-Based Cases***

This case study-based presentation challenges the "lazy" label often applied to students with ADHD. Drawing on neuroscience and functional neuropsychology, we explore how prefrontal hypoactivation, reward pathway disruptions, and default mode interference contribute to task avoidance and emotional shutdown. Through vignettes, we illustrate how executive dysfunction, but not willful disengagement, explains avoidant behavior. Attendees will gain ideas for reframing behavior, reducing executive load, and supporting students with ADHD through human-centered and evidence-based strategies.

Lee, Elsa — Assets School/ New York University

***Evaluating A Pragmatic Universal Social Behavioral Screener: Consequences and Technical adequacy of the Early Identification System - Teacher Report***

We evaluated the consequences and technical properties of the Early Identification System-Teacher Report (EIS-TR), a screener for social, behavioral, and emotional problems, using a sample of over 17,000 students in 31 Midwestern school buildings across kindergarten to 12th grade. Findings suggest that the EIS-TR is a pragmatic and technically adequate universal screening tool in school settings.

Reinke, Wendy — University of Missouri

Herman, Keith — University of Missouri

Easter, Matt — University of Missouri

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education Session Chair: Miko, Sarah

### ***Integrating Career Planning in Grade 7 and 9 Blackfoot Classrooms***

Drawing on both qualitative and quantitative data, this presentation will describe the effectiveness of having grade 7 and 9 blackfoot students in Canada participate in career planning lessons.

Miko, Sarah — University of Lethbridge  
Bernes, Kerry — University of Lethbridge  
Lyseng, Annelise — University of Lethbridge  
Roque, Jonathan — University of Lethbridge  
Horne, Karissa — University of Lethbridge

### ***Transformative Partnerships: An Interdisciplinary Approach to School Counselor-Teacher Leader collaboration in IHE Educator Preparation programs***

This session presents a qualitative study on a transformative, interdisciplinary model that unites School Counseling and Curriculum and Instruction graduate students in collaborative curriculum design. Guided by transformative learning and social constructivism, the project explores how shared experiences foster inclusive practices, role clarity, and mutual understanding. Attendees will gain practical strategies for implementing interdisciplinary simulations that prepare future educators for inclusive, student-centered leadership in K-12 environments.

LaGue, April — Oregon State University  
LaGue, Kristina — California State University, Bakersfield

### ***EduSEL Professional Development Process Groups: Advancing Equity-Centered Social-Emotional Learning for Educator Well-Being and Growth***

This session presents findings from a mixed-methods study on Educator Social Emotional Learning (EduSEL) PD psychoeducational groups designed to enhance teacher well-being and professional practice. Grounded in transformative SEL and healing-centered engagement, the intervention supported 65 K-8 educators through five structured sessions aligned with CASEL competencies. Results revealed statistically significant gains in SEC and qualitative themes of emotional regulation, reflection, and peer connection. EduSEL offers a scalable, equity-centered approach to educator development and school-wide wellness.

Ieva, Kara — Rowan University  
Beasley, Jordon — Augusta University  
Steen, Sam — George Mason University  
Erdimanasinghe, Natalie — California State University, Long Branch

### ***Teaching Psychopathology Through an Anti-ableist Lens: Using Rehabilitation Psychology and Psychiatric Rehabilitation Principles***

Psychopathology in counselor education has been traditionally taught using a framework that does not incorporate disability or anti-ableism. This presentation will describe how counselor educators can incorporate anti-ableism frameworks into their psychopathology classes through using psychiatric rehabilitation and rehabilitation psychology principles in their teaching.

Lund, Emily — University of Alabama

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Psychology **Session Chair:** Li, Qingxia

### ***Improving Biostatistics Instruction through an Iterative Flipped Classroom Approach***

This presentation shares findings from an iterative flipped classroom approach to teaching biostatistics at two HBCUs. Results highlight significant gains in statistical knowledge using structured in-class reviews and learner-friendly software, though impacts on STEM career interest were limited. Implications for improving instruction and supporting STEM readiness are discussed.

Li, Qingxia — Fisk university

Hui, Dafeng — Tennessee State University

Gross, Thomas — Appalachian State University

### ***Does Equipping School Psychology Candidates With Foundational Knowledge and Practical Skills to Identify Adolescent Substance Use, Implement School-Based Screening and Intervention Programs, and Promote School Environments That Reduce the Risk of Substance Use Enhance Their Ability to Effectively Support Students, Families, and the Broader Educational Community?***

School psychology candidates in training programs often do not get adequate training in student substance abuse. Candidates will be provided with foundational knowledge and practical skills on how to identify adolescent substance abuse and how to implement a school-based screening and intervention program.

Wofford, Donald — Alliant International University

### ***Exploring Variations in Emotional Intelligence and Burnout Among Traditional BSN and Accelerated BSN Nursing Students***

This study explores how nursing students perceive their emotional intelligence and burnout—key factors that influence both academic performance and long-term success in healthcare. Specifically, it investigates whether differences exist between traditional baccalaureate nursing students (BSN) and those in accelerated baccalaureate programs (ABSN) across emotional intelligence subscales.

Bailey, Carrie — The University of Tennessee College of Nursing

Beeler, Lynn — The University of Tennessee College of Nursing

Lewis, James — The University of Tennessee College of Medicine

### ***An Exploration of Academic Help-Seeking among Postsecondary Students: Differences by Gender and Ethnicity***

Help-seeking is considered a critical self-regulated learning strategy. In our study we explore patterns of help-seeking among college students and whether these patterns differ as function of gender and ethnicity.

Greenquist- Marlett, Stephanie — Old Dominion University

Bol, Linda — Old Dominion University

Consadine, Clair — Old Dominion University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Zhang, Jian

### ***The Creation of an Active Learning Classroom for the Training of Future Deaf Education Teachers***

This paper focuses on the design of a unique learning space and its role in teacher training for Deaf and Hard of Hearing (DHH) students. The rationale for creating active learning classrooms (ALC) and the unique challenges facing deaf education are identified. The learning experiences of Deaf and Hard of Hearing (DHH) students and their teachers utilizing the designed learning space are also discussed.

Zhang, Jian — Texas Woman's University

Smith, Chad — Texas Woman's University

Gratch, Jonathan — Texas Woman's University

### ***An Exploration of First-Year Undergraduates' Digital Competencies: Upon Entering the University and After Becoming Youth Researchers***

We share our work-in-progress research that examines if and how first-year undergraduates' self-reported digital competencies change over the course of a semester. Using qualitative and quantitative data, we illustrate how students perceived their digital competencies at the outset of becoming a university student. Then we examine their digital competencies at the close of the semester after they have assumed research leadership on investigations concerning technology in society that affect their generation.

Hughes, Joan — The University of Texas at Austin

Oliveri, Anna — Salve Regina University

Read, Michelle — Southern California University of Health Sciences

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Panel **Session Chair:** Miller, Kelly

#### ***Aligning Assessment with Strategic Planning to Support Continuous Improvement and Meaningful Change***

Many educational institutions treat assessments as mere compliance tasks rather than tools for meaningful improvement, leading to inconsistent progress and setbacks, especially during leadership changes. To address this, aligning assessments with continuous improvement audits can embed lasting change into the organizational culture. At Texas A&M University-Corpus Christi, this approach has been successfully implemented across various areas, resulting in sustained improvements in efficiency, compliance, and service excellence.

Miller, Kelly — Texas A&M University-Corpus Christi

Rudowsky, Catherine — Texas A&M University-Corpus Christi

LaRue, John — Texas A&M University-Corpus Christi

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Soto, Nelson

#### ***The University as Familia: How Service and Learning Share the Same Table***

Albizu University models higher education as an extension of familia, a deeply rooted cultural concept that transcends kinship and becomes a framework for institutional purpose. Albizu's network of clinical training centers functions both as public resources and pedagogical laboratories. Students are formed through meaningful acts of service, nurtured by the very communities they support, thus advancing the university's mission to address mental health disparities and cultivate professionals who embody culturally rooted leadership.

Soto, Nelson — Albizu University

Candelaria, Elian — Albizu University

Santiago Rivera, Gabriel — Albizu University

#### ***Being Kind to Yourself: Investigating the Effects of a Brief Self-Compassion Intervention on Self-Oriented Perfectionism, Academic Self-Efficacy, and Well-Being in Post-Secondary Students***

The effects of a brief, self-guided self-compassion intervention for post-secondary students were examined. The intervention included five-minute guided self-compassion meditations completed throughout the week for a period of five weeks. Results revealed that participants in the experimental group reported reduced perfectionism, as well as enhanced academic self-efficacy, self-compassion, and psychological well-being, compared to controls.

Antonishyn, Hannah — Red Deer Polytechnic

Engert, Shannah — University of Saskatchewan

#### ***The Intersection of Care and Justice when Adjudicating Grade Level Grade Appeals***

Intersection can refer to the comingling of two concepts juxtaposed to each other. This paper will examine two elements, seemingly with opposite attributes, but once combined offer amelioration in repairing what graduate students consider an unfair and/or unjust final grade in a graduate level course at an Institution of Higher Education (IHE). Presenter will also offer perceptions from past research on why graduate students file grade appeals and common themes that prevailed. Keough, Penelope — National University

#### ***Challenges and Triumphs - An Updated Look at a University's Recent Changes and Innovations Due to Internal and External Factors Including Physical Campus Downsizing, AI and International Enrollment Pressures***

This presentation continues the previous years' discussions of a university's endeavors to innovate both in traditional on-ground as well as online offerings, during contemporary challenges including physical campus changes involving building losses, resulting in over 200 moves and reduction of 37% of teaching spaces. Simultaneously, pressures like the preponderance of AI together with political pressures on higher education, particularly on international populations and physically contiguous peers present challenges, yet application rates are realizing a high.

Thomas, Michael — Claremont Graduate University

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 3  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Secatero, Shawn

#### ***Promoting Our Leadership, Learning, and Empowering our Nations: Together We Stand Strong, and Fearless***

The University of New Mexico's Promoting our Leadership, Learning and Empowering our Nations (POLLEN) serves as a highly successful teacher to school principal pathway program with 72 graduates in seven successive cohorts. The Indigenous leadership curriculum program honors the knowledge practices of the highly acclaimed Corn Pollen Model from elders, knowledge keepers, and scholars. In our interactive workshop, we will introduce these effective school practices along with holistic, visionary, transformative, and collective leadership practices.

Secatero, Shawn — University of New Mexico

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**Time:** 3:00 - 4:30 PM / **Thursday** - 1/8/2026 / **Room:** South Pacific 4

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Hamilton, Michele

***Mirrors, Monsters, and Magic: A Healing-Centered Framework for BIPOC Empowerment in Education***

This workshop introduces the MIRROR Framework, a healing-centered model designed to center BIPOC students in educational environments. Rooted in neuroscience and identity development, the framework includes six pillars: Mirroring, Identification, Reclamation, Relationships, Orientation, & Reflection. Participants will explore the theoretical foundations and engage in a sample experiential activity. The session offers practical tools for educators and leaders seeking to create developmentally aligned, equity-driven learning spaces that affirm, empower children and help them to excel academically.

Hamilton, Michele — University of San Francisco

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** Layne Norris, Amelia

***Transforming Higher Education Through Teaching Excellence Communities of Practice: A Change Model to Address the Critical Skills Gap***

This presentation introduces Teaching Excellence Communities of Practice (TECoPs) as a transformative solution to higher education's critical skills gap. We demonstrate how collaborative learning communities can systematically realign curricula with workforce demands while maintaining academic excellence. Attendees will receive practical implementation frameworks, evidence-based change management strategies, and comprehensive evaluation tools to establish TECOPs within their own institutions for sustainable educational transformation.

Layne Norris, Amelia — Pepperdine University, Graduate School of Education and Psychology  
Huerta, Angel — Pepperdine University, Graduate School of Education and Psychology

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education **Session Chair:** McIntosh, Kathryn

***Engaging College Men in Rethinking Masculinity Through Social Justice Education***

This study investigates college men's critical reflections on masculinity in a social justice course. With feminist and intersectional thematic analysis, findings revealed college men's socialization into narrow expectations (e.g., suppressing emotions, athletic prowess) and recognition of cultural influences (e.g., media) perpetuating rigid, often harmful, ideals of manhood. Some resisted, having hope for more emotionally open and flexible masculinities. Coursework should be catalysts for critical gender reflection, including men in gender justice and disrupting dominant norms.

McIntosh, Kathryn — Oregon State University  
Viveros Cespedes, Marcos — Oregon State University

***Bridging Languages and Modalities: Inclusive ELP Practices for Multilingual Learners Who Are Deaf or Hard of Hearing***

This presentation addresses instructional and assessment considerations for multilingual learners who are deaf or hard of hearing, with a focus on English language proficiency (ELP) assessments. We explore how student characteristics such as communication mode, home language, and access to language impact learning and testing. Special attention is given to challenges in the listening/speaking domains and the complexities of using American Sign Language as an accommodation, offering research-based strategies to ensure accessibility and validity.

Christensen, Laurene — University of Wisconsin-Madison  
Shyyan, Vitaliy — University of Wisconsin-Madison  
Metzler, Alissa — University of Wisconsin-Madison

***The Makings of a Domestic Terrorist: When White, Christian, and Cisgender Fragility Collide***

Using DiAngelo's (2018) framework for White fragility, the presenter will share frameworks for both Christian and cisgender fragility as means to define White Christian cisgender fragility as a concept within White Christian nationalism. The presenter will then share their exploration of white fragility at the intersections of Christian fragility and cisgender fragility to analyze the impact that this assemblage has on anti-trans policies and legislation in American public education.

Stachowiak, Dana — UNCW

***Uncovering Hidden Cultural Norms in Japanese School Printouts: A Corpus-Based Study on Barriers for Foreign Guardians***

This presentation explores how Japanese school printouts embed hidden cultural norms that often hinder foreign parents' understanding and participation. Using a corpus of 810 documents, we analyze request expressions, thematic vocabulary, and co-occurrence networks to reveal implicit expectations around punctuality, cooperation, event participation, and financial procedures. Findings highlight the risks of cultural miscommunication and propose AI-based multilingual tools to foster more inclusive school-family collaboration in multicultural contexts.

LI, Xiaoyan — Kyushu University

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Iolani 3  
**Session Topic:** ESL/TESL **Session Chair:** Nadasdy, Paul

### ***Investigating the Impact of Written-Form Learning on Aural Vocabulary Recognition in Japanese EFL Learners***

This presentation explores how Japanese learners' reliance on written English affects their ability to recognize spoken vocabulary. Questionnaire data revealed that many learners struggle to identify familiar words in listening tasks when their exposure has been primarily orthographic. The findings suggest that traditional reading-focused instruction may interfere with developing robust aural vocabulary skills.

Nadasdy, Paul — Tokyo Denki University

### ***Digital Tools and Physical Learning Environments in Rural Online Education***

While platforms like Zoom offer access, challenges such as distractions, screen fatigue, and poor connectivity impact outcomes. This paper discusses how physical learning environments shape online English education in rural settings through a case study of tutor Zouyi Shen and her student Tina; a Mismatched digital and physical spaces affect learning, a reevaluation of remote education design to better support under-resourced rural learners and environments.

Shen, Zouyi — St. Margaret's Episcopal School

Huang, Edward — University of California, Los Angeles

### ***Influence of In-Class Extensive Reading on Writing Development Among Japanese EFL students: Word Count, Sentence Count, and Phrasal Verbs***

This study aimed to investigate the effects of extensive reading (ER) on Japanese EFL learners' English language production. Specifically, it focused on the changes in English writing performance before and after 28 in-class ER sessions along with particular attention to phrasal verbs. The results indicate that ER may promote writing fluency among Japanese EFL learners with low English proficiency levels. Also, a slight increase in the variety of phrasal verbs was found in the post-test.

Nishimura, Hiroko — Shunan University

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Iolani 5  
**Session Topic:** Kinesiology & Leisure Science - Workshop **Session Chair:** Berry, David

### ***Harnessing Artificial Intelligence and Emerging Technologies in Kinesiology Education and Practice***

This workshop equips participants with hands-on experience in artificial intelligence-driven movement analysis, wearable sensor monitoring, and automated literature review. Educators and clinicians will design practical activities to incorporate these technologies into kinesiology curricula, journal clubs, and internships, supported by ethical guidelines for responsible use.

Berry, David — Saginaw Valley State University

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Panel **Session Chair:** Foster, Susan

### ***Stepping out of the Shadows: A Panel Discussion***

This multidisciplinary panel explores how challenging archetypes offers a transformative framework for understanding relational dynamics within higher education. Drawing on Jungian psychology, the discussion examines entitlement, projection, and vilification shape interactions among faculty, staff, and students. These shadow expressions can undermine collaboration, reinforce power imbalances, and inhibit both individual and institutional growth.

Foster, Susan — The Chicago School

Brown, Andy — The Chicago School

Malone, Colleen — The Chicago School

Harris, Rodney — The Chicago School

Hill, Emily — Bradley University

Erickson, Doreen (DA) — The Chicago School

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Egan, Eileen

### ***Together with Educators: Building Bridges to Adulthood***

Young people with developmental disabilities and their families often face a daunting "transition gap" when moving from school-based supports to adult service systems, which are complex, fragmented, and culturally challenging to navigate. Community Mainstreaming Associates (CMA) addresses this issue through a community-centered approach that includes one-on-one guidance, family seminars, transition fairs, and strong partnerships with schools, ensuring families are supported early and continuously.

Egan, Eileen — Community Mainstreaming Associates, Inc.

Phillips, Jennifer — Community Mainstreaming Associates, Inc.

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education **Session Chair:** Henning, Suzie

***Let It Go, Let It Go: Know How to Let It Go After a Hard Teaching Day***

This paper presentation will highlight strategies for recovery after a hard teaching day. Discussion will include a toolbox with adult social emotional learning skills for self-regulation, self-awareness, and self-care. The purpose of this presentation is to build resiliency practices among educators.

Henning, Suzie — Eastern Washington University

***A Teacher's Knowledge of Social Emotional Learning (SEL) and Self-Regulation Awareness: Its Impact on Students and Classroom Management***

This presentation examines the critical relationship between K-12 teachers' knowledge of Social Emotional Learning (SEL) and their own self-regulation skills. The mixed-methods study reveals how these factors directly influence student-teacher relationships and classroom management. The findings highlight an urgent need for targeted professional development to improve teacher effectiveness and ultimately enhance student outcomes.

Blanchard-Walker, Regina — Chaminade University of Honolulu

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Kahili 2  
**Session Topic:** Diversity, Equity & Inclusion Education - Panel **Session Chair:** Dover, Alison

***Advancing Social Justice through Critical Professional Development & the Scholarship of Teaching and Learning***

In this panel, faculty from diverse academic disciplines share their research on teaching for social justice, exploring methodological, ideological, and practical aspects of their scholarship. Specific emphases include the enactment of social justice curriculum and pedagogy in higher education, the role of critical professional development, and strategies for funding, protecting and publishing social justice-oriented scholarship of teaching and learning.

Dover, Alison — California State University, Fullerton

Diaz, Amanda — California State University, Fullerton

Asturizaga, Vivianne — California State University, Fullerton

Shahrestani, Parvin — California State University, Fullerton

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Lehua  
**Session Topic:** Adult Education **Session Chair:** Polovina, Yuka

***Adult Learning Pathways in Public Health Workforce Development and Professional Trainings in Hawai'i***

The public health workforce faces a significant shortage, nationally and in Hawai'i, underscoring a critical need for comprehensive adult learning pathways. A growing interest and awareness of public health presents an opportunity to develop new career technical education pathways, as well as fortify existing higher education and adult learning opportunities. This presentation landscapes diverse academic and professional pathways crucial for sustaining a robust public health workforce in Hawai'i.

Polovina, Yuka — University of Hawaii at Manoa, Public Health

Sentell, Tetine — University of Hawaii, Public Health

Rodericks, Becky — University of Hawaii, Public Health

Irvin, Lola — Hawaii State Department of Health

Murakami, Scott — Hawaii State Department of Health

***Healing in Words: Trauma-Informed Creative Writing for Adult Language Learners***

Drawing on a poetic inquiry into my personal trauma healing journey, this presentation will explore how creative writing can support adult learners in processing difficult experiences. I will share how integrating sound, meditation, and expressive arts practices created safe, reflective spaces that nurtured emotional regulation, creativity, and self-discovery. Attendees will see how trauma-informed approaches in writing classrooms can empower learners to engage with their stories safely, build resilience, and find healing through storytelling.

Abdi, Klára — University of British Columbia

***Protocols of Respect and Revitalization: Co-designing Assessment Approaches with and for Indigenous Communities***

This session shares insights from a collaborative, Indigenous-led project focused on co-designing a protocol to support language and culture revitalization efforts. The panel features Indigenous educators and assessment researchers working to develop community-rooted tools aligned with Indigenous knowledge systems. Presenters will highlight lessons learned in building equitable partnerships, centering Indigenous voices, and challenging colonial research paradigms to support linguistic and cultural self-determination.

Block, Staci — California Indian Education for All

Li, Grace — University of Wisconsin-Madison

Shyyan, Vitaliy — University of Wisconsin-Madison

Greene, Michele — University of Wisconsin-Madison

***One Child Every Child: An Indigenous Education Journey Within a Large Federally Funded Canadian Research Grant***

During our time together, the presenters will share stories about their experiences advancing Indigenous Education within One Child Every Child, a major federally funded research project focused on improving child health and well-being. At the heart of this discussion is the people who work together, relationally to face challenges, celebrate, and advance systemic changes.

Bodnaresko, Sulyn — University of Calgary

Markides, Jennifer — University of Calgary

Runner, Sage — University of Calgary

Rigaux, Lorina — University of Calgary

***Reconciliatory Education: the Promise and the Pitfalls***

Our shared work as teacher educators, one Indigenous and the other non-Indigenous, attempting to empower the next generation of educators to take up reconciliatory work as set out by the Truth and Reconciliation Commission of Canada (2015) has faced challenges and incited courageous acts of change. In this session, we share what we have learned from our students over the past decade and what we face as educators living in the Canadian province of Alberta.

Poitras Pratt, Yvonne — University of Calgary, Werklund School Education, Professor

Danyluk, Patricia — University of Calgary

***Eatnama Mánát Skuvlema Bálgaíd Alde (Children of the Land on the Paths of Education)- Land and Reconciliation***

This paper examines the Sámi people's unique relationship with the land and how it is present in the national curriculum. Grounded in the principles of truth and reconciliation, it explores how education can strengthen Sámi resilience by acknowledging historical injustices and promoting culturally responsive pedagogy. The study highlights the importance of integrating Indigenous worldviews into education as a means to foster justice, collective healing, and a sustainable relationship between people and the land

Rahko Ravanti, Rauna — Sami University of Applied Sciences

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Nautilus 2  
**Session Topic:** Education Policy and Leadership **Session Chair:** Bailey, Carrie

### ***Empowering and Protecting Nurses through De-escalation and Simulation***

Join us to discover how scaffolded simulations in self-defense, de-escalation, and leadership training are transforming nursing education. This session will showcase a tested and impactful approach that builds student confidence, sharpens crisis management skills, and fosters real-world leadership readiness. If you're looking for innovative ways to prepare your students for the complex, high-stakes demands of healthcare, this session is a must-attend.

Bailey, Carrie — The University of Tennessee College of Nursing  
Beeler, Lynn — The University of Tennessee College of Nursing  
Hicks, Robin — The University of Tennessee College of Medicine  
Meloy, Vikki — The University of Tennessee College of Nursing  
Wheeler, Staci — The University of Tennessee college of Nursing  
Gilbert, Darren — The University of Tennessee College of Nursing

### ***Modeling and Measuring Key Drivers of School Improvement: A Psychometric and Structural Equation Modeling Analysis of Leadership, Collaboration, and Efficacy Beliefs***

This study investigates the psychometric properties of key constructs-instructional leadership, teacher collaboration, and collective efficacy beliefs-using confirmatory factor analysis and structural equation modeling. It aims to refine measurement tools for these constructs and explore the dynamic relationships among them in school improvement initiatives. The findings will provide insights for educators, policymakers, and researchers into the interconnections of effective school leadership practices and their relation to student learning gains.

Goddard, Roger — The Ohio State University  
Kim, Minjung — The Ohio State University  
Clark, Tedra — NORC at the University of Chicago

### ***Student Speech on Canadian University Campuses: Why Is It Important and What Are Its Limits?***

In this presentation, and in light of the war in the Middle East, we examine the justification for robust student expression on Canadian university campuses. We also consider reasonable limits associated with that same expression which must acknowledge the interests and rights of a diverse group of stakeholders who share the same space as those who passionately promote their world views.

Clarke, Paul — University of Regina

### ***Modeling Teacher Attrition in the UAE: The Influence of Occupational Stress and Appreciation***

This study explores how perceived professional appreciation and occupational stress influence teachers' intentions to leave the profession in the United Arab Emirates (UAE). Using TALIS 2018 and PISA 2022 data, the research applies logistic regression analysis to identify key predictors of teacher attrition intentions. The findings aim to provide evidence-based insights to guide teacher retention strategies in the UAE and across the wider GCC region.

Asiri, Ayman — University of Pittsburgh

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Vincent, Rhonda

### ***Prepared to Stay: Building Resilience During Teacher Preparation***

This session will highlight a collaborative initiative between ResilientED, a non-profit organization, and a university-based teacher preparation program. The collaboration specifically addresses the pressing issue of teacher attrition by proactively building the resilience skills of pre-service teachers. Presenters will share insights and strategies developed to enhance early-career teacher resilience, aiming to reduce premature exits from teaching, which disproportionately impact high-need, under-resourced schools and students of color.

Vincent, Rhonda — ResilientED  
Norris, Karen — ResilientED  
Barrow, Elizabeth — Georgia Southern University  
Reidel, Michelle — Georgia Southern University  
Norman, Taylor — Georgia Southern University

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Academic Advising and Counseling - Workshop **Session Chair:** Cosma, Allan

### ***Career Education College Success Program (CECSP): "Strengthening Career Pathways in an Urban Multi-Campus College District"***

This workshop will highlight the Career Education College Success Program (CECSP), a three-year, \$650,000 grant-funded initiative at WCCCD designed to improve student retention, completion, and workforce readiness through guided career pathways. Participants will learn how the project embeds program mapping, proactive advising, mentoring, DEI initiatives, and employer partnerships to support students from enrollment to career entry. The session will share phased implementation strategies, measurable outcomes, and plans to sustain the project beyond the grant period.

Cosma, Allan — Wayne County Community College District  
Dorrah, Harvey — Wayne County Community College District

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration **Session Chair:** Wise, Donald

***Is Leadership Coaching for Principals Making a Difference?***

A nationwide survey to school principals revealed widespread support for leadership coaching. Follow up interviews with a random sample of 22 of the respondents provided more in depth responses and provide a view of what works in leadership coaching.  
Wise, Donald — National University

***Brave & Intentional: Satire, Humility, and the Teacher-Administrator Divide***

Ever sat through a staff meeting thinking, "Is this real life?" This session uses satire from Brave & Intentional to poke fun at edu-jargon, leadership theatrics, and ego-driven decision making. Expect laughter, reflection, and a reminder that humility and respect—not buzzwords—are the real leadership essentials.  
Unland, Brice — Alberta  
Hesar, Ryan — DMTB Publishing

***Does Transformational Leadership and Communication in School Settings Matter?***

A quantitative analysis linking special education teachers (SETs') perceived administrators' communication that can foster special educators' intent to leave the profession. This study found that teachers' positive perception of leaders' communication had a statistically significant negative effect on four different measures of intentions to leave the teaching profession. As SETs' positive perception of their leaders' communication increased, the likelihood of special educators' intentions to leave teaching was reduced.  
Wilson, Stefanie — University of Hawaii West Oahu

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Agullana, Patrick

***Being AGILE: The Continuous Development of Online Kanji and Kana Learning Courses***

After launching a successful online Kanji learning course in 2022, various challenges arose including differences between course objectives and student expectations. This presentation will discuss how administrators and instructional designers used the AGILE framework and its iterative process to continuously refine the Kanji learning course and a new online Kana learning course. The results of these changes to the current iterations of the courses will be shared, demonstrating the value of an adaptive program design.  
Agullana, Patrick — University of Hawai'i at Mānoa  
Doi, Saori — University of Hawai'i at Mānoa

***From Theory to Practice: A Mixed Methods Study of AI Literacy and Digital Humanities Integration Across Academic Disciplines"***

Join us as we share how AI literacy and human-AI partnerships are revolutionizing educational leadership across diverse academic disciplines. We'll present practical frameworks and real case studies from our mixed methods research, demonstrating sustainable approaches to ethical AI integration. Discover how cross-institutional collaboration enhances critical thinking, research design, and culturally responsive instruction while addressing equity challenges. Learn actionable strategies for transforming educational practice through responsible AI co-agency in your own institutional context.  
Alexander, Justin — Delaware State University  
Walker, Rashid — Delaware State University  
Holland, Karen — Delaware State University  
Ellis, Valeisha — Delaware State University

***Promoting AI Literacy through Critical Thinking in Lesson Planning: Pre-Service Teachers' Perceptions and Confidence***

This presentation examines how preservice teachers engage with AI-assisted lesson planning through prompting, iterative refinement, and evaluation of AI-generated content. Findings highlight the challenges they face, the strategies they develop, and the impact of guided prompting practice on their perceptions and confidence. Implications for teacher preparation programs emphasize the need for structured AI literacy training that fosters both critical thinking and instructional creativity.  
Kim, Seung — Lewis University  
Easter, Terri — Rockford University

***Generative AI for Automated Writing Evaluation: A Systematic Review of Trends, Efficacy, and Challenges***

This presentation offers a comprehensive and structured review of current empirical research on the use of generative AI (GenAI) in automated writing evaluation. Anchored on CIMO framework, this presentation sheds light on the characteristics of scientific literature on GenAI-based AWE and how this system is utilized for automated evaluation. The presentation also discusses GenAI's efficiency across writing contexts and impact on teaching and learning. The report concludes with associated challenges in using GenAI for assessment.  
Barrot, Jessie — National University, Philippines  
Abudalfa, Shadi — King Fahd University of Petroleum & Minerals

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Dunnick, Dustin

### ***Engagement Strategies for Enhancing Face to Face College Science and Research Classes***

University faculty, you are invited to come learn exemplary research-based strategies designed to enhance student engagement and ultimately elevate student learning. Learn to facilitate classroom interactions instead of lecturing. The instructors will model strategies and evidence based instructional practices used while teaching undergraduate and graduate science and research classes. Your teaching evaluations will improve, and you will feel more confident in your instruction after participating in this workshop and learning how to use these strategies.

Dunnick, Dustin — Arkansas Tech University  
Karge, Belinda — Concordia University Irvine

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Kobayashi, Kent

### ***Integrating Research and Extension into a Tropical Crop Production Systems Course to Enhance Student Learning***

TPSS 300 Tropical Production Systems is a four-credit undergraduate crop production course in the Tropical Plant and Soil Sciences (TPSS) Department at the University of Hawaii at Manoa. The objective of this paper is to describe the key features of the TPSS 300 course and how research and extension have been incorporated into the course based on student interests and emerging new technologies and disciplines in horticulture.

Kobayashi, Kent — University of Hawaii at Manoa  
Smith, Dorothy — University of Hawaii at Manoa

### ***Being/Becoming Invisible: Trans and/or Nonbinary Gender Expression and the Impact on Identity and Academic Development***

This paper examines how genderism and cisnormativity impact Trans and/or Nonbinary students, focusing on invisibility and gender expression in academic decision making. This group often struggles for recognition affecting both identity and academic development while on the contrary, passing individuals may benefit from binary assumptions. The paper explores how gender-normative interactions create invisibility and proposes best practices for fostering inclusion and representation in educational spaces.

Anan, Baramee Peper — San Diego State University  
Soles, Brooke — California State University, San Marcos

### ***Bridging Institutions, Building Futures: A Multi-Level Educational Strategy for Healthcare Workforce Growth***

This proposal outlines a collaborative pipeline model that prepares rural high school students for healthcare careers through partnerships with career tech centers, community colleges, and universities. By offering dual credit, personalized advising, flexible learning options, and community-based experiences, the program expands access to higher education and fosters local workforce development. The initiative cultivates early interest, supports academic transitions, and strengthens retention of healthcare professionals in rural communities through an intentional, student-centered approach.

Bacon-Baguley, Theresa — Grand Valley State University  
Baweja, Jenny — Grand Valley State University  
Aubry, Kelly — Grand Valley State University  
Smith, Patrick — Grand Valley State University

### ***Pitfalls of Study Abroad Programs for STEM Graduate Students - A Case Study of Implementation of Four Years***

An updated report on the progression of a relationship between a U.S. institution and a Japanese institution that have developed and implemented collaborative STEM study abroad programs for graduate students. This paper will discuss the challenges of being consistent with the existing program curricula, program costs and inflation due to limited financial sources for students.

Thomas, Michael — Claremont Graduate University  
Komura, Kiriko — The University of Tokyo

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 3  
**Session Topic:** Elementary Education - Panel **Session Chair:** Bricker, Patricia

### ***Possibilities and Challenges: Integrating Elementary Science and Literacy in the Era of Prescribed ELA Curriculum***

STEM is by its nature interdisciplinary, and curriculum and instruction need to embed the unique aspects of each content area, purposefully combining science practices and authentic uses of language. The use of prescribed reading/ELA curricula has grown in US public schools and time allocated to prescribed curricula impacts ways integration can happen. We will share contexts for integration of science and literacy, guiding frameworks, primary and intermediate-level elementary unit examples, and related research.

Bricker, Patricia — Western Carolina University  
Downing, Leah — Haywood County Schools, NC  
Webster, Elizabeth — Buncombe County Schools, NC

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**Time:** 8:00 - 9:30 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education Session Chair: Biay, Kathleen Kaye

### ***The Relationship of Cultural Intelligence and Global Citizenship Levels of Preservice Teachers in the Philippines***

I will present a 15- to 20-minute presentation of our study on the correlation between the Philippine preservice teachers' cultural intelligence and global citizenship levels during the paper sessions. Moreover, during the paper presentation, I will be aided by a PowerPoint presentation that summarizes the contents of the completed study.

Biay, Kathleen Kaye — Saint Louis University  
Tenorio, Angela — Saint Louis University

### ***Mathematics Teacher Educators' Noticing During Coaching Cycles***

We explored how mathematics teacher educators (coaches) engage in "distinguished noticing" during one-on-one coaching conversations. Using a cognitive-psychological lens, we analyzed responses from 29 educators who examined transcripts of authentic coaching interactions. Findings show mentor coaches more frequently demonstrated distinguished noticing, connecting teacher thinking to instructional goals and coaching discourse. The study introduces the Mathematics Teacher Educator Noticing Framework, emphasizing its potential to inform professional development and deepen educators' attention to critical moments in coaching.

Amador, Julie — University of Idaho

### ***Effects of Instruction for Japanese Pre-Service Elementary Teachers on Their Learning about Cross-Curricular Lessons***

The purpose of this study was to examine the impact of instruction provided to 37 Japanese pre-service elementary school teachers during the 2024 academic year on their learning related to the design and delivery of cross-curricular lessons aimed at fostering global perspectives. Data were collected through questionnaires, reflective notes, and students' work, and analyzed using both quantitative and qualitative methods. The findings indicated generally positive effects, although several challenges were also identified.

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

### ***From Classroom to Stage: Exploring How Science Drama Performances Foster Pedagogical Transformation Among In-Service Science Teachers***

This project invites science teachers to turn their expertise into engaging drama performances, presented both on stage and online. By gathering feedback from audiences and teachers, we explore how creative science outreach can inspire new teaching perspectives.

Lin, MingChao — National Pingtung University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop Session Chair: Laningham, Adam

### ***Academics & Beyond - Helping Gifted Learners Find Balance, Joy, and Success***

Giftedness is far more complex than an I.Q. score. Gifted learners often experience asynchronous development, sensitivities, perfectionism, and other factors that impact both learning and well-being. This session explores the unique needs of gifted and twice-exceptional students, including the effects of trauma on academic and emotional growth. Participants will gain practical strategies to support the whole child-academically, socially, and emotionally-so gifted learners can thrive both in and out of the classroom.

Laningham, Adam — Bright Child Books

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Hibiscus 2  
**Session Topic:** Enacting Social Justice Pedagogies in the Classroom - Panel Session Chair: Ylagan-Nicanor, Rohanna

### ***Supporting Students and Promoting Social Justice with Innovative & Equitable Pedagogy in an Asynchronous Course***

In this session, faculty share high-impact approaches to teaching for social justice in face-to-face and online courses, focusing on strategies for scaffolding learning and centering critical inquiry. Specific emphases include humanizing and anti-racist pedagogical practices, ways to promote inclusion and engagement, and the unique opportunities, pedagogies, and tensions that emerge when teaching in diverse modalities.

Ylagan-Nicanor, Rohanna — California State University, Fullerton

### ***Unpacking Ethnic Studies Through Game Play: Using Games to Thoughtfully Explore Oppression & Identity***

In this session, faculty share high-impact approaches to teaching for social justice in face-to-face and online courses, focusing on strategies for scaffolding learning and centering critical inquiry. Specific emphases include humanizing and anti-racist pedagogical practices, ways to promote inclusion and engagement, and the unique opportunities, pedagogies, and tensions that emerge when teaching in diverse modalities.

Ghods, Sarah — California State University, Fullerton

### ***Preparing Social Justice Advocates: Transformative Pedagogy for Practitioner-Oriented Fields***

In this session, faculty share high-impact approaches to teaching for social justice in face-to-face and online courses, focusing on strategies for scaffolding learning and centering critical inquiry. Specific emphases include humanizing and anti-racist pedagogical practices, ways to promote inclusion and engagement, and the unique opportunities, pedagogies, and tensions that emerge when teaching in diverse modalities.

Kressler, Benikia — California State University, Fullerton

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Iolani 3  
**Session Topic:** ESL/TESL - Workshop **Session Chair:** Zhang, Yike

### **Growing Through Teaching in a Cross-Cultural English Program**

This case study highlights Eric Zhang and Teddy Huang's two-week ESL teaching experience at a rural Taiwanese school. Through immersive lessons, cultural exchange, and lasting educational materials, they fostered student engagement and global awareness. They had learned to become educators in a cross-cultural, non-native English environment.

Zhang, Yike — Sage Hill School

Huang, Teddy — Idyllwild Arts Academy

Huang, Edward — University of California, Los Angeles

Liao, Yuwen — Etosha Education Consulting Institute

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Iolani 5  
**Session Topic:** Reading Education - Workshop **Session Chair:** Frey, Kara

### **The Joy of Reading by Kara Frey Cultivating Lifelong Readers: Advanced Strategies for College and Senior High School Educators**

This session explores advanced, inclusive reading strategies tailored for college and senior high school students, with a focus on fostering lifelong engagement. Emphasizing the importance of classroom libraries, equitable access for low-income learners, and the integration of Indigenous literature, the presentation offers practical, research-informed methods. Educators will gain tools to create culturally responsive, student-centered reading environments that support academic success and personal growth, particularly in institutions serving predominantly Indigenous populations.

Frey, Kara — Great Plains College- Saskatchewan

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Humphrey, Marja

### **The 4Ds of Academic Success for Higher Education Professionals**

For our work with students as well as our own career advancement, the 4Ds (Data, Dissemination, Documentation, and Dollars) are a model that offer a pathway forward to professional success. This presentation will offer examples of the 4D model in action as well as step by step guidance for higher education professionals to actualize their own development plan.

Humphrey, Marja — Bowie State University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Iolani 7  
**Session Topic:** Cross-disciplinary areas of Education - Panel **Session Chair:** Romero, Sally

### **Supporting Well-Being through a Parent and Me Cross-Disciplinary Program at a Hispanic Serving Institution (HSI)**

Parenting students make up 18% of undergraduates, with 74% being mothers and 55% students of color. They face unique challenges balancing academics and parenting, leading to stress and isolation. In 2023, faculty from a HSI started a Parent & Me program called "Connect & Play" to support these students. The program aims to reduce stress and build community. The panel will discuss the need for such programs, interdisciplinary collaboration, and how to implement similar initiatives.

Romero, Sally — California State Polytechnic University, Pomona

Navarro-Cruz, Giselle — California State Polytechnic University, Pomona

Urzuá, Denise — California State Polytechnic University, Pomona

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Kahili 1  
**Session Topic:** Business Education - Workshop **Session Chair:** Thomas, Crystal Renā

### **Rules and Order: An Empirical Study on Procedural Justice and Member Engagement in Divine Nine Black Greek-Letter Organizations**

In deliberative assemblies, the body is represented by two separate but equally important groups: the members who make and enforce the rules, and the chairmen who preside over the assemblies. This study explored the relationships between parliamentary procedure utilization, fairness perceptions, and member engagement in Divine Nine Black Greek-Letter Organizations. Findings suggest that consistent, ethical use of parliamentary procedure reinforces procedural justice, fostering member engagement, organizational trust, and, ultimately, organizational vitality.

Thomas, Crystal Renā — Pepperdine University

**Empowering STEM Teaching Through Community of Practice: Impacts on Teacher Self-Efficacy and Student Outcomes in Place-Based Education**

NSF I-TEST project called TRAILS 2.0, was funded for scale-up of the project called Teachers and Researchers Advancing Integrated Lessons in STEM (TRAILS). This paper presentation will present TRAILS research investigating whether integrated STEM teacher professional development (PD) can increase participation in Community of Practice (CoP) and, through this, enhance teacher self-efficacy in teaching STEM.  
Kelley, Todd — Purdue University

**Artificial Intelligence as a Tool for Uncovering Themes in STEM Student Career Fair Experiences**

This presentation demonstrates how artificial intelligence can be used to analyze STEM student reflections from career fair events, revealing key themes related to confidence, skill development, identity, and belonging. By integrating AI-driven thematic and sentiment analysis, we highlight how career-oriented activities foster student well-being and preparedness, offering actionable insights for educators and program designers aiming to enhance career readiness and community among STEM majors.

Garza, Tiberio — Florida International University  
Shi, Qingmin — University of Nevada, Las Vegas  
Jiang, Yingtao — University of Nevada, Las Vegas  
Ferrar, Anthony — University of Nevada Las Vegas

**Agility with Character: Designing Adaptations for the Next Changes in Education (DANCE)**

As higher education faces accelerating disruptions, cultivating agility with character is essential. The Designing Adaptations for the Next Changes in Education (DANCE) model prepares faculty and students to navigate rapid change by integrating skills, values, and cognition. Through experiential, ethical, and reflective learning, DANCE develops adaptable leaders who collaborate across contexts, act with integrity, and meet future challenges with purpose and resilience.  
Shryock, Kristi — Texas A&M University

**Summer Research in Data Science with Community College Students through Project RAISE**

Project RAISE is supported by the U.S. Department of Education and offers mentorship and research opportunities to selected community college students to jumpstart their research at CSUF for 8 weeks during summer. This paper summarizes the findings based on the work from 13 student participants of Project Raise who started their journey at a community college after 2020 and completed or are in the process of completing their degree at 4-year institutions in Southern California.

Bein, Doina — California State University, Fullerton  
Drangstveit, Megan — California State University, Fullerton  
Huang, Jidong — California State University, Fullerton

**Innovating at the Margins: Korean Dual Language Teachers and the Future of Bilingual Education**

This presentation explores the experiences of Korean dual language bilingual education teachers in an underrepresented linguistic context. Drawing on qualitative data, we examine how these educators navigate instructional challenges, leverage cultural and community resources, and advocate within a bilingual education landscape largely shaped by Spanish-English bilingual education. The session highlights implications for equity, practice, and policy in supporting minoritized teachers and programs.

Son, Minhye — California State University, Dominguez Hills  
Ee, Jongyeon Joy — Loyola Marymount University

**GenZ Meet the World: Implications for Study Abroad**

This paper focuses on an examination of GenZ students and its implications for foreign language programs, centering primarily on the impact that these students have for study abroad. It aims to show how institutions and faculty need to adapt and understand more fully the uniqueness of this generation of students.  
McClanahan, Joseph — Creighton University

**Investigating AI-Supported Follow-up Tasks in Captioned Viewing for Academic Vocabulary Learning: Research Design and Current Progress**

This presentation outlines the design and current progress of a research project investigating AI-supported follow-up tasks after captioned video viewing for academic vocabulary learning. Specifically, it reports on the synthesis of previous studies, the development of research instruments, and preliminary findings from a pilot study. The study highlights how AI-mediated interaction may influence productive academic vocabulary use, and discusses implications for future large-scale classroom implementation.

Hidaka, Yuka — Kagoshima University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Moses, Catherine

### ***An Alaskan Yup'ik Approach to Indigenizing a Standardized Assessment***

Due to a drastic language shift and the inappropriateness of the language test for the Lower Kuskokwim School District students in Alaska, a new assessment was created. The Yugtun Piciryaranek Qaneryaranek-llu Cuqyun (YPQC): Yup'ik Culture and Language Measurement, developed by Indigenous Yup'ik educators, assesses students' language proficiency and cultural knowledge. After piloting the test, students were asked to write a reflection on the tests they were given. What they wrote was significant.

Moses, Catherine — University of Alaska Fairbanks  
Lincoln, Rosalie — Lower Kuskokwim School District  
Oldfriend, Grace — Lower Kuskokwim School District  
Samson, Sally — University of Alaska Fairbanks

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Weatherly, Gina

### ***Why Early Childhood Learning Labs Should be Fully Integrated on College Campuses: One Community College's Journey***

Exploring the Value of fully integrating an early childhood learning lab within a community college campus. Participants will be immersed in examples from the early childhood learning lab at Glendale Community College. Let's strategize how to make early childhood learning labs a way to support parenting students and the community as a whole with a child-friendly campus model.

Weatherly, Gina — Glendale Community College  
LeBaron, Tina — Glendale Community College

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Rickels, Austin

### ***Disrupting Teacher Education: A Game-Changing Humanistic Approach to Human Growth and Development***

Teacher education programs often require educational psychology courses like Human Growth and Development as part of their core coursework for college students. Unfortunately, these courses tend to be ineffective and unpopular due to criticisms such as lack of practical application or real-world relevance for future educators. This presentation will reveal an innovative, yet disruptive new teaching approach that has received five-star reviews, motivating students to actually learn what "making a difference" is all about!

Rickels, Austin — University of Wisconsin-Platteville

### ***Fueling Future Teachers: Utilizing the Design Process to Address Challenges Faced by Student Teachers***

Miami University student teachers impact over 10,000 students in local classrooms each year. However, the cost of transporting themselves to placements and purchasing needed supplies for instruction is burdensome. Placement requires most students to drive over 3,000 miles during student teaching. A University Think Team recently employed the Design Process and reviewed data that illustrated the financial challenge this posed to students. Numerous university and community stakeholders were included in problem solving sessions.

Sawyer, Molly — Miami University- Oxford Ohio

### ***TPACK Components Contributing to Teachers' Ethical Use of AI for Teaching and Learning: A Mixed Methods Study***

This mixed-methods study examines the TPACK components that contribute to teachers' ethical use of artificial intelligence (AI) in K-12 education. Drawing on survey and focus group data, the presentation highlights teachers' professional development needs and key ethical considerations—particularly around privacy, bias, and equitable access—as they navigate AI integration in teaching and learning.

Mazurek, Julie — Delaware Valley University

### ***Implementing Project-Based Learning and Directed Motivational Currents for Development of Academic Literacy and Long-Term Motivation: Impacts on First-Year Multilingual College Students***

This single-case action research study investigates how implementing an academic literacy curriculum that integrates Project-Based Learning (PBL) and the Directed Motivational Currents (DMC) can develop first-year multilingual students' academic literacy and long-term motivation.

Kim, Haejin — University at Buffalo

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Bonney-Graves, Adwoa

### ***Externalizing "I Am" in Counselor Education Using Events-Based Model (EBM) Supervision and Narrative Approach***

This presentation will address how to use the externalizing technique in narrative approach in alignment with the Events-Based Model (EBM) supervision to enhance the counselor education and supervision experience for graduate counseling students and supervisees. The information provided can be used in both online and traditional learning environments, and clinical supervision settings. Presentation attendees will engage in a brief interactive practice of the externalizing technique, ask questions, and take part in discussions about the topic.

Bonney-Graves, Adwoa — University of Texas Rio Grande Valley

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education **Session Chair:** Soule, Katherine

***Asset-Based Strengths in the CalFresh Healthy Living, California Department of Aging Program***

This mixed-methods survey assessed use of asset-based community engagement practices among CalFresh Healthy Living staff within California's Area Agencies on Aging. With a 53.1% response rate and 37.5% completion rate, results reflect perspectives from 24 individuals across 13 of 20 Planning and Service Areas. Quantitative and qualitative data explored hiring, training, collaboration, and empowerment practices. Findings provide actionable insights into strengths and opportunities for enhancing community-centered approaches in nutrition education and aging services throughout California.

Soule, Katherine — University of California, Davis

***Exploring Accommodation Needs for Students with Physical Disabilities during Experiential Learning in Nursing Education***

This IRB approved study explored the experience of those students with physical disabilities during nursing school. Through qualitative research, interviews were conducted to identify themes related to disclosure of disabilities, available accommodations, and practice implications. Overarching themes identified included: disclosure, advocacy, appreciation, overcoming barriers, and flexibility vs boundaries.

Stebelton, Jeanette — Northern Michigan University

Adair, Kristi — Northern Michigan University

Jennings, Sarah — Northern Michigan University

Menard, Katie — Northern Michigan University

Wedin, Helen — Northern Michigan University

DeFrenn, Kenzee — Northern Michigan University

***Impacts of Menstruation on Sports Participation and Psychological Safety Among Female Adolescents in Hawai'i***

Despite their known health and psychological benefits, by age 14 girls drop out of sports at twice the rate of boys. This presentation overviews an on-going research project that investigates the impact of menstrual stigma and period poverty (MSPP) on sports participation and psychological safety among adolescent females in Hawai'i. It hypothesizes that MSPP reduces inclusivity, psychological safety, and leads to sports discontinuation.

Polovina, Yuka — University of Hawaii at Manoa, Public Health

Tschann, Mary — University of Hawaii, JABSOM; Queen's Medical Center, OBGYN

***Strategies for using National School Health Education Standards (3rd Edition) in Higher Education***

As health education programs in schools decrease, the demand for community and public health educators with strong pedagogy skills increases. Designing health education (HE) instruction using standards-based approaches is often lacking in training in higher education health programs. This session will use the National Health Education Standards (3rd edition) to lead participants through step-by-step instruction design, offering free resources, with the goal of fostering meaningful learning experiences and encouraging healthy behavioral outcomes.

Rahn, Rhonda — Texas A&M University

Clark, Heather — Texas A&M University

Zhou, Yunlin — Texas A&M University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Moody, Robert

***Adopting Innovative Technology Such as OERs and AI as a Catalyst for Improving Educational Technology***

This session explores proven strategies for leading sustainable technology integration in K-12/higher education. Drawing on state-wide Google Workspace adoption and ISTE Educator Standards alignment, attendees will learn approaches to foster adoption, enhance pedagogy, and innovation. Special focus is placed on artificial intelligence as a catalyst transforming teaching and learning. Participants will gain insights into overcoming challenges, engaging stakeholders, and building a culture of continuous improvement. Ideal for educational leaders and faculty seeking scalable technology leadership.

Moody, Robert — Fort Hays State University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Hartwig, Elizabeth

***Riding the Wellness Wave: Navigating Faculty Life with Balance and Aloha***

This interactive session explores a holistic approach to assess faculty wellness across eight domains using the Wheel of Life tool. Participants will engage in reflective exercises and group dialogue to explore the impact of personal wellness on professional vitality. Participants will create and navigate wellness goals that align with their personal and professional values and leave with strategies to foster well-being in academia.

Hartwig, Elizabeth — Texas State University

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Turner, Janet

***The Paradox of Access: Well-being Resources and Time Constraints in Asynchronous Online Graduate Education***

This paper presents the findings of a study examining the stress levels of students in an Education Specialist degree program, assessing their awareness of well-being resources available through the institution, and inquiring about techniques and resources they use to manage stress. The purpose of this study was to better understand how explicitly exposing students in asynchronous online graduate programs to well-being resources and techniques related to their perceived stress and use of said resources.

Turner, Janet — Georgia College and State University

***In-Class Demonstrations of Effective AI Use: Going Beyond Policy Statements***

This session explores how faculty can move beyond policy statements to actively demonstrate responsible AI use in coursework. Participants will learn strategies for showing students how to use AI effectively in assignments and self-directed learning, highlighting appropriate and ethical applications. Attendees will leave with practical examples and resources to help students build confidence, strengthen critical thinking, and develop readiness to use AI effectively in their courses.

Lowe, Dennis — Pepperdine University

***Summer Nursing Associate and Bachelor's Degree Dual Enrollment: An Expedited Path***

This study reports outcomes of a dual-enrollment program for associate degree nursing students to begin bachelor's level nursing courses during summer sessions. Implications such as a reduced time to bachelor's degree apply to nursing and other health professions programs with professional preparation at the associate degree level (e.g. respiratory therapy, dental hygiene, radiologic technologists).

Ares, Terri — California State University, Dominguez Hills

Canales Andrade, Cathryn — California State University, Dominguez Hills

***Social Structure and the Rise of Higher Education in Early 20th-Century Hawaii***

This presentation examines the emergence of higher education in early 20th-century Hawaii, with a focus on its interaction with the islands' evolving social structure. It explores how cultural diversity, economic change, and political transitions influenced the establishment and expansion of educational institutions, notably the College of Hawaii, during this formative period.

Fukudome, Hideto — University of Tokyo

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 3  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Wilson, Alisa

***Empowering New Teachers Through Intentional Technology Integration***

This session explores how new teachers can use technology to manage classrooms, personalize instruction, and stay organized without feeling overwhelmed. Focused on purposeful tech integration, the session highlights tools that support engagement, differentiation, feedback, and collaboration. Participants will engage with real-world scenarios, discover easy-to-use apps and platforms, and receive a digital toolkit. Ideal for new teachers, mentors, and leaders, this session equips attendees with practical strategies to support success in the first years of teaching.

Wilson, Alisa — AskVera Consultants, LLC

McCray, Cheryl — McCray Solutions

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**Time:** 9:45 - 11:15 AM / **Friday** - 1/9/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Hernández, Ana

***Teacher Framework for Professional Learning: Asset-Based Practices for Multilingual Learners***

Workshop highlights a Knowing My Students-Knowing Myself Framework as an asset-based pedagogy for multilingual classrooms. Presenters demonstrate how teachers used the framework for differentiated instruction, student assessments, grade level dialogue, and reflection of student learning. Participants learn about the framework's five tenets that build on students' cultural and linguistic assets and denounce deficit orientations in teaching. The critical process includes analysis of artifacts for lesson development, evaluation, and reflection of high-leverage practices for multilingual learners.

Hernández, Ana — California State University, San Marcos

Daoud, Annette — California State University, San Marcos

## Keynote Address

**Time:** 11:30 AM - 1:00 PM / **Friday** - 1/9/2026 / **Room:** Coral 3 Ballroom

# When Stories Live, a Nation Awakens

## The Power of Mo‘olelo:

### Stories as the Foundation of Identity

This presentation examines the profound influence of mo‘olelo—our stories—as the cornerstone of cultural identity and the awakening of national consciousness. By reconnecting with our history, we cultivate a richer understanding of our identity, our origins, and the guiding values that shape our future. Storytelling, translation, and community engagement serve as vital tools, illuminating the way forward for an enlightened and empowered lāhui (community). Each of us is invited to reflect on the quiet lessons these stories offer and to embrace the kuleana (responsibility) of carrying ancestral voices into the present and future.



Kau'i Sai-Dudoit is a life-long student of Hawai‘i’s history and the Programs Director of Awaiaulu, where she has worked with Puakea Nogelmeier to guide major projects since 2011. Formerly the Director of the Hawaiian newspaper project *Ho‘olaupa‘i*, she now leads *He Aupuni Palapala*, the newest initiative to digitize and safeguard Hawaiian-language newspapers while protecting the physical originals. She has built the online platform *Kīpapa Educator Resources*, which brings curated Hawaiian primary sources directly into classrooms for teachers, students, and communities. Through these efforts, she remains committed to ensuring Hawai‘i’s history is preserved, shared, and reimagined in ways that inspire connection and pride for generations to come.

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education Session Chair: Romain, Christina

### ***Innovative Inclusive Practice in a School Setting: An Oral Language Education Workshop for Non-Verbal and Minimally Verbal Autistic Children Aged 6 to 11 Years Old***

We present the initial results of a French research project proposing a daily 15-minute collective production workshop, over a 16-week period, to autistic schoolchildren aged 6 to 11. The workshop consists of several activities in the field of oral language education: breathing, speech gestures (vocalizations and tongue twisters) and language gestures (nursery rhymes). It aims to improve breathing practice and the emergence and/or development of speech and/or language gestures in young children with autism spectrum disorders.

Romain, Christina — Aix Marseille Université - LPL UMR 7309 CNRS

Rey, Véronique — Aix Marseille Université - COLOE

Dias Batista Monticelli, Gabriela — Aix Marseille Université

Tardif, Carole — Aix Marseille Université - PSYCLE EA 3273

### ***Integrating Generative AI into Self-Regulated Strategy Development for Improving Math Performance of High School Students with Learning Disabilities***

This session presents a geometry intervention that integrates generative AI into the Self-Regulated Strategy Development (SRSD) framework for high school students with learning disabilities in mathematics. During the intervention, participants were taught a cognitive strategy along with self-regulation skills to support effective interaction with a generative AI tool. Following the intervention, students demonstrated improved performance in solving mathematical word problems and expressed positive perceptions of using AI to support their math learning.

Park, Jiyeon — Binghamton University

Lee, Jooyoung — University of Maine

Seale, Kim — Model Lab School

### ***Literacy Achievement of Deaf Learners in Inclusive Settings***

Developments in deaf education including newborn hearing screening and advances in hearing technologies (e.g., cochlear implants) have affected positive changes on historically poor literacy outcomes. This study examines the literacy performance of deaf learners (N = 70) in a large school board in central Canada. Data from standardized measures were analyzed to determine performance relative to age-based norms, examine relations between reading and writing, and explore demographic variables and precursor abilities impacting achievement.

Mayer, Connie — York University

Trezek, Beverly — University of Wisconsin-Madison

### ***Enhancing the Quality of Living for Adults With Disabilities in Group Homes***

This session will highlight the importance of working closely with Direct Support Staff who work with individuals with disabilities after high school. A successful model adopted by an agency in the state of California will be highlighted. Practical tips will be offered to attendees to consider when working with adults with disabilities in group homes.

Antony, Pavan — Adelphi University

Plourde, Linda — Bay Berry Inc.

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Jones, Tiffany

### ***Preparing for Takeoff: Promoting the Global Awareness of BIPOC Students through Study Abroad Programming***

The persistence of Black and Indigenous People of Color (BIPOC) students in higher education remains a critical issue, especially at predominantly white institutions (PWI). This program narrates a study abroad program for BIPOC students in Spain via audio and visual aids and guides audience members in identifying components of building accessible programs at their perspective institutions.

Jones, Tiffany — West Chester University of Pennsylvania

***An Online Educational Framework for Teaching Second Language Reading and Writing***

This presentation is intended for those interested in developing a new or improving an existing online L2 reading and/or writing course. Attendees will learn how to make it more user-friendly, how to simulate face-to-face communication activities using synchronous conferencing tools with student breakout rooms, voice and discussion boards, interactive e-texts, and Web 2.0 tools as well as the ways in which to seamlessly embed and organize them within a Learning Management System (LMS)

Peridore, Stephen — College of Southern Nevada  
McVoy, Veronica — College of Southern Nevada

***The Policy Feedback Loop: Charting and Analyzing EL Policy Implementation***

This study explored the impact of policy implementation, according to the local actors implementing said policy, to clarify the relationship between policy, programs, and practices as well as offer evaluative feedback for language policy. In other words, this study explored the relationship between EL policy, EL programs, and EL practices, to fully articulate and delineate the policy to program to practice process. Findings offered evaluative feedback for both local policy and national policy.

Koerber, Nate — Augusta University

***Strategy Use in Computer-Based L2 Listening Tests: An Eye-Tracking Study with University Students***

This eye-tracking study examines how Japanese university students manage cognitive load during computer-based English listening tests. Analysis of gaze behavior and interview data from eight participants shows frequent use of keyword matching to reduce processing demands. While this strategy may be effective, it can lead to superficial comprehension and missed information. The findings suggest that over-reliance on such strategies may interfere with the development of deeper listening skills essential for academic success.

Kaneko, Emiko — University of Aizu  
Chen, Tzu-yin — University of Aizu

***A Latent Class Analysis Exploring School Belonging and Relationships with Adults Perceptions of Black 9th Grade Adolescents***

9th grade marks a critical period as adolescents transition from middle school to high school. While all adolescents face challenges, Black youth often navigate additional barriers such as racism, systemic inequality, and cultural marginalization. This paper examines the use of Latent Class Analysis to understand the different patterns of school climate perceptions in Black 9th graders to inform recommendations for practices maximizing sense of belonging in educational settings.

Holland, Shemiyah — University of California, Santa Barbara  
Kaur, Lakhvir — University of California, Santa Barbara  
Reinke, Amber — University of California, Santa Barbara  
Quintanilla, Jennifer — University of California, Santa Barbara  
Scott, Darla — Bowie State University  
Jimerson, Shane — University of California, Santa Barbara

***What Exactly is so Alternative about Alternative High Schools for Students with Behavior Disorders?***

Alternative high schools serve a disproportionate number of students with behavior disorders. This research presentation examines urban district enrollment data, school climate data, and student achievement data to answer the question, what is alternative about alternative high schools for students with behavior disorders, in comparison to their experiences in traditional high schools?

Perzigian, Aaron — Western Washington University  
Robinson, Leanne — Western Washington University  
Lambert, Charles — Western Washington University

***How Do Self-Discipline and Attendance Predict Math Performance in Three Educational Systems?***

This study analyzes TIMSS 2019 Grade 8 data to examine how self-discipline and attendance predict math performance in the U.S., Hong Kong, and Chinese Taipei. Findings reveal distinct cultural patterns, with self-discipline strongly linked to achievement in the U.S., while attendance drives success across all contexts.

Tang, Qian — University of Arkansas

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Iolani 6

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Foster, Susan

### ***Calibrated Conversations: Enhancing Professional Relationships in Higher Education***

Understanding the neurobiology of relationships—particularly the role of the vagus nerve in regulating stress responses—can transform professional interactions. By recognizing the impact of implicit and explicit relational norms, and by adopting strategies to engage the vagus nerve and reprocess emotional triggers, individuals can navigate complex professional environments with greater empathy, clarity, and resilience.

Foster, Susan — The Chicago School

Brown, Andy — The Chicago School

Erickson, Doreen (DA) — The Chicago School

Hill, Emily — Bradley University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Iolani 7

**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Roman-Oliver, Suzanna

### ***Exploring the Impact of Structured Peer-Feedback on Undergraduate and Graduate Students' Writing***

The purpose of this research study was to explore the impact that structured peer-feedback had on undergraduate and graduate students working on their final assignments for two different courses: a microbiology undergraduate course and an education capstone graduate course. The students in both courses participated in two peer-feedback sessions either face to face or online/asynchronous. After each feedback session, students had an opportunity to revise their written work/presentations before final submission.

Roman-Oliver, Suzanna — Georgia College and State University

Kumar, Renu — Minneapolis College/Minnesota State University

### ***The Integration of the TACCT Model on Cultural Competency in Mandated American Medical Schools: A Report on an Empirical Study***

This paper presents a report on an empirical study of the Integration of the Association of American Medical Schools model known as the Tools for Assessing Cultural Competency (TACCT) in mandated American medical schools. Specifically, the empirical study was used to assess the degree to which mandated American schools have integrated cultural competency training into their institutions. A mixed-methods approach was used to conduct this study.

White, Stephanie — West Los Angeles College

### ***E. Franklin Frazier on Sociology, Social Work, and Black Studies: A Research Note on His Early Essays from 1922 to 1931***

This paper examines essays by E. Franklin Frazier published between 1922 and 1931. It will focus on his published works in sociology, social work, and what is now known as Black studies. This paper argues that the early essays of Frazier should not be forgotten or overlooked, and it argues that Frazier deserves to be remembered for his contributions as a leader in sociology, social work, and Black studies.

Cromartie, J. Vern — Contra Costa College

### ***Integrating GenAI into Systematic Literature Review Processes***

Systematic literature reviews are beneficial to scholars and students but rigorous and time-consuming to conduct. GenAI tools have the capability of automating many of the SLR tasks, but research findings are mixed regarding the impact GenAI has on cognitive skills and abilities. The purpose of this presentation is to share the GenAI-Integrated Systematic Literature Review Process Framework to assist scholars in scaffolding original cognitive processes and avoid an over-reliance on or unethical use of GenAI.

Stansberry, Susan — Oklahoma State University

Thompson, Penny — Oklahoma State University

Rezaie, Fatima — Oklahoma State University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Kahili 1

**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Johnson-Hall, Jerica

### ***Building a Positive and Sustainable Culture for Students and Staff***

This session, "Building a Positive and Sustainable Culture for Students and Staff," is designed for educators and administrators who want practical strategies to strengthen their school environment through trust, communication, recognition, and shared vision. Participants engage in interactive activities including a culture assessment, a hands-on "Strategy Carousel" with ready-to-use ideas, and develop personal action plans. Attendees leave with three concrete, budget-free strategies for immediate implementation and tools to create lasting cultural change.

Johnson-Hall, Jerica — Hamilton County Schools

McCray, Cheryl — Hamilton County Schools

Sanders, MaryBeth — Hamilton County Schools

### ***Optimizing BMS Models to Minimize Heat Generation and Energy Loss for Enhanced Overall System Efficiency***

This research focuses on examining the heat and energy performance of the battery management system (BMS). Battery simulation can enhance efficiency in the improvement process by modeling different battery states and conditions, followed by testing with multiple parameters to identify potential risks and prevent unexpected failures. By testing different parameters, engineers can fine-tune the BMS and ensure that it operates under safe and optimal conditions.

Liao, Chun-Lin — National Taiwan Normal University  
Liao, Hung-Chang — Chung Shan Medical University

### ***Design and Experimental Study of a Vocal Effects Unit Based on Frequency Response and Amplifier Design: A Comparison Between Practical Implementation and LTspice Simulation***

The objective of this study is to design and create a simple yet educational vocal effects unit and explore how different frequency responses and amplifiers in electronic circuits will affect sound signals through circuit simulation and practical design experiments. It further seeks to cultivate students' analytical thinking and problem-solving abilities in engineering through the combination of theoretical knowledge and practical skills.

Liao, Man-Chen — National Yang Ming Chiao Tung University  
Liao, Hung-Chang — Chung Shan Medical University

### ***Navigating Detracked Mathematics: Teacher Approaches to Communicating with Parents***

Implementing a new grade 9 detracked math curriculum pushes positive change, but also poses challenges. Strong home-school partnerships are crucial for student success in detracked programs. This study, involving grade 9 mathematics teachers, examines the challenges of implementing the new curriculum, teacher preparation, and the impact of parental involvement. The findings emphasize the need for ongoing support for teachers and collaborative efforts between schools and families to create a supportive learning environment.

McDougall, Doug — University of Toronto  
Lu, Olivia — University of Toronto  
D'Silva, Ingrid — University of Toronto  
Ferreyro-Mazieres, Sofia — Wilfrid Laurier University

### ***A Case for Family Engagement in Early Childhood Science***

This presentation will summarize a study that shows a significant correlation between family engagement in science education and student outcomes in science on a standardized test. The family engagement program will be discussed, and samples of family engagement materials will be presented.

Czerniak, Charlene — The University of Toledo  
Wojciechowski, Christopher — The University of Toledo

### ***School and District Diversity in Achievement and Suspension Outcomes: A Hierarchical Analysis***

While there is broad consensus that socioeconomic background plays an important role in student academic achievement and discipline outcomes, there is contention among researchers about how to best operationalize socioeconomic status. Fewer studies have demonstrated positive associations between school-level racial/ethnic heterogeneity and achievement or discipline outcomes. Hierarchical linear analyses indicated racial/ethnic diversity is positively associated with higher academic achievement outcomes and lower suspension rates. However, the strength of this relationship is moderated by district-level poverty.

Wisman, Aaron — California State University, Bakersfield

### ***The Effects of a Mentoring Program on African American Collegiate Football Students at a Predominately White Institution***

This presentation will give valuable information on how to successfully retain African American Males in Higher Education Mentoring Programs.  
Reynolds, LaNise — Adjunct Professor/Retired Associate Professor

### ***Empowering Inclusive and Reflective Teaching Practices through AI Integration in Teacher Education***

This study examines the integration of generative AI in six graduate-level teacher preparation courses to enhance inclusivity and reflective practice. Pre-service and newly in-service educators use AI for lesson planning, feedback, and self-reflection while applying culturally responsive strategies. Findings provide a practical framework for using AI ethically to strengthen differentiation, inclusion, and critical pedagogy in diverse classrooms.

Walter, Catherine — Point Loma Nazarene University  
Tokunaga, Christine — Point Loma Nazarene University  
Kall, Lori — Point Loma Nazarene University

### ***Ensuring Inclusive LGBTQIA+ Classrooms When Teachers Implement Equitable Practices Using the Growth Heart Set Theory***

In this presentation, the presenter will discuss how teachers can create inclusive classrooms for LGBT+ students around the world by embracing the Growth Heartset Theory. The presenter will present real solutions to apply in the classroom to improve the educational experience for LGBTQ+ students. <https://www.igi-global.com/gateway/chapter/378470>

Walker-Roberts, Gary — National University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Sarra, Grace

### ***Co-Design in Indigenous Education Policy and Practice in Schools and Early Years Settings***

This research will report findings from projects that focused on centring and privileging the voices and experiences of Indigenous students and peoples and examines the processes and experiences of co-designing Indigenous education policy and practices in schools and early years settings to develop local Indigenous resources to embed Indigenous perspectives into the curriculum.

Sarra, Grace — Queensland University of Technology

Shay, Marnee — University of Queensland

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Nautilus 2  
**Session Topic:** Project-Based Learning **Session Chair:** Herman, Ron

### ***Visualizing Bias: Unpacking Stereotypes Through Project-Based Learning***

This paper presents a project-based learning model where college students analyzed historical postcards of San Francisco's Chinatown to explore how visual media reinforces cultural stereotypes. Through visual analysis, digital mapping, and multilingual collaboration, students developed media literacy, critical thinking, and historical insight. The presentation will share project design, student outcomes, and equity-centered teaching strategies, offering practical ideas for using interdisciplinary, hands-on learning to deepen engagement with race, representation, and the politics of visual culture.

Herman, Ron — Foothill College

### ***Place-Based Education for College Students***

Many college students attend university outside of their hometown for educational opportunities, new experiences, and personal growth. Place-based education incorporates learning outside of the classroom by exposing students to the culture, history, and practices of the land they are living on. There will be emphasis on transitional programming and the importance of place-based learning (specifically in Hawai'i); and participants will learn how to incorporate place-based education into their programs or teachings.

Sagapolutele, Nicole — University of Hawai'i at Mānoa

### ***Quality Assurance for Community-Based and Project-Based Learning***

This study examines the differences and advantages of collaborative PBL compared to individual PBL initiatives, through case studies which attempted to establish common learning objectives, contents and assessment methods across several departments and even universities, in Japan. Such endeavors require overcoming differences of opinion through extensive discussions among faculty members and universities, while bridging a gap between university and individual partner institutions. The key to success lies in establishing mutual trust between both parties.

Iwano, Masako — Yamaguchi Prefectural University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Evans, Paige

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

teachHOUSTON's mission is to prepare and retain highly qualified STEM teachers for 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 community-building activities. This session provides an overview of the Academy's endeavors, subsequent community-building 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

Garza, Karla — University of Houston

### ***Teacher Identity Metaphors: Portrayals of Middle Grades Teacher Candidates' Professional Identity Development***

This presentation examines teacher identity metaphors created by middle grades teacher candidates in an ELA methods course. Analysis of visual and narrative metaphors revealed a predominantly humanist orientation, with candidates portraying themselves as nurturers and guides—often using "light," "path," or "vessel" imagery. These metaphors highlight care, direction, and student-centeredness while offering opportunities for pedagogical growth. The session shares examples, implications for teacher preparation, and strategies for using metaphor to foster professional identity development.

Norman, Taylor — Georgia Southern University

### ***Medical School Model or Just the Way We Do Things Around Here? Lessons from 15 Years of a Practice-Based Teacher Education Program***

The study in this paper explores lessons learned from a teacher-education program that has been implementing practice-based teacher education (PBTE) since 2010. While the degree program has undergone multiple reforms in the past 15 years, the core focus on PBTE has remained. This session will describe the field-based program, share examples of practice-based teacher education and share data from a qualitative study exploring the experiences of faculty teaching courses implementing PBTE.

Strelakova-Hughes, Ekaterina — University of Missouri- Kansas City

Waddell, Jennifer — University of Missouri- Kansas City

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Panel **Session Chair:** Gainer, Seneka

**Beyond the Session: BRIDGE as a Framework for Ethical AI Dialogue in Counseling and Leadership**

This panel introduces BRIDGE, a counselor-informed prompting framework designed to foster ethical, reflective, and context-aware engagement with AI. Drawing from "The Counseling Singularity: Empathy and Artificial Intelligence in the Art of Healing," the panelists will discuss how BRIDGE supports the meaningful use of AI in both counseling and leadership contexts. Attendees will explore practical examples, ethical concerns, and interdisciplinary applications that align with counselor identity, relational work, and technological fluency.

Gainer, Seneka — Jacksonville University  
Joshi, Aishwarya — University of Vermont  
Gainer, DeAndre — Strayer University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Arts & Humanities Education - Workshop **Session Chair:** Huang, Teddy

**How AI is Transforming the Practice of Digital Drawing: Pros and Cons**

This workshop will explore how Artificial Intelligence (AI) is transforming digital drawing increasing speed, accessibility, and creative potential. While AI offers powerful tools for inspiration and artistic support, it also raises ethical concerns around authorship, job displacement, and creative dependency. By examining both the benefits and drawbacks, this project aims to highlight how AI can be used responsibly by empowering artists while preserving originality, identity, and human creativity in the evolving landscape of digital art.

Huang, Teddy — Idyllwild Arts Academy  
Yu, Doris — Laguna College of Arts and Design

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Hardy, Bruce

**AI in the Classroom; ChatGPT, Deepseek and Who Knows What Else**

It has been difficult to keep up with advancements in AI and especially AI in the classroom. This workshop will explore new research on AI in the classroom, the impact of AI on learners, educators and institutions and what the future might hold. Come and share in a discussion that impacts on all of us in education.

Hardy, Bruce — City University of Seattle

**From Vernacular Archives to Virtual Classrooms: Decolonial Pathways in Black Educational Technology**

This paper integrates historical maroon geographies with contemporary patterns of Black digital disengagement to reveal how systemic exclusion spans from physical landscapes to digital environments. Using the Diasporic Maroon Memory Theory and techno-vernacular methodologies, it examines how archival erasure, infrastructural inequity, and cultural sovereignty intersect in educational contexts. The study proposes decolonial strategies for digital equity, centering ancestral knowledge systems and community-led design as pathways to technological empowerment and educational justice.

Hargett, Meya — Pepperdine University

**Preparing Teachers to Integrate Virtual Reality Experiences**

This paper discusses how we integrated virtual reality (VR) experiences with preservice and inservice teachers. We share examples of how we implemented headset and desktop VR activities in our pedagogical courses. Attendees will gain insights into opportunities and challenges of integrating VR into classroom practice to enrich teacher professional development.

Bodzin, Alec — Lehigh University  
Araujo-Junior, Robson — Kutztown University  
Zhu, Jiayan — Lehigh University

**Can a Gen-AI Avatar Teach as Well as a Human Instructor? A Factorial Study of Student Outcomes and AI Disclosure**

Can AI avatars teach as well as humans-and does AI disclosure matter? This 2x2 factorial experiment (N≈100) compares human-recorded vs. AI-generated instructional videos with and without disclosure. Using prior knowledge as a covariate, ANCOVA will test main and interaction effects on posttest achievement; secondary analyses will probe disclosure's impact on student trust, engagement, and perceived quality. Results will clarify educational efficacy and transparency practices, informing evidence-based policy and cost-efficient production workflows for instructional video.

Winslow, Joe — Coastal Carolina University  
McKenzie, Michael — Coastal Carolina University  
Evans, Marvin — Coastal Carolina University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 1  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Williams, Terri

**Identity Disruption in Leadership: Grief, Loss and Meaning Making in an Era of polycrisis**

In this workshop, a grief-informed leadership framework will be presented based on research about identity disruption in times of multiple crises. Participants will examine how grief, loss, and impostor syndrome can impact leadership identity. Practical tools will be provided to build resilience, create meaning, and strengthen relational trust.

Williams, Terri — Vanderbilt University

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education Session Chair: Atkins, Celeste

### ***Grad CAFE: Increasing Student Success Through Holistic Mentoring Centered Around Food***

In this presentation, the authors will share outcomes of an ongoing case study exploring the impacts of a holistic, intersectional, interdisciplinary, multi-tiered mentoring program centered around food on graduate students' satisfaction, retention, and completion. The Grad CAFE program has the potential to revolutionize our approach to mentoring in higher education moving us from a top-down, one-on-one format to a strengths-based, community-centered format.

Atkins, Celeste — University of Arizona  
Kalel, Christina — University of Arizona

### ***Investigating the Impact of the MindfulU Peer Support Program on Student Well-Being***

Amidst the student mental health crisis campus counselling services becoming overtaxed, highlighting the need for additional sources of support on post secondary campuses. MindfulU is a recently implemented student-led campus mental health initiative with the aim of supporting student well-being by fostering community and connection amongst peers. This study sought to understand students' perspectives of MindfulU Peer Support and to determine if differences existed between students who had and who had not accessed its services.

Wynnychuk, Jocelyn — Red Deer Polytechnic  
Bearden, Anomi — Red Deer Polytechnic

### ***Advancing Four Grand Initiatives for Veterans in Higher Education***

This paper highlights military-connected and veteran adult learners' experiences in higher education as a social justice issue, highlighting the need to create a safe learning environment for holistic success through four grand initiatives for veterans in higher education: services and resources to increase access, receive designations and awards to increase visibility, standardized training and development to increase awareness, and engagement and employment to increase opportunities for military-connected and veteran students.

Isozaki, Curtis — Pepperdine University  
Briskey, Thomas — Pepperdine University  
Park, Steven — Pepperdine University

### ***I Saw It in the Viewbook: The Longevity of Cultural Artifacts During Times of Institutional Change***

College viewbooks are filled with photos, factoids, and narratives about the institution. They are chosen to highlight specific aspects of the institution to prospective students. These cultural artifacts provide insight into the shared values, beliefs, and practices of an institution's community. What happens when an institution goes through change? This presentation will look at the way cultural artifacts and their meanings remain even as an institution tries to make changes to its culture and environment.

Furukawa, Derek — University of Hawaii at Manoa  
Theroux, Ryan — Curry College

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 3  
**Session Topic:** Distance Education - Workshop Session Chair: Gilbert, Rochelle

### ***Caring for our Communities: Compassionate Engagement in the Online Space***

How can institutions foster belonging and develop leadership skills in online education? In this interactive workshop, participants will explore strategies from Walden University's Community of Care and Civic Engagement initiatives to design learning environments rooted in organizational compassion. Drawing on the innovative teaching practices and leadership strategies, facilitators will guide participants in mapping care-centered frameworks to student success-offering practical tools to enhance belonging and inspire change within and beyond the virtual classroom.

Gilbert, Rochelle — Walden University  
McCune, Nina — Walden University  
Peters, Gladys — Manager Center for Impact Development

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**Time:** 1:15 - 2:45 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop Session Chair: Jackson, Tiffany

### ***Bite-Sized Accreditation: Strategies for Organizing Data, People, and Processes to Meet Standards: Turning Complex Requirements into Manageable, Sustainable Practices***

Accreditation on your plate? We'll serve up bite-sized strategies to simplify, streamline, and succeed-no indigestion required. Discover how to mix people, processes, and data into a recipe for lasting program quality. Leave with practical tools to engage stakeholders, align evidence with standards, and turn compliance into continuous improvement.

Jackson, Tiffany — Grambling State University  
Ghongkedze, Mary — Grambling State University  
Newman, Kathryn — Grambling State University

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# Poster Session

The numbers below correspond to each specific poster at numbered whiteboards in the Coral Lounge. Magnetic whiteboards (48" wide x 32" tall) and magnets will be provided for presenters. No audiovisual equipment will be provided for these sessions.

Time: 3:00 - 4:30 PM / Friday - 1/9/2026 / Room: Coral Lounge

## **1. The Teacher Evaluation System of Mexico - Institutional changes and characteristics since the 1980s -**

This presentation provides an overview of how educational assessment and teacher evaluation have been introduced, developed, and changed in Mexico since the 1980s. The background for the introduction of the evaluation system includes not only the aim of improving the quality of public education but also the establishment of an administrative management system for the recruitment, promotion, and retention of teaching staff, as well as the strengthening of government control over education, highlighting the unique aspects of political strategy related to the assessment system in Mexico.

Suzuki, Kaeko — Teikyo University

## **2. Incorporating Formal Research Presentation into the Student Experience**

The culminating experience of research presentation appears to be impactful for students. This poster outlines the process of incorporating research, including dissemination, into psychology and other courses. Experiences from a senior capstone course in which students collaboratively conducted archival research projects and disseminated at a university-sponsored event will be shared. This poster will outline different aspects of this powerful student experience and provide a template for incorporating research and dissemination into courses.

Islam-Zwart, Kayleen — Eastern Washington University

## **3. Enhancing Educational Equity in Greenland: Exploring Cultural Contexts and Challenges**

This presentation will discuss the education system in Greenland, a Danish self-governing territory. The curriculum and assessment culture, which were transplanted from Denmark, the former colonial power, have been transformed and adapted to the Greenlandic context. The presenter will also discuss the challenges of education in Greenland.

Ichikawa, Katsura — Tokyo University of Marine Science and Technology

## **4. Pathways to the Profession: Strengthening the Teacher Education Pipeline from High School to Degree Completion**

North Carolina faces a critical teacher shortage, with declining enrollment in traditional preparation programs and rising attrition rates. East Carolina University is leading a statewide response through innovative summer residential programs, strategic public school partnerships, and year-round support systems that recruit, mentor, and retain future educators. This session will explore ECU's comprehensive pipeline strategy, including program design, funding models, retention data, and collaborative approaches to rebuilding the educator workforce.

Manning, Dionna — East Carolina University

Fales, Holly — East Carolina University

## **5. Identifying and Addressing Teachers' Misconceptions about AI and GenAI: Toward AI and Civic Literacy**

Teachers will play a critical role in preparing AI literate citizenry, capable of participating in decisions regarding whether AI will exist and how it will exist. Strategies for how to integrate AI topics across the K-12 curriculum will be shared. However, serious misconceptions about AI and generative AI exist among teachers and must be addressed first. Data from an AI literacy study will be shared to highlight the need for AI literate teachers.

Ray, Beverly — Idaho State University

Ntuli, Esther — Idaho State University

## **6. Practice of Inquiry-Based Learning Using Mini-Drones for Elementary School Students**

In this study, an inquiry-based learning activity using mini-drones was conducted with Japanese elementary school students during their "Period for Integrated Studies." The children set their own tasks and engaged in programming through trial and error. The results suggested the potential for fostering problem-finding and problem-solving skills. Although participants found it difficult to perceive the real-life usefulness of programming mini-drones, using the physical drones enabled them to easily test their own ideas.

Konjiki, Honoka — Tokyo Gakugei University

Ikenoue, Yuto — Tokyo Metropolitan Nishi High School

Iemoto, Eiki — Aoyama Gakuin University

Kitazawa, Takeshi — Aoyama Gakuin University

Morita, Yusuke — Waseda University

## **7. Assessment of Lessons that Introduce Study Plan and Reflection in Inquiry-Based Learning: Focusing on Middle-Grade Elementary School Students**

This study focused on elementary schools that have introduced the learning process of "problem setting → study plan → information gathering → organizing and analyzing → summarizing and expressing → reflection" in their lessons by adding "study plan" and "reflection" to the inquiry-based learning process. Furthermore, it evaluated the lesson practices of middle-grade elementary school students. Consequently, this study suggests that it is important to clearly position "study plan" and "reflection" in the inquiry-based learning process.

Inaba, Shuna — Tokyo Gakugei University

Toyoda, Masato — Tokyo Gakugei University/Nippon Sport Science University

Kitazawa, Takeshi — Aoyama Gakuin University

## **8. Implementation and Evaluation of an "Open Day" at an Elementary School to Convey the Appeal of the Teaching Profession**

This study evaluates an "Open Day" at an ICT-promoting elementary school, designed to attract university students to the teaching profession amid a teacher shortage. Our findings show that the experience positively impacted students' motivation and views on teaching. It also revealed their self-perceived challenges in specific ICT pedagogical skills, offering valuable insights for teacher training programs.

Sato, Takumi — Tokyo Gakugei University

Toyoda, Masato — Tokyo Gakugei University/Nippon Sport Science University

Kawamura, Mari — Higashikanamachi Elementary School

Kitazawa, Takeshi — Aoyama Gakuin University

## **9. Practice and Assessment of Junior High School Mathematics Lessons: Focusing on Student Interest through Individually Optimized and Collaborative Learning**

This study implemented a junior high school mathematics lesson that combined individually optimized learning through self-planned e-learning with collaborative learning through information sharing, followed by individual reflection and goal setting. A two-way ANOVA of pre- and post-lesson survey data revealed that students with low interest in mathematics showed significant improvements in self-efficacy and proactive learning attitudes, while those with high interest maintained their motivation. These results suggest that the lesson was effective across interest levels.

Tomaru, Tatsuya — Tokyo Gakugei University

Kano, Ryoki — Setagaya Municipal Komazawa Junior High School

Ikenoue, Yuto — Tokyo Metropolitan Nishi High School

Kitazawa, Takeshi — Aoyama Gakuin University

## **10. Assessment of Lessons Incorporating Explanatory Activities in Programming: Focusing on Fifth Grade Mathematics Unit "Regular Polygons" in Elementary School**

In this study, we implemented and evaluated a programming lesson in the fifth-grade mathematics unit "regular polygons," where students were given time to explain the programs they created to peers. Mean scores for all items on awareness of the explanatory activity were significantly higher than the median. Notably, students who explained before organizing concepts showed higher awareness. A weak positive correlation was also found between knowledge of regular polygons and awareness of the explanatory activity.

Gunji, Mami — Tokyo Gakugei University

Mitsui, Toshiya — Teikyo Heisei University

Kitazawa, Takeshi — Aoyama Gakuin University

Morita, Yusuke — Waseda University

## **11. Development and Assessment of Lesson Designs That Promote Collaborative Learning Using ICT in Special Needs Education Classes in Elementary Schools**

This study aimed to assess lesson designs that promote collaborative learning using ICT in special needs education classes in elementary schools. The results revealed that including rubric items encouraging interaction with multiple people and student activity indicators promoted collaborative learning involving active engagement with others, visualizing others' thoughts through web questionnaires made them easier to accept, and creating web questionnaires helped students understand respondents' perspectives and set the next task of forming better questions.

Uno, Nanasa — Tokyo Gakugei University

Toyoda, Masato — Tokyo Gakugei University/Nippon Sport Science University

Kitazawa, Takeshi — Aoyama Gakuin University

## **12. Assets in Action: Exploring the Cultural Wealth of First-Generation Women of Color**

This qualitative study explores the cultural wealth possessed by first-generation college students who are women of color and how they utilize their wealth during their undergraduate careers. The study is framed by Yosso's (2005) Community Cultural Wealth model and examines the experiences of 13 first-generation women of color. Interpretative Phenomenological Analysis is used to analyze semi-structured interviews that took place over the course of four years.

Implications for practice and research are discussed.

Born, Lily — Loyola University Chicago

Monjara-Gaytan, Lidia — Loyola University Chicago

Colson, Jon — Loyola University Chicago

Miller, Izzy — Loyola University Chicago

## **13. Awesome Ways to Recruit Healthcare Workers Through Clinical Education Partnerships!**

To present an overview of the dynamic and supportive collaboration between academic healthcare programs, career center resources, and clinical partners. Academic programs are challenged to provide support to both students and clinics but often face limited resources of personnel, time, and funding. A strong collaboration between academic programs, existing career services, and clinical partners can better support students and definitely assists clinical partners in their recruitment of amazing new practitioners.

Gantt, Christy — Baylor University

Whiddon, Emily — Baylor University

Sandvall, Emily — Baylor University

## **14. Exploring Psychological Safety in Geriatric Health Service Facilities in Japan**

Geriatric health service facilities face increasing the number of users who are highly dependent on medical care with complex illnesses, and healthcare workers are required to provide high quality care. Psychological safety is said to encourage members to actively contribute to achieving organizational challenges and promote organizational learning and lead to improved performance. Therefore, the purpose of this study was to extract the key factors for ensuring psychological safety in these facilities.

Miyata, Chiharu — Kyoto Prefectural University of Medicine

## **15. The Current Status of Digital Device Use Among Young Children From Disadvantaged Backgrounds in Korea**

The purpose of this study is to examine the current status of digital device use among socially disadvantaged young children in Korea. The participants of this study were 7 children aged 3-5 years from socially disadvantaged class, their parents, and their teachers. The children have had fewer opportunities to engage in outdoor activities and have diverse experiences. They were spending more time playing games on smartphones at home.

Kim, Hwewon — Yeungnam University

## **16. Peer-Led Cancer Education Intervention in Appalachian Kentucky: Evaluating Effects on Participants' Cancer Knowledge and Perspectives**

We will present the results of a peer-led cancer education intervention on Appalachian Kentucky high school students. The intervention allowed for an increase in youth's knowledge of cancer, as well as their awareness on the significance of cancer education in their community.

Kim, Jiwoo — The Gatton Academy of Mathematics & Science

Kim, Youngwoo — The Gatton Academy of Mathematics & Science

## **17. Assessment of Lessons Incorporating Explanatory Activities in Programming: Focusing on the Sixth-Grade Science Unit "Use of Electricity" in Elementary School**

In this study, a learning activity was implemented in which students explained to their friends a program they had created in the "Use of Electricity" class for sixth grade elementary school science students. A rank correlation analysis was conducted on all the questions and the results of comprehension to clarify what is related to programming explanation activities. As a result, correlations were found between some items.

Matsumoto, Hikari — Tokyo Gakugei University

Mitsui, Toshiya — Teikyo Heisei University

Kitazawa, Takeshi — Aoyama Gakuin University

Morita, Yusuke — Waseda University

## **18. Influence of Mask Color on Facial Expression Recognition in Japanese Adults and Preschoolers**

This study explores how mask color influences emotion recognition in Japanese adults and preschoolers. Results show that adults' perceptions are significantly affected by mask color, especially pink, which enhances perceived happiness. In contrast, preschoolers show no such effect, suggesting that color-emotion associations develop with age. These findings highlight the importance of contextual cues in emotional communication and underscore developmental differences in interpreting facial expressions under masked conditions.

Furumi, Fumikazu — Kwansei Gakuin University

Nishio, Yumiko — Kio University

## **19. Toward an International Framework for Undergraduate Curriculum Comparison: A pilot study of research universities in Japan**

This presentation introduces a novel framework for the systematic comparison of undergraduate curricula on an international scale. A pilot study of Japanese research universities is conducted to test and validate the proposed framework's utility. The findings demonstrate the framework's effectiveness as a tool for comparative analysis, paving the way for more robust and objective global curriculum research.

Kushimoto, Takeshi — Tohoku University

## **20. Pre-Service Teacher Facilitation Enhances Regional Inquiry Projects in High Schools**

This study at a commercial high school in rural Japan involved students who conducted year-long community inquiry projects supported by trained pre-service teachers. Baseline surveys showed relatively strong collaboration but moderate autonomy and strategy use; most students rated facilitators very helpful.

Facilitators themselves reported professional growth. These preliminary findings suggest that embedding near-peer teachers could strengthen student agency and civic orientation while enriching teacher preparation.

Ichikawa, Shunsuke — Mie University

Murata, Shintaro — Mie University

Suito, Hiroshi — Mie University

Yokoyama, Machiko — Mie University

Takihi, Shino — Hiroshima University

## **21. Developing 'Connected Science in Daily Life' Activities and Evaluating Teaching Effectiveness**

Students who are interested in science do not see the connection between science and their lives (Jenkins and Nelson, 2005). This study is based on the philosophy of science capital. Instead of only focusing on enhancing students' interest in science, the study focuses on fulfilling students' science capital by developing 'Connected Science in Daily Life' Activities and Evaluating Teaching Effectiveness for primary school students.

Yang, Kuay-Keng — National Pingtung University

Lin, MingChao — National Pingtung University

Chang, Yun-Chi — Taiwan National Pingtung University

## **22. Walking the City, Learning the Self: Spatial Literacy and Intercultural Understanding through Student-Led Fieldwork**

This study explores how spatial literacy and intercultural understanding were fostered through a student-led fieldwork program in Yokohama involving Korean and Japanese university students. Through walking-based inquiry and reflective dialogue, participants engaged critically with urban space, shifting from passive observation to active interpretation. The findings highlight how place-based education can cultivate global citizenship and 21st-century skills by connecting self-awareness with spatial and social understanding.

Tanoshiri, Mijyu — J.F. Oberlin University

Yamazaki, Shinichi — J.F. Oberlin University

### **23. Factors Influencing Best Collaborative Practices to Support the School Reintegration After Psychiatric Hospitalization:**

#### **Perspectives from the School System**

This study explores the perspectives of school practitioners and administrators on the factors influencing the implementation of best practices for collaboration with parents and hospital staff during school reintegration following psychiatric hospitalization. The findings offer practical insights for promoting interprofessional collaboration, such as knowing whom to contact within each setting, fostering trusting relationships with stakeholders, receiving support from experienced colleagues, and adopting a common language.

Sanders, Sarah — Université de Sherbrooke

Tougas, Anne-Marie — Université de Sherbrooke

Biron, Marie Lee — Université de Sherbrooke

### **24. From Data to Direction: Practice-Based Recommendations for Supporting Adolescent Mental Health**

This poster synthesizes findings from three studies on adolescent mental health, clinical risk patterns, and digital screening implementation. Drawing from pre- and post-pandemic data, it offers practical recommendations for educators, counselors, and health providers. Emphasis is placed on tailoring interventions to setting type, addressing shifting post-COVID mental health trends, and applying low-barrier strategies that fit real-world constraints.

Merchant, William — The University of Northern Colorado

Wright, Stephen — The University of Northern Colorado

### **25. Transformative Learning and Agency Development in Higher Education: A Narrative Inquiry into ASPIRE Participation**

This study extends prior research on ASPIRE, a UN-affiliated student organization, by examining both current members and alumni. Applying narrative inquiry, it explores how participation fosters and sustains transformative competencies-creating new value, reconciling tensions, and taking responsibility-outlined in the OECD Learning Compass 2030. Findings highlight ASPIRE's role in cultivating agency, intercultural collaboration, and ethical leadership, with impacts enduring into professional and civic life, bridging non-formal education and global citizenship.

Yamazaki, Shinichi — J.F. Oberlin University

### **26. An Exploration of Journal Writing Supported by Peer and AI Feedback: A Mixed-Methods Study of Japanese EFL Learners at the CEFR A2-B1 Level**

The study assessed a journal writing activity with peer and AI feedback for Japanese university students (CEFR A2-B1). Weekly writing sessions improved writing confidence, especially among lower-proficiency learners. Peer feedback boosted motivation, while AI feedback enhanced linguistic accuracy. However, students often accepted AI corrections without deep analysis. Despite these limitations, 95% of participants recommended the program, highlighting its benefits for building confidence and supporting language learning. The study emphasizes effective human-AI integration in language education.

Mita, Kaoru — Jissen Women's University

Shimoda, Atsuko — Jissen Women's University

### **27. Bridging Generations Through Traditional Games: An AI-Enhanced Karuta Project for Reducing Ageist Stereotypes and Fostering Intergenerational Understanding**

This study examined an intergenerational karuta tournament involving 23 Japanese university students and 5 older adults, enhanced with generative AI. Pre-post surveys revealed significant reductions in students' negative stereotypes about elderly learning abilities ( $\Delta=-1.02$  points) and communication anxiety. While AI successfully supported creative card development, text-to-speech announcements proved less accessible for older participants. The intervention demonstrates potential for culturally-grounded, technology-enhanced programs to reduce ageist attitudes while highlighting the importance of accessible design in intergenerational contexts.

Mita, Kaoru — Jissen Women's University

Oikawa, Maiko — Yamano College of Aesthetics

Shirao, Mika — Jissen Women's University

### **28. AI-Enhanced Learners: Redefining Vocabulary Acquisition Design in the Generative AI Era**

This mixed-methods study examined a multimodal vocabulary learning system with 33 Japanese university students using surveys and interviews. An "effectiveness paradox" emerged where multiple-choice questions rated highest for effectiveness while sentence creation scored highest for usefulness, indicating varied learning needs. Students extensively use generative AI as cognitive partners, transforming educational technology expectations. The study proposes an "AI-Driven Feedback Loop" model, positioning educational systems as interactive coaches rather than content repositories, with preference for classroom implementation.

Mita, Kaoru — Jissen Women's University

Otsuka, Misa — Jissen Women's University

### **29. The Relationship Between Stumbling in Mathematics and Cognition in First-Year Junior High School Students: Using the Japanese Version of KABC-II**

The purpose of this study is to determine the relationship between stumbling in mathematics for first-year junior high school students and their cognitive characteristics. I administered the Japanese version of KABC-II and tests based on the curriculum guidelines to the target students and analyzed the results using Pearson correlation analysis.

Fujita, Mariko — Waseda University

### **30. The Effects of Subject-Specialist Teachers' Instructional Support on Junior High School Students' Inquiry-Based Learning - Focusing on Topic Formulation in the Period for Integrated Studies -**

This study examined how subject-specialist teachers' instructional support influences junior high school students' inquiry-based learning, focusing on topic formulation. A four-period unit, including expert-created videos and group discussions, was implemented with first- and second-year students. Pre- and post-surveys showed improved understanding of inquiry, especially among first-year students. However, connections to broader issues declined, suggesting the need for longer-term designs integrating subject learning and inquiry activities.

Murata, Shintaro — Mie University

Takihi, Shino — Hiroshima University

Ichikawa, Shunsuke — Mie University

Suito, Hiroshi — Mie University

Yokoyama, Machiko — Mie University

### **31. Educational Effects of Home Economics "Home Projects" in Japanese High Schools: A Qualitative Study on Student Competencies**

This study explores the qualities and abilities that Japanese high school students develop through the home project in home economics. Using a qualitative methodology and the OECD Learning Compass, the research highlights the project's effectiveness in fostering problem-solving, creativity, and a sense of responsibility. However, it also identifies a gap in students' ability to apply these insights to broader societal issues.

Yokoyama, Machiko — Mie University

### **32. Exploring L2 Teachers' Facilitation and Reflection through Multimodal Conversation Analysis**

Many L2 teachers report that, despite having general knowledge of the principles and procedures involved in facilitating learner-centered activities, they often struggle to notice and respond appropriately to learners' emergent needs during actual classroom practice. This study investigates how tacit pedagogical knowledge concerning prosodic features, pauses, gestures, and spatial awareness can be made explicit, learned, and transformed through facilitation training and reflective discussions grounded in detailed transcripts of multimodal conversation analysis.

Sannomiya, Haruko — Iwate University

### **33. Building AI-Inclusive Learning Environments: Exploring the Ethical Use of Artificial Intelligence in Higher Education Classrooms**

The prevalence of Artificial Intelligence (AI) in all facets of personal and professional life has brought about new challenges and opportunities for Higher Education faculty. This session will explore ways in which faculty may incorporate AI into their classroom to assist in enhancing opportunities for learning and for providing practice for students in the ethical use of AI.

Harrison, John — Louisiana State University at Shreveport

Gumus, Ozlem — Louisiana State University at Shreveport

### **34. The Effectiveness of a Practical Approach to Financial Management Education in Junior High School Home Economics**

This study implemented a practical financial education program for junior high students, combining model cases and simulations. Students learned to manage potential financial crises and credit card use, leading to increased awareness, behavioral change, and family communication. While promoting personal responsibility, the lesson also revealed challenges in class time and content design. Results suggest that realistic simulations effectively enhance relevance and impact in financial education. Further refinement of such approaches is recommended.

Takihi, Shino — Hiroshima University

Murata, Shintaro — Mie University

Hayashi, Kaori — Junior High School Attached to Faculty of Education, Mie University

### **35. Social Connection Benefits of Student Organization Participation among US College Students**

This presentation identifies and contrasts college students' perceptions about social connection benefits from their participation in four different types of student organizations during college. Findings reinforce that participation in university-recognized student organizations have social connection benefits in terms of structure, function, and quality. Findings also suggest that the benefits to social connection are greater when students participate in multiple organizations.

Smith, Matthew — Texas A&M University

Prochnow, Tyler — Texas A&M University

Guinn, James — Texas A&M University

Shaw, Elizabeth — College Station ISD

Bergeron, Caroline — University of Ottawa

### **36. Smithsonian Folkways Music Pathways: Diverse and Inclusive Resources for K-12 Music Classrooms (and Beyond)**

This poster presentation will highlight a new series of curriculum resources called Smithsonian Folkways Music Pathways, designed to increase K-12 educators' confidence about their ability to teach about culturally diverse music traditions in authoritative, engaging, and meaningful ways. Although this poster will focus on applications in the music classroom specifically, these resources are interdisciplinary in nature and useful in a variety of other subject areas—especially social studies and visual arts.

Mellizo, Jennifer — Smithsonian Folkways Recordings, Smithsonian Institution

### **37. The Development of a Game-Based Learning Environment to Improve Science Literacy for Spanish-speaking Multilinguals**

This presentation will detail the development process of a game-based learning environment to support science literacy for 5th grade Spanish-speaking multilinguals (MLs). MISSIONS WITH MONTY is supported by a three-year external grant with the intent to both capitalize on MLs unique learning capabilities and also provide customized support for the understanding of technical academic vocabulary and comprehension processes in English.

Nietfeld, John — North Carolina State University

### **38. The Reliability of Natural Language Processing to Transcribe Input of L2 English Speakers**

This study evaluates the transcription accuracy and efficiency of Assembly AI, ChatGPT Whisper, and Google Cloud APIs for second-language (L2) English speakers, focusing on speaker error rates (SER) across diverse audio samples. Findings will inform the integration of the most effective API into EFL applications, with additional fine-tuning to improve feedback. The project aims to develop reliable, personalized tools for Japanese EFL university students that support self-study, practice, and testing.

Elam, Jesse — Meiji Gakuin University

### **39. Drivers of Limited Social Engagement among Unpaid Caregivers**

This presentation identifies the degree to which unpaid caregivers engage in social activities and factors associated with their limited social engagement. Findings show that large proportions of unpaid caregivers have limited time and/or opportunities for in-person social engagement. Findings also suggest the need to increase accessibility and utilization of services and resources that provide support to unpaid caregivers and facilitate meaningful interactions with others.

Smith, Matthew — Texas A&M University

Pickett, Andrew — Indiana University

Kim, Junhyoung — Texas A&M University

Lee, Shinduk — The University of Utah

Vollmer Dahlke, Deborah — DVD Associates, LLC

Southerland, Jodi — East Tennessee State University

Yoo-Jeong, Moka — Northeastern University

Bergeron, Caroline — University of Ottawa

Bacsu, Juanita-Dawne — Thompson Rivers University

Cohen, Steven — University of Rhode Island

Cantu-Davis, Kimberly — University of Texas at San Antonio

Ory, Marcia — Texas A&M University

### **40. Improving Problem-Solving and Retention in Math Through Gamified Adaptive Learning**

This research project introduces a simple, narrative-driven math game that uses gamification and adaptive difficulty to help college students improve problem-solving and memory of algebra concepts. The game adjusts question difficulty based on accuracy and response time, while tutorials and feedback support learning. A pilot study with undergraduates will compare the game to traditional practice, measuring problem-solving, retention, and student motivation.

Minukuri, Abhilash — Rogers State University

Samineni, Sai Tharuni — Rogers State University

### **41. Fostering Youth Agency through Practice-Oriented Climate Change Education**

This presentation explores how middle school gifted students in South Korea achieved agency through a practice-oriented climate change education program. Over 18 weeks, students engaged in inquiry, climate-action missions, and video production. Findings reveal how they problematized climate issues, fostered peer solidarity, and expanded daily climate actions, positioning themselves as change agents. This study emphasizes the importance of fostering youth agency in climate change education.

Lee, Hyangwoon — Ewha Womans University

Lim, Miyoun — Ewha Womans University

### **42. Wellness and Resilience in Times of Disruption: Navigating Higher Education Crises with Care and Strategy**

This poster explores how higher education institutions can navigate crises, ranging from public health emergencies to political and social challenges, by centering wellness alongside compliance and operational response. Attendees will learn a practical model for balancing legal obligations with community care, inclusive leadership, and resilience strategies that transform disruption into opportunities for institutional growth.

Artis, Sharnnia — George Mason University

Shavers, Marjorie — Missouri State University

### **43. Reflexivity as an ongoing practice/pedagogy**

This presentation examines how beading fosters self-reflexivity and self-location in Indigenous education. Drawing on personal experience and conversations with Indigenous beadworkers, I highlight how this practice cultivates awareness of relationships with self, others, land, and spirit. Beading offers educators grounding to challenge colonial structures and integrate Indigenous epistemologies into teaching praxis.

Ryan, Kelly — University of Alberta

Cardinal, Calvin — University of Alberta

### **44. Development of a VR-based Nursing Education Simulation Program for Critical Care**

This study aimed to develop a virtual reality (VR)-based nursing education simulation program for critical care.

Ahn, Jeong-Ah — Ajou University/Professor

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Hibiscus 1  
**Session Topic:** Elementary Education **Session Chair:** Vroom, Dalila

### ***Living in Hawaii: An Inquiry-Based Unit for Elementary Social Studies***

"Living in Hawaii Student Inquiry" This inquiry-based unit empowers elementary students to explore Hawaii's culture, geography, and Indigenous heritage through creative projects and research, fostering critical thinking and cultural appreciation. Designed for teachers, it integrates social studies, language, arts, and Indigenous education, culminating in a cultural photography component to be completed in Hawaii. The presentation will share practical strategies and resources to inspire educators at the Hawaii International Conference on Education 2026.

Vroom, Dalila — Mission School District #75

### ***Is AI the Answer?: Exploring the Potential and the Limitations of AI in Teaching Elementary Women's History***

Women's history has long been marginalized in elementary classrooms in harmful ways. Given the recent increase in the use of Artificial Intelligence (AI) as a lesson planning tool, this study investigates both the potential and the limitations of AI as a resource for including quality, powerful women's history education in elementary classrooms. This presentation will include implications for teacher preparation, curriculum development, and educational policy.

Whitford, Alyssa — Hope College

### ***Alternative Grading--Doing Do-Overs***

The presentation describes the pros and cons of allowing students to redo graded assignments and retake graded classroom tests. Allowing students to redo assignments or retake exams could possibly keep the focus on instruction, rather than grades, and honor the varying timelines on which students learn.

Pancer, Cynthia — Alliant International University

### ***The Role of Self-Regulated Learning Processes in Game-Based Elements of Environmental Instructions***

This study explored how self-regulated learning (SRL) components-metacognitive awareness, reading self-efficacy, and situational interest-alongside prior science knowledge, predict performance in a game-based learning environment focused on environmental education. Results showed that motivational beliefs (interest and self-efficacy) predicted final game performance, while prior knowledge predicted reading accuracy. The findings emphasize the importance of designing GBL experiences that support cognitive and motivational SRL processes.

Pesout, Ondra — Charles University in Prague

Nietfeld, John — North Carolina State University

Brenkova, Barbora — Charles University in Prague

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Hibiscus 2  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Jordan Alston, Masica

### ***Registered Apprenticeship Pathways for Disadvantaged and Minority Learners at the Jordan Alston Center for Energy, Health, & Innovation***

This workshop explores how the Jordan Alston Center for Energy, Health & Innovation (JACE) uses equity-centered registered apprenticeship models to support disadvantaged and minority populations in securing portable credentials and career pathways. It shares outcomes from JACE cohorts and compares them to national benchmarks, offering strategies for postsecondary institutions to expand access to high-wage employment through sector partnerships and hands-on training.

Jordan Alston, Masica — Jordan Alston Center for Energy Health & Innovation

Strianse, Stephanie — Jordan Alston Center for Energy Health & Innovation

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Iolani 3  
**Session Topic:** Curriculum, Research and Development - Workshop **Session Chair:** White-Walker, Wanda

### ***Digital Pioneers: Integrating Generative AI Tools Through a Campus Collaboration Project***

The Digital Pioneers Campus Collaboration Project is a pathway opportunity to integrate Artificial Intelligence into teaching and learning at Winston-Salem State University. This project began in Fall 2025, and it has four pathways that will allow students, faculty, and staff at WSSU to learn more about Artificial Intelligence as well as create opportunities for them to have funded research, course design or redesign, and AI production development.

White-Walker, Wanda — Winston-Salem State University

Shipp, Jeremiah — Winston-Salem State University

Leverett, Michele — Winston-Salem State University

Ingram, Frank — Winston-Salem State University

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Iolani 5  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Ramirez-Holden, Jessyka

### ***She Leads: Reimagining Leadership with Middle School Girls of Color***

This interactive workshop explores how middle school girls of color perceive and develop their leadership identities. Grounded in a qualitative study and the social identity approach, participants will engage with findings that highlight the influence of gender, school climate, family, and mentorship on young girls' leadership journeys. Participants will leave with tools to implement leadership development initiatives and reimagine what leadership looks like for their students.

Ramirez-Holden, Jessyka — University of Southern California

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Iolani 6

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Williams, Yolanda

**Children Who Succeed Read...Music!**

Explore how song lyrics analysis and close reading can enhance reading, writing, social studies, and language arts. Discover fun, effective strategies to support language learners, boost comprehension, and make learning engaging across generations.

Williams, Yolanda — Williams Heuristic Institute of Relevant Learning, LLC

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Iolani 7

**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Chaney, Cassandra

**More than Words? Delving into the Substantive Meaning(s) of "Social Justice" in a Socially Unjust World**

This exploratory qualitative study examined how 14 graduate students (8, 57% from the Midwest; 6, 43% from the South) from two universities in the Midwest and South defined social justice during the 21st Annual 2021 Sam and Marilyn Fox ATLAS Week Conference titled, "THE HOUSE THAT RACE BUILT" which was held April 12-16, 2021. The students represented the fields of Student Personnel Administration, Higher Education Administration, Social Work, and African American Studies (minor in Psychology).

Chaney, Cassandra — Louisiana State University  
Nicks, Nia — Louisiana State University  
Caldwell Jr., Conial — Louisiana State University  
Allchin, Hope — St. Louis University  
Chism, Eboni — St. Louis University  
Davis, Dannielle — St. Louis University  
Borgmeyer, Ashleigh — Louisiana State University  
Diestelkamp, Hailey — St. Louis University  
Love, Sheltoria — St. Louis University  
McDaniels, Lindsay — St. Louis University  
Nunez, Christian — St. Louis University  
Papadopoulos, Sydney — St. Louis University  
Smith, Rhonda — St. Louis University  
Sutton, Montana — St. Louis University  
Tanner, Jennifer — St. Louis University  
Urban, Myles — St. Louis University  
West, Carlie — St. Louis University

**Amilcar Cabral, the PAIGC, and the Black Panther Party: A Case Study of International Solidarity**

This paper examines Amilcar Cabral, the PAIGC, and their international solidarity with the Black Panther Party. Specifically, it examines the status and role of Amilcar Cabral in the leadership of the PAIGC, a social movement in Cape Verde and Guinea Bissau, that sought the support of the Black Panther Party, a social movement in the United States of America (USA).

Cromartie, J. Vern — Contra Costa College

**Towards a Pan-African Collaborative Learning Ecosystem: Complexity, Ubuntu, and the Case of Future Africa**

This work examines Future Africa's mission to foster a Pan-African identity, which is hindered by systemic barriers. Informed by Ubuntu and Sankofa, a qualitative analysis reveals challenges like institutional dependency, funding asymmetries, and visa policies. We propose five recommendations, including transitioning to an autonomous institution and establishing regional nodes, to cultivate a decolonial educational ecosystem. These insights can help reimagine higher education leadership across the Global South.

Acemah, Christian — Olney Friends School, Barnesville, Ohio / Uganda National Academy of Sciences, Kampala, Uganda  
Adam-Taylor, Jacqueline — Educational First Steps  
Knobel Green, Courteney — Graduate, Vanderbilt University

**Theory-Informed Multidisciplinary Collaborative Approaches for Equity-Centered Community Education**

This presentation explores theory-informed, multi-disciplinary approaches to advancing equity in community education. Using Social Capital Theory and the Intersectionality Framework, we highlight case studies addressing governance in Black Greek-letter organizations, maternal-child health disparities among Black women, and inclusive community participation. Emphasizing authentic partnerships and lived experience, the session offers a roadmap for researchers, practitioners, and community leaders to achieve justice-centered education.

Campbell, Danielle — University of California, San Diego  
Cowlings, Portia — Pepperdine University  
Thomas, Crystal Renā — Pepperdine University

***Exploring the Effects of Engagement and Emotional Intelligence on Burnout Among Traditional Versus Remote University Students***

This study focuses on the effects of student engagement and emotional intelligence on burnout among traditional students and remote students. A sample of adult students from a private, Christian University in the southwestern United States responded to an online survey assessing student engagement, emotional intelligence and burnout. Keywords: Burnout, student engagement; emotional intelligence; traditional students; remote students, higher education.

Dunbar, Scott — California Baptist University  
Ardito, Richard — California Baptist University  
Simmjanovski, Riste — California Baptist University  
Minesinger, Kenneth — California Baptist University  
Sturz, Dominick — California Baptist University  
Morris, Elizabeth — California Baptist University  
Browning, Julianna — California Baptist University

***Exploring the Effects of Peer Interaction in Promoting a Hospitable Online Classroom***

To foster a hospitable and engaging online environment, this study examined the impact of innovative peer interaction strategies on student engagement and academic achievement. We compared two sections of an online course: a control group utilizing traditional discussion board formats and an experimental group incorporating innovative peer interactions. By analyzing these differing approaches, we explored how intentional discussion board design can enhance engagement and academic achievement in a hospitable online environment.

Ramos, Ricardo — Point Loma Nazarene University  
Wong, Rachelle — Point Loma Nazarene University

***Creating a Community of Practice for Online Instruction***

In the first of two conference sessions centered on the needs of both online instructors and students, three participants report on the successes of a community of practice for online courses. The session covers post-pandemic realities on online learning, CoP norms and goal setting, creating an effective culture of instructor-student online interactions, and sharing organization of learning management systems, assignments, activities, and course tools.

de Roulet, Daniel — Irvine Valley College  
Kaminsky, Rebecca — Irvine Valley College  
Huggett, Danelle — Irvine Valley College

***A Collaborative Self Study of Becoming Science Teacher Educators***

Six doctoral students and one faculty member examined their science teacher identity development through a collaborative self-study. Findings show instructors experienced challenges and successes. Challenges included time constraints, focusing on science concepts versus only methods. Successes included providing support to colleagues as they develop as science teacher educators. This study contribute to science teacher education by highlighting the tensions and factors supporting the identity development of effective science teacher educators.

Lane, Kady — Indiana University  
Akerson, Valarie — Indiana University  
Ogundapo, Taiwo — Indiana University  
Perry, Spencer — Indiana University  
Kataate, Esther — Indiana University  
Rahman, Shukufe — Ohio State University  
Liu, Conghui — University of Georgia  
Zhong, Qiu — University of California Irvine  
Dolino, Le — Indiana University

***Frameworks for Phenomenal Science Success: Enhancing Partnerships for Aina-based NGSS Experiences***

This NSF-funded science-education research project explored the development of a problem-solution space model that deepened the existing partnerships among grass-roots, non-profit community education organizations, K-12 public schools, and local university partners. Together, they worked collaboratively to develop a model where teachers could work together with community partners to implement high-quality, place-based, NGSS-aligned science learning opportunities that actively engage students in their classrooms during the school day.

Pinner, Pascale Creek — Hilo Intermediate School  
Ray, Jan — University of Hawaii-Hilo

***Computer Science Through Engineering Design Professional Development Model***

Computer Science Through Engineering Design (CSED) is a National Science Foundation (2341962) funded project in New York that explores using informed engineering design as the pedagogical approach for middle school students to learn computer science. The paper explores the effectiveness of the CSED virtual professional development model. It will also provide data from teachers about their professional development experience and their successes with classroom implementation.

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

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Lehua

**Session Topic:** Educational Measurement and Evaluation **Session Chair:** Dorfman Furman, Gabriela

### ***A Novel Peer Review System to Foster Students' Evaluation and Reflection Skills***

The presenter will outline the research background, current strategies, and ways to improve students' evaluation skills. The study showed that by evaluating their peers' work using a structured rubric, students also improved their ability to self-evaluate their own projects. The session includes a step-by-step introduction to a novel peer review system and an analysis of the study's data results. Participants will gain tools to apply this system in "Project-Based Learning" courses.

Dorfman Furman, Gabriela — Shenkar College of Engineering, Design and Art

### ***Visualizing Qualitative Findings from Professional Development with Instructional Assistants Using Epistemic Network Analysis (ENA)***

We share how we used Epistemic Network Analysis (ENA) to analyze and visualize qualitative data from a "Math Journey" activity from professional development (PD) with Instructional Assistants (IAs). The PD was designed to increase the IAs' self-efficacy with mathematics content and teaching mathematics. This research extends the conversation in (1) teacher professional development to include IAs; and (2) qualitative research to include the use of digital technology in understanding and visualizing learning within learning communities.

Borgioli Yoder, Gina — Indiana University Indianapolis

### ***Evaluating the Workplace Incivility Scale in Canadian Post-Secondary Institutions: Psychometric Performance, Prevalence, and Contextual Relevance***

This paper investigates the applicability of the original Workplace Incivility Scale (WIS) among a sample of Canadian post-secondary faculty members. Using a dual-method design, the study assessed the WIS's reliability, validity, and relevance in capturing faculty experiences of incivility. Findings indicate a moderate prevalence of WI, strong internal consistency, and significant gaps in content coverage, raising questions about whether a new or domain-specific scale is necessary for higher education settings.

Dunlop, Benjamin — University of Saskatchewan

Hellsten, Laurie-Ann — University of Winnipeg

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Nautilus 1

**Session Topic:** Indigenous Education **Session Chair:** Irish, Tobias

### ***An Emerging Framework for Fostering a Sense of Belonging in STEM Students From Oceania***

This study presents an emerging framework for supporting the development of a sense of belonging in undergraduate Native Hawaiian and Pacific Islander students pursuing a degree in a STEM field. The purpose of this framework is to articulate the nature of some of the dimensions that influence the development of a sense of belonging with the hope of identifying ways in which these understandings might inform how we support students from these populations.

Irish, Tobias — University of Hawaii at Hilo

Genz, Joseph — University of Hawaii at Hilo

Storie, Monique — University of Guam

### ***The Slow Thaw: Indigenous Language Education Policy in Canada***

This presentation shares a comparative summary research project of Indigenous language education legislation and policies in provincial and territorial levels across Canada. A subsequent webpage ([indigenouslanguagepolicy.ca](http://indigenouslanguagepolicy.ca)) as knowledge mobilization output was created that provides a brief overview of key national and provincial/territorial Indigenous language-in-education policies in Canada.

McIvor Whitinui, Onowa — University of Victoria

### ***Holistic Third Space: Case Study of a Culturally Rooted Community Youth Education and Wellness Program***

This case study explored the programming, practices, and procedures of one culturally affirming African American/Black affirming youth program. The goal and contribution of this study have provided insights into the pedagogies of decolonization, racial healing, belonging, humanizing tools, and program strategies that can be of help to the development and implementation of future programs.

Kwanele, Babalwa — California State University, Eastbay

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Nautilus 2

**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Metelin Bock, Guillermo

### ***Belonging Without Borders: Institutional Models and Practices for Supporting Undocumented Students and Responding to Immigration Enforcement***

California State University, Stanislaus has developed evolving equity-driven institutional models and practices to support undocumented students in higher education. This interactive workshop showcases the creation of webpages, immigration enforcement protocols, and UndocuAlly training, along with new initiatives such as contact cards, departmental signage, Canvas training modules, webinars, and social media campaigns. Attendees will engage in case studies and role-play activities while exploring how these practices strengthen institutional readiness, belonging, retention, and student success.

Metelin Bock, Guillermo — San José State University

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Project-Based Learning **Session Chair:** Reece, Corey

### ***When to Work for Free, Community Engagement***

As we evaluate which projects to pursue, we must balance mission alignment with sustainability. While our partnership with East Tennessee Children's Hospital has been mutually beneficial, the Digital Media program regularly receives other offers-some declined, others accepted for a fee. This discussion explores how goals, demands, and outcomes vary between community engagement and revenue-driven projects, guiding us toward a thoughtful, strategic approach to future collaborations.

Reece, Corey — East Tennessee State university

Nicely, Stephanie — East Tennessee Children's Hospital

Richardson, Jacy — East Tennessee State university

Emma, Todd — East Tennessee State university

### ***When to Use VR, and When Not To. Different Tech for Different Projects***

Choosing the right technology for gamified projects is complex, especially with options ranging from 2D games to AR and VR. At East Tennessee State University, our team has developed across this spectrum, selecting tools based on project goals. This discussion explores key decision factors-including cost, technology lifespan, user accessibility, and strategic alignment-to guide thoughtful, effective technology choices in academic and creative settings.

Richardson, Jacy — East Tennessee State University

Emma, Todd — East Tennessee State University

Nicely, Stephanie — East Tennessee Children's Hospital

### ***Enhancing Engineering Education with TinkerCAD for Middle Schoolers***

This study examines the effectiveness of using CAD software to teach engineering concepts to middle school students. Results show that TinkerCAD not only supports understanding of the engineering design process and improves 3D modeling accuracy but also fosters transferable skills and interest in engineering. The findings suggest practical strategies for educators and policymakers to address the engineering skills gap and highlight opportunities for integrating 3D Modeling software into broader STEM curricula.

Kim, Si Jung — University of Nevada Las Vegas

Regentova, Emma — University of Nevada Las Vegas

Muthukumar, Venki — University of Nevada, Las Vegas

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Academic Advising and Counseling **Session Chair:** Murray, Ashnil

### ***Employers' Perspective of International Students' Employability in Australia***

Researchers have demonstrated that employers generally do not hire international students, who have the lowest employment rates of any student cohort in Australia. Building on our previous research, this study aims to identify the various skills and attributes that employers seek in international students. Thus, the research will illuminate the factors that influence employers' decisions to hire international students.

Murray, Ashnil — Torrens University Australia

Pierce, Justin — Torrens University Australia

Ji, Kaiying — University of Sydney

Hains-Wesson, Rachael — RMIT

Rodriguez, Miguel — Torrens University Australia

### ***Outdated Data and Obsolete Beliefs Cause Harm in Vocational Counseling and Fitness for Duty Assessments***

Vocational counselors and psychologists assist clients such as high school and university students with choosing a vocation that is a good fit with the client's attitudes, abilities, interests and ambitions. However, these professionals often rely on outdated data and obsolete beliefs even though scientific literature showed the data to be obsolete decades ago. We discuss harms caused by reliance on these outdated data sets, obsolete beliefs, and failure to keep up with science.

Uttl, Bob — Mount Royal University

Sikma, Kiefer — Mount Royal University

Surjko, Staz — Mount Royal University

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**Time:** 3:00 - 4:30 PM / **Friday:** 1/9/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Arts & Humanities Education **Session Chair:** Liao, Hung-Chang

### **Taiwanese Higher Education Students' Willingness to Communicate in English under Teacher Concerns Through Translanguaging Courses**

The research methodology focused on the development scales of teacher concerns and WTC in English. Researchers established the structural equation modeling between the teacher concerns scale and the WTC in English scale. The results indicated that the teaching strategies can follow teacher concerns to increase students' WTC in English.

Liao, Hung-Chang — Chung Shan Medical University  
Wang, Ya-Huei — Chung Shan Medical University

### **Golden Arches and Utilitarian Dilemmas: A Philosophical Analysis of The Founder**

This study aimed to apply the utilitarian theories of Bentham and Mill to examine and reason through the practical challenges related to the "greatest happiness principle" in utilitarianism. To further contextualize the theoretical analysis, this study employed the film The Founder as a case study to thoroughly explore utilitarianism from three main angles: epistemological, normative, and pragmatic reasoning perspectives.

Lee, Yu-Heng — Chung Shan Medical University  
Wang, Ya-Huei — Chung Shan Medical University

### **The 3 R's: Write, Record, Release - Empowering Student Success through Music Creation and Community Partnerships at Dallas College**

This case study explores how Dallas College empowers student success through the 3 R's of music creation - Write, Record, Release - and community partnerships. Students apply these principles in the annual D'Jammy Awards, where they develop, perform, and present original work, and in a new collaboration with the Save The Music Foundation at a Dallas-area high school. Attendees will learn practical strategies for linking creativity, technology, and outreach to real-world student outcomes.

Bogle, Mike — Dallas College - Cedar Valley Campus

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**Time:** 3:00 - 4:30 PM / **Friday:** 1/9/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Human Resource Development **Session Chair:** Stojanović, Maja

### **A Critical Framework for Supporting Authentic Career Development in Multilingual and Linguistically Diverse Contexts: Implications for HRD Professionals**

This session introduces a critical framework for understanding authentic career development in multilingual and linguistically diverse contexts. It highlights how monolingual ideologies in U.S. workplaces can marginalize multilingual individuals and limit equitable career advancement. Through literature synthesis and interactive discussion, presenters will explore how HRD professionals and leaders can address language-based issues and foster inclusive, authentic career development practices that recognize language as a key aspect of career identity and professional growth.

Stojanović, Maja — North Carolina State University  
Robinson, Petra — Louisiana State University

### **Inclusion for Neurodivergent Employees: Examining Strategies for Human Resource Practitioners in Driving an All-Inclusive Workforce**

This on-going research paper seeks to examine current inclusive and accessible strategies that HR practitioners apply to support all employees including those who are neurodivergent. Seven themes emerged from semi-structured interviews with seven HR practitioners. These themes suggest a significant gap in inclusive strategies for employees who are neurodivergent, calling on Human Resource Development practitioners to take a proactive rather than reactive approach in designing and implementing HR functions in organizations.

Ayodeji-Ogundiran, Amina — Bowie State University  
Sanya-Alogba, Aramide — Bowie State University

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**Time:** 3:00 - 4:30 PM / **Friday:** 1/9/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Panel **Session Chair:** Nwakanma, Pamela

### **Bridging Research, Education, and Practice: A Project on the Technology of Political Entrepreneurship**

This project presents an interdisciplinary research lab that engages historically underrepresented university students in studying political entrepreneurship, digital technology, and social impact. Drawing on case studies of global social movements like BLM and EndSARS, students conduct hands-on research and digital ethnography while developing critical analysis and technical skills. Grounded in critical pedagogy, the lab treats students as co-creators of knowledge, fostering inclusive, participatory learning and preparing them to conduct socially engaged scholarship in higher education.

Nwakanma, Pamela — University of California, Irvine

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Bair, Mary

### ***The Paradoxes of Feedback: A Self-Study of Faculty Feedback Practices***

This self-study explores how two faculty members navigated the complexities of giving feedback to graduate-level students. They argue that effective feedback requires situated judgment in unpredictable, relational contexts. Through collaborative analysis of instructional materials, student work, think-alouds, and reflective data, they identified six feedback paradoxes. Findings underscore the emotional and cognitive demands of feedback and call for faculty development that fosters reflective judgment, emotional resilience, and adaptability in navigating the tensions of feedback practice.

Bair, Mary — Grand Valley State University

Bair, David — Grand Valley State University

### ***Preparing Healthcare Professionals for Technology-Driven Care: Implementing an Online Telehealth Curriculum***

This project describes the development of a universal, interprofessional telehealth curriculum designed to prepare students across health professions for evolving workforce demands. Developed by faculty and instructional designers, the ten-module curriculum enhances foundational knowledge and is adaptable to diverse educational settings. Preliminary results from a pilot study involving 128 students show significant knowledge gains post-intervention. The project demonstrates the value of collaborative, technology-driven curriculum design in integrating telehealth competencies into higher education.

Bacon-Baguley, Theresa — Grand Valley State University

Reinhold, Martina — Grand Valley State University

Decker, Glenna — Grand Valley State University

### ***A Higher Education Budget Standoff Between the UW System and State Legislators: A Case Study***

This case study highlights one of the most recent and high-profile budget standoffs that took place in 2023 between the Universities of Wisconsin (UW) and the Republican-controlled state legislature. It is an example of the recent and growing influence of state legislatures' oversight of higher education. This case highlights the importance of the higher education budget process, the role of the state legislature in governance of public higher education, coalition building, and strategic leadership.

Clayton, Ashley — Louisiana State University

Billings, Meredith — The University of Texas at Arlington

### ***Should We Just Have AI Tutor Our Students?***

This presentation examines how integrating AI into a human-centered peer tutoring program for student-athletes enhances tutor training and learning outcomes. It demonstrates that while AI tools streamline assessment and resource creation, the unique benefits of reciprocal, live tutoring, such as confidence building and personalized learning, remain irreplaceable. Attendees will explore qualitative data-driven reflections on both approaches and discuss the evolving partnership between AI and human tutors in fostering student success.

O'Brien-Robinson, Kelsey — University of Hawai'i at Mānoa

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 3  
**Session Topic:** Arts & Humanities Education - Workshop **Session Chair:** Santos, Lori

### ***Becoming Kin: Nurturing Mindful Arts Based Practices with the Natural Environment***

This session engages participants with three interconnected approaches—visual arts, creative writing, and the philosophy of science—to cultivate deeper ecological awareness. Session guides will share their experiences with Indigenous artists/gardeners and highlight kincentric perspectives grounded in respect and reciprocity with the natural world. Experiential activities of eco-art printing, reflective writing, and focused garden-inspired drawing will encourage attentive observation, foster critical reflection and creative expression, and invite participants into reciprocal relationships with ecological systems.

Santos, Lori — Wichita State University

Castro, Susan — Wichita State University

Sterrett, Susan — Wichita State University

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**Time:** 3:00 - 4:30 PM / **Friday** - 1/9/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Lalas, Jose

### ***What Critical Concepts Can We Use in Motivating and Engaging Bilingual Students and English Learners in the Absence of DEI (Diversity, Equity, Inclusion)?***

With the current climate in the United States that misrecognizes the notions of diversity, equity, and inclusion, this workshop presents a framework that includes the roles of hope, critical consciousness, race and language, recognition and redistribution, motivation and engagement, and career and academic achievement in teaching bilingual students and English learners. It is key to know and recognize who we are, how they learn, what motivates them, and what enhances their engagement.

Lalas, Jose — University of Redlands

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Salgado, Lorna

***More Than a Helper: Maximizing the Impact of Paraprofessionals in Special Education***

Paraprofessionals are essential members of the special education team, yet their roles are often misunderstood or underutilized. This session will explore how to clearly define and delegate responsibilities, provide tools and strategies paraprofessionals can use with students, and create effective teacher-para partnerships that support student success. Attendees will leave with practical examples, planning tools, and tips for strengthening classroom collaboration.  
Salgado, Lorna — PROlearn Consulting

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 2  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Todd, Kathryn

***Beyond the Backlash: Strategic Leadership for Equity Amid Institutional Uncertainty***

This session explores how employees in education-based organizations respond to DEI policy rollbacks amid political and institutional uncertainty. Grounded in sense giving and institutional theory, the presentation highlights the impact of organizational silence and showcases how individuals sustain equity work through values-based practices, strategic communication, and quiet resistance. Attendees will gain insight into adaptive strategies and leadership approaches that support ethical, mission-driven work in politically constrained environments.

Todd, Kathryn — Vanderbilt University  
Lawrence, Mel — Rice University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 3  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Taylor, Adrianna

***Embodying Anti-Racism as Pedagogical Practice: Expanding Concept to Create Critical Classrooms***

This workshop explores embodied anti-racism as a pedagogical practice that moves beyond theory into lived, relational teaching. Grounded in Critical Race Theory and somatic pedagogy, participants will engage in reflective, body-based strategies that support deeper accountability, presence, and equity in the classroom. Designed for educators and supervisors in relational disciplines, this session offers a humanizing and practice-oriented approach to anti-racist education.

Taylor, Adrianna — Metropolitan State University of Denver  
Campbell, Erica — North Carolina Agricultural and Technical State University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 5  
**Session Topic:** Libraries and Learning Commons - Workshop **Session Chair:** Webber, Adrienne

***Three Leaders at Two HBCUs: Embedding Information Literacy in the First-Year Experience***

Discover how two campus leaders at an HBCU joined forces to embed information literacy into the first year experience, equipping students with the research skills, academic support, and confidence to succeed from day one.  
Webber, Adrienne — Grambling State University  
Jackson, Milton — Grambling State University  
Kight, Dawn — Southern University System

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Martz, Lillian

***Building Teacher Resilience Through Positive Psychology: Evidence-Based Strategies for Educator Well-Being***

This interactive workshop presents original research on a university-based "Happiness for Educators" course that used Positive Psychology Interventions to improve teacher well-being, mental health, and physical health. Participants will explore evidence-based strategies, interdisciplinary collaboration models, and practical implementation approaches for supporting educator resilience in educational settings.  
Martz, Lillian — Portland State University  
Sallee, Emily — University of Montana  
Wright, Dylan — University of Montana  
Sommers-Flanagan, John — University of Montana

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Workshop **Session Chair:** Miller, Jackie

***The Democratic Dream: Document Based Inquiries (DBIs) to Promote Critical Literacies and the Dispositions of Democracy in Our Classrooms and in Society***

In the world of AI, information pollution and anxiety, we can create classroom spaces of hope and agency for ourselves and students. Document Based Inquiries (DBIs), a strategy for engaging students with short text sets on any topic, promotes critical reading and thinking. Teachers will learn to create document-based inquiries to support the dispositions of democracy at any phase of instruction.

Miller, Jackie — Boise State University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Kahili 1  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Lindal, Ingrid

***Partnering with Families in Early Childhood Dual Language Education***

This session will explore families' perspectives on dual language programs in early childhood settings and how these insights can inform classroom practices. We will examine effective strategies for educators to engage and collaborate with parents to support young children's bilingual development and overall learning success.

Lindal, Ingrid — University of Nebraska-Lincoln

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Jimenez-Silva, Margarita

***Launching STEM Futures: A Familycentric Rocketry Program for Latina Girls***

Our workshop builds on Comunidad de Ciencia (Science Community), an out-of-school Family Problem-Based Learning rocketry program designed to engage fifth- and sixth-grade Latina girls and their parents in science. We will provide a brief overview of the program. Participants will then engage in three familycentric activities: 1) Design a NASA Patch; (2) Engineer a Parachute; and (3) Create a Culture Bag. We will conclude by discussing how to apply familycentric approaches within our own contexts.

Jimenez-Silva, Margarita — University of California Davis

Ishaq, Caitlyn — University of California, Davis

Coughlin, Ashley — Arizona State University

Short-Meyerson, Katherine — University of Wisconsin Oshkosh

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Lehua  
**Session Topic:** Adult Education - Workshop **Session Chair:** Deacon, Lindsay

***Listening Like a Pro: Investigative Coaching Skills for Everyday Conversations***

High-stakes conversations happen daily in schools, yet many leaders struggle to listen effectively and ask questions that build trust. In this interactive session, participants learn investigative listening and questioning strategies adapted for coaching and leadership. Through stories, humor, and hands-on practice, attendees leave ready to strengthen communication, influence outcomes, and turn every conversation into an opportunity for understanding, growth, and connection.

Deacon, Lindsay — Next Adventure EduCoaching

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Makoyiisaaminaa, William

***The Contradictions of Early Primers on Native Values through the Lens of a Blackfeet Family History***

Dr. William Makoyiisaaminaa, enrolled Blackfeet, shares his and Professor Sylvia Tag's research from early primers which reinforced the doctrine of manifest destiny, Western expansion, Christian morals and values, derogatory images and illustrations, and the erasure of Natives, creating a warped representation of Natives, contradicting Native world views and subsequently harming Native children. Will shares family stories through narratives of history and education among the Blackfeet in a reflection of Native education practices that prevail today.

Makoyiisaaminaa, William — Western Washington University

**Leading Toward Access: School Leadership and Multilingual Learners' College Pathways**

This study explores the impact of school leadership on supporting multilingual learners' (MLs) college access. Using a multiple case study design, it examines the experiences and perspectives of ML students and school counselors. Guided by culturally responsive school leadership, the findings highlight the importance of critical self-awareness, asset-based approaches, inclusive environments, and community engagement. The study emphasizes the need for equitable leadership practices to support MLs' college aspirations and promote educational achievements.

Jiang, Lei — University of Kansas

**A Research on Curriculum Change in a Preschool**

This study focuses on a private preschool in Taiwan. It investigates the curriculum change process by analyzing stages of change, exploring key tasks, identifying driving and restraining forces at each phase, and examining shifts in teacher attitudes and the strategies that supported these changes, offering suggestions and implications for future practice in leadership development, teacher empowerment, and curriculum change.

Huang, Lin Yuan — York University, Canada

Lin, Mei Chin — Fu Jen Catholic University, Taiwan

**Comparing Measurement Approaches to Teacher Efficacy: Predictive Validity of Individual and Collective Beliefs for Student Achievement**

This study compares two approaches to measuring collective efficacy beliefs—using group-referent versus self-referent survey items—by aggregating teacher responses from 96 schools and examining their predictive validity for student achievement through multilevel SEM. Preliminary results indicate that the group-referent measure significantly predicts achievement, whereas the aggregated self-referent measure does not, underscoring the importance of item wording when measuring collective constructs.

Kim, Minjung — The Ohio State University

Goddard, Roger — The Ohio State University

Clark, Tedra — NORC at the University of Chicago

**Why Innovative Educational Leaders Must Focus on Emotional Intelligence to Enhance Adaptability, Facilitate Cultural Competence, and Resolve Conflict**

This research explores how emotional intelligence—encompassing self-awareness, empathy, and social skills—serves as a foundational trait for effective educational leadership by enhancing leaders' ability to build trust, manage conflict, and foster inclusive school cultures, using the Emotional Quotient Inventory (EQ-i 2.0) to assess EI among peers.

Grace, Ronald — Alabama State University

Howard, Betty — Alabama State University

Ford, Ozella — Montgomery Public Schools

Javan, Gulnaz — Alabama State University

Milledge, William — Alabama State Department of Education

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Mussman, Amanda

### ***Cultivating Homegrown Educators: The Brave Scholars Wrap-Around Model for Addressing Rural Teacher Shortages***

The Brave Scholars Program at UNC Pembroke tackles southeastern North Carolina's chronic teacher shortage with a "grow your own" model that delivers scholarships, mentoring, professional development, travel experiences, licensure exam support, and a service-payback commitment. Our work-in-progress report shares the program's design, initial implementation hurdles, and projected outcomes. Attendees will walk away with practical tactics for building university district collaborations, creating comprehensive wrap-around support, and planning future research to inform scalable rural teacher education policies.

Mussman, Amanda — University of North Carolina Pembroke

### ***AI Use in Secondary Language Arts Classrooms: Implications for Teacher Education***

While teachers are increasingly using AI for professional purposes, attitudes toward classroom AI use and implementation still vary significantly among practitioners. In this presentation I will briefly summarize key themes that emerged from interviews with 21 teachers about AI in their classrooms, then, in light of those takeaways, discuss how teacher educators need to adjust their courses and curricula to ensure that future teachers will be prepared to teach in a world infused with AI.

Leer, Elizabeth — St. Olaf College

### ***Residency Coaches: Transforming Supervision of Pre-Service Teachers with an Equity-Inclusion Lens***

The transformation of the traditional role of university supervisor to "Residency Coach" is outlined in this presentation. We will share how our three-pronged approach to coaching teacher residents, including classroom, district and university, is transforming pre-service teacher education. An overview of our model, initial data and processes are shared with the hope of inspiring others to towards an inclusive-equity lens for coaching pre-service teachers for success in today's complex and inclusive classrooms.

Robinson, LeAnne — Western Washington University

Voight, Madeline — Western Washington University

Hauschel, Barbara — Western Washington University

Perzigian, Aaron — Western Washington University

Lambert, Charles — Western Washington University

### ***Alternative Grading-Considering the Options***

Research shows that traditional grading practices are a source of inequity in K-12 education. Traditional practices such as assignment deadlines, assigning a 0 score for unsubmitted assignments, homework, extra credit and resubmits have different effects on traditional vs. marginalized learners. Challenging these traditional practices can result in more equitable instruction as well as grading in K-12 classrooms. Teacher Preparation programs should consider experimenting with these practices as example experiences for their teacher candidates.

Pancer, Cynthia — Alliant International University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 2

**Session Topic:** Counselor Education - Workshop **Session Chair:** Gainer, Seneka

### ***A-LITE: A Practical Model for Teaching AI Literacy in Counselor Education***

This workshop introduces the A-LITE Model, a step-by-step, research-informed framework for integrating AI literacy and ethical use into counselor education. Grounded in psychological theory and counselor pedagogy, the model guides educators in teaching students how to use AI responsibly in academic and clinical contexts. Participants will explore model components, practical applications, and implementation strategies across varied learning environments. IRB-approved research on the model's effectiveness is forthcoming.

Gainer, Seneka — Jacksonville University

Joshi, Aishwarya — University of Vermont

Gainer, DeAndre — Strayer University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 3

**Session Topic:** Arts & Humanities Education - Workshop **Session Chair:** Anofienem, Didi

### ***Cultivating Literacy and Voice: Culturally Responsive Approaches to Teaching Writing***

This workshop highlights the innovative work of The Writing School LA, a nonprofit dedicated to cultivating literacy and writing proficiency in grades 3-12 through culturally responsive, community-based instruction. Drawing on Common Core State Standards, the Science of Literacy, and Universal Design for Learning, participants will engage in hands-on activities modeled on our workshops, camps, and tutoring programs. The session shares practical strategies for integrating equity-driven, student-centered, arts-based writing pedagogy into classrooms and community learning spaces.

Anofienem, Didi — Pepperdine University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Shin, Tiffany

### ***Choose-Your-Own-Adventure Activities in Higher Education***

This workshop demonstrates a model for clinical reasoning skills practice augmented by accessible technologies. Participants navigate developing their own choose-your-own-adventure (CYOA) activity through Google Forms and provided templates. This workshop highly encourages participants to have a laptop or device.

Shin, Tiffany — NC State University College of Veterinary Medicine  
McClour, Anna — NC State University College of Veterinary Medicine

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Gantt, Christy

### ***Developing Strong Community Partners to Promote Education and Future Employment***

A strong collaboration between academic institutions and community partners can enhance the overall curriculum and training of students and add resources in education. In this session, we will explore a multifaceted approach to developing these partnerships which can provide strong student mentorship, valuable academic support, and networking for employers...to the advantage of all within the greater community!

Gantt, Christy — Baylor University  
Whiddon, Emily — Baylor University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Kiracofe, Christine

### ***Facilitating Healthy Conflict: How to use Conflict Resolution Strategies and Tools to Foster a Healthy Work Environment in Higher Education Spaces***

This presentation will introduce attendees to conflict resolution (CR) strategies and tools that can be used in higher education institutions (HEIs) when conflict arises. While CR strategies were originally designed and implemented to avoid litigation, HEI leaders can benefit from these tools as they attempt to facilitate "healthy" conflict in the higher education workplace.

Kiracofe, Christine — Purdue University

### ***Redefining the Role of Faculty in Competency-Based Education: A Framework for Future Research from the FlexIT Model***

This research explores the evolving role of faculty in competency-based education (CBE), using Central Washington University's FlexIT programs as a case study. Faculty shift from lecturers to mentors and assessors in asynchronous, mastery-based environments. Key themes include role clarity, identity transformation, emotional labor, and institutional support. The study presents a conceptual model and strategies for sustainable faculty development, aiming to inform future research and practice in learner-centered, flexible education models.

Williams, Luke — Central Washington University  
Lupton, Robert — Central Washington University

### ***Match Program: A Community Based Approach to Advancing Experiential Learning in Data Analytics through Mentorship***

This presentation provides an analysis of a five-week intensive experiential approach to provide students at a Historic Black College and University (HBCU) with hands on learning in Data Analytics. This pilot program, launched by the Center for Data Analytics at Bowie State University is a strategy to bridge the gap between classroom learning and workforce demands. Preliminary outcomes suggest that the Program effectively enhanced students' data literacy, professional readiness, and confidence in applying analytical tools.

Ayodeji-Ogundiran, Amina — Bowie State University  
Harrison, Eona — Bowie State University  
Akinlaja, Bolametiren — Bowie State University

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 3  
**Session Topic:** Academic Advising and Counseling - Workshop **Session Chair:** Jones, Lovella

### ***Score High, Play Higher: Aligning Academics with Athletic Dreams***

This session explores the essential components of academic readiness for student-athletes pursuing college sports. Participants will gain a clear understanding of NCAA and NAIA eligibility requirements, including core course GPA, standardized test benchmarks, and transcript evaluation best practices. Designed for educators, counselors, coaches, and parents, this session equips attendees with tools to support students in aligning their academic paths with athletic goals—ensuring they are not just recruited, but eligible to compete.

Jones, Lovella — Education Solutions

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**Time:** 8:00 - 9:30 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education **Session Chair:** O'Connor, Kevin

**Supporting program alumni through the implementation of a PDS model and how this impacts 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 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. We are interested in how we can support program alumni through the implementation of a PDS model.

O'Connor, Kevin — Mount Royal University

**Student Wellness in Teacher Education Programs: A Critical Examination of Theory and Practice**

This presentation will examine the theory and practice related to student wellness during the student teaching experience. It will highlight current literature associated with student wellness and review current policy and practices of teacher education programs to support students.

Balderson, Daniel — University of Lethbridge

**The Shift from Teacher-centered Practices to Student-centered Activities - Nurturing Students' Agency through Special Activities "Tokkatsu"**

This presentation discusses the shift and development in teachers' teaching approaches in Egypt from teacher-centered to student-centered throughout four years of collaborative research between the researcher and four schools, and the new efforts made by teachers to nurture agency in students. The study also highlights the challenges that existed and still exist in some schools, and how these schools tackle the challenges to realize a better education and learning environment for the students.

Mostafa, Yasmine — University of Fukui

**Navigating the Coding Frontier: Teachers' Experiences Incorporating Computational Thinking in Grade 9 Mathematics Classrooms**

The exploration of mathematics teachers' experiences with the integration of computational thinking, particularly coding, has shed light on the challenges and opportunities in mathematics learning. This study describes computational thinking in Grade 9 mathematics courses and mathematics teachers' experiences with integrating technology in their Grade 9 mathematics classroom. The study revealed teachers had a wide spectrum of coding familiarity, low comfort levels with teaching coding, and recognition of the value of coding for students' futures.

McDougall, Doug — University of Toronto

Ferreyro-Mazieres, Sofia — Wilfrid Laurier University

Lu, Olivia — University of Toronto

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development **Session Chair:** Feeney, Danielle

**Redesigning Instruction with Universal Design for Learning: Lessons from a Higher Education Faculty Development Pilot**

This presentation shares outcomes and insights from a faculty development pilot focused on learning and applying Universal Design for Learning (UDL) in higher education. Participants across a variety of disciplines engaged in a structured workshop series that included expert-informed curriculum, interactive activities, and collaborative content redesign to create more inclusive and accessible learning environments. We will highlight key lessons learned, faculty feedback, and recommendations for scaling UDL across the higher education landscape.

Feeney, Danielle — Ohio University

Gut-Zippert, Dianne — Ohio University

Adams, Wendy — Ohio University

**Integrating Generative AI into Graduate IT Education: A Strategic Framework for Working Professionals**

The transformative ascent of Generative Artificial Intelligence (GenAI) is rapidly reshaping the field of information technology, presenting both unprecedented opportunities and complex challenges. Through an analysis of current trends, case studies, and pedagogical frameworks, this presentation argues that the integration of GenAI into IT education is not merely advantageous, but essential for cultivating agile, future-ready leaders in an AI-augmented digital economy.

Dittman, Kevin — Purdue University

Swanson, Dewey — Purdue University

**Transforming the field education landscape: Partnership reflections and outcomes**

This presentation will discuss the Transforming the Field Education Landscape (TFEL) partnership that aims to integrate research and practice in the preparation of the next generation of social workers by developing partnered research training initiatives, both within academia and across the public and not-for-profit sectors, that enhance student and trainee research practice knowledge and applied skill development. The presentation will focus on partnership reflections and outcomes.

Drolet, Julie — University of Calgary

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Erickson, Doreen (DA)

### ***Navigating DEI Challenges in Higher Education***

This workshop explores how anti-DEI legislation is reshaping higher education, with implications for teaching, counseling, and campus leadership. Participants will examine alternative equity frameworks, legal and cultural responses, and strategies to support academic freedom, inclusive pedagogy, and student well-being. Designed for counselor educators, teachers, and higher education administrators, the session offers tools to navigate restrictive policy environments while sustaining institutional commitments to equity, belonging, and the success of diverse learners.

Erickson, Doreen (DA) — The Chicago School

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 3

**Session Topic:** ESL/TESL - Workshop **Session Chair:** Lee, So-Hyeon

### ***Integrating AI Tools into L2 English Writing Instruction***

This workshop examines how generative AI tools such as ChatGPT and Gemini can be integrated into TESOL writing instruction. Based on a workshop for Korean English teachers at the Hawaii English Language Program, the session demonstrates how AI can be integrated to support principles of L2 writing pedagogy, including process writing and rubric-based assessment. The presentation highlights teacher perceptions, practical strategies, and ethical considerations, offering participants concrete ways to use AI responsibly in writing instruction.

Lee, So-Hyeon — University of Hawaii at Manoa

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 5

**Session Topic:** Reading Education - Workshop **Session Chair:** Hammons, Christina

### ***Unlocking Literacy with Mystery Envelopes: A Multimodal Approach to Language Development in Early Childhood and Beyond***

Explore how mystery envelopes using objects from children's books can build oral language, story mapping, writing, and reading skills. This hands-on session offers a creative, multimodal literacy strategy you can use immediately in K-12 classrooms.

Hammons, Christina — Sam Houston State University

Harte, Susan — Sam Houston State University

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 6

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Kwofie, Winnie

### ***Sacred And Restorative Haven: A Multi-Case Study of Black Women Leading in Educational Facilities Management***

This multiple-case study employs a Black feminist framework to investigate how four Black women leaders sustain their positions in educational facilities management (FM), a field where they are significantly underrepresented. In interviews, participants shared how they create their own sacred and restorative metaphorical spaces as strategies to sustain their leadership. In this findings-driven paper, I delve deeply into this approach to understand its practical implications for supporting Black women leaders in predominantly White, male-dominated professions.

Kwofie, Winnie — Independent Researcher

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Iolani 7

**Session Topic:** Cross-disciplinary areas of Education - Panel **Session Chair:** Shelly, LaJoya

### ***Rooted and Rising: Black Women Educators in Hawai'i, Past and Present***

Although Black migration to Hawai'i dates back to the 17th century, understanding of Black contributions—especially in education—remains limited. As Pōpolo wāhine educators, we draw on early Black educators' legacies to strengthen Black-Native Hawaiian solidarities through education. This session will examine key issues impacting Black educators and students in Hawai'i, offering participants actionable strategies to support Black women educators and students, and to foster inclusive, culturally responsive environments in their own educational and community contexts.

Shelly, LaJoya — University of Hawai'i at Mānoa

Major, Paula — University of Hawai'i- West O'ahu

McAdoo, Niya — University of Hawai'i at Mānoa

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Brewton, Avery

***Navigating the Path Toward Sustainable School Communities: Cultivating Healing and Capacity-Focused Systems through Student Voice, SEL and Trauma-Informed Practices***

This workshop introduces a healing-focused, SEL-informed MTSS framework for schools, where youth voice is woven through all interventions, including YPAR, screening, and trauma-focused interventions. Participants will learn how Youth Participatory Action Research and educator well-being data inform SEL practices, resilience-building, and trauma-informed care, creating a sustainable, supportive environment for all school community members.

Brewton, Avery — Coalition for Compassionate Schools, Tulane University

Lockley, Angela — Coalition for Compassionate Schools, Institute for Women and Ethnic Studies

Swift, Allisyn — Coalition for Compassionate Schools, Tulane University

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Schmeelk, Suzanna

***Investigating Two Graduate Cybersecurity Curricula in the Americas: New York, New York, and Tegucigalpa, Honduras***

This work-in-progress paper reports on the ongoing research on developing two graduate cybersecurity programs at St. John's University in New York City, and the National Autonomous University of Honduras (UNAH) in Tegucigalpa, Honduras. While the fundamental designs of the programs differ, there are commonalities in the content, security aims, and student learning. This paper investigates the programs and examines the rationales, pros, and cons of their respective approaches, local community needs, and graduate student learning.

Schmeelk, Suzanna — St. John's University, New York City

Garcia Urquia, Elias Leonardo — National Autonomous University of Honduras

***From Invisible to Invincible: Latinas in STEM and the Role of Student Organizations***

Latinas in STEM continue to remain underrepresented in higher education, particularly in male-dominated STEM fields. This study focuses on Latina undergraduates at a predominantly white HSI-R1 in Texas, many of whom came from culturally diverse high schools. Guided by Yosso's (2005) Community Cultural Wealth framework, this study shows how culturally rooted student organizations helped Latinas overcome isolation and thrive with limited institutional support.

Bravo, Liliana — Texas A&M University

Perez, Emma — Texas A&M University

Gonzalez, Elsa — Texas A&M University

***Informal STEM Learning: How to Engage Neurodiverse Learners and Why It Matters***

This presentation shares the results of a systematic review focused on neurodivergent K-12 learners in informal STEM programs. Findings highlight programmatic elements that promote engagement and the benefits experienced by participants. These elements demonstrate universal design in action within informal STEM settings. Benefits for neurodivergent learners included increased STEM knowledge, strengthened interest and confidence in STEM learning, and development of STEM identity where youth began seeing themselves as scientists.

Jenson, Ronda — Northern Arizona University

Roberts, Kelly — Northern Arizona University

Lee, Michele — Northern Arizona University

***From Classroom to Orbit: How a High School Girls-in-STEM Club Started the Journey of Pleiades Orpheus***

Students from Irvington High School's Girls-in-STEM Club built and launched Pleiades Orpheus, a 1U CubeSat designed to study light pollution, marking one of the few high school-led satellite missions worldwide. With mentorship from university teams, students gained experience in engineering, software, and project management before launching in December 2024. Following the mission, the team rebranded as Irvington High School Women in Satellite Engineering, aiming to expand access to aerospace education and inspire future women engineers.

Dalal, Diya — Irvington High School

Verma, Pooja — Irvington High School

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Lehua  
**Session Topic:** Educational Measurement and Evaluation - Workshop **Session Chair:** Smith, Keena

***Beyond One-Size-Fits-All: Using Intersectional Data to Drive Inclusive MTSS Practices***

This interactive workshop shows how districts can move beyond siloed equity efforts by using intersectional data to inform Multi-Tiered Systems of Supports. Participants will see how customized dashboards reveal inequities across overlapping identities and support early identification, tiered supports, and progress monitoring. Through case studies and hands-on scenarios, attendees will learn practical strategies for tailoring interventions to district culture, embedding equity into MTSS routines, and creating more inclusive, responsive student supports.

Smith, Keena — Rush-Henrietta Central School District & Vanderbilt University

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Auger, Darlene

**Wiwipson: Indigenous Healing, Teaching, and Evaluation in Practice**

Wiwipson, the Indigenous Healing Swing, is based on an ancient iyiniw nehiyaw nurturing baby swing practice. Since 2001, Dr. Darlene Auger has carried wiwipson into schools, communities, and social service agencies. In 2023, she founded the Wiwipson Iyiniw Healing and Training Association and launched practitioner training with 24 women. With Shirley Hunter's doctoral research and Dr. Patsy Steinhauer's contributions, this work advances Indigenous evaluation as a way of honouring wellness and strengthening community.

Auger, Darlene — University of Alberta

Hunter, Shirley — University nuhelot'ine thaiyots'i nistameyimâkanak Blue Quills

Steinhauer, Patsy — University of Alberta

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Nautilus 2  
**Session Topic:** Early Childhood Education - Workshop **Session Chair:** Hall, Kathy

**Exploring Innovative Emergent Curriculum through Inquiry and Relational Based Environments**

Discover ways to design emergent, inquiry-based curriculum that reflects children's interests and affirms their cultural identities through relational, responsive teaching. This session supports educators in integrating culturally sustaining practices, building strong family partnerships, and applying a three-part hands-on learning framework. Participants will explore project-based experiences that nurture STEAM skills while celebrating each child's individuality and lived experiences.

Hall, Kathy — Early Care and Education Experts

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Waddell, Jennifer

**20 years of Recruiting, Preparing and Retaining Educators for Socially Just Schools: One Program's Legacy**

This workshop explores one urban teacher preparation program's comprehensive approach to recruiting, preparing, supporting, and retaining diverse educators for socially just schools. The program has graduated 17 cohorts with over 90% persisting in PK12 education beyond the 5-year mark. Facilitated by three leaders of the program, this workshop will also provide time for participants to share their experiences and dream together about the possibilities for implementing similar strategies in their programs.

Waddell, Jennifer — University of Missouri- Kansas City

Helfrich, Sara — University of Missouri- Kansas City

Strelakova-Hughes, Ekaterina — University of Missouri- Kansas City

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Academic Advising and Counseling - Workshop **Session Chair:** Jackson, Milton

**From Surviving to Thriving: Mission Driven Advising for Student Success at an HBCU**

This session presents a mission driven advising model from Grambling State University that moves students from surviving to thriving in their academic journey. Built on three pillars of financial readiness, academic effectiveness, and commitment to completion, this approach combines academic guidance with coaching principles to strengthen retention, engagement, and growth. Participants will explore case studies, practical tools, and strategies that build trust, accountability, and belonging, equipping students for academic success and lifelong achievement.

Jackson, Milton — Grambling State University

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Administration - Workshop **Session Chair:** Glass, Stephen

**Beyond the Boardroom: Preparing School Leaders for Governance and Political Acumen**

This interactive workshop introduces a "Governance and Political Acumen" framework tailored to enhance the preparation of school leaders for site and district-level politics, board engagement, and justice-oriented advocacy. Participants will engage in case studies and practical strategy sessions designed to seamlessly integrate governance literacy into leadership development programs. This session is particularly beneficial for leadership faculty, credential program coordinators, and district administrators who aspire to elevate their political acumen within school leadership development.

Glass, Stephen — California State University, Long Beach

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Page, Kelly

### ***When Credentials Cause Harm: Unpacking the Risk of Verifiable Learning and Work Records***

Based on the book When Credentials Cause Harm, this workshop explores the risks and inequities embedded in the design, deployment, and governance of digital credentialing systems. Drawing on real-world case studies, international frameworks, and original research, Dr. Kelly Page walks attendees through the unintended consequences of digital credentialing, including surveillance, misrepresentation, exclusion, platform dependency, and the erosion of consent.

Page, Kelly — LWYL Studio and CU Denver School of Education and Human Development

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education **Session Chair:** Iaccopucci, Anne

### ***Student and Professor Roles in Higher Education: Perceptions of Responsibility and Partnership in Learning***

This study explores university students' perceptions of their own role and their professors' role in the learning process. Drawing on sociocultural, constructivist, and self-determination theories, interviews with seven students revealed that learners view education as a collaborative process. Students described their responsibilities as active participation and openness to challenge, while expecting professors to create engaging environments, offer personalized support, and show care. Findings highlight a mismatch between student expectations and traditional faculty roles.

Iaccopucci, Anne — University of California, Davis

### ***A Dynamic African University's Journey Towards Transformative Curriculum Internationalization***

This paper presents a research proposal exploring how a dynamic African university can implement transformative curriculum internationalization. Rather than adopting Western-dominated approaches, we aim to investigate how universities can lead international curriculum development using indigenous knowledge systems. Our proposed case study will examine what enables meaningful curriculum transformation versus maintaining the status quo. We share the preliminary theoretical framework, discuss its application to curriculum development, and kindly request feedback on the proposed research.

Olsen, Anne-Mart — Nelson Mandela University

Toni, Noluthando — Nelson Mandela University

### ***How Shortages Can Lead to Teacher Poaching: From Competition for Teaching Jobs to Teachers as "Free Agents"***

Teacher staffing has become increasingly problematic in recent years, making competition for teachers a more salient concern. This study explores the phenomena of teacher poaching, or the deliberate recruitment of specific individuals from surrounding districts, a rarely examined contributor to inter-district mobility. Analyzing data from 53 district leaders, principals, and a regional union leader in Michigan, findings show how leaders changed teacher contracts to increase salaries and aggressively recruit or "poach" teachers from each other.

Torres, A. Chris — University of Michigan

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Lupton, Robert

### ***Generative AI and the Frontier Firm Mindset: Building Strategic Readiness in Higher Education***

This paper introduces the Frontier Firm mindset as a strategic model for higher education institutions navigating the rise of Generative AI. Drawing from industry trends, case studies, and emerging workforce needs, we propose a framework for transforming curriculum, faculty roles, and institutional operations. By treating AI as core infrastructure, not just a tool, universities can become more agile, innovative, and future-ready. This work invites bold thinking on how higher education can lead in human-AI collaboration.

Lupton, Robert — Central Washington University

Williams, Luke — Central Washington University

Takei, Hideki — Central Washington University

### ***Using the Rational Emotive Behavioral Theory (REBT) Model to Enhance the Wellness of Educational Professionals***

This session will focus on learning practical applications of REBT for use with educational professionals. This cognitive-based approach will establish an easy to implement framework for combatting self-defeating, irrational thoughts and replace them with more effective thoughts. The goal is to construct a positive belief system, which will foster building stronger, sustainable relationships. This can be used as both a teachable skill and/or a self-improvement technique routinely practiced enhancing one's personal and work performance.

Block, Michael — Capella University

Block, Donna — Alliant International University

### ***Responsive Professional Development of Academics at a South African University: Lessons learned at the height of the Covid-19 pandemic***

The paper is an auto-ethnographic critical reflective narrative on how educational developers at a South African university navigated professional development during the Covid-19 pandemic. Labov's (2023) evaluation model informs the reflective exercise adopted and encompasses discourse analysis, lessons learned and deliberate engagements with academics, students and educational developers. The value of peer-facilitated support, shared vulnerabilities and being responsive to academic needs of students and academics are some of the key lessons shared in the paper

Toni, Noluthando — Nelson Mandela University

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 3  
**Session Topic:** Music Education - Workshop **Session Chair:** Jones, Fernando

***Music as a Second Language: Use the Blues + Technology to Implement Transformative Change while Enhancing Social Emotional Learning***

Direct from Chicago! This hands-on, engaging, lively, interactive workshop provides lifelong learners (administrators, Pre-K through university educators, parents, and community leaders) with creative strategies to engage their nontraditional classroom learners through America's roots music, the Blues, and technology. Participants will have fun no matter their academic background. The session will conclude with a team building activity. Attendees will collaborate in groups and present a project blending music, technology, and engagement techniques for a memorable experience.

Jones, Fernando — Columbia College Chicago / Blues Kids Foundation

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**Time:** 9:45 - 11:15 AM / **Saturday** - 1/10/2026 / **Room:** South Pacific 4  
**Session Topic:** Educational Technology - Workshop **Session Chair:** Wilson, Alisa

***Exploring Bias in Teacher Education: Hands-On Tools for Reflective Practice***

This 90-minute interactive workshop explores how digital and traditional instructional formats affect pre-service teachers' engagement with implicit bias, empathy, and reflective learning. Participants rotate through a printed, discussion-based activity and a multimedia, gamified version created with Articulate 360 and H5P, then compare their cognitive and emotional experiences. Preliminary findings indicate that the digital format promotes higher engagement and deeper self-reflection, especially for learners initially uncomfortable with bias-related discussions.

Wilson, Alisa — University of Tennessee at Martin

Heard, Gabrielle — University of Calgary

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# Roundtable Session

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

Time: 11:30 AM - 1:00 PM / Saturday - 1/10/2026 / Room: Coral 3 Ballroom

## **1. Elevating Indigenous Education: Partnering with Tribal Communities and Native Early Childhood Educators**

Northwest Indian College (NWIC), part of the Tribal Colleges & Universities (TCU) higher education system, is strengthening its early childhood education teacher preparation program by facilitating graduation cohorts, preparing ECE teachers for the workforce, engaging in collective inquiry to improve outcomes for children and families, and infusing curriculum with Native languages, values, and practices. Partnering with a sister TCU, we are fostering student empowerment, encouragement, and engagement toward Native early childhood educators' successful degree completion.

Aziz, Nahrin — Northwest Indian College

## **2. Supporting Quality Assurance, Innovation, and Continuous Improvement: Findings from Research on Accreditation in Teacher Education**

This session presents key findings from a multi-institutional study on accreditation processes in teacher education. Drawing from interviews with faculty and reviewers, we explore how quality assurance systems can foster—not hinder—innovation and continuous improvement. Participants will gain insight into effective practices, persistent challenges, and promising strategies for aligning accreditation with institutional goals, equity commitments, and meaningful program change. Implications for policy, leadership, and educator preparation are discussed.

Watzke, John — University of Portland

## **3. Applying Research-based Theories to Practical Settings: Action Research as a Vehicle for Scholarship**

In this session we will share an innovative online EdD doctoral program in science education. 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. Also shared will be action research published as books with doctoral candidates, with insights from one student.

Akerson, Valarie — Indiana University

Buck, Gayle — Indiana University

Lane, Kady — Indiana University

## **4. Navigating Science of Reading Mandates with Innovation: A Collaborative Approach to Literacy Curriculum Reform in Teacher Education**

This session explores how our College proactively addressed state mandates, particularly the "science of reading," by adopting a collaborative, faculty-driven approach to literacy curriculum reform. We will share how faculty and administrators from diverse programs worked together to align the curriculum with policy requirements while maintaining academic freedom and promoting diverse educational philosophies. Our focus will be on the innovative practices and structures developed to enhance student outcomes and sustain faculty agency amidst top-down directives.

Cardullo, Victoria — Auburn University

## **5. Implementing Differentiation Principles in a Secondary Science Pedagogy Course**

This session will discuss a research study in-progress focused on integrating differentiation in a secondary science pedagogy course. While differentiation is a common area of research in K-12 settings, very few studies explore its integration in higher education, specifically in teacher preparation programs. If we expect teachers to apply differentiation strategies in their own classroom, utilizing these in their teacher preparation courses can help facilitate this application.

Roman-Oliver, Suzanna — Georgia College and State University

## **6. The Importance of a Community-Developed Data Asset Management Plan at Montgomery College**

This roundtable explores the importance and vital role of a community-developed Data Asset Management Plan, using Montgomery College's February/March 2025 community feedback sessions report as the central example. Discussion will focus on the why, how, and what of community engagement in shaping data practices and utilization. The session will highlight how inclusive input drives the College's data-informed decisions and future; and, supports the College's strategic vision and commitment to belongingness, innovation, and continued relevance.

Porter, Nadine — Montgomery College

## **7. How Does Social Media Affect Mental Health**

Three undergraduate students and one professor conducted this study to examine how social media affects college students' mental health at a rural university. Their goal is to help faculty, staff, and peers better understand the emotional impact of online life and inspire greater respect, care, and support for students navigating these pressures. Findings reveal strong links between frequent use, anxiety, and self-comparison, underscoring the urgent need for awareness and action.

Wilson, Alisa — University of Tennessee at Martin

Medlin, Livia — University of Tennessee at Martin

Jamison, Juliania — University of Tennessee at Martin

Collier, Lacy — University of Tennessee at Martin

## **8. Beyond Traditional Mentorship: Innovative Solutions Station**

The purpose of this study is to explore the mental health challenges faced by Asian American university students at a large urban university. Specifically how academic, social/ emotional, family pressures, cultural and financial concerns impact the psychological well-being of Asian undergraduate students, coping strategies they use, and recommendations students have for improving resources and support. Findings of this study will be used to design a Peer Resource Center at the Asian American Studies Center.

Murdock, Amy — University of Houston

Zou, Yali — University of Houston

## **9. Why Not? Reimagining Norms in Secondary Mathematics Instruction**

In this roundtable session, we will leverage a transformative worldview to examine traditional instructional practices by simply asking, "Why not?" For example, if students struggle to engage in authentic math conversations during lessons, why not spark interest by allowing them to discuss their thinking and reasoning during assessments? We will identify the realities and challenges that come with implementing non-traditional methods, and will illuminate the potential we might unlock by offering unexpected opportunities.

Corsi-Kimble, Becca — Imagine Learning  
Heine, Megan — Imagine Learning

## **10. Reading Ourselves, Understanding Influences: Preparing Preservice Teachers for Equitable and Inclusive Literacy Instruction**

This session presents an assignment where preservice teachers reflect on their personal reading histories while exploring instructional methods, family practices, and cultural influences. These narratives serve as a foundation for examining their version and vision of diverse approaches to reading instruction, including the science of reading, structured literacy, and culturally relevant pedagogy, fostering a more critical and responsive stance toward literacy teaching.

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

## **11. Is There a Place for Restorative Practices in Teacher Education? Restorative Practices and its implications for Pre-service teachers and Teacher Education**

Schools are beginning to recognize the need to change their disciplinary practices. We need to prepare our teacher candidates so they are ready for these changes. Questions to consider: How should we rethink our teacher education programs vis-a-vis restorative practices? What are the implications for teacher licensure programs that strive to disrupt paradigms of "classroom management" when, due to lack of alternatives, we continue partnering with schools that are still evolving in disciplinary practices?

Zwickly, Cynthia — University of Minnesota, Twin Cities

## **12. A Teen's Literacy Journey with ChatGPT: Learning, Expression, and Critical Reflections**

Guided by Ng and colleagues' AI literacy framework, this proposal centers a high school student's learning journey with ChatGPT in informal settings. Through her first-person narratives, the study reveals the student's evolving understanding, practical uses, critical reflection, and concern. By foregrounding her voice, this study honors youth's authentic voices that are often neglected in educational research and enacts a vision of future-making that is collaborative, critical, and grounded in their lived realities.

Yang, Shuling — University of Maryland, Baltimore County  
Hu, Yuyan — Atholton High School

## **13. Recruiting Tomorrow's Educators: A United & Collaborative Vision for North Carolina**

This session highlights the structure and outcomes of the Future Teachers of North Carolina Choice Summit, a recruitment initiative for aspiring educators from North Carolina's diverse high schools. Hosted at NC A&T State University, the summit connected students with eight western region educator preparation programs through interactive sessions with faculty, students, and community partners. Attendees will explore how to adapt this model to support and inspire future teachers in their own contexts.

Williams, Brian — North Carolina Agricultural & Technical State University  
Patterson, Gerrellyn — North Carolina Agricultural & Technical State University  
Petty, Cailisha — North Carolina Agricultural & Technical State University  
Robinson, Derrick — North Carolina Agricultural & Technical State University  
Watkins, Kellee — North Carolina Agricultural & Technical State University

## **14. Behavior Skills Training as a Framework for Teaching Preservice Special Educators High-Leverage Practices**

This session presents findings from a study on using Behavior Skills Training (BST) to teach high-leverage practices (HLPs) to preservice special education teachers. Results show that BST significantly improved candidates' confidence, preparedness, and ability to apply HLPs in practice. Attendees will gain practical strategies for using BST to enhance instructional readiness and bridge the gap between coursework and classroom teaching.

Williams, Brian — North Carolina Agricultural & Technical State University  
Bunch-Crump, Kimberly — University of North Carolina at Charlotte  
Watkins, Kellee — North Carolina Agricultural & Technical State University  
Holzberg, Debra — North Carolina Agricultural & Technical State University  
Patterson, Gerrellyn — North Carolina Agricultural & Technical State University

## **15. The Blue & Gold Bus Tour: Males Exploring Pathways in Education**

This roundtable highlights the Blue & Gold Bus Tour, a recruitment initiative that encourages high school males to explore careers in education. Hosted at NC A&T State University, the program offers hands-on experiences and connections with educators, alumni, and admissions staff. Presenters will discuss the tour's impact and design, inviting attendees to share strategies for creating similar pipelines to diversify the teaching workforce.

Williams, Brian — North Carolina Agricultural & Technical State University  
Holzberg, Debra — North Carolina Agricultural & Technical State University  
Patterson, Gerrellyn — North Carolina Agricultural & Technical State University  
Petty, Cailisha — North Carolina Agricultural & Technical State University  
Robinson, Derrick — North Carolina Agricultural & Technical State University  
Smith, Nichole — North Carolina Agricultural & Technical State University  
Watkins, Kellee — North Carolina Agricultural & Technical State University

## **16. Redefining STEM Teacher Preparation: Integrating Career Experience and Pedagogy through the RESULTS Model**

This session highlights the design and implementation of Project RESULTS (Recruit, Educate & Sustain (Upward) Licensed STEM Teachers in Schools), an NSF-funded initiative that prepares STEM professionals for teaching careers in high-need schools through an accelerated online licensure pathway. Learn how technology-enhanced mentoring, virtual simulations, and field-based experiences can cultivate effective STEM educators. Made possible by a Robert Noyce Teacher Scholarship grant from the National Science Foundation.

Thomas, Angela — Bowling Green State University

## **17. The Frustrating Story of a Very Good Idea: Lessons Learned When Paying Undergraduate Teacher Residents**

Providing financial support for teacher residents as part of a teacher residency program is meant to support those individuals in a community who will represent the students in their future classrooms. Intended to diversify the teaching workforce, unseen barriers abound in providing the funding. We share our journey and hope to engage in dialogue and dream with others who have creative solutions and resources for supporting future teachers who need it the most.

Robinson, LeAnne — Western Washington University

Mara, Mary — Western Washington University

Perzigan, Aaron — Western Washington University

Lambert, Charles — Western Washington University

Hauschel, Barbara — Western Washington University

Voight, Madeline — Western Washington University

## **18. Audio AI Vibe Coding in Academic Writing: Talking Our Way to Better Drafts**

This roundtable introduces Audio AI Vibe Coding, a student-centered approach that blends oral idea generation with AI tools to support academic writing. Participants will explore how having students "talk out" their thinking-capturing tone, intent, and main ideas-can lead to more fluent, structured drafts using generative AI. The session invites discussion around accessibility, instructional strategy, and maintaining student voice, offering practical insights for integrating audio-based drafting into diverse writing classrooms.

Finley, Todd — East Carolina University

## **19. Lights, Camera, Health: Bridging Academia and Industry in the Art of Storytelling**

Effective communication is a crucial 21st-century skill and a powerful force for social good, fostering collaboration and progress. Join this roundtable to explore how undergraduate professors integrated industry led professional communication skills (storytelling, video, message design) into community-engaged projects. Discover how hands-on experience was incorporated, learn cutting-edge techniques, and discuss lessons learned, student/partner engagement, and logistical challenges. Additionally, gain practical insights to apply these powerful communication approaches in your own courses.

Chiang, Shawn — Texas A&M University

Stasi, Selina — Texas A&M University

## **20. Supporting Collegiate Reading Comprehension through Multiliteracy**

Reading is foundational to all subjects, and failure to read well keeps students from accessing information and building knowledge across content areas. This is cause for concern as the Nation's Report Card (2025) shows continued declines in reading for U.S. students. This session explores ways to support college students in reading comprehension, including essential strategies and scaffolds for multilingual learners.

Tahtinen-Pacheco, Sarah — Minnesota State University, Mankato

Scheuermann, Amy — Minnesota State University, Mankato

## **21. From Frustration to Flow: Enhancing Online Learning Through UI/UX Design in D2L**

This mixed-methods study explores how UI/UX design impacts student engagement, satisfaction, and learning outcomes within the Desire2Learn (D2L) platform. Comparing a traditional folder-link layout with a modern HTML accordion design in two undergraduate education courses at Minnesota State University, Mankato, results show a strong preference for the redesigned format. Findings highlight that improved organization, intuitive navigation, and visual clarity can reduce cognitive load, foster motivation, and enhance online learning experiences in higher education.

Savignano, Mark — Minnesota State University, Mankato

Page, Scott — Minnesota State University, Mankato

## **22. Breaking Barriers: Elevating BIPOC Student Voices in AP Education**

Join a discussion about BIPOC students' experiences in Advanced Placement courses. We will explore barriers to completion, factors supporting persistence, and student-recommended strategies for creating more inclusive AP environments. Presenters have been conducting qualitative interviews with former AP students, and we hope to explore this topic with educators, administrators, and student affairs personnel. Participants will share experiences and collaboratively develop practical solutions.

Martz, Lillian — Portland State University

Cha, Maritza — University of La Verne

## **23. Rising to the "Challenge": Encouraging Preservice Teachers to Try Classroom Management Strategies in the Field**

Preservice teachers often experience a lack of confidence in classroom management strategies and techniques, and feel they cannot "practice" what their teacher preparation courses "preach." This presentation will share the experiences of 9 preservice teachers engaging in "Weekly Challenges," a low-stakes course activity that asks students to try out one research-based management strategy per week in an authentic field setting and reflect on their experiences. Implications for teacher educators and implementation strategies will be shared.

Ellis, Emmaline — West Chester University

#### **24. Transforming Lives Through Vocational Programs: Empowering Soroti Women Supporting Family with Disabilities**

In Soroti, Uganda, many women are limited to more traditional roles in the house due to lack of educational opportunities. Lack of educational attainment impacts individuals and families' quality of life by not having additional income and can greatly affect self-confidence. Vocational programs have been shown to improve the quality of life of the student and their families. Offering this program to these women allows equitable distribution of education and creates opportunities for independence.

Deyne, Penelope — Texas A&M University

Robertson, Savanna — Texas A&M University

Stasi, Selina — Texas A&M University

#### **25. VOICES OF HOPE: The Role of Testimony in Combating Poverty in Uganda Urban Slums**

In Kampala, Uganda, youth in urban slums face significant challenges due to pervasive poverty. The "Voice of Hope" project, spearheaded by Rose Academies, actively empowers these young individuals through comprehensive programs encompassing art, dance, and essential technical skills. By providing crucial platforms for sharing their testimonies, and college age mentors, the initiative aims to boost self-confidence, enhance mental well-being, and vigorously foster robust community development, ultimately offering tangible opportunities for a brighter, more independent future.

Male, Jimmy Dayton — Rose Academies

Stasi, Selina — Rose Academies

#### **26. Supporting A Research Enterprise in Today's Federal Funding Environment: The Role of the Office of Research & Innovation**

Navigating the evolving federal research funding landscape presents growing challenges for educators, with rising demands for compliance, accountability, and strategic clarity. The University of South Florida's Office of Research & Innovation (USFRI) supports faculty success through stronger internal processes, researcher training, proactive workforce planning, and expanded undergraduate engagement. By advancing interdisciplinary initiatives and strategic partnerships, USFRI fosters sustainable research practices and helps position educators to thrive amid today's increasingly complex and competitive funding environment.

Thomas, Sylvia — University of South Florida

Johnson Austin, Saundra — University of South Florida

Mullings, Cerise — University of South Florida

Rios, Stephanie — University of South Florida

#### **27. Testimonios as Transformation: Preparing Bilingual Preservice Teachers Through Reflection and Advocacy**

Testimonios create a space for intentional reflection and dialogue, empowering preservice teachers to verbalize their identities, cultural roots, and experiences of educational inequity. The presenter will share findings from a three-year bilingual education project that integrated testimonios into a foundational course for future dual language educators. This approach prepares teacher candidates to meet the needs of EB students through culturally relevant pedagogy, self-awareness, and advocacy.

Robles-Goodwin, Patsy — Texas Wesleyan University

#### **28. Reframing Empathy: Centering Migrant Voices in Virtual Reality Storytelling**

This project reimagines the use of immersive technologies (VR, AR, MR) in migration narratives through transitioning from one-directional empathy models toward migrant-led storytelling. Through interviews, migrants co-create virtual reality content that explores themes of emotional displacement, loss, and belonging, representing their lived experiences. Through the use of Unity Software for development, the project promotes deeper understanding between communities and self-recognition among migrants, offering an innovative, emotionally multifaceted, and ethically grounded perspective to depict migration.

Mirzaei, Golasa — Yale University

Rezaie, Fatima — Oklahoma State University

Abai, Clement — Oklahoma State University

Stansberry, Susan — Oklahoma State University

#### **29. The Power of Pláticas: Uncovering Teacher Learning in Integrated ELD Mathematics Classrooms**

This roundtable session will engage participants in learning about how pláticas were used with teachers who participated in a multi-year professional development project focused on supporting English language development in math classrooms. The conversations shared highlight teachers' reflections on math identity and math instructional shifts, with an emphasis on fostering peer to peer discourse among multilingual students as they engaged in equal sharing tasks.

Abdelrahim, Suzanne — University of California Davis

Jimenez-Silva, Margarita — University of California Davis

Restani, Rachel — University of California Davis

Martin, Robin — University of California Davis

Albano, Tony — University of California Davis

#### **30. A Comparative Study of Casino Tourism and Foreign Labor Policies in East Asia : Challenges and Prospects for Japan's**

#### **Integrated Resort (IR) Strategy Cases from Macau, Hong Kong, Singapore, and South Korea**

This presentation looks at foreign labor policies in casino tourism in Macau, Hong Kong, Singapore, and South Korea. Macau uses the flexible Blue Card system, but Hong Kong accepts mostly high-skilled workers. Singapore connects city branding with many types of foreign workers, and South Korea has foreigner-only casinos with MICE facilities. For Japan, the study suggests step-by-step use of foreign labor, job and language training, good public communication, and balance between economy and society.

Ideno, Yukiko — Tokiwa University

Takagi, Sachiko — Tokiwa University

Kozue, Takehiko — University of Hawaii

Sakamoto, Yoko — Hakuoh University

### **31. Reimagining K-12 Education with Innovative AI Teaching Practices**

This presentation showcases key insights from AI-Powered Pedagogy: A Critical and Creative Guide for K-12 Teachers (Ballenger, Bennet, & Ellis, 2025), offering practical strategies, ethical guidance, and real-world examples for integrating generative AI tools like ChatGPT and Gemini. Emphasizing responsible and effective use, it equips educators to design lessons, assess learning, and personalize instruction while keeping human oversight and pedagogical values central.

Ellis, Valeisha — Delaware State University  
Ballenger, H. Justin — Morehouse College  
Bennett, Valerie — Clark Atlanta University

### **32. Understanding Resilience: How International Students Navigate Global and Domestic Uncertainties in the Evolving U.S. Higher Education Landscape**

The rapidly changing immigration policies create unprecedented challenges for international students. While research has focused on institutional and financial impacts of these policy shifts, there is a gap in understanding the experiences of students as they navigate these uncertainties. Using a qualitative, phenomenological approach, this research proposal will examine students' lived perceptions of these global and domestic shifts and how they affect their academic and career plans.

Priyanti, Neng — University of Houston

### **33. An Extremely "Engaging" Discussion: Toward Defining Library Engagement**

This roundtable discussion will examine "engagement" in academic libraries by exploring its various meanings and contexts. The presenters will encourage further discussion on what engagement looks like across different libraries, sharing their own experiences and institutional backgrounds. The aim is to inspire new research on engagement and to clarify its definition so libraries and librarians can leverage these roles and opportunities to better serve their communities.

Reiter, Lauren — Penn State University

Wachowicz, Erin — Yale University

### **34. Making Arab American Students Count: From Census Recognition to Culturally Sustaining Pedagogy**

With Arab American students remaining largely invisible in K-12 education, this roundtable addresses the need for representation in both data and curriculum. Following a brief overview of literature, participants will explore how invisibility and misrepresentation impact belonging and contribute to acculturative stress. Together, they will exchange ideas to shift curriculum and pedagogy (e.g. translanguaging, community partnerships, etc.), identify gaps and next steps in the research, and receive resources to better support Arab American students.

Ishaq, Caitlyn — University of California, Davis

### **35. The AI English Teacher: Integrating Artificial Intelligence into English Language Proficiency Instruction.**

How can AI function as a meaningful partner in English language learning? This roundtable explores the emergence of the "AI English Teacher" by examining practical uses of artificial intelligence tools to support English language proficiency. Designed for educators, the discussion showcases accessible AI tools, offers pedagogical insights, and sparks ideas for integration in global learning contexts. Participants will leave with hands-on strategies, conceptual frameworks, and a practical handout to support AI use in English instruction.

Gotzeva, Dimitrina — Pepperdine University

### **36. Empowering Educators: Building Excellence Through a New Faculty Academy in Nursing Education**

Discover an innovative model for empowering and supporting new nurse educators through the New Faculty Academy. This interactive session highlights how strategic support, evidence-based teaching practices, and mentorship ease the transition into academia. Attendees will explore the development of the six-month Academy, including key modules, engagement strategies, and lessons learned from implementation across two instructional sites. Leave with practical tools and renewed motivation to lead, teach, and support the next generation of academic nursing professionals.

Andries, Chelsey — University of Mississippi Medical Center School of Nursing

Smith, Kandy — University of Mississippi Medical Center

### **37. Black Male Professor's Experiences of Career Ascension to Leadership Roles: A Qualitative Descriptive Study**

This study examines the underrepresentation of Black male professors in leadership roles at four-year universities. Using a qualitative descriptive design, it explores how self-efficacy, social identity, outcome expectations, and social support influence their career goals. Data from ten interviews reveal themes of social cognitive career theory and social identity theory. Findings highlight the importance of mentorship, institutional support, and inclusive practices in fostering leadership pathways for Black male faculty across PWIs and HBCUs.

Orie, Nadege — Carolina University

### **38. The Data Narrative: How Organizations Can Use Data to Tell Their Stories and Make Impactful Decisions**

This session will focus on addressing ways to use data towards making decisions that will impact, improve, and move organizations to the next level of success. The presenter will provide three (3) case studies that will focus on data and how organizations can use data to improve best practices and programs.

Thomas, Kiang — Norfolk State University

### **39. Fostering Resilience: Implementing Trauma-Informed Practices in Education Policy**

This presentation explores how trauma-informed practices (TIPs) can be integrated into education policy to promote social, emotional, and academic needs of students, where key strategies such as professional development for educators, equitable discipline policies, and increased access to mental health resources are employed. By aligning education policy with trauma-informed approaches, schools can support safer learning environments that promote resilience and long-term success.

Jackson, Stephania LaShawn — Texas A&M University

Hampton, Brianna — Texas A&M University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 1  
**Session Topic:** Early Childhood Education **Session Chair:** Su, Hui Fang (Angie)

### **Using Primary Sources to Spark Mathematical Thinking in Young Children**

This interactive session demonstrates how Library of Congress primary sources can be integrated into early childhood classrooms to foster mathematical thinking. Educators will explore animated storytelling, inquiry-based games, and hands-on activities that connect history, culture, and numeracy. Participants will leave with adaptable, low-cost strategies and resources that spark curiosity, reduce math anxiety, and build foundational problem-solving skills, while learning how to utilize TPS materials to enrich mathematics instruction.

Su, Hui Fang (Angie) — Nova Southeastern University

Jacoby, Ruth — Somerset Academy Charter Schools

Picot, Christine — University of South Florida Sarasota-Manatee

### **Setting Intentions in Early Childhood Classroom: Big Ideas as Inspiration**

Paying close attention to how people learn and the implications on teaching practices requires intention. Being intentional and "setting intentions" in classrooms and schools lead down pathways of learning, expanding on social constructivism and creating change through the uses of big ideas in constructivist practices. Using small stories as data points in this study, I show how teachers changed their own understanding of 'transformation as a big idea' based on children's visible learning experiences.

Parnell, Will — Portland State University

### **Leveraging Candidate Feedback to Improve Early Field Effectiveness**

This session shares findings from an action research study exploring pre-clinical teacher candidates' confidence across key instructional domains during their first field experience. Participants will learn how candidate feedback can inform program improvements and enhance collaboration with mentor teachers to better support early field placements.

Moses, Katie — Sam Houston State University

Harte, Susan — Sam Houston State University

Gatlin, Dawn — Sam Houston State University

### **Exploring the Benefits of Forest Schools on Children's Physical, Cognitive, and Emotional Development**

In this paper, I will provide an overview of the history and theoretical underpinnings of the Forest School Movement. In addition, I will explore the current research on the documented benefits for young children's overall well-being.

Yeager, Deborah — Brock University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Hayden, Jacque

### **Punished and Pushed Out: The Resistance and Resilience of Black Women Principals in Urban School Leadership**

This workshop explores the lived experiences of Black women principals navigating systemic retaliation and inequity in urban school leadership. Grounded in Portraiture methodology and Endarkened Feminist Epistemology, it highlights their strategies of resistance and resilience while confronting institutional punishment. The study illuminates how their leadership practices advance equity, justice, and liberation, offering critical insights for educational policy, leadership development, and the cultivation of more inclusive schools.

Hayden, Jacque — Morgan State University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 3

**Session Topic:** ESL/TESL **Session Chair:** Kaneko, Masaya

### **Which Has Greater Potential as Input Materials, TOEFL iBT Reading or Listening Texts?**

Knowing differences in lexical features between written and spoken English texts may assist English learners in preparing for academic English tests. By exploring vocabulary in the reading and listening sections from 10 TOEFL iBT past tests, this presentation aims to answer the question: Which has greater potential as input materials, TOEFL reading or listening texts? Focusing on vocabulary demands and text coverage by Coxhead's (2000) Academic Word List, recommendations concerning material selection are made.

Kaneko, Masaya — Toyo University

### **Letting Students Choose: Does Cultural Familiarity or Topic Have a Greater Influence on Text Selection?**

Research shows cultural familiarity increases language gains and interest, and EFL students prefer culturally familiar texts and lighter topics when self-selecting readings. However, it remains unclear whether cultural familiarity or topic more strongly influences students' choices. To examine this, 116 Japanese university students selected culturally familiar or unfamiliar articles across six topics over 12 weeks. Results showed topic, not cultural familiarity, significantly influenced selection. Students cited emotional or personal connection and interest as primary motivators.

Sheridan, Robert — Kindai University

### **English Language Growth Trajectories of ("Long-Term") English Learners: Trends Before and After the COVID-19 Pandemic**

Our study examines patterns in the average English language proficiency of five cohorts of students who were identified as English learners (ELs) as kindergarteners in school years 2016-17 through 2020-21 to investigate the impact of the COVID-19 pandemic on students' English language acquisition and disparities by Hispanic identity. Preliminary evidence shows that students in the 2020-21 cohort entered with lower initial proficiency and made slower gains than students who entered prior to the pandemic.

Poole, Glenn — WIDA

Sahakyan, Narek — WIDA

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 5  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Davis, Lorie

**Rewiring Reading: Supporting Students with Dyslexia in the Literacy Classroom**

Dyslexia affects up to 1 in 5 students, yet many teachers feel underprepared to support these learners. This session begins with a dyslexia simulation and moves into direct instruction on what dyslexia is, myths, related challenges, and its impact on literacy. Grounded in research and classroom practice, we'll explore evidence-based strategies for identification, instruction, and accommodations. Educators will leave with practical tools to build more inclusive, effective literacy environments for all learners.

Davis, Lorie — Brigham Young University Hawaii

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Manigo, Jocelyn

**The Sound of Learning: Using Music to Enhance Teaching and Learning**

Music is a powerful, research-based tool to enhance memory, motivation, and attention. This interactive workshop examines both the theoretical foundations and practical applications of using melody, rhyme, and rhythm to support learning across disciplines. Participants will engage in collaborative music-making activities and live keyboard demonstrations that illustrate how musical strategies can increase engagement and improve recall. The session is designed for educators, facilitators, and curriculum designers at all levels.

Manigo, Jocelyn — West Chester University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 7  
**Session Topic:** Other Areas of Education - Panel **Session Chair:** Mayfield, Kimberly

**The Attendance Influencer Program 2.0: A Collaborative Approach to Reducing Chronic Absenteeism**

Oakland Natives Give Back (ONGB) has partnered with 5 high schools in one district and a community college to implement a comprehensive intervention strategy to reduce chronic absenteeism and enhance exposure to STEM. The Attendance Influencer Program provides incentives, case management, leadership and life skills training to high school students. This presentation will share preliminary data from the participating schools. Attendees will learn about best practices and lessons learned.

Mayfield, Kimberly — Oakland Natives Give Back Fund Incorporated

DeWitt, Nyeisha — Oakland Natives Give Back Fund Incorporated

Harris, Rahim — Oakland Natives Give Back Fund Incorporated

Davis, Heather — Oakland Natives Give Back Fund Incorporated

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Piechura-Couture, Kathy

**"You Can't Pour from an Empty Cup": Building Resilience for Educators and Students**

Educators often experience vicarious trauma and burnout. This session introduces Restorative Trauma-Informed Coaching and its key pillars, while modeling practical, resilience-building activities. Participants will engage in strategies designed to support their own well-being and explore how these practices can be integrated into classrooms and school communities. Learn how to foster resilience in yourself and those you teach-because caring for others starts with caring for yourself.

Piechura-Couture, Kathy — Nina B. Hollis Institute Stetson University

Heins, Elizabeth — Nina B. Hollis Institute Stetson University

Tichenor, Mercedes — Nina B. Hollis Institute Stetson University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education - Workshop **Session Chair:** Manalastas, Ligaya

**Telling Climate Stories Using Science On a Sphere**

Explore the features of my public program at the Bishop Museum titled "SOS Using SOS" Save Our Shells Using Science on a Sphere," as well as the intriguing behind-the-scenes process and a discussion on interdisciplinary educational media. This workshop showcases the background, methods, and results of my summer internship in engagement enterprise as a NOAA Hollings Scholar.

Manalastas, Ligaya — National Oceanic and Atmosphere Administration

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Lee, Chin-Ling

***An innovated interdisciplinary method for English teaching and learning using AI tools***

Having been teaching English in the tertiary education system, we would like to propose an innovated learning method particularly suitable for our students in the hope to encourage them speaking up and to speak fluently. The innovated method incorporated with interdisciplinary subjects creates a new course designed by photography, AI complementary tools and English instruction.

Lee, Chin-Ling — National Taichung University of Science and Technology

Lin, Cheng-Jian — National Chin-Yi University of Technology

Chiu, Hsu-Lien — National Taichung University of Science and Technology

***Developing Metalinguistic Awareness in Children Through Bilingual Books***

We explore how children developed metalinguistic awareness, or knowledge of how language works, through participating in a study that used Spanish-English bilingual picturebooks in a literacy program with upper elementary students. After discussing the texts, students engaged in a word work protocol involving translation that drew students' attention to elements of language, thus building their metalinguistic awareness.

Kelly, Laura — Rhodes College

Matancillas, Deisy — Rhodes College

Henager, Emma — Rhodes College

Gaytan, Karen — Rhodes College

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Nautilus 1

**Session Topic:** Indigenous Education - Panel **Session Chair:** Shanley, Jamie

***Rooted in Respect: Culturally Sustaining Practices and Resources for Indigenous Student Success***

This session focuses on community-driven strategies and digital innovations that center Indigenous values, language, and culture in instruction and assessment.

Drawing from WIDA's collaboration with and for Indigenous partners and the development of a new online repository for Indigenous educators and students, panelists will highlight frameworks, tools, and relationships grounded in respect, reciprocity, and cultural safety. Attendees will explore ways to support Indigenous student success through co-designed, place-based, and identity-affirming resources and practices.

Shanley, Jamie — Sealaska Heritage Institute

Miller, Gayle — Lower Kuskokwim School District

Torres, Jenni — WIDA, University of Wisconsin - Madison

Shyyan, Vitaliy — University of Wisconsin-Madison

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Nautilus 2

**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Schmal, Julie

***A Shared Vision of MTSS***

In this interactive workshop, participants will explore strategies for developing and communicating a shared vision for a Multi-Tiered System of Supports (MTSS). Through guided reflection, discussion, and planning tools, attendees will walk away with practical strategies to build buy-in and move from individual vision to collective action. A free online course version of the workshop will also be shared for participants to use with their own school communities.

Schmal, Julie — The University of Texas at Austin

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Açıkalın, Mehmet

### ***A Comparison of Turkish and Indonesian Science and Social Studies Preservice Teachers' Views toward Civic Engagement and Climate Change***

The study compared Turkish and Indonesian science (n=788) and social studies (n=735) preservice teachers' civic engagement levels and perspectives on climate change. Results indicated that preservice teachers' civic engagement levels and pro-environmental behaviors related to climate change mainly differed based on their countries and cultures rather than their content areas, and participants from both countries exhibited limited pro-environmental behaviors necessary to mitigate climate change.

Açıkalın, Mehmet — Istanbul University - Cerrahpasa, İstanbul, TÜRKİYE  
Savaşçı Açıkalın, Funda — Istanbul University - Cerrahpasa, İstanbul, TÜRKİYE  
Cabe Trundle, Kathy — Utah State University  
Alatlı, Betül — Balıkesir University  
Muğaloğlu, Ebru — Boğaziçi University  
Kesten, Alper — Ondokuz Mayıs University, Samsun, TÜRKİYE  
Aksüt-Arslan, Pelin — Bolu Abant İzzet Baysal University  
Kocakülah, Sabri — Balıkesir University  
Hartono, Hartono — Universitas Sriwijaya, Palembang, INDONESIA

### ***Transforming Teacher Practice through Community-Centric Authentic Cariño and Critical Reflection***

This study explores how a community-centric model of authentic cariño, grounded in Black and Latina feminist epistemologies, transformed in-service teachers' engagement with multilingual learners. Through narrative inquiry, the research highlights how teacher preparation programs can foster culturally sustaining, equity-driven pedagogies rooted in community knowledge and ethical care. Implications for supporting multilingual learners and their communities are discussed.

Valdez, Verónica — University of Utah

Amoakoh, Josephine — University of Utah

### ***The Influence of Assessment and Feedback Choice on the Motivation of Future Educators***

Teacher education programs are tasked with creating, implementing, and evaluating educational experiences that support the development of qualified beginning educators. A key aspect that has been associated with teacher development is their professional motivation. Therefore, this research examined whether (1) providing student choice associated with assessment and feedback facilitated a motivationally-supportive setting and (2) influenced their motivation toward teaching.

Perlman, Dana — Lewis-Clark State College

Niemela, April — Lewis-Clark State College

### ***Secondary Teachers' Design and Implementation of Data Lessons***

We engaged 21 secondary teachers in a 15-month professional learning experience about data science practices and infusing appropriate data habits of mind and dispositions into their teaching. Teachers worked in small groups with colleagues and with support from a data scientist and K-12 data science education experts. We will share how teachers designed data lessons to provide opportunities to engage their students in data investigations.

Mojica, Gemma — NC State University

Thrasher, Emily — NC State University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Counselor Education - Workshop **Session Chair:** Wilson, DeAnna

### ***Managing Compassion Fatigue for Counselor Educators and Clinical Supervisors During Turbulent Times***

Mental health professionals are consistently exposed to the emotional suffering of others, and this intensifies during times of social unrest, collective trauma, and systemic uncertainty. This workshop is designed to help clinicians understand, assess, and effectively manage compassion fatigue, what has been called the "cost of caring."

Wilson, DeAnna — Walden University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Arts & Humanities Education - Workshop **Session Chair:** Collins, Crystal

### ***Using Authentic Arts Integration to Increase Literacy Achievement***

ArtsNOW and National Young Audiences Arts for Learning 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 with local school and district priorities. The workshop will include the sharing of multiple hands-on, engaging strategies to unify and advance arts in education, with an emphasis on literacy and high quality professional learning.

Collins, Crystal — ArtsNOW, Inc.

Walker, Pamela — ArtsNOW, Inc.

Dik, David — Young Audiences Arts for Learning

Yoder-White, Maribeth — ArtsNOW, Inc.

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Human Resource Development - Workshop **Session Chair:** Nwaehi, Barbara

**Strategic Executive Coaching for Transformational Leadership: Advancing Human Resource Development through Global Practice**  
This session explores how executive coaching can be used as a strategic Human Resource Development tool to cultivate transformational leadership. Drawing on global consulting experience and research-based methods, the presentation highlights coaching frameworks, case studies, and practical tools to support leadership growth and organizational effectiveness.  
Nwaehi, Barbara — Regent University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Lentschke, Leanne

**Bridging the Gap: Active Learning Pedagogy in Dual Credit English Composition**  
Oftentimes, dual credit classrooms reflect a wide range of college readiness and maturity. This session explores how the rigor of college writing objectives can be successfully accomplished with active learning pedagogy, including collaborative writing, peer-led workshops, inquiry-based discussion, and reflective metacognitive strategies, which can be used to effectively scaffold writing instruction in dual credit English Composition.  
Lentschke, Leanne — Collin College  
Richards, Serena — Collin College

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Kobayashi, Kent

**Comparing Two Scientific Communication Courses: Mentoring Individual Graduate Students Versus a Communications in the Sciences Course**

The objective of this paper is to compare two graduate scientific communications courses. TPSS 711 Special Topics "Scientific Communications" emphasizes individualized instruction and mentoring of graduate students on two scientific communication projects. TPSS 654 Communications in the Sciences is an in-person course in scientific communications which requires students to complete seven assignments.

Kobayashi, Kent — University of Hawaii at Manoa  
Rojas-Reyes, Jesus — University of Hawaii at Manoa / Human Nutrition, Food and Animal Sciences Dept.

**Creating an Open Handbook for New Scholars**

The speakers will present how they created and piloted a new open access handbook to address critical scholarly competencies that are not taught in graduate degree programs. The Research Publishing Handbook for New Scholars is split into three parts: Basics, Ethics, and Technology. The presentation will cover how the project was proposed, developed, and piloted at Iowa State University and how support was garnered from different campus offices.

Terrill, Kristin — Iowa State University  
O'Donnell, Megan — Iowa State University

**The Link Between Leader-Member Exchange Facets and Employee Voice Behavior: Examining Higher Education Financial Aid Administrators**

Employee voice behavior is essential since organizations rely on voice behavior to improve individual, department, or organizational performance in various industries. This quantitative, correlational study utilized a convenience sampling of student financial aid administrators working in higher education institutions to examine relationships between a subordinate's perception of LMX relationship quality, employee voice behavior, and the mediating role of trust. The study findings can be applied to various industries.

Gladney, Sherry — Louisiana State University Shreveport

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 3  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Liang, Chyi-lyi (Kathleen)

**Enhancing Multidisciplinary Agricultural Literacy for K-12 Teachers Via Experiential Learning**

This workshop discusses a successful K-12 teachers' training program in North Carolina funded by USDA. The principles of Community Entrepreneurship will be introduced and we will provide hands-on activities to demonstrate effective strategies to incorporate agriculture and food systems literacy in multidisciplinary K-12 curricula. Participants will engage in experiential learning exercises, learn about evaluation procedures, and generate novel ideas to create new course contents if proper.

Liang, Chyi-lyi (Kathleen) — North Carolina Agricultural and Technical State University

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**Time:** 11:30 AM - 1:00 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** LaLonde, Courtney

**"Hey, can you meet for coffee?": Continuing Novice Teacher Mentorship Beyond Program Completion**

In this workshop, presenters will share their model and initial findings for supporting recent teacher education program graduates through "coffee dates" that provide an outlet for novice teachers to share the issues that "keep them up at night". Participants will leave with ideas and suggestions that can easily be implemented to strengthen mentoring relationships with their own program completers.

LaLonde, Courtney — University of Jamestown  
Schmidt, Mundi — University of Jamestown

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 1  
**Session Topic:** Special Education - Workshop **Session Chair:** Salgado, Gina

**Level Up: Video Games, Disability, and Workforce Readiness**

Are you ready to power up your instruction? In this session, discover how video games can serve as powerful tools for fostering essential skills in communication, teamwork, and technical abilities among students with disabilities. We'll explore video games in the UDL framework, accessibility, share practical strategies for integrating gaming into curricula, and provide resources for creating inclusive learning environments. Together, let's unlock the potential of gaming to empower the next generation of learners!

Salgado, Gina — Richardson ISD

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 2  
**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Montano, Marsha

**Culturally Responsive Comprehensive Faculty Mentorship: Developing One's Culturally Informed Teaching Andragogy**

Our workshop presentation will introduce attendees to our conceptual program design for Culturally Responsive Comprehensive Mentorship. We will introduce or scaffolded model and discuss the research tool, Intercultural Development Inventory that we use to assess the effectiveness of our mentorship program.

Montano, Marsha — Metropolitan State University of Denver  
Greathouse, Tanya — Metropolitan State University of Denver  
Darnel, Lori — Metropolitan State University of Denver

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 3  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Park, Hyoungbin

**Application Results of a Neurophilosophy-Based Diagnostic Tool Assessing Korean Teachers' Moral Judgment (KT-MJ) Toward the Development of Ethical Certification Indicators for Generative AI**

This presentation aims to establish foundations for developing ethical certification indicators for generative artificial intelligence (GAI), based on neurophilosophy and diagnostic assessments of Korean teachers' moral judgment (KT-MJ). It introduces empirical results derived from a specifically designed diagnostic tool, integrating insights from moral psychology and Korean pedagogical traditions. Findings emphasize the importance of context-sensitive AI ethics frameworks that authentically reflect local moral norms, educational values, and professional teaching responsibilities.

Park, Hyoungbin — Seoul National University of Education(S.N.U.E.), Department of Ethics Education, Professor

**Reframing Student Assessments as Tools for Faculty Growth: A Case Study in Language, Reflection, and Professional Development**

Student assessments, typically used to measure learning outcomes, also have untapped potential as reflective tools for faculty growth. This presentation shares a case study in which a faculty member at a Hispanic-Serving Institution used assessment data to transform their teaching practice to better support students and enhance intercultural effectiveness. Using assessments as feedback on both learning and instructional communication, educators can uncover personal growth areas that improve teaching, foster professional development, and strengthen institutional culture.

Patrick-Rolando, LeBrian — Glendale Community College

**Active Learning with Flipped Classrooms and Learning Journals**

Effective teaching begins with intentional course design that balances content delivery with student engagement. This session highlights strategies to empower students in high-volume, problem-solving courses. Learning journals encourages accountability, helping students become active participants in class without adding to cognitive load. Flipped classrooms address content overload by shifting lectures outside the classroom, freeing class time for active learning. Rooted in STEM but broadly applicable, this session provides a practical approach for designing courses.

Glazener, Rachel — Pellissippi State Community College

**Generative AI-Based Educational Chatbot: A case for an Opioid Awareness Education for College Students, Faculty and Staff**

The paper presents a review of the literature on the application of Generative AI applications for education. Then it presents the process and outcomes of a project that develops an Educational Chatbot that promotes awareness and provides accurate, helpful information on opioid addiction and treatment options. It presents also the technical and technical challenges and issues related to this type of educational project.

Zenebe, Azene — Bowie State University  
Akoto, Robin — Bowie State University  
Richards, Kimberly — Bowie State University  
Srinivasan, Sriram — Bowie State University

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 5  
**Session Topic:** Secondary Education - Panel **Session Chair:** Benham Lewis, Lisa

***Implementing a Research-Based Curriculum using Culturally Sustaining Pedagogies to Foster Student Engagement***

Educators are committed to supporting students' growth, but how can a research-based English curriculum be effectively implemented across four states and diverse educational contexts to truly impact students? In this interactive session, we'll explore how educators are using culturally sustaining strategies to adapt and deliver a English curriculum in ways that engage learners and honor their identities. Participants will leave with practical resources, fresh insights, and ideas to make their English classrooms come alive.

Benham Lewis, Lisa — Fresno County Superintendent of Schools

Porterfield, Anne — WestEd

Wolff, Katie — Cape Flattery School District

Gonsalves, Susan — Aiea High School, Hawaii Department of Education

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 6

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Kwofie, Winnie

***Restorative Self-healing From the Trauma Within: Collaborative Autoethnographies of Two Black Women Leaders in Education***

In this paper, we employ a collaborative autoethnographic study to examine our experiences of trauma as two Black women leaders within the Black women kinship in academia, and our journey to self-healing. We shed light on how internalized racism operates to sustain whiteness to better understand how to disrupt it. Also, we discuss how engaging in a collaborative autoethnographic approach can offer a cathartic process for our self-healing.

Kwofie, Winnie — Independent Researcher

Williams Browning, Nicole — Reach University

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 7

**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Robbins, Sherard

***Controlling the Narrative: Commanding the Room Through Public Speaking***

Of the many things that make us unique, the one thing that most separates us from each other is our voice; and not just how we sound, but whether and the way in which we decide to use it. Controlling the Narrative provides participants with the tools and resources necessary to own, manage, and eventually take control of their fear (or concern) of public speaking.

Robbins, Sherard — Founder, Visceral Change

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 1

**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Vagle, Mark

***Five Principles for Mindset Guidance: 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 Mindset Guidance, is designed to help educators learn about and practice a process of ongoing renewal in their teaching.

Vagle, Mark — University of Minnesota

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Brenkova, Barbora

### ***Understanding Science Literacy Through the Lens of Gender, Motivation, and Metacognition***

This study investigates how motivation and metacognition predict science literacy among 390 Czech 4th- and 5th-grade students. Self-efficacy and calibration judgments were the strongest predictors overall, but results differed by gender: for boys, the model explained nearly twice the variance ( $R^2 = 0.66$ ) compared to girls ( $R^2 = 0.33$ ). The findings highlight the need for science instruction that nurtures metacognitive skills and confidence—particularly with attention to developmental and gender-specific learning processes.

Brenkova, Barbora — Charles University in Prague  
Pesout, Ondra — Charles University in Prague  
Nietfeld, John — North Carolina State University

### ***Urban Culture and Attitudes Toward Mathematics at a Historically Black University: Conditions of Learning as a Mediating Factor***

This project applied a teaching model (conditions of learning) in a general education geometry class at a historically Black university. The four instructional elements of immersion, demonstration, approximation, and engagement were emphasized during the semester. Improvement was realized in the attitudinal areas of self-confidence, value, enjoyment, and motivation as measured by a standard inventory, and follow-up focus groups supported the findings.

Holt, Jerry — Florida A&M University

### ***The Impact of Forensic Biology on STEM Enrollment and Retention at Southeastern Region Universities***

The presenters will focus on how the integration of forensic biology into academic programs influences student interest, enrollment, and retention in STEM (Science, Technology, Engineering, and Mathematics) at universities in the Southeastern region of the United States. Examining enrollment data, student feedback, and program outcomes, the research aims to determine whether the applied, real-world appeal of forensic science can serve as an effective gateway to broader STEM engagement, particularly among underrepresented and first-generation college students.

Howard, Betty — Alabama State University  
Grace, Ronald — Alabama State University  
Javan, Gulnaz — Alabama State University  
Griggs, Linda — Alabama State University

### ***Engaging Families and Communities in Mathematics Education***

Much has been written about the importance of family engagement in education. However, more research is needed on family- and community-centered initiatives in mathematics education. We share our efforts in designing and implementing Math Community Nights—intergenerational events where middle and high school students showcase their work to their families on topics related to social justice in their communities.

Quiñonez-Melgar, Roger — City Academy Charter School, Department of Mathematics  
Gutiérrez, José — University of Utah

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Saito, Yukie

### ***Japan's AI Promotion Act and Student Use of ChatGPT: National Policy and Classroom Practice in English Language Education***

This presentation examines Japan's Act on the Promotion of Research, Development and Utilization of Artificial Intelligence Technologies, its relevance to education, and student use of generative AI in English learning. A survey of 134 first-year university students showed frequent use of ChatGPT for reading, grammar, and writing support, with a positive link between usage and perceived benefit. Based on these findings, the presentation considers how to align AI use in English education with national policy.

Saito, Yukie — Chuo University

### ***The Benefits of Learning the Arabic Language and Culture to Undergraduate American University Students***

The Arabic language and culture programs can help launch students' career and make them more competitive in the workforce. It gives them the opportunity to show future and current employers that they have the open mind, resourcefulness, and drive needed to adapt to a different environment. Part of the program is a summer study abroad that helps and advance the students in their language and culture skills.

Mahmoud, Tarek — Embry-Riddle Aeronautical University

### ***The New Order of Native-Speakerism: Reconfiguring Hierarchies under the Guise of Diversity***

This presentation explores how the ideology of native-speakerism persists in English language education, even when diversity is seemingly promoted. Based on ethnographic research at an English immersion programme in Japan, this research reveals how linguistic and cultural hierarchies are reproduced under the guise of inclusivity. The study discusses the reordering of native-speakerism, showing how expanded notions of 'native speakers' continue to privilege English-speaking backgrounds without challenging the ideology itself.

Tsurii, Chie — Momoyama Gakuin (St. Andrew's) University

### ***Responding to Linguistically and Culturally Diverse Teacher Candidates Through a Model of Linguistic Servingness***

This presentation introduces the term 'linguistic servingness' as a framework for creating responsiveness to undergraduate students through innovations in linguistic-centered curriculum and instruction in teacher education. Teacher education programming that models linguistic servingness in its own curricula and fieldwork design sets essential foundations for culturally-responsive servingness of future teachers in linguistically-diverse communities, particularly at Hispanic Serving Institutions (HSIs) (Garcia et al, 2019).

Trinder, Victoria — University of Illinois Chicago  
Morales, P. Zitlali — University of Illinois Chicago

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Steinberg, Shirley

***Three Films Elders' Room, From Compesino to PhD, and Walking Alongside You(th): Indigenous Voices in Education***

Panel showcases three films from Director Shirley Steinberg, centering Indigenous knowledges in education. Elders' Room tells of intergenerational reconnection in a Blackfoot school. From Compesino to PhD is being filmed in Medellín, Colombia sharing Don Carlos's relearning traditional organic farming practices, receiving an honorary doctorate. Walking Alongside You(th) shares the story of Markides' community-based research leading to language and cultural revitalization in schools, serving Beaver, Métis, and Tall Cree students.

Steinberg, Shirley — University of Calgary  
Markides, Jennifer — University of Calgary  
Paredes, Jaime — University of Calgary

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Nautilus 2

**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Washington, Cassandra

***Peering Through the Lens of Leadership Trauma***

Peering Through the Lens of Leadership Trauma aims to help school leaders recognize the signs and effects of leadership trauma in their professional and personal lives. Participants will explore and reflect upon their leadership experiences and how leadership trauma appears. Lastly, participants will discuss how best to deal with the effects and get the needed support.

Washington, Cassandra — Teach and Take Time for You

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 1

**Session Topic:** Indigenous Education **Session Chair:** Whitinui, Paul

***Building an Institutional Culture of Change to Support Indigenization in Higher Education Settings in Canada: A Case Study***

In Canada, the requirement for all students to graduate from their programs having completed a certain number of hours or credits learning about Indigenous ways of knowing remains an on-going challenge. This presentation will highlight four distinct Indigenous-led initiatives that are inspiring an institutional culture of change at the University of Victoria, BC where Indigenization efforts are considered more the "norm" rather than the exception. This, and more will be shared in the presentation.

Whitinui, Paul — University of Victoria

***Mentors and Mentees: Creating Pathways for Native Americans to Enter the Teaching Profession***

This session shares highlights of a partnership between a small university and a high school; both located in rural North Dakota. The goal of this partnership is to create pathways for Native American high school students to enter the teaching profession. The partnership relies on a mentor - mentee relationship in which teacher education students serve as mentors to Native American high school students. Together, these students explore the teaching profession as a career choice.

Stotts, Jeffrey — University of Jamestown

***Indigenous Knowledges & Youth Mental Health Counselling***

First Nations, Inuit and Metis (FNMI) youth in Canada have disproportionate mental health problems compared to non-Indigenous youth. A history and current context of colonization and oppression are linked to this inequity in mental health. A program of Indigenous community-driven research, over 15 years, provides themes, recommendations, and guidelines for effective and ethical counselling programs and interventions for youth mental health in an Indigenous Knowledges framework.

Stewart, Suzanne — University of Toronto

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 2

**Session Topic:** Counselor Education - Panel **Session Chair:** Thomas, Tammara

***Balancing Innovation and Integrity: Counseling Ethics in the Age of AI***

This proposal explores the ethical integration of Artificial Intelligence (AI) in counseling, emphasizing alignment with the ACA Code of Ethics. It highlights key considerations including informed consent, confidentiality, professional competence, cultural sensitivity, and client advocacy. Strategies for responsible use focus on due diligence, supervision, education, and equitable access. AI offers valuable tools to enhance practice, but its use must remain grounded in ethical responsibility to protect client welfare and uphold professional standards.

Thomas, Tammara — South Carolina State University  
Priester, Michelle — South Carolina State University  
Staten, Bridget — South Carolina State University

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education - Workshop **Session Chair:** Berry, David

***Dynamic Emergency Preparedness: Education for Real-World Readiness and Empowerment***

Integrating health literacy into resuscitation (CPR) and first aid (FA) education is crucial for ensuring that scientific knowledge is not only understood but effectively translated into practice. By enhancing health literacy, CPR and FA education equips participants with both the skills and self-efficacy needed to confidently respond to emergencies, improving resuscitation and FA outcomes. We will examine current evidence and demonstrate pedagogical strategies that leverage health literacy to dynamically engage and empower participants.

Berry, David — Saginaw Valley State University

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Educational Technology **Session Chair:** Tuttle, Grace

***Effects of Student Response System in University Foundation Courses***

This quasi-quantitative study explored the effects of clicker technology on students' academic performance based on final course grades. The overall findings revealed a significant difference for students in the clicker group than for students in the non-clicker group.

Tuttle, Grace — Macmillan Learning

***Join A Tactical Rebellion on Mediocrity by Coordinating Generative AI and Creative Narrative Building to Re-engage Lost Learners in Any Subject Area and Grade Level- Welcome to the Eduneering Initiative***

The Eduneering Initiative empowers teachers with tools from neuroscience, storytelling, and AI to reclaim student engagement. It emphasizes immersive, emotionally resonant, and cognitively optimized instruction. Central to the program is the "Omnidoc," a 24/7 digital hub promoting equity through ubiquitous learning. The Initiative advances teacher ideation without dependency, reshaping educators into designers of transformative, accessible learning through a three-course series exclusively through National University. This presentation presents fall semester program outcomes and teacher empowerment.

Temple, Torrence — National University

***World Language and AI: Supporting & Strengthening Language Learning***

Artificial Intelligence (AI) is becoming increasingly prevalent across all aspects of education, offering transformative potential to enhance teaching and learning. In world language education, AI is emerging as a powerful tool to support instruction, increase learner engagement, and personalize learning pathways. Specific examples will demonstrate how AI applications can be used to personalize instruction, generate comprehensible input, and support formative assessment.

McKeeman, Leah — Kansas State University

***Using Intelligent Tutoring Systems to Enhance Computational Thinking***

Intelligent tutoring systems (ITS) incorporate concepts in artificial intelligence (AI) and cognitive learning theory to generate powerful learning tools of feedback through educational technology. This study examines using ITS to enhance computational thinking (CT) skills, demonstrated through learning and assessment administered in Uruguay. Study results show that combining intelligent tutoring systems with principles of active learning significantly generates more robust and enhanced student CT outcomes.

Park, Yoon Soo — University of Illinois Chicago

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Panel **Session Chair:** Smith, Kandy

***Building a Strong Future for Nursing through Nursing Education***

The long-term goal of this 5-year funded project was to strengthen the nursing workforce in rural and/or educationally disadvantaged communities through the development and advancement of the next generation of nurse educators, nursing health care administrators, and academic nurse leaders across Mississippi. The panel will discuss establishing partnerships and new linkages between the SON at an academic health science center and community colleges offering an ADN program, project outcomes achieved, and lessons learned.

Smith, Kandy — University of Mississippi Medical Center

Andries, Chelsey — University of Mississippi Medical Center School of Nursing

Farmer, Joseph — University of Mississippi Medical Center

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Chun, Hans

### ***Integrating Meaningful Technology Created Through the Pandemic***

This study explores the impact of online collaboration platforms (Zoom, Microsoft Teams, Google Meet, etc.) and their continuing use in post-pandemic higher education. The research examines how interactive role-playing assignments in online courses using a collaboration platform such as Zoom can enhance student engagement, collaboration, and learning. The instructor's transition from one-on-one phone calls to using Zoom to conduct interactive role-playing assignments is discussed.

Chun, Hans — Chaminade University of Honolulu

### ***Strengthening Native Recruitment and Retention through a Native American Scholarship Program with Tribal Nation-Building Principles***

Through Tribal consultation and university partnerships, WSU developed a Native American scholarship pilot funded by a state proviso and a USDA grant. After a two-year pilot, Dr. Higheagle Strong, Vice Provost and Tribal Liaison, and Joelle Edwards, Director of Native American Student Services, will share the program's development process, implementation, and key outcomes. These include improved recruitment and enrollment practices, reduced unmet financial need, and significantly increased retention rates among Native American undergraduate students.

Higheagle Strong, Zoe — Washington State University

Edwards, Joelle — Washington State University

### ***Say What? Communication Strategies for Supporting College Students Language Literacy***

This presentation will explore effective ways to bridge the communication gap between educators and college students from different backgrounds. Utilizing Lee Vygotsky's Zone of Proximal Development, participants will learn how to simplify and adapt communication styles to help students understand language or "lingo" unfamiliar to them; such as, academic language, "local" or regional phrases, and English language.

Sagapolutele, Nicole — University of Hawai'i at Mānoa

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 3  
**Session Topic:** Special Education - Workshop **Session Chair:** Soria, Michael

### ***Sensory Smart Classrooms in Action: Practical Tools for Supporting Sensory Needs***

Sensory Smart Classrooms in Action is a practical, engaging workshop for educators who want to better support students with sensory needs. You'll learn easy-to-use tools to help kids stay calm, focused, and ready to learn. From classroom setup to daily routines, this session gives you real ideas you can use right away to create a classroom where all students feel safe, understood, and successful.

Soria, Michael — IEP Curriculum and Consulting

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**Time:** 1:15 - 2:45 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Levich, Erica

### ***Empower Your Educators: Closing the PD Gap While Building Teacher Confidence***

This session explores how to close the gap between professional development and classroom practice using the Empowered PD Cycle. Participants will learn how to build teacher confidence through consistent strategy use, ongoing reflection, and actionable data. Walk away with practical tools to make PD more impactful and implementation-focused.

Levich, Erica — Your Classroom Academy

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# Poster Session

The numbers below correspond to each specific poster at numbered whiteboards in the Coral Lounge. Magnetic whiteboards (48" wide x 32" tall) and magnets will be provided for presenters. No audiovisual equipment will be provided for these sessions.

Time: 3:00 - 4:30 PM / Saturday - 1/10/2026 / Room: Coral Lounge

## **1. Education, Employment, Marital status and Psychological Well Being of Educated Women In India**

This is the result of a collaborative study done in an urban area in India to find out the impact of education and employment on social freedom, life satisfaction, and stress among women with postgraduate and undergraduate education.

Srivastava, Bina Kumari — Ranchi University

Pathak, Indira — Ranchi University

Shrivastava, Dipty — Durg University

## **2. Enhancing Pronunciation Instruction in Beginning French through a Digital, Inclusive, and AI-Supported Pedagogical Tool**

This presentation introduces an innovative online tool designed to support pronunciation instruction in beginning French courses. Grounded in second language acquisition research, it combines explicit articulatory instruction, diverse speech input, and AI-based feedback to enhance learner autonomy and accuracy. The tool promotes inclusivity by featuring speech samples from a range of French speakers and challenges standard-language ideologies. Survey results from students highlight its pedagogical impact, demonstrating its potential to transform pronunciation teaching in higher education.

Chanethom, Vincent — Princeton University

## **3. Project-based learning, critical thinking and creative writing in L2 classrooms**

This poster shows how integrating critical thinking and creative writing in an advanced French (L2) course can enhance students' linguistic and analytical skills. Through creative projects and reflection-based assignments centered on travel and utopia, students adopt diverse narrative perspectives and develop critical awareness. While most existing research focuses on native speakers, this study highlights the potential of such methods in second language learning, aiming to foster deeper self-expression and perspective-shifting in L2 contexts.

Perrier, Murielle — Princeton University

Piguet, Raphael — Princeton University

## **4. How Transformational Learning Theory can enhance learning in healthcare professions**

This research explores Transformational Learning Theory and its application to healthcare professions. This theory can be applied to counseling, social work, and nursing education for individuals beginning their journey in higher education or those returning to higher education after being in the workforce. This research highlights the importance of peer and professor support in navigating the disorienting aspects of learning.

Cravey, Christy — Louisiana State University Shreveport

## **5. Incorporating the 3,2,1 Debriefing Method to Stimulate Engagement by Student Physical Therapists in a Simulation-Based Medical Experience on Cognitive Decline**

Student physical therapists participated in a team debriefing experience incorporating the technique of 3,2,1 debriefing on the following components: 3 takeaways learned in today's simulation; 2 things that sparked interest and I would like to further explore; and 1 lingering question that I still have about the simulation. In conclusion, debriefing is considered as a vital component of simulation due to its ability to deepen learning among participants through active reflection, integration, and application.

Rogulj, Bonnie — University of St Augustine for Health Sciences

Morigerato, Gerry — University of St Augustine for Health Sciences

Swann, Julie — University of St Augustine for Health Sciences

## **6. The Effect of Servant Leadership on Teachers' Self-Efficacy: A Multilevel Moderated Mediation Model**

This study aimed to use a multilevel moderated mediation model to examine the effect of servant leadership, interactional justice, satisfaction with life, and proactive coping on teachers' self-efficacy. Data were collected using a survey platform "WeChat" from November to December 2024 in South China. A total of 2,041 school teachers participated in the survey. SPSS 27 and Mplus 8 were used to conduct the analysis.

Qiu, Shaoping — Louisiana State University-Shreveport

Baxter, Kevin — Louisiana State University-Shreveport

Harrison, John — Louisiana State University at Shreveport

## **7. How servant Leadership affects teachers' Emotional Exhaustion: The Mediation Role of Hindrance Stress and Depersonalization**

This study examined how servant leadership - a management approach prioritizing empowerment, emotional support, and ethical stewardship - can mitigate emotional exhaustion among Chinese teachers through the sequential mediation of hindrance stress and depersonalization. Grounded in the Job Demand-Control-Support (JD-CS) model and servant leadership theory, this study addressed a significant gap in understanding the psychosocial mechanisms that buffer teachers against burnout in high-pressure educational systems.

Qiu, Shaoping — Louisiana State University-Shreveport

Harrison, John — Louisiana State University at Shreveport

Baxter, Kevin — Louisiana State University-Shreveport

## **8. Signature Skills and Student Success: Embedding Experiential Learning in CTE Through CTSOs**

This poster presentation examines the transformative role of Career and Technical Student Organizations (CTSOs) in Career and Technical Education (CTE). It highlights how hands-on learning through CTSO involvement boosts leadership, career readiness, and equity. Recent research shows how CTSOs help students develop technical, civic, and "signature" skills essential for success after high school, especially for underserved groups.

Green, Braiden — Louisiana State University Shreveport

## **9. Visualizing the Factors Contributing to "Evaluation Exhaustion" in Japanese Universities**

"Evaluation exhaustion" has long been pointed out as a problem in university evaluation in Japan, but its causes remain unclear. In this study, we analyzed 2,758 survey responses and interviews with faculty members to identify the root causes. Content analysis revealed three main themes: excessive workload, unclear evaluation objectives, and psychological stress. These findings provide valuable insights into the mechanisms of evaluation exhaustion and contribute to the development of a more sustainable evaluation system.

Shibui, Susumu — National Institution for Academic Degrees and Quality Enhancement of Higher Education

## **10. What is the State of the Reading Literature for High School English Learners with Disabilities?**

During this poster session, we will share about our systematic review summarizing the reading intervention literature for English learners (ELs) with disabilities at the high school level. Characteristics of ELs with disabilities and reading intervention descriptions will be presented. We will share strengths and limitations of this literature, as well as recommendations for researchers and educators.

Bowman-Perrott, Lisa — Texas A&M University

Boon, Richard — University of Texas at San Antonio

Ewoldt, Kathy — University of Texas at San Antonio

Burke, Mack — Baylor University

Eslami, Zohreh — Texas A&M University

Mirzaei, Azizullah — Baylor University & Shahrekord University

## **11. The Relationship between Social Support and Career Adaptability: A Moderated Mediation Model**

This study attempted to examine whether social support is associated with career adaptability among Chinese veterans. Also this study aimed to explore whether psychological capital mediates the relationship between social support and career adaptability. Further, it investigated whether service year moderated relationship between psychological capital and career adaptability.

Zhang, Ruijuan — China Women's University

Qiu, Shaoping — Louisiana State University-Shreveport

Baxter, Kevin — Louisiana State University-Shreveport

## **12. Ultrasound Imaging Can be Used to Assess Athletic Training Student Clinical Testing Skills**

The project explored the utility of MSK ultrasound imaging in assist in the assessment of the clinical skills of Athletic Training Students. The results suggest that ultrasound imaging can be used to measure the improvement student healthcare professional performance of clinical provocative tests.

Timmons, Mark — Marshall University

## **13. No Longer Lost in Translation: Machine Translation, Travel, and Intercultural Learning in Japan and Hawaii**

This study looks at how machine translation (MT) helps travelers in Japan and Hawaii. We used surveys and data from airports. Many visitors in Japan use MT because of difficult train systems and less English spoken. In Hawaii, MT still helps. MT tools make people feel less nervous and help them enjoy culture more. We think MT is good for travel and learning, and can help with better cultural understanding.

Ideno, Yukiko — Tokiwa University

Sakamoto, Yoko — Hakuoh University

## **14. Playground Games: Injury Risks and Awareness for Educators**

Popular playground games at school including kickball, dodge ball, wall, and gaga ball are fun for children and allow educators rest periods. But what are the injury concerns and risks from these activities? This study considered the common injuries from these recess games and highlighted concussion concerns and protocols to consider for playground supervisors.

Jones, Ches — University of Arkansas

Morgan, Brynlee — University of Arkansas

Hammig, Bart — University of Arkansas

## **15. Active Learning Partnerships to Strengthen STEM Teaching and Student Perceptions**

This research explores a university-industry collaboration using active learning strategies to prepare preservice STEM teachers and inspire K-12 students' interest in STEM careers. Through authentic experiences such as plant tours, AI demonstrations, and team projects, the project enhanced teacher candidates' instructional confidence and shifted students' STEM perceptions positively. Attendees will gain insights into replicable models that bridge STEM preparation, educational equity, and workforce needs.

Rooks, Tosha — North Carolina Agricultural & Technical State University

Rawls, Dallas — North Carolina Agricultural & Technical State University

## **16. Attention to Intersectionality in Educational Policy Related to Disabled Students: A Review of the Literature**

Findings from a literature review on intersectionality addressed in educational policy related to disabled students will be presented. Themes related to intersectionality, ableism, examination of historical and systemic issues, social model of disability, relationship to other policy areas, and implementation at the local level will be discussed. Implications for teacher preparation will be identified. This work is the product of an independent study of a special education undergraduate student.

Chlada, Anabella — Illinois State University

Shelden, Debbie — Illinois State University

## **17. Refining a Closed Caption Corpus of Japanese TV Programs for Language Learning via Alignment with AI-Generated Transcriptions**

Japanese terrestrial TV broadcasts offer rich conversational content, making them valuable for language learning. Subtitle corpora can be built from closed captions embedded in the broadcast signal. However, there are issues that require improvement, such as timing mismatches between speech and display and the absence of open-captioned content. This study proposes a method to enhance closed-caption corpus via alignment with AI-generated transcriptions, aiming to improve accuracy and completeness for use as effective language learning resources.

Mochizuki, Hajime — Tokyo University of Foreign Studies / Institute of Global Studies

## **18. The Impact of Museum-Based Early Learning Education Classes: Caregivers' Perspectives and Experiences**

This study explores caregivers' perceptions of how museum-based early learning education classes influence themselves and their young children. Survey and focus group data from participants at a regional natural history museum revealed that caregivers value these education classes because classes support children's development, enhance caregiver-child relationships, and offer enriching, well-designed experiences. Findings offer guidance for early childhood educators and other informal educators to design and offer programming that supports both children's development and caregiver involvement.

Decker, Kalli — Montana State University

## **19. Hello! We're Here! Marketing Your Medical Library**

This poster will highlight specific methods used in the marketing of library services to rural populations.

McKay, Jennifer — University of Alaska Anchorage

## **20. An Examination of the Value of Failure in System Design**

This study explored whether students drop university programming courses due to a fear of failure, viewing programming errors as failures. Using a failure perception scale, we examined the relationship between students' fear of failure and their engagement in programming courses. Survey results showed no significant correlation between perceived failure and programming course enrollment. These findings suggest that fear of failure may not be a primary factor influencing students' decisions to discontinue programming studies.

Obara, Yuji — Edogawa University

Yagi, Toru — Edogawa University

Tamada, Kazue — Edogawa University

Matsuda, Toshiki — Edogawa University

## **21. Changes in Public Health Student Confidence in CEPH Competencies Following an Applied Practice Experience**

This study evaluates changes in public health students' confidence in applying CEPH competencies before and after their Applied Practice Experience (APEX). Preliminary findings from 82 students show that over 80% of competencies increased in confidence, with the strongest gains observed in Epidemiology and Health Policy & Management. Results support the role of experiential learning in building real-world competency and confidence.

Zhou, Yunlin — Texas A&M University

Clark, Heather — Texas A&M University

Rahn, Rhonda — Texas A&M University

## **22. Development and Initial Evaluation of an iOS Application for Real-Time Sound Visualization in Wind Instrument Practice**

This presentation introduces an iOS application that provides real-time visualization of pitch and volume data for wind instrument practice. The application displays graphical feedback during performance, enabling players to monitor their sound production visually. We present results from our initial evaluation conducted with wind instrument players and examine their experiences and feedback regarding the application's usability and effectiveness.

Kaneko, Daisuke — Hokusei Gakuen University

Kurayama, Megumi — National Institute of Technology, Hakodate College

Morishita, Takeshi — Shinshu University

Yamamoto, Tatsuki — Ministry of Education, Culture, Sports, Science and Technology

Tsuji, Yasuhiko — The Open University of Japan

## **23. What Challenges Do Parents in Japan Face When Their Children Are Absent From School or Show Reluctance to Attend?**

This study aimed to explore, through qualitative descriptive analysis, the difficulties experienced by parents when their children were absent from school or showed reluctance to attend. The analysis yielded ten thematic categories. The parents' narratives highlighted the importance of addressing broader community and social system factors.

Hirata, Ikue — Waseda University

Nishimura, Tomoko — Osaka University, Kanazawa University, Hamamatsu University School of Medicine, Chiba University and University of Fukui

Osuka, Yuko — Institute of Child Developmental Science Research

Tsukui, Nobuaki — Institute of Child Developmental Science Research

Wakuta, Manabu — Institute of Child Developmental Science Research

## **24. The Effectiveness of Ball Game Classes Aimed at Fostering the Ability of Interpreting Situations**

Ball game classes focused on fostering "ability of situational interpretation" significantly improved students' judgment and predictive skills. This approach offers a promising alternative to traditional skill-centered instruction.

Masukawa, Mitsuharu — Hirosaki University

## **25. Achievements in Joint Learning Among High School Students on Two Remote Islands in Japan —Development of Human Resources to Support Sustainable Communities—**

In this study, we implemented a joint learning program for high school students who will become future leaders of the two islands, comparing the two islands, sharing their unique characteristics, and fostering the ability to relativize the islands they live on. These results suggest that such joint programs can strengthen young people's regional identity and play an important role in revitalizing depopulated areas.

Yatagawa, Rumi — Shibaura Institute of Technology

Kurishima, Hideaki — Shibaura Institute of Technology

## **26. Examination of Factors Related to University Faculty Members' Willingness to Conduct Online Classes After the COVID-19 Pandemic**

The COVID-19 pandemic prompted a major shift to online classes, transforming ICT use in Japanese university teaching. This presentation conducted a co-occurrence network analysis of free-text responses from 255 faculty members, examining reasons for or against online class implementation. The analysis revealed key differences in perceptions of educational effectiveness, convenience, and student responses between faculty who were willing and those unwilling to adopt online classes.

Tsuji, Yasuhiko — The Open University of Japan

Takahira, Mieko — Rissho University

Inaba, Rieko — Tsuda University

Taguchi, Mana — Kyoto University

## **27. A Comparative Study of Job Interview Characteristics and Intercultural Adaptation Among Japanese With Working Holiday Visa**

This study examines differences in job interview practices in Japan and abroad, focusing on Japanese students in the Working Holiday program. Using questionnaires and semi-structured interviews, it explores overseas employers' valued traits—such as independence, adaptability, and teamwork—beyond English skills, and contrasts them with Japanese hiring norms. Quantitative and qualitative analyses reveal cultural and procedural distinctions, offering insights into the adaptive competencies Japanese youths need for successful international employment.

Takagi, Sachiko — Tokiwa University

Kozue, Takehiko — University of Hawaii

Ideno, Yukiko — Tokiwa University

## **28. Listening and Pronunciation Practice of English Segmental Sounds with Praat**

This study investigates how visual feedback using Praat can support Japanese learners of English in improving the perception and production of difficult sounds, such as vowels and dental fricatives. Seven students recorded Japanese and English vowels and consonants, then compared their own acoustic data with model pronunciations. Visualizing features like formants and waveforms helped learners identify differences, leading to improved pronunciation. The findings suggest that visual tools are effective in enhancing phonetic awareness and training.

Fujiwara, Ai — Meisei University

## **29. Revisa la Mochila: Rural Latino Fathers Engagement in Their Children's Education**

As the rural United States populations continue to change culturally and linguistically it is important to understand how children of color and their education is impacted. This study explores how fathers of color are actively involved in their children's education. Specifically this ethnographic qualitative study focuses on the daily lives of Latino fathers and how they engaged to ensure their children's education in diverse rural tapestries in the Midwest.

Viramontez Anguiano, Ruben — University of Colorado Denver

Harrison Anguiano, Marco — University of Colorado Denver

## **30. Exploring the Role of AI-Powered Information Systems in Enhancing High School Students' Access to Extracurricular Opportunities**

This study explores the potential of the AI Crawler, an AI-powered tool designed to help high school students discover extracurricular activities that match their interests and schedules. Survey results from 34 students reveal strong support for the tool's ability to save time, expand activity options, and enhance participation, while highlighting the need for accurate and clear information. The findings inform the design of AI-driven educational tools aimed at improving equitable student engagement.

Park, Ethan — University of Nevada Las Vegas

Kim, Si Jung — University of Nevada Las Vegas

## **31. Evaluating the Impact of an Interactive Website on High School Students' Understanding of Coral Diseases**

This paper presents the design and evaluation of an interactive website aimed at teaching high school students about coral diseases to enhance their understanding of marine biology. The study found that the platform significantly improved students' content knowledge and increased their interest in marine science.

Choi, Henry — University of Nevada Las Vegas

Kim, Si Jung — University of Nevada Las Vegas

### **32. From Precision to Practice: Validating and Refining a Computer-Adaptive Problem-Solving Assessment for Middle Grades Mathematics**

This multi-phase study examines a computer-adaptive problem-solving test (CAT-PST) for grades 6-8, integrating evidence of psychometric precision, instructional utility, and teacher usability. Findings indicate the CAT-PST improves reliability, detects student growth across grades, and incorporates practitioner feedback to refine teacher-facing reports for instructional planning. The project advances a comprehensive validity argument by bridging technical rigor with practical classroom application.

Folger, Timothy — Binghamton University  
May, Toni — Binghamton University  
Stone, Gregory — Metriks Amerique  
Sondergeld, Connor — Metriks Amerique  
Fan, Yiyun — Binghamton University  
Churchland, Eleanor — Metriks Amerique  
Matney, Gabriel — Bowling Green State University  
Bostic, Jonathan — Bowling Green State University  
Jonhson, Carla — North Carolina State University

### **33. Reimagining Entrepreneurship Education: Comparing Approaches in Japan and the U.S.**

This study compares how entrepreneurship education is taught in Japan and how it is taught in the U.S. Entrepreneurship education is also expected to be in the new national curriculum. However, there are problems in how to introduce it in schools, especially about how entrepreneurship is understood in Japan. Taking into account the elements that are considered important in entrepreneurial education in the U.S., we'd like to explore the future of entrepreneurial education in Japan.

Mitsumata, Takahiro — Seishin Gakuen High School & Junior High School  
Ideno, Yukiko — Tokiwa University  
Sakamoto, Yoko — Hakuoh University  
Takagi, Sachiko — Tokiwa University

### **34. From Pet to Threat: The Impact of Toxic Leadership on Black Women Leaders**

Black women leaders often navigate a troubling trajectory from being initially celebrated to being undermined in the workplace, known as the "Pet to Threat" phenomenon. This session explores how toxic leadership alters power and perception, offering participants insights and strategies for identifying these toxic dynamics, dismantling them, and fostering workplaces where Black women leaders can lead and thrive authentically.

Brown, Sabria — Louisiana State University in Shreveport

### **35. ELLSHA: A Scavenger Hunt Augmented Reality (AR) Enhanced Activity that Supports Learning in a Library's First-Year Seminar**

The Edmon Low Library Scavenger Hunt Activity, or ELLSHA for short, is an interactive learning exercise that showcases the usage of augmented reality. First-year students will learn about the history, resources, and services of the library through this AR-enhanced activity. Students can utilize their mobile devices to participate in and interact with these AR-integrated learning spaces, which are designed using Snap AR, an AR platform created by Snapchat and Canvas Learning Management System.

Abai, Clement — Oklahoma State University  
Rezaie, Fatima — Oklahoma State University

### **36. Summer Research Program Enhanced Student Research Skills and Mentor-Mentee Relationship**

CTAHR (College of Tropical Agriculture and Human Resilience) Summer Research Institute (SRI) program is an eight-week program focusing on students learning how to conduct research, professional development, and scientific communication skills. It is aimed at high school and current undergraduate students working on summer research projects. Objective is to describe the CTAHR SRI program in which students learned about conducting research to help address agriculture, environment, and food based problems.

Tom, Joshua — Leeward Community College  
Kobayashi, Kent — University of Hawaii at Manoa

### **37. Work Recognition and Transformational Leadership: What Matters Most for Supporting Teachers' Psychological Needs and Health at Work?**

Many teachers report psychological health concerns. This study explores how work recognition and transformational leadership jointly influence teacher well-being through psychological needs satisfaction. Findings from 434 teachers reveal that recognition is the only significant predictor, with autonomy fully mediating its effects on vitality and emotional exhaustion. These results emphasize the importance of targeted organizational practices that support autonomy, offering valuable insights for improving teacher well-being and retention.

Austin, Stéphanie — Université du Québec à Trois-Rivières  
Fernet, Claude — Université du Québec à Trois-Rivières  
Levesque-Côté, Julie — Université du Québec à Trois-Rivières

### **38. Motivational Profiles at Work: Key to Supporting Psychological Health and Successful Career Entry for Teachers**

This study explores motivational profiles among early-career Canadian teachers using Self-Determination Theory, identifying seven distinct combinations of motivation types. Teachers with high autonomous motivation and low amotivation—often supported by strong preparation and positive school leadership—show better psychological health, greater job satisfaction, and lower intentions to leave the profession. By adopting a person-centered approach, the research highlights the importance of organizational support in fostering adaptive motivation and successful career integration.

Laplume, Matisse — Université du Québec à Trois-Rivières (Canada)  
Houle, Simon — Université du Québec à Trois-Rivières (Canada)  
Austin, Stéphanie — Université du Québec à Trois-Rivières  
Fernet, Claude — Université du Québec à Trois-Rivières

### **39. To-Done, Not To-Do: A Reflective Practice for Student Motivation in Higher Education**

Introducing the "to-done list," a reflective practice designed to shift students from a deficit mindset toward recognizing accomplishments. Grounded in educational psychology and piloted in community college communication courses, the activity encourages intrinsic motivation, resilience, and self-efficacy. Attendees will see student reflections, rubric examples, and preliminary outcomes demonstrating increased engagement and reduced stress. The session offers a low-cost, replicable tool for fostering motivation and reflection across higher education contexts.

Basquiat, Cameron — College of Southern Nevada

### **40. Artificial Intelligence (AI) in Higher Education: Balancing Innovation with Ethics**

This presentation explores the ethical challenges of balancing AI innovation with the unique aspects of healthcare and higher education. Key issues include accountability, authenticity, algorithm bias, privacy and security, and the need to upskill the workforce. This presentation will also address the dehumanization risks in both sectors and discuss strategies for mitigating these ethical concerns while maximizing AI's benefits.

Theodos, Kim — Louisiana Tech University

### **41. Exploring the Impact of Generative AI Tools on the Teaching and Learning of Programming**

The rapid evolution of generative artificial intelligence (AI) technologies is redefining how programming is taught and learned in higher education. This project aims to investigate how the generative AI tools influence students' learning outcomes, engagement, and instructors' teaching practices in programming courses.

Sun, Qingquan — California State University, San Bernardino

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 1

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Suh, Jennifer

### **Motivating Math Learning through Community-based Math Modeling in Elementary Grades**

This interactive workshop explores how elementary students engage in meaningful mathematical modeling through community-based tasks. Participants will analyze lesson videos and student work, and use a culturally responsive math teaching framework to plan lessons that connect math to students' lived experiences. Tasks such as designing inclusive playgrounds and investigating food waste foster empathy, agency, and critical thinking. Educators will leave with strategies, resources, and tools to design modeling lessons rooted in their own communities.

Suh, Jennifer — George Mason University

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Myers, Michael

### **Divided We Begin, United We Learn: Stories of Ideological Transformation in a Post-DEI Era**

This session brings together an international panel of university educators to explore how individuals move from prejudice to allyship toward marginalized communities. Workshop participants will engage in a structured dialogue centered around lived experiences, socialization processes, cognitive dissonance, and critical incidents that work to bring about self-reflection and hopefully, change. Participants will help shape a research study focused on the personal, social, and psychological factors that drive this transformation in our classrooms and beyond.

Myers, Michael — National University

Murray, Ashnil — The University of Queensland

Walker-Roberts, Gary — National University

Munoz, Kim —

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 3  
**Session Topic:** Cross-disciplinary areas of Education **Session Chair:** Barboza-Salerno, Gia

***A Geospatial Analysis of Built and Social Environmental Factors Associated With Student Crash Risk Near Schools in Boston, Massachusetts***

This study analyzes how built and social environmental factors influence student crash risk near schools in Boston, Massachusetts, from 2015 to 2025. Using integrated geospatial data—including school enrollment, police-reported crashes, infrastructure, and nearby amenities (e.g., libraries, museums)—we calculate crash rates per 1,000 students within 200m and 300m of each school. Findings reveal substantial spatial disparities in crash exposure, highlighting the need for targeted, place-based interventions to improve safety for students commuting to school.

Barboza-Salerno, Gia — The Ohio State University Colleges of Social Work and Public Health

Yang, Hexin — The Ohio State University College of Social Work

Oloredede, Abdulgafar Abidemi — The Ohio State University College of Social Work

***The Role of Artificial Intelligence (AI) Applications in Improving Summarization Skills Among University Students***

Recently, there has been increasing demand for the use of Artificial Intelligence AI technologies in education and learning environments. The importance of AI applications in academic learning processes is offering innovative tools that support the development of students' skills. summarization skills are essential for effectively understanding academic texts. This paper explores the role of Artificial Intelligence AI applications in improving summarization skills among university students.

Alrawili, Hamood — Northern Border University

***Black Teacher Magic: Charting the Course for Teacher Retention***

This paper session shares the stories of ten Black educators who have persisted in PK12 education at or beyond the 10-year mark. The study examined the influence of teacher preparation on the career decisions of urban teachers answers the question, "What has influenced Black teachers to persist in urban schools?" Themes from individual case studies as well as collective themes that emerged from the ten teachers will be explored.

Waddell, Jennifer — University of Missouri- Kansas City

***Developing Culturally Responsive Early Childhood Educators: Lessons from China***

This paper presents lessons from teaching early childhood education to L1 Chinese pre-service teachers during a 2025 faculty fellowship in China. Through culturally relevant pedagogy, translanguaging, and active learning strategies, the study identifies three core competencies for preparing globally competent educators: cultural adaptability, instructional flexibility, and reflective practice. Findings offer practical guidance for integrating global perspectives into teacher preparation programs, equipping future educators to thrive in diverse, interconnected classrooms.

Tours, Sara — Slippery Rock University

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 5  
**Session Topic:** Reading Education - Workshop **Session Chair:** Pacheco, Rosalia

***Navigating Science of Reading Mandates Through a Culturally Responsive Lens Through Storytelling***

Creating meaningful literacy learning opportunities in light of Science of Reading (SOR) mandates is more critical than ever to honor diverse learners (Pacheco, 2025). This hands-on presentation gives participants the opportunity to learn techniques that can easily be applied to the classroom. Participants will also explore folk stories like La Llorona (The Wailing Woman), to make connections to folklore, literacy, and core reading curriculum. Dr. Pacheco has presented nationally and at the Smithsonian Institution.

Pacheco, Rosalia — University of New Mexico

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 6  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Williams, Yolanda

***Reading, Math, & Science...Integrate, Don't Segregate. All Content is Created Equal!***

This high-energy session is filled with movement, engagement, and hands-on learning. Educators will leave with fresh ideas and renewed enthusiasm for authentically integrating reading, mathematics, and science. Grounded in data-driven instruction, this dynamic session empowers teachers to make meaningful, standards-based connections across content areas.

Williams, Yolanda — Williams Heuristic Institute of Relevant Learning, LLC

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Iolani 7  
**Session Topic:** Cross-disciplinary areas of Education - Workshop **Session Chair:** Sinha, Aparna

***Teaching AI literacy: Practice and Tools***

This professional development workshop equips educators with practical strategies for designing courses that integrate AI-literate reading, writing, and discussion activities. Participants will explore approaches to teaching and discussing AI literacy within writing and related general educational disciplines, with an emphasis on fostering critical awareness and responsible use of AI tools. Attendees will leave with concrete tools to incorporate AI literacy into their curricula and strengthen students' engagement with emerging technologies

Sinha, Aparna — Cal Poly Maritime Academy

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 1  
**Session Topic:** Distance Education - Panel **Session Chair:** de Roulet, Daniel

### ***Best Practices for Developing Online Learning Communities***

In the second of two sessions centered on the needs of both online instructors and students, the panel reports out on what they have learned so far and changes they'll institute for the coming semester. Topics include revisions to assignments, activities and larger unit-level goals, easily implemented online tools, and course policies such as flexible due dates, revision encouragement, office hours ideas, student orientation to online learning, and avoiding burnout for both students and instructors.

de Roulet, Daniel — Irvine Valley College  
Kaminsky, Rebecca — Irvine Valley College  
Huggett, Danelle — Irvine Valley College  
Randazzo, Marco — Irvine Valley College  
Venegas, Kristen — Irvine Valley College

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Hambaba, Ahmed

### ***AI WorkForceDev Platform Based on Agentic AI***

The AI Workforce Development platform is designed to transform AI education for middle and high school students, teachers and institution: a personalized and adaptive learning experience: on the core capabilities, including its self-contained, user- friendly. The platform's delivery model, which ensures accessibility and flexibility for students, teachers and institutions. It outlines the advantages of the platform for students, teachers, and institutions, establishing AI WorkForceDev platform as a scalable and impactful solution for fostering AI literacy.

Hambaba, Ahmed — San Jose State University

### ***Geospatial Artificial Intelligence (GeoAI) in the STEM Classroom: Impact on Teaching and Learning***

This paper explores the integration of Geospatial Artificial Intelligence (GeoAI) into STEM classrooms through Socio-Environmental Science Investigations (SESI). By combining GIS with AI, students can design data collectors, analyze environmental challenges such as Amazon deforestation, and track industrial impacts like fracking. GeoAI enhances accessibility, deepens analysis, and prepares students for geospatial careers, while also raising challenges around data quality, cost, and ethics. The authors highlight its potential to transform teaching, learning, and workforce readiness.

Popejoy, Kate — Popejoy STEM LLC  
Bodzin, Alec — Lehigh University  
Hammond, Thomas — Lehigh University  
Eberle Quilinquin, Erin — Lehigh University

### ***Five Little Speckled Frogs: Exploring an Early Math Environment for Babies and Toddlers***

Math development is important in early childhood for contributing to later school achievement. Research has demonstrated how a developmentally appropriate math environment can be structured for preschoolers in early childhood environments including preschools and public libraries, but we lack insight into what a playful, developmentally-appropriate math environment might look like for babies and toddlers. This presentation will offer insight into this through sharing research on the math environment for babies and toddlers in library storytimes.

Campana, Kathleen — Louisiana State University  
Kociubuk, Jacqueline — University of Rhode Island

**From Disruption to Recovery: Charter School Performance During and After the COVID-19 Pandemic**

U.S. charter school enrollment increased during the COVID-19 pandemic, but it remains unclear whether learning loss and recovery differed between charter and traditional public schools. Using longitudinal data from Tennessee and propensity score inverse probability weighting, we estimate the effect of charter attendance on student achievement during and after the pandemic. Our findings show learning loss was similar across sectors in 2020-21, but charter students showed greater academic growth in the following two years.

Kho, Adam — University of Kentucky  
Smith, Shelby — University of Southern California  
Zimmer, Ron — University of Kentucky

**Validity Evidence in Assessment of AI Generation of Performance Assessments**

We will discuss the validity evidence from our research on AI-generated performance assessments. Validity is described as an argument constructed from a range of evidence to interpret findings in order to make decisions or form conclusions relevant to purposes. Thus, validity is not a property of the assessments but an argument that supports the inferences from its use.

O'Neil, Harold — Rossier School of Education, University of Southern California  
Baker, Eva — University of California, Los Angeles/CRESST

**Analyzing Student Surveys to Discover Factors Contributing to Learning Outcomes**

This study defines classes as those in which students remember what they have learned even after several years has passed, classes with high learning outcomes. The research conducted a questionnaire survey asking students about classes that left a lasting impression and why. The aim was to identify the characteristics of memorable classes and suggest directions for improving instruction. The factors contributing to these classes may indicate elements and directions for improving other classes.

Iwano, Maya — Yamaguchi University

**Navigating Pacific Values in Educational Settings: Practical Insights from Seven Years of Research**

This research investigates how educators in Aotearoa New Zealand interpret and apply Pacific values—such as service, respect, belonging, spirituality, and reciprocal relationships—to enhance the achievement and wellbeing of Pacific heritage learners. Over seven years, using qualitative methods like talanoa, interviews, and classroom observations, the study found that while educators share a commitment to these values, their interpretations and applications vary significantly.

Rimoni, Fuapepe — Victoria University of Wellington - Te Herenga Waka

**Indigenous Fiction From Latin America: Teaching the Evolution of Indigenous Representation**

This paper will discuss a possible syllabus for teaching primary texts about and by Native and non native Americans or Indigenous authors from Latin America. Key texts from the pre-conquest period through colonization, renaissance, romanticism, neoclassicism, realism, and contemporary testimonial of the last century will be positioned to describe this evolution.

Dulfano, Isabel — University of Utah

**Ethically Relational Learning: Integrating Cree Multidimensional Frameworks in Teacher Preparation**

Dr. Patricia Steinhauer and Ph.D. student Kelly Ryan co-developed an undergraduate education course with the Aboriginal Teacher Education Program (ATEP) at the University of Alberta in amiskwaciwâskahikan (Edmonton, Alberta, Canada) for pre-service teachers, centring ethically informed Cree multidimensional considerations through a conceptual framework of delivery. Drawing on kiskinôwahamâkôsôwin (Quinn, 2025), students learn how to think and honour their own ways of being beyond linear Western approaches, which do not reflect the complexities of Indigenous paradigms.

Steinhauer, Patsy — University of Alberta  
Ryan, Kelly — University of Alberta

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Arts & Humanities Education **Session Chair:** Fry, Richard

### ***Identifying Generic Bias in AI Models When Generating Form Concepts of Simple Household Products***

Using AI models to generate form concepts for simple kitchen products, students encountered a generic bias held by AI models around product words such as toaster, electric hand mixer, and steam iron. This bias prevented dynamic exploration and limited results to a smaller range of possibilities than if they had not used AI.

Fry, Richard — Brigham Young University

### ***Project-Based Approach to Spanish Caribbean Literature and Music***

This presentation examines a pedagogical model that blends project-based learning (PBL) with the study of Spanish-language literature and music from the Caribbean in higher education. I analyze how students immersed themselves in the cultural and artistic traditions Spanish-speaking Caribbean through a semester-long creative project culminating in a public performance. Additionally, I will discuss how integrating Spanish-language texts into performances and student-driven format supported language development.

Garcia Garcia, Laura — Creighton University

### ***Transformative Art-based Research: No Shape Shifting Required***

Is it art or is it research? This meta-analysis of graduate student art-based research explores the benefits of using accepted qualitative methods when conducting conceptual artistic research. The transformative qualities of this approach on art teacher practice are considered in this presentation which shares artwork informed and inspired by students' artistic research. The work, an homage to art teachers' continuing art practice, is an exemplar from a forthcoming text on Transforming Practice through Art-based Research.

Smilan, Cathy — University of Massachusetts Dartmouth

### ***Innovating Commercial Music Education: Curriculum Redesign, Student Mentorship, and High School Outreach in the Dallas College Model***

This session highlights innovations in Commercial Music education at Dallas College, including the creation of a new Live Sound Certificate, major curriculum redesign across 11 awards, and applied learning initiatives that connect directly to industry needs. Attendees will explore practical strategies for integrating music technology, designing project-based learning experiences, and mentoring students to develop professional portfolios. The presentation offers replicable approaches for educators seeking to link instruction with real-world workforce outcomes.

Bogle, Mike — Dallas College - Cedar Valley Campus

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Educational Foundations **Session Chair:** Chen, Xuanning

### ***Teaching Dialogic Intelligence as a Response to the Educational Challenge of GenAI***

The rise of generative AI (GenAI) challenges the very purpose of education. To revitalise education in the GenAI era, we argue for a dialogic turn, positioning dialogue as the foundation for knowing and becoming. Drawing on two design science-based projects, we show the transformative potential of the dialogic turn, which fosters a new capacity, dialogic intelligence, that enables students and the education system to adapt and thrive in the GenAI era.

Chen, Xuanning — University of Cambridge

Yu, Bo — University of Cambridge

Zhang, Yujing — University of HongKong

Wegerif, Rupert — University of Cambridge

### ***Iyiniw kiskinwahamakosowin: Foundational Learning***

Iyiniw kiskinwahamakosowin (eeneeoo gisskinwahamaagosowin) is the teachings of indigenous peoples of this land. My presentation is geared towards establishing a solid foundation for educators to follow to ensure their younger generations hold on to the teachings of their ancestors.

Quinn, Vance — University nuhelot'jne thaiyots'j nistameyimâkanak Blue Quills

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Educational Psychology - Panel **Session Chair:** Fisher, Steve

### ***Does Exposure to Self-Care Concepts and Fundamental Strategies Increase the Use of Such Strategies Resulting in Increased Levels of Job Satisfaction and Improved Levels of Quality of Life and Role Satisfaction? Report of Findings***

Alliant International faculty will present a review of findings of the research study focusing on exposing School Counseling and School Psychology students to resource materials addressing core concepts and fundamental skills related to self-care. Utilizing two assessment instruments, data from pre/post measures will determine the extent to which exposure to core concepts and fundamental skills relating to self-care promote use and manifest in job satisfaction

Fisher, Steve — Alliant International University

Wofford, Donald — Alliant International University

Mueller, Laura — Alliant International University

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Project-Based Learning **Session Chair:** Dominguez, Raymond

### ***Cultivating Community: The SENMC Garden Project and Its Role in Promoting Health & Sustainability***

This presentation highlights the SENMC Community Garden initiative in the southeast of New Mexico, launched in collaboration with the Eddy County Health Council. It explores how the project fosters sustainable practices and empowers community members through educational workshops focused on nutrition and home gardening tailored for college students and community members. Attendees will learn how this garden has become a hands-on space for health promotion, food security, and environmental stewardship.

Dominguez, Raymond — Southeast New Mexico College

### ***Making Service-Learning a High Impact Practice in College Curriculum***

This presentation will demonstrate how to make service-learning a high-impact practice (Kuh, 2008) in college curriculum. Specifically, it will exhibit how sport-based service-learning is used as an experiential extension of the classroom to demonstrate Contact Theory (Gordon, 1954), which suggests that under appropriate conditions, interpersonal contact can be an effective way to reduce prejudice, stereotyping, and discrimination between majority and minority groups.

Flanagan, M. Katie — Florida State University

### ***Project-Based Learning Through Undergraduate Research in Environmental and Social Sciences***

This presentation explores project-based learning through undergraduate research in the environmental and social sciences. Using a student-led project on food security and EBT programs in Hawai'i as a case study, we highlight how hands-on community engagement and mentorship can lead to meaningful educational outcomes. The session also emphasizes the role of institutional support in expanding student impact.

Keral, Poonam — University of Hawaii Manoa

Karl, Sophia — University of Hawaii Manoa

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 1

**Session Topic:** Higher Education **Session Chair:** Ploessl, Donna

### ***A Structured Mentoring Model to Support Early-Career Faculty***

This session presents the development and implementation of a mentoring program designed to support pre-tenured faculty within a college of education. Grounded in a commitment to faculty development and retention, the program pairs new faculty with tenured mentors who guide mentees through the unique expectations of teacher preparation programs. We will outline the structure, goals, and mentoring checklist used to scaffold ongoing support and professional growth.

Ploessl, Donna — University of Montevallo

### ***From Year One to Year Two: The Role of Mentoring in Student Persistence***

As higher education becomes more accessible, institutions must prioritize strategies that support student retention & success, particularly for at-promise students. This study examined the impact of a formal faculty mentoring program on first to second-year progression and retention at Chaminade University. Grounded in student development and involvement theories, the case study found that early faculty engagement fostered belonging, academic confidence, and persistence. The findings highlight the transformative role of mentorship in promoting equity and student success.

Creech, Jennifer — Chaminade University of Honolulu

### ***Developing Problem-Solving Skills in Civil Engineering Undergraduates: Instructional Practice and Text Mining-Based Evaluation***

This study evaluated a problem-solving instruction for first-year civil engineering students through lectures and group work. Text mining of written reflections from 80 students revealed a strong understanding of idea generation and multi-perspective evaluation. However, fewer students mentioned goal setting, which suggests a need for improvement in that area. Future research should assess skill transfer through new problem-solving tasks.

Okada, Yoshiko — Shibaura Institute of Technology

Yatagawa, Rumi — Shibaura Institute of Technology

### ***The Shadow Culture of Higher Education: Exploring Educational Pathways for Undocumented and DACA Students***

This qualitative case study employed validation, and organizational theories to explore the nuanced ways that private university supports and promotes the success of undocumented and DACAmented students. The findings revealed that an institutional "shadow culture" exists to mobilize access to resources, community, and foster success to degree completion. The authors theorize that students are validated and affirmed by resources, and support services faculty and staff establish and sustain within the shadows of the institution.

Graham, Kevin — UCLA

Coates, Chad — Stanford University

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Cleveland, Kara

#### ***A Program Evaluation: Efforts to Increase Students' Self-efficacy in Graduate Education Preparedness***

This paper presentation will focus on summative evaluation of the GradFIT program, a university-based graduate school preparation boot camp, designed to enhance student self-efficacy. Guided by a logic model and quantitative methods, including t-tests and binomial regression, findings indicate the program increases students' confidence and understanding of graduate education. However, demographic and academic predictors showed limited influence on enrollment outcomes. Recommendations and directions for future research on and improvement in graduate education programming are discussed.

Cleveland, Kara — University of Nevada, Reno  
Sanchez, Jafeth — University of Nevada, Reno

#### ***Design Principles for Linguistically Responsive STEM Higher Education***

Building on literature review and empirical data, the present study discusses ways in which STEM courses in higher education could be designed linguistically responsive to support multilingual learners. Data include interviews of multilingual college students and video-recordings of task-based paired interviews of colingual pairs.

Ryu, Minjung — University of Illinois Chicago

#### ***Funding the Last Mile: Considering the Impacts of Low-Barrier Scholarship Support During the Last 18 Months of STEM and Tech Degree Programs***

This paper explores the impact that late-degree scholarship interventions have on student education completion and career pathways as well as how individual and institution level factors impact student need and trajectories. This analysis of over 11,000 recipients of scholarship support from the Last Mile Education Fund considers the true value of targeted financial interventions during the final stages of a degree and offers insight for the future of financial support in higher education.

Osborne, Melissa — Western Washington University  
Outland, Sarah — Last Mile Education Fund  
Zaidi, Batool — Western Washington University

#### ***Slow Design for a Fast World: Contemplation, Connection & Change***

This paper proposes integrating contemplative pedagogy into design education to prepare students for the urgent challenges of climate resilience, sustainability, and social equity. Contemplative practices cultivate awareness, ethical intentionality, and resilience, enabling students to engage complex systems with empathy and insight. At the heart is the Medicine Wheel, which supports Earth-centered design by fostering interconnectedness, cyclical thinking, and balance across mind, body, emotion, and spirit. Teaching materials and student outcomes are shared with participants.

Melsop, Susan — The Ohio State University

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 3  
**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Kirkpatrick, Kaeleen

#### ***Advancing School Safety: A 2025 Meta-Analysis of Violence Prevention Strategies and Emerging Trends***

This literature review will synthesize current research on school safety and violence prevention, with a focus on studies published from 2020 to 2025. The project aims to identify effective evidence-based strategies, evaluate the impact of recent policies and programs, and highlight emerging challenges. By integrating findings across diverse educational contexts, this meta-analysis will provide actionable insights for educators, policymakers, and researchers working to create safer, more supportive school environments.

Kirkpatrick, Kaeleen — University of Portland

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**Time:** 3:00 - 4:30 PM / **Saturday** - 1/10/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Müller, Ralf

#### ***Improvisation in Education - Improv Training as Part of the Professionalisation Process of Teachers and Social Workers***

The workshop provides an overview of the significance of improvisational theatre training in the context of the professionalisation of teachers and social workers. It aims to identify and discuss the key intersections of improvisational theatre and the pedagogical discourse on professionalisation systematically and experience them. The workshop offers the opportunity to personally explore the potential of improv through a series of short exercises.

Müller, Ralf — International University Nuremberg  
Pfefferkorn, Klaus — Gymnasium Johanneum zu Lübeck

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Hibiscus 1  
**Session Topic:** Indigenous Education - Workshop **Session Chair:** Kirkpatrick, Kaeleen

#### ***Understanding Belonging and Academic Struggles Among Micronesian Students in Oregon***

This workshop examines how school belonging and family support influence academic success among Micronesian adolescents in Oregon. Building on recent quantitative findings, it incorporates a meta-analysis of national literature on educating Micronesian students in the U.S. Despite policy efforts, Micronesian learners remain underserved and often invisible in aggregated data. Participants will explore culturally responsive strategies that foster identity safety, relational trust, and family engagement to support equity and success for this growing student population.

Kirkpatrick, Kaeleen — University of Portland

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Greathouse, Tanya

***Relational and Culturally Responsive Supervision: Developing Culturally Responsive Clinicians and Assessing Impact with the Intercultural Development Inventory***

This mixed methods pre-post study explores the relationship between participation in Relational and Culturally Responsive Supervision-funded by a Behavioral Health Administration grant-and the cultural consciousness of newly graduated (MSW) clinical social work professionals. Using the Intercultural Development Inventory (IDI), the study measures changes in participants' intercultural awareness and competence, aiming to assess how reflective, relationship-centered supervision impacts the development of culturally responsive clinical skills in early-career social workers.

Greathouse, Tanya — Metropolitan State University of Denver

Darnel, Lori — Metropolitan State University of Denver

Cozens, Devon — Metropolitan State University of Denver

Brandon, Bianca — Metropolitan State University of Denver

Bryant, Amie — Metropolitan State University of Denver

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Kahili 1

**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Dolan-Sapp, Kelly

***Applying O'hana (Family) from the Inside Out***

Rooted in the Hawaiian philosophy of O'hana (family, connection, and compassion) this interactive session guides educational leaders in balancing professional and personal life. Grounded in brain science and human connection, participants will reflect on their dual roles at work and home, engage in experiential learning, and create personalized action plans. Through skill-building and collaboration, leaders will leave equipped to strengthen their support systems and lead with empathy, cultivating deeper family and community engagement.

Dolan-Sapp, Kelly — Chaminade University of Honolulu

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Kahili 2

**Session Topic:** STEM Education **Session Chair:** DeLuca, Christopher

***STEAM Education and Assessment in Action: A Novel Framework for 21st Century Learning***

Responding to calls for more effective integrated education and based on data from 14 exemplary STEAM educators, this paper advances a novel empirically based framework for STEAM education. The framework is guided by three principles: Social Responsibility and Action; Cultural Sustainability; and Environmental Stewardship. In classrooms, these principles are brought to life through a combination of real-world problems, student inquiry, and assessment-driven pedagogy.

DeLuca, Christopher — Queen's University

Dubek, Michelle — Ontario Institute for Studies in Education, University of Toronto

Rickey, Nathan — Queen's University

***The Future of Healthcare Professions - Strengthening Pathways and Engaging Local Communities***

The future of healthcare depends on our ability to develop, inspire, and sustain the next generation of healthcare professionals. In a landscape shaped by persistent workforce shortages, rapid technological advancements, widening health inequities, and increasingly complex patient needs, building robust, inclusive educational pathways is not just aspirational-it is essential.

Leahy, Izabela — Harvard University

***An Investigation Into Multiple Iterations of a Global Cybersecurity Course***

This paper reports on the ongoing research and development of a multi-iteration global cybersecurity embedded course. The global course is designed to enhance undergraduate and graduate students' understanding of key global cybersecurity issues through a rigorous curriculum that includes site tours, lectures, hands-on laboratory assignments, and collaboration with local global universities. We outline the global course itinerary, provide faculty lessons learned, and share IRB-approved feedback from students who volunteered to share their experiences.

Schmeelk, Suzanna — St. John's University, New York City

Dragos, Denise — St. John's University, New York City

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Lehua

**Session Topic:** Language Education - Workshop **Session Chair:** Torres de Siegrist, Hermila Esthela

***Spanish Alive/Español Vivo***

Live inter-active presentation with videos, ice-breakers, and group discussions. Topics: History of the Spanish Language, Where Spanish is the official language today, Various Spanish Dialects, The New Spanish Alphabet, Samples of Hispanic Sweets, and Free/Safe/Online Resources for Learning Spanish

Torres de Siegrist, Hermila Esthela — Pasadena City College

Siegrist, David Stephen — El Monte City School District

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Nautilus 1

**Session Topic:** Indigenous Education - Workshop **Session Chair:** Officer-McIntosh, LaTerrian

### ***Outlast Arts and Education 2015-2025: A Decade of Indigenizing Project-Based Learning with Native Youth Through Film & Media Education***

Outlast Arts and Education has dedicated the last decade to providing culturally inclusive film and media education to Native youth on Pine Ridge Reservation. Outlast continues to Indigenize film education and directly support Native youth's skill and social development by using a project-based cohort model. This presentation examines the future and practical steps of Indigenizing education for Native youth through film, media, and holistic and intentional community building.

Officer-McIntosh, LaTerrian — Outlast Arts and Education, Inc

Begay, Lauren — Outlast Arts and Education, Inc

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Nautilus 2

**Session Topic:** Education Policy and Leadership **Session Chair:** Lamb, Courtney

### ***The Crisis of De-Professionalization and De-skilling of the Education Workforce***

There is a crisis of de-professionalism and deskilling of educators. With scripted curricula and decreased licensure requirements, the current education system has created a negative cycle of educator de-professionalism which is resulting in lost professional autonomy and fraught teacher retention challenges. The author will explore this phenomenon in one context—the Idaho education system—and conclude with recommendations to inhibit de-skilling and the de-professionalization of the education profession in participants' local context.

Lamb, Courtney — Idaho State University

### ***The Intergenerational Impact of AI Driven Technology Addiction on the Education of Millennial Generations in Aotearoa New Zealand***

This paper explores the growing phenomenon of AI-driven technology addiction and its long-term impact on education. This research identifies a growing health and education crisis in New Zealand, marked by increased rates of addiction, depression, and behavioral issues. It presents a culturally informed framework and practical resource for educators, leaders, and parents to better understand and mitigate the impacts of AI-driven digital technologies on the educational experiences and well-being of young people.

Mania, William Wiremu Lance — Manukau Institute of Technology

### ***Viewing Learning Science through the Teaching Lens: The DREAM Framework in Action***

Discover how the DREAM Framework brings together neuroscience, psychology, and education to reveal the essential ingredients for effective learning. This session provides practical, evidence-based strategies that you can apply immediately in your classroom. See learning science through a teacher's lens and gain tools to enhance student outcomes. Perfect for educators seeking real-world, research-backed insights to transform their teaching practice.

Newman, Judi — Director of The Academy of Organisational Neuroscience Australia

Purnell, Ken — Central Queensland University, Australia

### ***Latino Parent Engagement in Border Public Schools: Reframing Policy and Practice***

This study examines Latino parent engagement in border state public schools, highlighting how families define participation through culturally rooted, home-based practices rather than attending school events. Findings reveal that systemic barriers—such as language inequities, rigid scheduling, and deficit-based assumptions—limit authentic partnerships. The research concludes with policy recommendations to redefine engagement, expand bilingual communication, increase flexibility, and embed parent voice in decision-making.

Koval, Yvette — Northern Arizona University

Hughes, Thomas — Northern Arizona University

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 1

**Session Topic:** Teacher Education - Panel **Session Chair:** Steele, Danielle

### ***Putting Heartwork into Practice: Exploring Preservice Teacher Practicum Experiences in the Aboriginal Teacher Education Program***

This presentation will discuss some of the successes, challenges, and opportunities of practicum experiences for Indigenous preservice teachers in their practicum placements. We will highlight particular examples of successful school environments where the administrators and teachers uplifted ATEP student wisdom and held space for them to craft beautiful learning experiences for youth they taught. We will also discuss ATEP's approach to supporting navigation of the complexities of meeting established teaching competencies while prioritizing Indigenous knowledges.

Steele, Danielle — University of Alberta

Steinhauer, Evelyn — University of Alberta

Gardiner Milln, Danielle — University of Alberta

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 2

**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** McKinney, Tiah

***Impacts of the Social Determinants of Health on K-12 Education: Lessons Learned for Advancing Health Equity in Schools***

A workshop designed for the times we live in now! In response to growth opportunities and escalating challenges since the global pandemic, this workshop unpacks critical issues, barriers and strategies confronting K-12 Education and why advancing health equity matters! Participants will glean insights from practical lessons learned combined with innovative strategies to advance a proven health equity model designed to equip K-12 practitioners with techniques and tools guaranteed to foster improved health and academic outcomes.

McKinney, Tiah — The McKinney Foundation, Inc.

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 3

**Session Topic:** Educational Administration - Workshop **Session Chair:** Lalas, Jose

***Conducting Brief Study Abroad in the Philippines***

This workshop will focus on the logistics and past experiences of conducting brief study abroad. It will share the mechanics of the preparation, interaction with other graduate students abroad, and the important learning activities and possible collaborative research by faculty and graduate students.

Lalas, Jose — University of Redlands

Fortner, Kitty — California State University, Dominguez Hills

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 4

**Session Topic:** Educational Technology - Workshop **Session Chair:** Stretch, LoriAnn

***AI-Powered Pedagogy: A New Frontier in Graduate Education***

This interactive workshop provides hands-on experience with four AI tools (SciSpace, Google NotebookLM, Julius, ChatGPT) while introducing an ethical decision-making framework for responsible AI integration in graduate education. Participants will apply ethical evaluation criteria to real AI demonstrations and develop action plans for implementation in their programs.

Stretch, LoriAnn — University of the Cumberlands

Nelson, Lotes — University of the Cumberlands

Jones, Michael — University of the Cumberlands

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 1

**Session Topic:** Higher Education - Workshop **Session Chair:** Hall II, Barry

***REPS to Results: Designing Equitable College Access Through Student Voice and Strategic Partnership***

This interactive workshop showcases how student voice and strategic partnerships can transform college access for rural and urban communities. Attendees will explore the REPS framework and the Charter Through College model, then co-design equity-driven solutions they can take back to their institutions.

Hall II, Barry — Grand Valley State University

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Reyes, Katherine

### ***A Culture of Care: Redefining Success and Well-Being for Administrators in Student Affairs***

This study explores how fostering inclusive, well-being-centered environments in student affairs supports long-term sustainability for both staff and students. It highlights the need to prioritize care, connection, and equity, especially for professionals of color facing racialized labor and burnout. By embedding supportive practices into daily operations and professional development, institutions can improve retention and success. The goal is to encourage practical, health-focused strategies that help student affairs teams thrive amid higher education's evolving challenges.

Reyes, Katherine — Pepperdine University  
Rojas Villavicencio, Anel — University of Nevada

### ***Motivation, Mentorship, and Momentum: Exploring the Impact of a Dissertation Residency for Online Ed.D. Students Subtitle: A Phenomenological Inquiry into the Transformative Power of Face-to-Face Learning in a Virtual Program***

This phenomenological study explores the lived experiences of Ed.D. students who participated in a two-day on-campus dissertation workshop within a primarily online program. Through open-ended reflections, the study examines how in-person engagement fostered connection, motivation, and momentum. Themes of peer collaboration, faculty mentorship, and intracohort support are analyzed to understand how brief face-to-face experiences impact students' dissertation progress and sense of belonging in a virtual doctoral community. Findings inform hybrid program design and student support.

Theaker, Sherri — West Liberty University  
Whitehead, Richard — West Liberty University

### ***Building a Student Success Culture for Deep and Sustained Impact***

This paper explores considerations for meaningful and impactful student access, participation and success in higher education in South Africa. It acknowledges the importance of epistemetic access and employs a Humanising Pedagogy lens that views learning and teaching through critical consciousness, social justice, dialogue, agential power and praxis.

Moeng, Muki — Nelson Mandela University

### ***"I Study Abroad to Escape": Exploring the Lived Experiences of International Students in Southeast Asia Country***

This study used a phenomenological approach to examine the lived experiences of five international students in Indonesia. Findings revealed that their decision to pursue education abroad was primarily driven by the need to escape the worsening political situation in their home countries. Despite encountering inequities stemming from institutional unpreparedness to support international students, they demonstrated resilience and strategically leveraged all available resources to achieve success.

Priyanti, Neng — University of Houston  
Crawley, Summer — University of Houston

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**Time:** 8:00 - 9:30 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 4  
**Session Topic:** Teacher Education - Workshop **Session Chair:** Peart Crayton, Deborah

### ***Comfort B4 Confidence: Achieving Excellence in Math Education by Addressing Teachers' Math Anxiety***

Elementary educators are responsible for teaching reading, writing, and mathematics, so it is essential to develop efficacy in teaching all three core academic skills. So, what happens when elementary teachers don't believe they are math people? This study examines how math-anxious elementary teachers can improve their math teaching efficacy and shift their beliefs about their math teaching abilities by examining their literacy teaching strengths. Improving math achievement for students begins with supporting elementary teachers.

Peart Crayton, Deborah — University of South Florida

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# Poster Session

The numbers below correspond to each specific poster at numbered whiteboards in the Coral Lounge. Magnetic whiteboards (48" wide x 32" tall) and magnets will be provided for presenters. No audiovisual equipment will be provided for these sessions.

Time: 9:45 - 11:15 AM / Sunday - 1/11/2026 / Room: Coral Lounge

## **1. The Importance of Targeted Administrative Feedback in Enhancing Alternatively Licensed Teachers' Self-Efficacy**

Alternative licensure educators are critical in addressing the growing teacher shortage, yet these educators lack specific teacher education program training in pedagogy, child development, and classroom management. Administrative support, through targeted, constructive feedback on classroom observations and evaluations, is crucial for their self-efficacy and success in the classroom.

Stone, Steve — Gardner-Webb University

## **2. Crossing Boundaries in Teacher Education: A Joint Seminar for Elementary and Secondary School Candidates**

The project develops an interdisciplinary seminar for prospective elementary and secondary school teachers, focusing on chemistry and technology education. Designed collaboratively by students and experts, the seminar promotes cumulative learning, strengthens self-efficacy, and bridges content knowledge and pedagogical content knowledge. Through a design-based research approach, the seminar will be implemented, evaluated, and revised over three cycles. Ultimately, it aims to foster cross-level collaboration and be permanently integrated into the teacher education curriculum at the university.

May, Marina — University of Kassel

## **3. The Five-Year Comprehensive Literacy State Development Federal Grant and its Impact on Third-Grade Smarter Balanced Assessment Scores and Strive HI Performance Results in Recipient Schools**

This research investigated the CLSD grant's impact on third-grade ELA proficiency in Hawaii's schools, but found no statistically significant differences in performance between grant and non-grant groups across our analyses, including for economically disadvantaged schools. This presentation will explore the detailed findings and the multifaceted factors influencing educational outcomes.

Nakahara, Kathryn — Chaminade University of Honolulu

## **4. Special Education Transition Students Belong On College Campuses!**

Students in a special education transitions program attend a mentorship program at a state university in Washington. While they may have unique issues that necessitate additional supports, they yearn to fit in and to grow up and have experiences like their same aged peers. This research was a pre/post survey to see if the mentorship program was helping to acculturate them to a college setting. Results suggest it does.

Hart, Jeffery — Western Washington University

## **5. Maximizing Certification Success: Teacher Candidate Perspectives on Test Preparation Resources**

This poster presents a mixed-methods study exploring which test preparation resources are most helpful to preservice teachers preparing for licensure exams. Findings highlight candidate perceptions of commercial study guides, digital platforms, and faculty-developed materials, identifying resource features that best support content mastery and confidence. Implications will guide teacher educators in selecting and integrating effective test preparation supports to enhance candidate readiness and program outcomes.

Harris, Shelley — Texas A&M University Central Texas

Caldwell, Heather — Texas A&M University Central Texas

## **6. Supporting Classroom Management Planning in the Digital Age: A Literature Review to Shed Light on Problems Experienced by Students Interacting Online and to Identify Solutions**

Classroom management in the digital age brings new relational challenges, particularly those arising from online interactions between pupils, which are often sources of conflict that negatively affect the learning environment. The Clim@t research and development project identifies these issues and proposes solutions based on a literature review. The purpose is to support novice teachers in the collaborative planning of proactive classroom management adapted to the realities of the digital age.

Côté, Anne-Sophie — Université du Québec à Rimouski

Caron, Josianne — Université du Québec à Rimouski

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

San Francisco State University (SFSU) in 2019 and the Genentech Foundation established a STEM scholarship program for underserved students. The Genentech Foundation Scholars (GFS) program in turn partnered with the established SFSU Metro College Success Program (Metro) to develop a comprehensive support system designed to increase retention and decrease the time to degree as well as to prepare the GFS students to enter graduate level careers in the biological and chemical sciences.

Bayliss, Frank — San Francisco State University

Chen, Linda — San Francisco State University

Previde, Paul — San Francisco State University

Graterol, Celia — San Francisco State University

## **8. Culturally Responsive Autism Education for Diné Early Childhood Educators: An Adaptation of Diné Parents Taking Action for Educators**

This presentation highlights Aim 3 of the Supporting Tribal Autism Resources and Services (STARS) project, which adapts the Parents Taking Action (PTA) program for early childhood educators on the Navajo Nation. Using community-based methods, the adapted program will be developed with input from Diné educators and parents and will be delivered by trained Diné Family Advisors to support culturally responsive autism practices. This program may affect educator confidence and strengthen family-school collaboration for autistic children.

Running Bear, Candi — University of New Mexico

Lindly, Olivia — Northern Arizona University

Henderson, Davis — Northern Arizona University

## **9. Indoor or Outdoors?**

An environmental education lesson, developed by elementary preservice teachers with the support of local middle schools and local conservation groups, was taught in two different settings, indoors and outdoors. We will discuss preservice teachers' reflections of the successes and challenges in the two different settings.

Baldwin, Kathryn — Eastern Washington University

Potter, Lance — Eastern Washington University

## **10. Are There Long-Term Benefits of a Middle-School Outdoor Environmental Education Experience?**

Two middle schools feed a local high school. Seventh graders in one school participate in an outdoor environmental education program. Seventh graders in the other do not. This study compares students' content knowledge, attitudes and beliefs of those middle school students who participated in the outdoor environmental education experience to those who did not.

Potter, Lance — Eastern Washington University

Baldwin, Kathryn — Eastern Washington University

## **11. Towards Racial Equity in STEM Teaching: Initial Steps**

As part of a state-wide consortium to improve recruitment and support of future teachers of STEM, university teacher candidates were surveyed to determine what supports, challenges and assets impacted their journey to become a teacher. This poster will summarize the initial steps of the project.

Baldwin, Kathryn — Eastern Washington University

Nollmeyer, Gus — Eastern Washington University

Rodriguez-Marek, Esteban — Eastern Washington University

## **12. Elevating the Underrepresented and Marginalized using Experiences in STEAgM (LUMENS): An Inclusive Outreach Initiative**

The LUMENS program promotes lifelong learning and careers aspirations in agriculture and STEM through hands-on workshops, webinars, and field experiences to high school students in underrepresented and marginalized groups. This presentation informs participants about the composition, implementation, and impact of an inclusive outreach program. Our presentation will showcase program highlights, student success stories, and programming that inspire students to pursue opportunities in science, technology, engineering, math, and agriculture.

Cobb Jr, Robert — North Carolina A&T State University

Faulkner, Paula — North Carolina A&T State University

## **13. Making Student Perspectives on Mental Health Visible: Tailoring Photovoice Exhibitions to the High School Context**

This presentation explores the implementation of a photovoice activity in high schools as part of a mental health prevention program in Quebec, Canada. It highlights key adaptations made by the school staff during the final stage - the photo exhibition - and examines the factors influencing these changes, offering practical insights for tailoring student-centered interventions to diverse school contexts.

Biron, Marie Lee — Université de Sherbrooke

Tougas, Anne-Marie — Université de Sherbrooke

Sanders, Sarah — Université de Sherbrooke

## **14. STEM Activities for Students and Teachers: Membrane Potential, Simulations, and Invertebrate Behaviors**

We will present our published book on a STEM educational module for neurobiology students and teachers. The module presents various ways, including the use of computational simulations, to approach complex neurobiology concepts, such as equilibrium potential, membrane potential, and action potential.

Kim, Youngwoo — The Gatton Academy of Mathematics & Science

Kim, Jiwoo — The Gatton Academy of Mathematics & Science

## **15. Establishing an Elementary STEM Community of Practice in a Rural Underserved Region**

While elementary STEM learning experiences are essential, in rural areas within the United States there is a lack of STEM education opportunities for many preK-12 students, a lack of STEM-focused professional development, and limited time devoted to elementary science. We will share efforts focused on addressing this issue through the development and evolution of an elementary STEM community of practice in rural southern Appalachia. This community seeks to collaborate, problem solve, innovate, and advocate.

Bricker, Patricia — Western Carolina University

Webster, Elizabeth — Buncombe County Schools, NC

Downing, Leah — Haywood County Schools, NC

## **16. Are Japanese Children's Social-Emotional Skills at Risk? Examining Differences by Gender and Special Education Needs**

This study examines Japanese elementary school children's social-emotional skills using the SEDC-C, focusing on differences by gender and special education needs. By comparing data from 2019 and 2025, the presentation highlights how children's social-emotional development has-or has not-changed over time, offering insights for future assessment and support practices in educational settings.

Nishio, Yumiko — Kio University

Furumi, Fumikazu — Kwansei Gakuin University

## **17. An Analysis of Pre-service Secondary Teachers' Teaching Practicum Experiences Using Topic Modeling and Network Analysis**

This study analyzed 180 essays by pre-service teachers (2022-2025) using NetMiner to explore practicum experiences. Key themes included career exploration, peer collaboration, counseling, and teaching practice. Findings highlight practicum's role in career and professional development.

Lee, Jin Yung — Chungnam National University

Kim, Hyun Joo — Chungnam National University

Son, Eun Young — Chungnam National University

## **18. Engineering Methods and Skills - A Project-Based Approach to Learning and Doing**

This paper describes a new course on engineering methods and skills. This is a laboratory course where students work in pairs and focus on understanding a historic scientific device or experiment well enough to replicate the device or experiment and to explain it to others.

Littman, Michael — Princeton University

## **19. Game-Based Co-Creation as SEL Intervention: From College Transition to Esports Teams**

This session presents findings from multiple studies using game co-creation (micro-RPGs, esports design, and narrative development) as a method to surface and address social-emotional and academic transition challenges in neurodiverse and general education settings. Using participatory methods, students collaboratively designed games to reflect lived experiences, identify barriers, and practice peer communication. Implications include practical guidance for educators seeking low-barrier, engaging ways to facilitate student voice, community-building, and SEL growth.

Merchant, William — The University of Northern Colorado

Farber, Matthew — The University of Northern Colorado

## **20. Evaluation of the Effectiveness of STEAM Education Using Heart Rate Data in High School Physical Education**

The purpose of this study is to examine approaches to implementing STEAM education in physical education at Japanese high schools. The designed intervention lesson involves measuring heart rates using wearable devices during physical education and analyzing the collected data with Microsoft Excel. A majority of the participants in this study reported a moderate to high level of interest in the intervention lesson.

Ohishi, Kenji — Nippon Sport Science University

## **21. A System Development Process Aimed at Enhancing Understandability of Mapping between Requirements and Source-Code Operations in Project-Based Learning**

This study proposes a five-step development process to help students understand how software requirements map to source-code operations in Project-Based Learning (PBL). The process emphasizes Domain-Driven Design and introduces traceability sentences derived from implemented code to bridge use-case descriptions and actual behavior. Applied in PBL with student teams, the process was evaluated through surveys. Results showed improved comprehension and communication, suggesting its effectiveness in supporting Legacy Code Comprehension in educational development settings.

Sudo, Mayu — Chitose Institute of Science and Technology

Hirakawa, Shunsuke — Chitose Institute of Science and Technology

Yamakawa, Hiroto — Chitose Institute of Science and Technology

## **22. Unpacking Educative Mentoring: A Review of Conceptual Foundations and Empirical Trends**

This review conceptualizes educative mentoring as a constructive alternative to traditional approaches by identifying five core components, each operationalized through six defining features. Synthesizing literature across teacher education and professional development, it highlights educative mentoring's effectiveness in supporting reform-oriented, student-centered teaching. The review also discusses challenges related to mentor selection, training, and beliefs, and concludes with implications for mentoring program design and future research directions.

Park, Soonhye — North Carolina State University

Jung, Jinhong — North Carolina Central University

## **23. Lessons Learned from Efforts to Recruit Past REU Participants to a Mixed-Methods Study**

From 2012 to 2024 WSU ran a National Science Foundation Research Experiences for Undergraduates (REU) program. This poster presents findings and lessons learned from our efforts to recruit former REU participants whose involvement in REU dates back to 2012 into a mixed-methods study. It presents our strategies, response rates, what worked well, and what did not. The results and lessons from our recruitment efforts can help other researchers plan and design their own studies.

Pressley, Shelley — Washington State University

Beddoes, Kacey — Washington State University

Oloniyo, Oluyemisi Ajoke — Washington State University

Gifford, Laura Pires — Washington State University

## **24. Student-Athlete Mental Health: Does Coaching Matter?**

This presentation will a) recognize the differences among student-athletes and nonathletes regarding mental health and what sex differences exist; b) understand the influence of coach-athlete relationship quality and behaviors on mental health; and c) identify gaps in school-based support for secondary-level student-athletes and explore cross-role collaboration in school systems to meet student needs.

Reinke, Amber — University of California, Santa Barbara

Gaddis, Zoey — University of California, Santa Barbara

Kaur, Lakhvir — University of California, Santa Barbara

Holland, Shemiyah — University of California, Santa Barbara

Jimerson, Shane — University of California, Santa Barbara

## **25. Peer-to-Peer Mentoring Communities for STEM Students in a Texas R1 University**

Mentorship is important for student personal and professional development, particularly for those in need. This study describes the development of a peer mentorship program for low-income STEM students at an R1 in Texas, involving faculty/staff in facilitating the program. The findings of this study will inform future faculty/staff at similar universities for the development of peer mentorship programs for their institutions, thus promoting student success statewide.

Perez, Emma — Texas A&M University  
Gonzalez, Elsa — Texas A&M University  
Bravo, Liliana — Texas A&M University

## **26. Perceived Impact of Menstrual Health on Athletic Performance: A Survey of Female Collegiate Athletes**

This study surveyed 151 female university athletes to examine self-reported effects of menstruation and PMS on athletic performance. Results showed that 62% perceived performance impairment due to premenstrual symptoms, yet less than half took countermeasures. Findings highlight the need for education and support to enhance menstrual self-care and optimize performance in female athletes.

Okuyama, Shizuyo — Keio University  
Higashihara, Ayako — Institute of Physical Education, Keio University  
Oguma, Yuko — Sports Medical Research Center, Keio University

## **27. Longitudinal Estimation of Disability Acceptance in People with Lower Extremity Amputations Following Healthy and Unhealthy Behaviors: Adjusted for Etiology and Duration**

Using data from the 2017-2022 Panel Survey of Employment for the Disabled (244 panels), this longitudinal study examined associations between physical activity, tobacco/alcohol use, and disability acceptance among adults with lower-extremity amputations. Physical activity predicted higher acceptance ( $B = 0.01$ ), tobacco use lower acceptance ( $B = -1.61$ ), and alcohol use higher acceptance ( $B = 1.42$ ), supporting promotion of regular activity, tobacco cessation, and culturally informed guidance on alcohol within rehabilitation.

Lee, Jungjoo — Texas A&M University  
Kim, Junhyoung — Texas A&M University  
Ory, Marcia — Texas A&M University  
Smith, Matthew — Texas A&M University

## **28. Responding to National Workforce Needs: Preparing the Future STEM Workforce through the VSU-VT Engineering Initiative**

The underrepresentation of minority students in graduate engineering programs continues to challenge innovation, equity, and national competitiveness. In response, Virginia State University (HBCU) and Virginia Tech (PWI), with Sloan Foundation support, created a partnership to expand MS and PhD pathways in fields such as Quantum Information Science and Engineering. Grounded in equity and shared leadership, the initiative combines joint coursework, faculty collaborations, infrastructure development, and student support—already boosting research engagement, graduate interest, and cross-campus collaboration.

Waller, Tremayne "Trey" — Virginia Tech  
Jan, Faika — Virginia Tech

## **29. Personalized ASR Models for Individuals with Autism Spectrum Disorder: Bridging Task Success and User Experience**

This poster presents a study on personalized automatic speech recognition (ASR) models fine-tuned with speech data from individuals with autism spectrum disorder. Through everyday scenarios (e.g., dictation, voice commands, and interactive service tasks), we compare performance with baseline models and capture user experiences. Findings highlight how personalized ASR can improve task success while offering more accessible and empowering voice-based interactions for individuals with ASD.

Lee, Youngsun — Ewha Womans University  
Lee, Bowon — Inha University

## **30. Learners' Experiences from the "Saving the Otters in Our Neighborhood" Project**

This study explores how university students engaged in a place-based environmental project centered on urban otters. Through STEAM and PBL approaches using Micro:bit, students redefined local issues, developed creative solutions, and grew in ecological empathy, practical confidence, and ecological citizenship through contextualized and reflective learning.

Yoon, Sohee — Ewha Womans University  
Lim, Miyoun — Ewha Womans University

## **31. Exploring the identity of Pre-service Teachers in Environmental Education Programs - Living as a Teacher in the Anthropocene**

This study aims to examine the identity of pre-service teachers participating in an environmental education program. The environmental education program provides a context for pre-service teachers to form an understanding of what it means to live as teachers in the Anthropocene, and includes the process of designing and implementing environmental education. By participating in the program, pre-service teachers will cultivate ecological values and develop practical knowledge of teaching.

Eom, Sewon — Ewha Womans University  
Lim, Miyoun — Ewha Womans University

## **32. The effects of mobile learning technology on student achievement and affect.**

This is a beginning research project with a first year doctoral student. The project surrounds the effectiveness of mobile learning tools in the US Virgin Islands, where we have collected and analyzed data. We are seeking opportunities for external feedback on his research design and analysis approach.

Twyman, Todd — Pacific University  
Duesbery, Luke — San Diego State University  
Luvert, Emmanuel — Pacific University  
Symanski, Mark — Pacific University

### **33. Enhancing STEM Accessibility and Success: Universal Design for Learning for Deaf Students**

This study systematically reviews the application of Universal Design for Learning (UDL) in STEM education for d/Deaf and Hard of Hearing (d/DHH) students, highlighting its potential to remove barriers and improve educational outcomes. Findings suggest UDL's effectiveness in creating inclusive, accessible STEM learning environments.

Lee, Jongwoo — Texas Tech University

### **34. Leadership in Action: Student Growth and Teacher Fulfillment Through Project-Based Learning**

This study examined a leadership-focused, project-based curriculum for grades 6-12 (N=103) using pretest-posttest measures. Results showed statistically significant gains in leadership hard and soft skills, with 74% of students demonstrating improvement. Teachers also reported enhanced classroom culture, student motivation, and fulfillment in their work, underscoring the program's effectiveness for both student development and educator experience.

Muilenburg-Trevino, Evie — Oral Roberts University

### **35. A Study on Dietary Habits and Awareness of Shokuiku (Food and Nutrition Education) in Urban and Rural Areas**

This study investigated dietary habits and awareness of Shokuiku (food and nutrition education) among people living in urban and rural areas of Japan. A questionnaire survey revealed that urban residents had higher awareness of Shokuiku, while rural residents consumed more vegetables. The findings highlight the importance of promoting region-specific food education strategies to improve dietary behavior and address nutritional challenges in different communities.

Shirao, Mika — Jissen Women's University

Hatsuno, Haruna — Jissen Women's University

### **36. Understanding Legal Protections and Inclusive Practices for Students with Learning Disabilities in Higher Education**

This study explores the evolution of public policy protecting students with learning disabilities—from the Civil Rights Movement to today's college campuses. Focusing on key legislation like Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), the project examines how these protections apply in higher education and how they shape student experiences.

Smith, Shirley Anne — Louisiana State University Shreveport

Harrison, John — Louisiana State University at Shreveport

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Hibiscus 1

**Session Topic:** Curriculum, Research and Development **Session Chair:** Patton-Elliott, Hanna

### **Fancy Like Blueberry Pie: One Teacher's Experience with Curriculum Changes**

This descriptive case study investigates how an elementary school teacher may bridge the enactment of curriculum changes between state mandate and classroom practice within the context of Indigenous learning erasure in primary public education in Texas.

Patton-Elliott, Hanna — Texas A&M University Corpus Christi

### **Prior Knowledge and Student Psychological Basic Needs as Predictors of Student Boredom and Hopelessness**

This study examined how students' prior knowledge and basic psychological needs (autonomy, competence, relatedness) predict negative academic emotions—boredom and hopelessness—using control-value and self-determination theories. Data from 1,287 high school students revealed that prior knowledge and psychological need satisfaction reduced negative emotions at the student level, though not at the teacher level. Surprisingly, private school students reported higher boredom. Findings highlight the importance of supporting students' needs and prior knowledge to reduce academic disengagement.

St-Amand, Jérôme — Université du Québec en Outaouais

DeGrandpré, Martine — Université du Québec à Montréal

### **Enhancing Experiential Learning: Reflective Daily Debriefs on a Field Study**

Join this interactive presentation to review ten daily debrief questions that were part of a graduate field study course. With a focus on the student voice, learn how students responded to the question 'Describe the relationship between the daily debriefs that we had together each day and your learning on this field study'. The session will end with a conversation about the student responses and how daily debrief questions can be applied in other settings.

Wilson-Mah, Rebecca — Royal Roads University

McLean, Ann-Kathrin — Royal Roads University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Hibiscus 2

**Session Topic:** Diversity, Equity & Inclusion Education - Workshop **Session Chair:** Rowell, John

### **Welcome to the Black Renaissance: Using Beyoncé to Discuss the Intersectionality of Nigrescence, Black Student Support, and American History**

Using Beyoncé as our teacher to focus on how we can support our Black students through stages of their development, while acknowledging their traumas. Inspired by Beyoncé's own engagement with her Black identity, this presenter will highlight the ways in which higher education administrators can begin to understand our connection with American History and how to show up for students who are starting to understand their own place in the world.

Rowell, John — The Fashion Institute of Technology

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Kahili 1  
**Session Topic:** Social-Emotional Education - Workshop **Session Chair:** Thomas, Danna

### ***Revolutionizing Workplace Wellbeing in Education & How Leveraging AI Can Help***

If it takes a village to raise a child, who is taking care of the village? This session provides the answer with Happy Teacher Revolution: a powerful, research-based framework. You'll participate in an experiential learning opportunity to practice polyvagal-informed "glimmer" identification, a tool for finding joy and regulating emotions. The session then leverages AI to help you create a personalized action plan, building the collective power needed to restore your humanity and joy.

Thomas, Danna — Happy Teacher Revolution and Johns Hopkins University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Kahili 2  
**Session Topic:** STEM Education **Session Chair:** Donovan, Caitlin

### ***Houseplants, Mindfulness, and AI Mentorship in STEM Teacher Preparation***

This session shares The Biology of Mindfulness, a plant-focused event for Noyce Scholar STEM educators that blended houseplant biology, mindfulness practices, and AI-supported reflection. Partnering with a local business, the program introduced AI tools as asynchronous mentorship aids-offering journal prompts and pedagogical simulations to five of twelve study participants. The project models how AI can extend culturally sustaining, tech-integrated teacher preparation without replacing human mentorship.

Donovan, Caitlin — Duke University

Hicks-Harris, Valencia — Duke University

### ***Developing Computer Science Master Teachers for Georgia Rural Schools***

"Developing Computer Science Master Teachers for Georgia Rural Schools" is a five-year initiative aimed at expanding access to high-quality computer science education in rural districts. Through the Georgia Rural Computer Science Leaders (Ga-RCSL) program, 16 secondary STEM teachers earn an Educational Specialist (Ed.S.) degree in Teacher Leadership. We present design and outcomes of sustained professional development and leadership support, empowering educators to transform CS instruction and equity across underserved communities in Georgia.

Dias, Laurie — Kennesaw State University

Dias, Mike — Kennesaw State University

Koballa, Tom — Mercer University

Morrissey, Susie — Mercer University

### ***Intersections of Teacher Identity and Leadership in Shaping Female Students' Science Self-Efficacy***

This presentation examines how teacher identity and leadership intersect to shape students' self-perceptions as scientists. Drawing on qualitative research in North Carolina public schools, we highlight disparities in self-identification between White and BIPOC students and explore how representative mentorship and culturally responsive leadership can foster belonging. We argue that identity-conscious teacher leadership, particularly among BIPOC educators, validates students' experiences and strengthens scientific self-efficacy, especially for female students of color.

Mason-Hogans, Ákánké — Duke University

Donovan, Caitlin — Duke University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Lehua  
**Session Topic:** Language Education **Session Chair:** Carando, Agustina

### ***From Passive Recipients to Active Advocates: A Pedagogical Framework for Community-Engaged Heritage Spanish Education***

This paper explores how heritage Spanish students can become sites of community transformation. This ten-week intervention equipped students to tackle language barriers by redesigning inaccessible banking documents into Plain Language versions. Through hands-on fieldwork, students developed critical awareness while creating resources that benefited their local communities. Results reveal significant gains in advocacy skills and linguistic rights knowledge, showing how language education can simultaneously advance academic learning and promote meaningful linguistic equity for Spanish-speaking populations.

Carando, Agustina — University of California, Davis

Ortega Pérez, Ana — University of California, Davis

Gonzalez-Bastidas, Angélica — University of California, Davis

### ***Task-Based Needs Analysis for Legal Spanish***

This study addresses the lack of research-based curricula in Legal Spanish by building on task-based approaches used in Business and Medical Spanish. It conducts a three-phase Needs Analysis involving legal professionals, law students, and professors to identify and evaluate real-world tasks relevant to the legal field. The findings inform the development of a semester-long, task-based Legal Spanish curriculum that incorporates professional input and emphasizes practical, skill-based instruction tailored to students' future workplace needs.

Critchfield, Madeline — Rockhurst University

Rincón Herce, Leticia — Creighton University

### ***Japanese in Hawaiian English and Korean English --The Incorrect Japanese-English Introduced into Everyday Life***

This is a sequel to my presentation in 2019 titled "The Need to Teach Wasei-eigo (Japanglish words) in English Classes. Japanglish words are not only in Japanese but also in Korean and Hawaiian English. The reasons for this include the history of the two countries. They are integrated into people's lives. It is necessary for people to know that such words are either incorrect English or words that cannot be used in standard English.

Ito, Yukiko — Tokyo Women's Medical University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Nautilus 1  
**Session Topic:** Indigenous Education - Panel **Session Chair:** Block, Staci

### ***Supporting Culturally Responsive Literacy Through Native Ways of Knowing***

This session focuses on sharing free culturally responsive literacy resources to improve representations and classroom climates for teaching and learning about Native Americans. Gain knowledge on supporting literacy, cultural competency, and culturally responsive instruction by improving access and opportunities to allow Native American students and families to thrive in school. Expand literary collection with works by Indigenous authors and illustrators who employ Indigenous storytelling techniques, showcase Tribal languages, and honor the sovereignty of tribes.

Block, Staci — California Indian Education for All  
Shyyan, Vitaliy — University of Wisconsin-Madison

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Nautilus 2  
**Session Topic:** Other Areas of Education **Session Chair:** Purnell, Ken

### ***Neuroeducation: Why Understanding the Brain Matters for Teachers and Students***

Discover how neuroeducation can transform your teaching. This session provides practical, brain-based strategies that boost student engagement, motivation, and overall well-being. Learn how understanding the brain results in more effective lessons, improved classroom management, and better outcomes for all learners. Gain science-backed tools you can implement immediately to support learning and mental health. Ideal for teachers seeking innovative, evidence-based approaches to build responsive and empowering classrooms.

Purnell, Ken — Central Queensland University, Australia

### ***Beyond the Hype: Harnessing AI in Schools Without Losing the Human Edge***

Discover practical strategies for harnessing the power of AI in your classroom-without sacrificing creativity, critical thinking, or meaningful connection with students. This session provides real-world examples and evidence-based guidance to help you make informed, balanced decisions about integrating AI. Join us to ensure AI becomes your supportive teaching partner, not a substitute for your expertise and the human touch that makes learning unforgettable.

Purnell, Ken — Central Queensland University, Australia  
Burgos, David — Central Queensland University, Australia

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 1  
**Session Topic:** Teacher Education **Session Chair:** Tsai, Meng-Fang

### ***Enhancing Pre-Service Teachers' Self-Regulated Learning and Experiences in a Course Using Problem- and Team-Based Learning***

This study investigated pre-service teachers' self-regulated learning and experiences in a Sociology of Education course using Problem-Based Learning (PBL) and Team-Based Learning (TBL). Quantitative findings showed a significant increase in self-regulated learning by the end of the semester, along with positive perceptions of their learning experiences. Qualitative analysis further revealed that the course design promoted the development of higher-order thinking skills, enhanced class participation, encouraged effective teamwork, and supported the use of diverse learning strategies.

Tsai, Meng-Fang — National Kaohsiung Normal University/Teacher Education and Careers Service

### ***Lessons and Learning from Abroad: Teacher Development in a South American Context***

This study explored the experiences of pre-service and early in-service teachers in a two-week study abroad program. This program was designed to provide rich cultural experiences embedded in a local school while living with a Chilean host family broadening perspectives on cultural, emotional, and developmental supports provided to second-language learners. During the experience, participants work with students from K through 12 th grade while collaborating with a Chilean classroom teacher.

Koerber, Nate — Augusta University  
Cole, Merryn — University of Nevada, Las Vegas

### ***Decolonizing Practices and Teacher Sense of Place in Indigenous Spaces***

This qualitative study explored how non-native teachers in Hawai'i developed a sense of place. Through the development of their sense of place in Hawai'i, educators learned from the land and became better advocates, not only for their students but also for decolonizing pedagogy.

Donnelly, Josef — University of Hawaii at Hilo

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 2  
**Session Topic:** Reading Education - Workshop **Session Chair:** Haynes, Ingrid

### ***Rigor to Results: Blending AI, Literacy, and Leadership to Transform Classrooms***

This session explores how the integration of Artificial Intelligence, Science of Reading-aligned literacy practices, and transformational leadership can revolutionize K-12 education. Participants will gain practical strategies for using AI tools to enhance instruction, support data-driven interventions, and build schoolwide systems that improve student outcomes. Grounded in research and real-world application, this workshop equips educators and leaders with tools to elevate literacy, engage staff, and lead sustainable change in diverse learning environments.

Haynes, Ingrid — The National Literacy Institute  
Gonzales, Delilah — The National Literacy Institute  
Cavil, Jafus — Texas Southern University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 3  
**Session Topic:** Health Education - Workshop **Session Chair:** Powell, Cynthia

***Mindfulness in Action: Experiential Strategies for Stress Management and Self-Care in International Education***

This interactive workshop introduces Mindfulness-Based Stress Reduction (MBSR) as an evidence-based approach to managing stress and enhancing well-being in international education. Participants will engage in guided mindfulness practices, explore research-based benefits, and reflect on practical applications in cross-cultural contexts. Designed for international educators, this session fosters resilience, emotional regulation, and self-care strategies to support both personal and professional sustainability in a globally connected, high-stress educational environment.

Powell, Cynthia — The University of North Texas Health Science Center

O'Hagan, Patricia — Vancouver Island University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** Sea Pearl 4  
**Session Topic:** Higher Education - Workshop **Session Chair:** Lytvynak, Ellina

***Changing Internal Medicine Residents' Attitudes Towards Managing People with Obesity Using an Interactive Educational Session with Lecture and Embedded Real-life Patients' Experiences***

This interactive workshop will provide the audience with the most up-to-date evidence on the innovative approaches in higher medical education designed to reduce and mitigate weight bias and stigma. The theory and application of these methods will be discussed. Participants will be able to actively engage in a discussion regarding the implementation/evaluation of innovative educational tactics to enhance curriculum/course design within higher medical education settings, which will ultimately contribute to improved healthcare.

Lytvynak, Ellina — University of Alberta

Mittal, Nikita — University of California San Diego

Wei, Jennie — University of California San Diego

Lin, Duo — University of California San Diego

Yang, Kun — University of California San Diego

Tu, Xin — University of California San Diego

Lunde, Ottar — University of California San Diego

Ross, Evelyn — University of California San Diego

Cheng, Jessica — University of California San Diego

DeConde, Jennifer — University of California San Diego

Farber, Neil — University of California San Diego

Grunvald, Eduardo — University of California San Diego

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 1  
**Session Topic:** Higher Education - Workshop **Session Chair:** Hampton-Campbell, Sharva

***Closing the Gap: Enhancing Writing and Professional Skills in Graduate Behavioral Science Education***

This presentation examines why many graduate students in behavioral science programs struggle with academic writing and professional skills, and how these gaps affect their academic and career success. Participants will explore evidence-based strategies—such as writing mentorship, scaffolded assignments, and culturally responsive teaching—that foster both competence and confidence. Attendees will leave with practical tools, including a writing readiness toolkit and professional skills framework, to implement within their own programs.

Hampton-Campbell, Sharva — Chicago State University

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 2  
**Session Topic:** Higher Education **Session Chair:** Reyes, Katherine

### ***How Residential Life Impacts First-Year Student Retention and Sense of Belonging***

This study examines how residential life impacts first-year college student retention and sense of belonging. Using Tinto's and Strayhorn's frameworks, it explores how on-campus living supports social integration, identity development, and academic success, especially for first-generation, low-income, and underrepresented students. Residence halls are viewed as community-building spaces that shape students' academic and social identities. The study emphasizes the value of inclusive programming, peer mentorship, and student-staff interactions in supporting students during their transition to college.

Reyes, Katherine — Pepperdine University

### ***Post-Secondary Student Barriers, Belongingness, and Well-Being: Informing Campus Mental Health Strategy Through Student Perspectives***

This qualitative research study in collaboration with the Manager of Student Supports and the Campus Counselling Centre gathered post-secondary student perspectives through focus group discussions about challenges, barriers, institutional supports, belongingness, and well-being. Thematic analysis uncovered four overarching themes: (1) financial challenges and frustrations, (2) difficulties accessing supports, (3) faculty and program influences; and (4) connection and campus climate. Findings from this project can help to inform campus Mental Health Strategy.

Clynes, Star — Red Deer Polytechnic

Uliniuc, Amalia — Red Deer Polytechnic

Bearden, Anomi — Red Deer Polytechnic

Prowse Turner, Jamie — Red Deer Polytechnic

### ***Bridging the Gap: Strengthening Transfer Pathways Through the Development of Academic Roadmaps***

This session highlights how California State University, Bakersfield and regional community colleges are strengthening transfer pathways through intentional collaboration and the use of the Program Pathways Mapper 2.0. Learn how clear academic roadmaps can reduce credit loss, support timely degree completion, and promote equity for historically underserved students.

Grappendorf, Kris — California State University, Bakersfield

Nixon, Tonya — California State University, Bakersfield

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**Time:** 9:45 - 11:15 AM / **Sunday** - 1/11/2026 / **Room:** South Pacific 4

**Session Topic:** Education Policy and Leadership - Workshop **Session Chair:** Littleton, Erica Jewel

### ***From Educator to Edupreneur: Redesigning the Leadership Pipeline for Global School Improvement***

This interactive workshop introduces edupreneurship, the entrepreneurial mindset of educators, as a strategy to redesign leadership pipelines, support succession planning, and retain purpose-driven teachers. Participants will explore research-based tools, mentorship models, and real-world case studies, including flexible scheduling and income-generating skillsets that empower educators to lead from within. Attendees will leave with a customizable blueprint for cultivating edupreneurial leaders in their educational contexts.

Littleton, Erica Jewel — Learning Little People

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