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International Academic Research Conference

April 6-7, 2020

Online Conference

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ONLINE CONFERENCE PREPARATION

Thanks for your patience and dedication to making our 2020 online conference a success. We have been told the world has never seen this amount of internet usage before. No one can properly or appropriately predict the stability of the world's current internet infrastructure. With so many people home from school and working from home, experts say we are testing its capabilities into an unknown realm. With that said, we have consulted with our internet provider to ensure we have the necessary bandwidth and internet speed to successfully host our conference. We anticipate no issues but prefer to plan for all scenarios.

At CSI, we have done everything possible to prepare for a successful conference event. If there is an internet interruption, we will have the conference back online as quickly as possible. The various breakout rooms are being delivered via three different servers. In the event one is temporarily unavailable, please join another breakout room. We will be using our homepage to provide the most up-to-date program and links. (www.csiresearch.com)

PLEASE NOTE…there will be a room moderator in every breakout room. We will do our best to assist you with the technical details of presenting online. You can improve your chance of a smooth and seamless presentation by practicing both your presentation and utilizing Zoom prior to the event. Below, we have some tasks for you to review. Please let us know if you need any further assistance.

BEFORE THE CONFERENCE:
- View our CSI's Zoom and Conference Instruction video: https://zoom.us/rec/share/x851KKH58lFJfYXTsxDVUbwNI5u4eaa82iFK__BcmRsa4vZp3NUT_IjxEa6wdUDF?startTime=1585315098000
- Download Zoom at https://zoom.us/download. You will want to use the first one listed.
- Fill out the survey (sent earlier in your presenter checklist) which requests your contact number during the conference.
- Create a space for your presentation. Make sure the lighting is good and the background noise is minimal.
- Test your audio (speakers and microphone) and video (webcam) equipment and make sure it works. You can do this right within Zoom. Using video during the conference will be your option.
- If you are a presenter, practice using screen share.
- Submit your PPT to the CSI link for your breakout room. This was previously provided to you in the presenter checklist. In the event you can't display your presentation, we will be able to share it from our screen and you will be able to talk through it.

o Check your internet connection at www.speedtest.net. Your download speed should be around 5. If it is not, you may want to consider not using your video during the event.

STARTING THE CONFERENCE:
o Log into the conference by clicking on the provided link. When logging into your session, please note that unless you are the first presenter of the day or after a break, there will be someone else presenting.
o When attending a session, all attendees will be asked to mute their microphones. This will reduce the possibility of feedback.
o If your audio does not work, you will need to call into the Zoom meeting. A Zoom phone number will be supplied within the program for each breakout room.

GENERAL INFORMATION:
o As an attendee, look over the program schedule and select the presentation you wish to attend.
o To join a session, point your cursor at the link and click on it to enter that specific breakout room.
o Some systems will require you to hold the ctrl button while clicking on the link. Be patient, as it may take a few seconds to open. If your PDF reader does not allow you to open the general session or breakout room links from within the electronic program, the links are live on our homepage at www.csiresearch.com.
o As an attendee, you can move freely between breakout rooms. We ask that when you leave a breakout room, you click the "leave meeting" button. You are then free to click the link to the breakout room of your choice.

PRESENTERS:
o If you have any issues logging onto the system for your presentation, please email your issue and phone number to editor@csiresearch.com. This email will be closely monitored throughout the event.
o During your presentation, be sure to share your presentation visually by utilizing screen share. If you plan just to talk without a visual, please disregard this.
o At the beginning of your presentation (even before your introduction), we will make sure the audience can hear you, see you (if you choose to be on video), and see your screen. Further, we will remind everyone to mute their microphones.
o During your presentation, if you need anything, please ask your room moderator.
o When you have five minutes remaining, the moderator will notify you that it is time to take questions.
o At the end of your session, you may stay for the next presentation. The moderator will cancel your screen share and ask you to mute your mic (or they will do it for you).

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MONDAY, APRIL 6, 2020

8:00-8:30	**OPENING:** *Dr. Tanya Yerigan* *"Higher Education: Crisis or Not"* **Join Opening Session:** Computer - https://zoom.us/j/914972549 or Phone - 312-626-6799 (Meeting ID: 914972549)				
SESSION #1 **8:45-12:30**	Select the presentation you'd like to attend and click the link for that room. By using the room links, you can go between breakout rooms.				
	BREAKOUT ROOM #1	**BREAKOUT ROOM #2**	**BREAKOUT ROOM #3**	**BREAKOUT ROOM #4**	**BREAKOUT ROOM #5**
	Room Zoom Link: https://zoom.us/j/878258817 312-626-6799 (ID: 878258817)	Room Zoom Link: https://zoom.us/j/478694643 312-626-6799 (ID: 478694643)	Room Zoom Link: https://zoom.us/j/838234038 312-626-6799 (ID:838234038)	Room Zoom Link: https://zoom.us/j/237123699 312-626-6799 (ID: 237123699)	Room Zoom Link: https://zoom.us/j/929559010 312-626-6799 (ID: 929559010)
8:45-9:15	**#76-STUDENT CONSUMERISM** *David B. Ross*	**#46-JUDGEMENTS OF KNOWING & TEST PERFORMANCE** *Shirley Alt*	**#18-CONTEXTUALIZING MANAGEMENT EDUCATION** *Chuanyin Xie*		**#29-SCENARIO-BASED LEARNING-ELDER ABUSE** *Kathy Smart* *Kari Chiasson*
9:15-9:45	**#37-EFFECTIVELY TEACHING PRESCHOOL** *Donna R. Sanderson*	**#5-DIGITAL NATIVES & TECHNOLOGY SKILLS** *Jane Boyd Thomas* *Cara O. Peters*	**#66-RECIDIVISM AMONG ADOLESCENTS IN PSYCHIATRIC HOSPITALS** *Logan S. McCarthy*	**#72-SHEPHERD LEADERSHIP: A MODEL OF DELIVERING EXCEPTIONAL RESULTS** *Philip L. Fioravante*	**#53-POTENTIAL EFFECTS OF THE MISSISSIPPI LOTTERY** *Taylor F. Corso* *V. Brooks Poole*
9:45-10:15	**#73-COLLEGE STUDENTS LEARNING ABOUT CHILDREN WITH DISABILITIES** *Ruth E. Jefferson*	**#49-A NOVEL LOOK AT LEARNING STATISTICS THROUGH INQUIRY** *Elliott Ostler*	**#83-PRECEIVED LEGITIMACY OF ONLINE BUSINESS DEGREE PROGRAMS** *Matthew Peters*	**#31-NEURODIVERSITY IN THE WORKPLACE** *Lisa Knowles*	**#17-BLENDED LEARNING AND FINAL GRADES IN BUSINESS COURSES** *Cheryl Clark*
10:15-10:45	**#78-ADVISING 21ST CENTURY DOCTORAL STUDENTS** *Byung-In Seo*	**#44-LEARNING TO TEACH ENGLISH LANGUAGE LEARNERS** *Rosemarie Michaels*	**#14-CHANGING INSTRUCTION IN HIGHER EDUCATION** *Robert E. Waller*	**#33-FUTURE OF AUDITING: GOING REMOTE** *Jesse D. Beeler*	**#55-PROJECT-BASED LEARNING & INCREASING SELF-EFFICACY** *Sherri Theaker* *Edward Shephard*
10:45-11:00	**BREAK**				
11:00-11:30	**#3-ESCAPE ROOM ONLINE MODEL FOR LIBERAL ARTS UNDERGRADUATES** *Peter Hackbert* *Jon Ludwig*	**#82-TOOLS AND TIPS FOR SUBSTANTIVE INTERACTION IN ONLINE CLASSES** *Theresa Moore*	**#92-KNOWLEDGE CONSTRUCTION & GARDEN PLANTING** *Gilbert Duenas*	**#10-POSITIVE YOUTH DEVELOPMENT & EMPLOYMENT LONGEVITY** *James C. Dovel*	**#12-TEACHER CANDIDATE CULTURAL AWARENESS & COMMUNITY PARTNERSHIPS** *Teri Wiedeman Rouse*
11:30-12:00	**#43-LEADING NEUROSCIENCE RESEARCH TRENDS** *Kourtland R. Koch*	**#56-PRINCIPAL'S ROLE & GIFTED EDUCATION** *Patricia Hoehner* *Michael Teahon* *Kyle Hoehner*	**#13-CHANGE IS HAPPENING: IS EDUCATION KEEPING UP** *Andrew Pueschel*	**#32-EXPOSING PROSTITUTION** *Marie Louden-Hanes*	**#89-VIRTUAL STUDENT TEAMS AND FLIPPED UNDERGRADUATE CLASSROOM** *Thomas M. Rogers*
12:00-12:30	**#87-DIMENSIONS OF CULTURALLY INCLUSIVE FAMILY & SOCIAL COLLABORATIONS** *York Williams*		**#62-STUDY ABROAD AND TESL PRACTICUM COURSE** *Terrence McCain* *Lida Noori*	**#74-HUMOR AS A TEACHING STRATEGY** *Ronald Dolon*	**#4-CHARTER SCHOOLS: OUTCOMES IN NORTH CAROLINA** *Theodore Kaniuka*
12:30-1:00	**NOON BREAK**				

SESSION #2 1:00-3:45	BREAKOUT ROOM #1	BREAKOUT ROOM #2	BREAKOUT ROOM #3	BREAKOUT ROOM #4	BREAKOUT ROOM #5
	Room Zoom Link: https://zoom.us/j/878258817 312-626-6799 (ID: 878258817)	Room Zoom Link: https://zoom.us/j/478694643 312-626-6799 (ID: 478694643)	Room Zoom Link: https://zoom.us/j/838234038 312-626-6799 (ID:838234038)	Room Zoom Link: https://zoom.us/j/237123699 312-626-6799 (ID: 237123699)	Room Zoom Link: https://zoom.us/j/929559010 312-626-6799 (ID: 929559010)
1:00-1:30	#19-COUNSELING NEWLY RESETTLED REFUGEES IN THE UNITED STATES *Jonathan Trauth*	#71-STUDY ABROAD: PERSONAL & PROFESSIONAL MEANING *Jana Sanders* *Phyllis Robertson* *Lynn Hemmer*	#47-THE ECONOMIC HEADWINDS OF AN ECONOMIC SUPERPOWER *Bradford R. Frazier* *Alan R. Belcher*	#7-CARING & CULTURALLY COMPETENT TEACHERS FOR ONLINE STUDENTS WITH EXCEPTIONALITIES & OTHER NEEDS *York Williams*	#85-COMMUNICATION PRACTICES IN HIGHER EDUCATION *Linda D. Grooms*
1:30-2:00	#1-ADJUSTMENT DIFFICULTIES AMONG ASIAN INTERNATIONAL STUDENTS *Young Shim*	#48-MICROFINANCE IN THE AGE OF CROWDFUNDING *Sandra Frempong*	#30-FDA REGULATORY REVIEW, BIOLOGICS, & PRICE COMPETITION *Thomas A. Hemphill*	#27-LEARNING & INCARCERATION *Jamie D. Stockton*	#22-DECREASING THE ACADEMIC ACHIEVEMENT GAP WITH CHOICE *Cynthia Palmer Mason* *Lori Mason Bennett*
2:00-2:30	#54-PREPARING GRADUATES FOR BIG DATA WORLD *Anamitra Shome*	#59-PROPOSING EQUITABLE CHANGES TO STATE ASSESSMENT SYSTEM *Joseph Brown* *John W. Hatcher III*	#70-SCHOOLING FOR DEMOCRACY *Lynn Swann* *Susan Dean Gilbert* *Pam Vesely* *Nancy Gryder*	#6-ARE THE HOOPS WORTH THE HYPE *Angela Addair* *Amanda Sauchuck*	#75-SELF-EFFICACY AND ACADEMIC ACHIEVEMENT IN ONLINE LEARNING *Jennifer Miller* *Jillian Skelton*
2:30-2:45	BREAK				
2:45-3:15	#79-INDIGENOUS COSMOLOGIES & TEACHING AMERICAN INDIAN CULTURE *Gary Cheeseman*		#8-DEVELOPING PRE-SERVICE TEACHERS' CULTURAL COMPETENCE *Joanna Greer Koch*	#26-THE ECONOMICS OF GLOBAL HIGHER EDUCATION *Robert E. Waller*	#68-THE ROLE OF UNIONS IN THE FUTURE OF HIGHER EDUCATION *Pamela A. Schulze*
3:15-3:45	#16-EDUCATIONAL LANDSCAPE & TEACHER TRAINING IN GHANA & THE U.S. *Princess Allotey* *Sarah Murray*		#60-QUALITY ASSURANCE FOR HIGHER EDUCATION *Robert Waller*	#69-SCHOOL/ COMMUNITY PARTNERSHIPS *Sally A. Creasap*	
3:45	**Daily Closing**	**Daily Closing**	**Daily Closing**	**Daily Closing**	**Daily Closing**

TUESDAY, APRIL 7, 2020

8:00-8:20	DAILY OPENING				
	JOIN OPENING SESSION: Computer - https://zoom.us/j/157971656 or Phone - 312-626-6799 (ID: 157971656)				
SESSION #1 **8:30-11:45**	**BREAKOUT ROOM #1**	**BREAKOUT ROOM #2**	**BREAKOUT ROOM #3**	**BREAKOUT ROOM #4**	**BREAKOUT ROOM #5**
	Room Zoom Link: https://zoom.us/j/386688095 312-626-6799 (ID: 386688095)	Room Zoom Link: https://zoom.us/j/277356065 312-626-6799 (ID: 277356065)	Room Zoom Link: https://zoom.us/j/279988191 312-626-6799 (ID: 279988191)	Room Zoom Link: https://zoom.us/j/170152891 646-558-8656 (ID: 170152891)	Room Zoom Link: https://zoom.us/j/892499400 312-626-6799 (ID: 892499400)
8:30-9:00	**#80-NORMAL DISTRIBUTION & STATISTICAL PROCESS CONTROL** *Kip Pirkle*	**#45-SITE SELECTION & GLOBAL LEARNING** *Andrew Pueschel*	**#2-SOCIAL & EMOTIONAL LEARNING** *Terry A Silver*		**#57-PROFESSORS UNDER SIEGE** *Judith Cochran*
9:00-9:30	**#23-CULTURE OF INQUIRY AT IHE** *Joseph Marron* *Dina Pacis* *Patricia Traynor-Nilsen* *Teri Marcos*	**#86-THE TEACHER AS A ROLE MODEL TO AFFECT STUDENT BEHAVIORS AND CLASSROOM CULTURE/CLIMATE** *Laura Erhard Fiorenza*	**#35-GRADUATE STUDENTS' PERCEPTIONS OF PREPARATION FOR ONLINE LEARNING** *Lin Carver* *Keya Mukherjee*	**#39-IDENTITY DEVELOPMENT IN SUBSTANCE USE DISORDERS, PRACTICE, & RECOVERY** *Gerard A. Love*	**#77-STUDENT PERCEPTIONS: TRADITIONAL VERSUS ONLINE UNDERGRADUATE COURSES** *Cherie Rains*
9:30-10:00	**#81-DROWNING IN STUDENT EMAILS** *Sherry Long*	**#38-WRITING A COLLABORATIVE TEXT BOOK** *Rhondda F Waddell* *Debra Mims* *Nancy Wood* *Jessica Moreira*	**#67-FIRST GENERATION COLLEGE STUDENT TO PROFESSOR** *Tedi T. Gordon*	**#36-HELPING CHILDREN WHO HURT** *Franklin T. Thompson*	**#42-PERSONAL ETHICS DILEMMA AND CONFLICT WITH ORGANIZATIONAL ETHICS** *Farai Katsande*
10:00-10:15	BREAK				
10:15-10:45	**#63-REFORMING UNDERGRADUATE MATH EXPERIENCES** *Dewayne Morgan* *Nancy Shapiro* *Karen Feagin*	**64-REINVENTION OF ASSIGNMENTS & CLASS SETTINGS FOR HIGHER ACADEMIC PERFORMANCE & ACHIEVEMENT** *Admasu E. Tucho*	**#20-CROSS FUNCTIONAL LEADERSHIP DEVELOPMENT** *Andrew Pueschel*		**#65-COLLABORATIVE FACULTY WRITING** *Keya Mukherjee* *Rhondda F. Waddell* *Holly Atkins*
10:45-11:15	**#88-UNIVERSITY LITERACY FESTIVAL: CONNECTING AUTHORS & STUDENTS** *Cynthia Dawn Martelli* *Vickie Johnston*	**#61-BEHAVIORS IN MATHEMATICS AVOIDANCE OF FEMALE TEACHERS** *E. Baye Ballew* *Alexandra Kanellis*	**#50-ONLINE COURSE MIXED REALITY EXPERIENCES & PARTICIPANT REACTIONS** *Lin Carver* *Jodi Lamb*	**#40-HOW LGBT CHARACTERS ARE PORTRAYED IN MEDIA** *Brian J. Cowley* *Cynthia Cerrentano*	**#24-DISCOURAGING CHEATING IN THE AGE OF SIRI AND ALEXA** *Lori R. Van Wallendael*
11:15-11:45	**#91-FUTURE OF HIGHER EDUCATION FUNDING** *Robert E. Waller*	**#90-DIFFERENTIATING FLUENT & NON-FLUENT READERS & HOW TO ASSESS** *Shirley Alt*	**#34-GIVING VOICE PHOTOVOICE AS TOOL FOR EMPOWERMENT AND SOCIAL CHANGE** *Holly Atkins* *Kate Wittrock* *Keya Mukherjee*	**#84-PREPARING TEACHERS TO WORK WITH STUDENTS AFFECTED BY TRAUMA** *Regina Rahimi*	**#21-ONLINE LEARNING, SMALL GROUPS, & STUDENT CONNECTEDNESS** *Erin F. Klash*
11:45-12:15	Best Presentation Submission https://www.surveymonkey.com/r/9F2W5VQ				

All abstracts are published as submitted, other than limiting length due to space constraints.

PRESENTER LIST:

1 *Acculturation and Adherence to Asian Values as Correlates to Psychological Distress and Adjustment Difficulties Among Asian International Students in America*
Day/Track: Monday, 1:30 p.m., Behavioral Science
Summary: Review of research has indicated that international students' psychological wellbeing is related to acculturation process. This study was to examine acculturation process and value differences as correlates to psychological distress and adjustment difficulties among Asian international students. The cultural adjustment checklists and Asian Value inventory are used to measure adjustment distress for 82 Asian International Students. We found that the degree of acculturation and Asian values are highly related to cultural adjustment difficulties among Asian international students.
Presenter: Young R. Shim, Ph.D., Georgia Gwinnett College, GA
Contact: yshim@ggc.edu

2 *Adult Social and Emotional Learning: How to Establish Cultures of Well-Being*
Day/Track: Tuesday, 8:30 a.m., Education
Summary: Warm classroom environments and positive teacher-student relationships promote both academic learning and SEL (social emotional learning). In addition, teachers social-emotional competence (SEC) and well-being strongly influence the learning context with infusion of SEL into classroom and schools. This workshop will focus on creating SEL practices for self, classroom and school wide use. Participants will reflect on the use of SEL in their daily lives and articulate reasons for cultivating SEC. Through exploration of current research participants will generate strategies to utilize SEC with adults and students in educational settings. Lastly, attendees will assess and plan for their own self-care while establishing a culture of well-being on school campuses.
Presenter: Terry Silver, Ed.D., The University of Tennessee at Martin, TN
Contact: tsilver@utm.edu

3 *Applying "Escape Room" online model to advance entrepreneurial leadership for Liberal Arts Undergraduates*
Day/Track: Monday, 11:00 a.m., Education
Summary: Liberal Arts faculty are encouraged to use a variety of active learning strategies to engage students to acquire twenty-first skills. The Escape Room team-based approach engages students in critical thinking, complexity and uncertainty, communication skills, collaboration, and problem-solving to decipher puzzles and find clues to escape a room. The study purpose was to describe the use of a toolbox gaming strategy to help students learn and practice deliberate entrepreneurial leadership skills.
Presenter: Peter H. Hackbert, Ph.D., Berea College, KY
Co-Presenter: Jon D. Ludwig, student, Berea College, KY

4 *Are Charter Schools a Public Good: Achievement Outcomes in North Carolina*
Day/Track: Monday, 12:00 p.m., Education
Summary: North Carolina has permitted publicly funded charter schools since the 1990's and has recently expanded the number to over 200. These schools were to be innovative schools allowing for experimentation and flexibility. This study uses 2018 data to examine if these charter schools offer students an achievement advantage. The results show 1) these schools serve a different population from traditional public schools, and 2) achievement benefits are mixed.
Presenter: Theodore Kaniuka, Ed.D., Fayetteville State University, NC
Contact: tkaniuka@uncfsu.edu

5 *Are Digital Natives Technology Experts? Lessons for Educators*
Day/Track: Monday, 9:15 a.m., Multidisciplinary
Summary: Adults over the age of 40 often assume that, because young people have been raised with technology, they are "hard wired" with digital knowledge and skills. However, research has found that there is a gap between the self-reported and actual abilities of young people to complete technology-related tasks. The purpose of this session is to explore this gap and present strategies faculty can use to bridge the divide between perceived and actual digital knowledge. Using observations from classes and particular assignments, we will present examples of basic digital skills that are lacking from today's students and highlight strategies for improvement.
Presenter: Jane Boyd Thomas, Ph.D., Winthrop University, SC
Co-Presenter: Cara O. Peters, Ph.D., Winthrop University, SC
Contact: Thomasj@winthrop.edu

6 *Are the Hoops Worth the Hype?*
Day/Track: Monday, 2:00 p.m., Business
Summary: Advocates claim that cities having a professional sports team, facility, and events will result in large sums of money being spent into the city for lodging, food, and other interests of the enthusiast all while attending an event supporting their team. What is not explained, however, is the true economic impact on these cities as this varies for reasons we will discuss within our research paper.
Presenter: Angela Addair, DBA., Concord University, WV
Co-Presenter: Amanda Sauchuck, DBA., Concord University, WV
Contact: aaddair@concord.edu

7 *Becoming a Caring and Culturally Competent Teacher for Online Students with Exceptionalities and Other Needs*
Day/Track: Monday, 1:00 p.m., Multidisciplinary
Summary: Teaching learning-diverse students, English learners (Els), and students with disabilities has become of paramount importance as it relates to each unique student's need, directed by an Individual Education Plan (IEP), 504,

English Language Plan, and related services, especially for those students served primarily under the Individual Disabilities Education Act. The students' unique cultural and familial needs also become important used to promote achievement in both the F2F and online educational setting. inclusive of multiple intelligences (MI), learning styles, and appropriate differentiated instruction.
Presenter: York Williams, Ph.D., West Chester University, PA
Contact: ywilliams@wcupae.edu

8 *Best Practices for Developing Pre-Service Teachers' Cultural Competence*
Day/Track: Monday, 2:45 p.m., Education
Summary: The purpose of this presentation is to examine the impact of incorporating international opportunities within teacher education programs. Specifically, the presentation will explain a case study about pre-service teachers from NC State University that participated in a cultural immersion experience in Mexico with the objective to further develop the pre-service teachers' cultural competence. With the number of English language learners (ELL) increasing throughout the United States, it is imperative for pre-service teachers to develop their cultural competence. For this research study, a theoretical framework of cultural competency will be utilized along with a critical comparative methodology.
Presenter: Joanna Greer Koch, Ph.D., North Carolina State University, NC
Contact: joanna_koch@ncsu.edu

9 *- Session Cancelled*

10 *A Biodata Study of the Relationship Between Positive Youth Development and Employment Longevity Among Small Business Customer Service Employees*
Day/Track: Monday, 11:00 a.m., Business
Summary: Very little research exists concerning small business employee selection. Factors that complicate research include the wide variety of business types, their physical and geographical dispersion, and the reality that credential based selection often provides little value. This empirical study utilized biodata, or background data, representing youth experiences to develop a selection instrument for small business, customer service employees. The final instrument included a moderate weak relationship to small business, customer service, employee longevity. The constructs of connection and competence provided the most value in the relationship. A valuable relationship exists between positive youth development and small business, customer service, employee longevity.
Presenter: James C. Dovel, DBA., Shepherd University, WV
Contact: jdovel@shepherd.edu

11 *– Session Cancelled*

12 *Building Cultural Awareness in Teacher Candidates through Community Partnerships*

Day/Track: Monday, 11:00 a.m., Education
Summary: Teacher candidate engagement with the stakeholders in urban school settings is critical to teaching lessons that are grounded in Culturally Responsive Pedagogy. Through community partnerships, teacher preparation programs are able to offer children the opportunity to identify their cultures in the curriculum through pedagogical strategies that represent their communities. Community mentors are critical in educating teacher candidates about the respective cultures of their communities and also the needs of their students.
Presenter: Teri Wiedeman Rouse, Ed.D., Penn State University, Abington College, PA
Contact: tlw280@psu.edu

13 *Change is Happening at Hyper Speed: Is Management Education Keeping Up?*
Day/Track: Monday, 11:30 a.m., Business
Summary: Change is happening at hyper speed. In order for management education to keep up, we must be vigilant in assessing our management education programs to assure that our students are successful at career entry. This paper reviews the literature and presents research findings from management alumni and current students at a Midwestern university. Results show the importance of 21st century skills for alumni and how students view their preparedness on these skills. It is imperative that business schools seek input from their alumni and assess classroom learning in order to continuously adapt to the competencies that employers desire in new hires.
Presenter: Andrew Pueschel, Ph.D., Ohio University, OH
Contact: pueschel@ohio.edu

14 *Changing Instruction in Higher Education*
Day/Track: Monday, 10:15 a.m., Education
Summary: Technology and globalization make the business of higher education more complicated and competitive each day. Changes in university instruction are being propelled by two economic forces: marketing to potential new students and competition to recruit, admit and retain those same students. Market forces are driving much of higher education. The admission, retention and preparation of students have become the catch words of the past five years leading to calls for adaptability and quality assurance.
Presenter: Robert E. Waller, Ed.D., Columbus State University, GA
Contact: waller_robert1@columbusstate.edu

15 *- Session Cancelled*

16 *A Comparative Study of the Educational Landscape and Teacher Training in Ghana & US*
Day/Track: Monday, 3:15 p.m., Education
Summary: The purpose of this study was to explore the different educational structures and teacher preparation programs in Ghana and the US. Some resources that were examined for secondary data analysis were the Organization for Economic Cooperation and Development (OECD), Trends

in International Mathematics and Science Study (TIMSS), and other selected publications. This comparison has assisted with developing an awareness of successful initiatives in Ghana and the US and how they might be adapted in the Ghanaian context. This literature review will assist with developing an organizational framework for comparing educational systems.

Presenter: Princess Allotey, Student, Centre College University, KY
Co-Presenter: Sarah Murray, Ed.D., Centre College, KY
Contact: princess.allotey@centre.edu

17 *Comparing Student Readiness for Blended Learning and Final Grades in Business Courses*

Day/Track: Monday, 9:45 a.m., Business
Summary: The Self-Directed Learning Readiness (SDLR) survey is a self-evaluation tool to measure three sub-score categories of learning readiness (self-management, desire for learning, and self-control). We surveyed 72 upper-level business school students for the study. The SDLR score did not drive a change in the final grade across all courses. However, when the data was analyzed by course, the elective course final grad was driven significantly by their SDRL survey sub-scores of self-management and self-control.

Presenter: Cheryl Clark, Ed.D., Georgia Gwinnett College, GA
Contact: cclark7@ggc.edu

18 *Contextualizing Management Education*

Day/Track: Monday, 8:45 a.m., Multidisciplinary
Summary: In this study, I attempt to address the relevance issue in management education. I make three arguments. First, it would be better to recognize the differences between academics and practitioners to address the relevance of management education to business. Second, it would be difficult to create academic knowledge directly relevant to practice, but the tension might be resolved through dissemination of the knowledge. Third, the contexts in which business decisions are made might serve as a link between academic knowledge used by academics and practical knowledge used by practitioners.

Presenter: Chuanyin Xie, Ph.D., University of Tampa, FL
Contact: cxie@ut.edu

19 *Counseling Newly Resettled Refugees in the United States*

Day/Track: Monday, 1:00 p.m., Behavioral Science
Summary: Current world-wide conditions are forcing larger numbers of people to flee their homelands and seek refuge in other countries throughout the world. This presentation provides a brief overview of immigration within the U.S. and examines the current state of refugee resettlement. It examines the struggles that refugees face upon arrival in the US from their immediate short-term needs of food, shelter, clothing and safety to their long-term goals of independence / empowerment. Language acquisition, mental health counseling, and employment are key to helping refugees become self-sufficient. Also, culture, spiritual beliefs and

customs, must be considered to accomplish successful integration.

Presenter: Jonathan Trauth, Ed.D., Central State University, OH
Contact: jtrauth@centralstate.edu

20 *Creating Significant Cross-Functional Leadership Development Opportunities: An Ecological Approach*

Day/Track: Tuesday, 10:15 a.m., Business
Summary: While experience with cross-functional teams is suggested for students to maximize their leadership development (Sundheim, N. and Asquith, J., 2010, and Bhavnani, Sushil H., 2000) disciplines have different expected outcomes, accreditation, and assessment criteria and there are challenges to implement a similar model in an environment where curricular 'crossing of boundaries' is not embraced. This study examines the effectiveness of a sustainability-focused, semester-long, course-based learning experience that integrates students across academic colleges be used to help students develop leadership skills. Results will highlight student perceived leadership development as well as sharing best practices for future cross-functional team engagement opportunities.

Presenter: Andrew Pueschel, Ph.D., Ohio University, OH
Contact: pueschel@ohio.edu

21 *Community Groups: Using Small Groups in an Online Learning Environment to Increase Connectedness Among Students*

Day/Track: Tuesday, 11:15 a.m., Education
Summary: Online learning is a popular option for post-secondary education (Jaggars, 2014; Willging & Johnson, 2009; O'Neill & Sai, 2014).   A key concern is a lack of social interaction among peers and instructors (May et al., 2009; Jaggers, 2014). This qualitative case study used structured "community groups" in an online undergraduate education course to increase student connectedness. Data was collected via questionnaire, then analyzed. (Bernard & Ryan, 2010). Results indicate students interacted within community groups at least once per week and valued structured assignments. This research adds to literature promoting strategic engagement and relatedness in online learning (Ryan & Deci, 2000).

Presenter: Erin F. Klash, Ph.D., Auburn University Montgomery, AL
Contact: eklash@aum.edu

22 *Decreasing the Academic Achievement Gap in P-12 Schools by Implementing Choice*

Day/Track: Monday, 1:30 p.m., Education
Summary: This study was designed to examine the perceptions of school administrators, school counselors, school teachers, parents, and concerned citizens toward the academic achievement gap in P-12 schools. Participants in each category were asked to indicate their level of education and what they perceived to be important to decreasing the academic achievement gap in schools. These findings suggest

that most educators and citizens are concerned about the achievement gap in P-12 schools and feel that more can be done to diminish it. Lastly, implications for providing choice theory training with a focus on relationships for administrators, faculty, and staff are explored.
Presenter: Cynthia Palmer Mason, Ed.D., Western Kentucky University - Bowling Green, KY
Co-Presenter: Lori Mason Bennett, Doctoral Candidate, Zavier University, OH
Contact: cynthia.mason@wku.edu

23 *Developing a Culture of Inquiry at an IHE*
Day/Track: Tuesday, 9:00 a.m., Education
Summary: This study reports findings of twenty-two Educational Administration, Educational Counseling, Educational Psychology, Higher Education Administration, and Applied Behavioral Analysis department faculty views about interdisciplinary professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship (Mossman, 2018; Terry, et.al 2018). Four ethos and values areas were aligned by faculty to eight identified SMART goals. The researchers investigated interdisciplinarity (Condee, 2016) as a vehicle for professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship. This study seeks to compare the findings of Mossman, (2018); Terry, et.al (2018); and Condee (2016) to that of twenty-two interdisciplinary faculty members' perceptions regarding ongoing professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship within a large IHE department.
Presenter: Joseph Marron, Ed.D., National University, CA
Co-Presenter: Dina Pacis, Ed.D., National University, CA
Co-Presenter: Patricia Traynor-Nilsen
Co-Presenter: Teri Marcos
Contact: jmarron@nu.edu

24 *Discouraging Cheating in the Age of Siri and Alexa*
Day/Track: Tuesday, 10:45 a.m., Education
Summary: A series of quasi-experimental studies is presented, comparing the effectiveness of several methods to deter cheating (timed tests, Lockdown browser, and video proctoring) in different sections of the same course. Student exam performance and course D/F/W rates suggest that cheating is common in American universities today, and that careful proctoring is the only effective deterrent. Special attention is paid to the technology of cheating (and cheating deterrence).
Presenter: Lori R. Van Wallendael, Ph.D., University of North Carolina - Charlotte, NC
Contact: lrvanwal@uncc.edu

25 *– Session Canceled*

26 *The Economics of Global Higher Education*
Day/Track: Monday, 2:45 p.m., Education

Summary: Education across international borders is viewed as a crucial economic outcome of globalization. Economic considerations related to international competitiveness have become a significant driving strength behind the internationalization of learning. The argument that education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy is now widely accepted. Educational attainment affects local and global competitiveness because 80 percent of new jobs created in the global knowledge driven economy will require advanced education.
Presenter: Robert E. Waller, Ed.D., Columbus State University, GA
Contact: waller_robert1@columbusstate.edu

27 *Education in an Alternative Learning Space of Incarceration: Metacognition, Reflexivity, and Gaze of a Participant Observer*
Day/Track: Monday, 1:30 p.m., Multidisciplinary
Summary: While a variety of educational themes in the alternative learning space of incarceration have been the topic of research, no singular model has been utilized, though many have been initiated. This qualitative project will highlight two educational programs begun within the county jail which were facilitated by DePauw faculty and students. The triangulation of data via methods of participant observer, document analysis, and discourse analysis was implemented as a means of highlighting elements of teaching and learning and in determining findings and implications
Presenter: Jamie D. Stockton, Ph.D., DePauw University, IN
Contact: jstockton@depauw.edu

28 *- Session Cancelled*

29 *Endeavors in Collaboration: Development of Scenario-Based Learning (SBL) Online Educational Elder Abuse Modules*
Day/Track: Monday, 8:45 a.m., Education
Summary: The National Indigenous Elder Justice Initiative is based in the Center for Rural Health in the School of Medicine and Health Sciences at the University of North Dakota. It is a national resource center that develops, disseminates, and provides elder abuse resources for American Indian tribes, Alaskan Villages, and Hawaiian homesteads throughout the United States. This session will focus on a unique collaboration between a College of Education and the School of Medicine for the design and development of culturally appropriate online educational modules that employ Scenario-Based Learning (SBL) as an instructional strategy.
Presenter: Kathy Smart, Ed.D., University of North Dakota, ND
Co-Presenter: Kari Chiasson, Ph.D., University of North Dakota, ND
Contact: kathy.smart@und.edu

30 *FDA Regulatory Review, 'Breakthrough' Biologics, and Price Competition: The Hepatitis C Experience*

Day/Track: Monday, 1:30 p.m., Business
Summary: Over the last few years, American consumers have been the targets of marketing and advertising campaigns focused on a growing range of anti-viral, biologic "cures" for hepatitis C. The U.S. Food and Drug Administration's (FDA) Accelerated Review process, and specifically the priority review process, has resulted in successfully reviewed hepatitis C drugs averaging only 7.7 months in the review process (versus a 10-month standard FDA review process). Moreover, it reflects positively on the intent of the fee-based approach found in the PDUFA to expeditiously and safely approve potentially lifesaving or life enhancing drugs and make them commercially available to patients. Remarkably, over a period of less than four years, the retail price of a hepatitis C treatment has dropped from a list price of $94,500 (for Harvoni) in late 2013 to $26,400 (for Mavyret) in early 2017 – a 72 percent cost reduction to the consumer or health insurance provider.
Presenter: Thomas A. Hemphill, Ph.D., University of Michigan-Flint, MI
Contact: thomashe@umich.edu

31 *From Academia to Industry: C-Suite Perspectives on Neurodiversity in the Workplace*
Day/Track: Monday, 9:45 a.m., Multidisciplinary
Summary: After completing qualitative research seeking HR managers' perceptions of workers with neurodiversity, the results were presented at the BSHRM conference. This research utilizes Boyer's Model of scholarship's third element, application of research findings, sharing directly within a professional association. This qualitative inquiry, utilizing collaborative social research methodology, generated responses analyzed for this paper. This study furthers research on neuro-diverse workers and HR's responsibility to train, educate, and reasonably accommodate in accordance with HR diversity requirements.
Presenter: Lisa J. Knowles, Ph.D., St. Thomas University, FL
Contact: lknowles@stu.edu

32 *From Boarding House to Brothel: Prostitution Exposed*
Day/Track: Monday, 11:30 a.m., Multidisciplinary
Summary: Unlike raw, uncensored images of women by his French and English contemporaries, American artist, Winslow Homer (1836-1910) quietly exposed prostitution in urban centers and in boarding house and brothel. From barmaid and milliner to the high-class madam in by-invitation-only houses of prostitution, Homer cleverly slipped his message into the popular press of the day. This research is presented to 21st century readers for inclusion in the on-going dialogue of women's roles in 19th c. history.
Presenter: Marie Louden-Hanes, Ph.D., University of Findlay, OH
Contact: louden-hanes@findlay.edu

33 *The Future of Auditing: Going Remote*
Day/Track: Monday, 10:15 a.m., Business

Summary: Utilizing technological improvements being made daily business and industry is improving many of their processes to maximize effectiveness and efficiency. For those of us in the practice of public accounting this raise the question "why are auditors still spending large amounts of time, money, and resources on lengthy, cumbersome, and inconvenient on-site audits?" The goal of the auditor is to provide reasonable assurance of the reliability of the information contained in financial statements and to provide value to the audit client. Through the advent of a predominantly remote audit, auditors can increase both effectiveness and efficiency of their audits while offering a higher degree of assurance to clients by using technologies already available to them.
Presenter: Jesse D. Beeler, Ph.D., Millsaps College, MS
Contact: beelejd@millsaps.edu

34 *Giving Voice to the Silenced: Photovoice as a Tool for Empowerment and Social Change*
Day/Track: Tuesday, 11:15 a.m., Education
Summary: Photovoice is a participatory research method developed by Want and Burris for the purpose of encouraging "issues people see central to their lives and then enables them to identify common themes" (Wang & Burris, 1997). This presentation presents an overview of photovoice in supporting making marginalized voices heard. Two research projects featuring K-5 English Language Learners and adult learners will illustrate how photovoice can support personal empowerment and serve as a tool for social change.
Presenter: Holly S. Atkins, Ph.D., Saint Leo University, FL
Co-Presenter: Kate Wittrock, MA., Saint Leo University, FL
Co-Presenter: Keya Mukherjee, Ph.D., Saint. Leo, University, FL
Contact: holly.atkins@saintleo.edu

35 *Graduate Students' Perceptions of Preparation for Online Learning*
Day/Track: Tuesday, 9:00 a.m., Education
Summary: This study sought to understand graduate students' perceptions about their preparation for online courses. Data was analyzed to determine if there are indeed differences between older (greater than 40 years of age) and younger (less than 40 years of age) in their perception of their preparedness for online courses. Data revealed that both groups of students felt well prepared when enrolling and taking online courses. However, when it came to overall preparedness with the use of technology, differences between age groups became more evident. Two factors that impact perceptions of preparation arose from this study; the role of technology experience and exactly what skill is necessary for a student to be well-prepared for online course work.
Presenter: Lin Carver, Ph.D., Saint Leo University, FL
Co-Presenter: Keya Mukherjee, Ph.D., Saint Leo University, FL
Contact: melinda.carver@saintleo.edu

36 *Helping Children Who Hurt: Multicultural Strategies for Successful Mentoring*
Day/Track: Tuesday, 9:30 a.m., Education
Summary: The purpose of this paper is to challenge and encourage professionals who work with children in the area of non-traditional mentoring, as it relates to troubled and underprivileged secondary and college undergraduate students. Information gleaned from the Multicultural Education, Counselor Education, and Resiliency research will serve as the main foundation of this treatise. The paper is also grounded in the teachings of Paulo Freire and Augusto Boal that not all knowledge is written in books, and that the gap between text and the world can be effectively filled through the processes of Community Dialogue and Praxis. It is hoped that the reader will adopt an interdisciplinary approach when mentoring children from a multicultural setting.
Presenter: Franklin T. Thompson, Ed.D., University of Nebraska-Omaha, NE
Contact: fthompson@unomaha.edu

37 *How Do I Effectively Teach Preschool?: Strategies from Those Who Have Been There, Done That*
Day/Track: Monday, 9:15 a.m., Education
Summary: Pre-service teacher education programs play an important role in the development of beginning teacher's self-efficacy and identity. Research suggests this development is influenced by the "apprenticeship of learning" and that the support they receive while completing their practicum courses is viewed as essential in helping beginning teachers. This study examined the results of a survey completed by preschool cooperating teachers and explores strategies used to help alleviate the teacher candidates' fears; concerns related to their practicum experience. Findings suggest that cooperating teachers used multiple strategies to calm their pre-service teacher candidates and prepare them for a successful practicum experience.
Presenter: Donna R. Sanderson, Ed.D., West Chester University, PA
Contact: dsanderson@wcupa.edu

38 *How to Write A Collaborative Text Book: From Research, to Writing, to Editing*
Day/Track: Tuesday, 9:30 a.m., Multidisciplinary
Summary: In this presentation experienced faculty members that recently published an e-textbook will discuss the process that occurs when writing a collaborative book from the research, to writing, through the final editing process. The discussion will include how to structure a book, select the chapters, the steps for completing the writing process in a timely manner, and the location of a publisher are to be described. It is recognized that faculty members are often required to publish or perish and through the work of these interdisciplinary faculty you can make sure to be around for a long time and actually take charge of your own classes texts, and through your own experience influence your students' learning. More importantly you will see how much joy these faculty members have found in working together to share their wealth of talents and get you ready for writing the next great text for generations to come!
Presenter: Rhondda F. Waddell, Ph.D., Saint Leo University, FL
Co-Presenter: Debra Mims, Ph.D., Saint Leo University, FL
Co-Presenter: Nancy Wood, Ph.D., Saint Leo University, FL
Co-Presenter: Jessica Moriera, MS, Saint Leo University, FL
Contact: rhondda.waddell@saintleo.edu

39 *Identity Development in Substance Use Disorder Clients: Implications for Clinical Practice and Recovery*
Day/Track: Tuesday, 9:00 a.m., Behavioral Science
Summary: The process of beginning one's journey in recovery from a substance use disorder (SUD) is often referred to as a turning point, a phoenix moment of rising from the ashes anew, or a shift in one's personal zeitgeist. This new chapter of a person in recovery's life is best described as an awakening and may yield a reorganization of the self. While models of identity development are plentiful in terms of racial, ethnic, and sexual orientation identity, a comprehensive model of identity development for those in recovery from a SUD is needed. Drawing upon the work of structural developmental models as well as identity development models, this presentation outlines the process of self-discovery in recovery. A method for assessment, clinical implications and recommendations for use in ongoing counseling, family therapy and self-help work are provided.
Presenter: Gerard A. Love, Ed.D., University of Alabama, AL
Contact: galove1@ua.edul

40 *The Impact of Recent Trends on How LGBT Characters are Portrayed in Media*
Day/Track: Tuesday, 10:45 a.m., Behavioral Science
Summary: Starting with the 5th century throughout Western society's history same-sex attraction became a taboo on par with murder, matricide, child molestation, incest, cannibalism, genocide, etc. Same-sex attraction was not discussed in society and could not be mentioned positively in media, amplifying a sense of horror. Books, plays, movies, television shows, and commercials have recently normalized dialogue about people who do not identify as heterosexual. We will analyze LGBT media trends quantitatively and qualitatively from 2011-2020.
Presenter: Brian J. Cowley, Ph.D., Park University, MO
Co-Presenter: Cynthia Cerrentano, Ph.D., Park University, MO
Contact: brian.cowley@park.edu

41 *– Session Cancelled*

42 *Leaders' Personal Ethics Dilemma and Conflict with Organizational Ethics*
Day/Track: Tuesday, 9:30 a.m., Business
Summary: The study investigated leaders maintain moral, behavior when faced with personal and organizational ethical

conflict? The study focused on seven elements leaders apply in dealing with personal and organizational ethical dilemma. Making moral decisions and showing compassion, and ethical behavior emerged as impacted by spirituality and culture. Spirituality and cultures form the basis for moral and ethical convictions. The qualitative study revealed that ethical dilemma existed between an individual and organizational ethics influenced by one's spirituality and culture.

Presenter: Farai Katsande, Ph.D. Candidate., Regent University, VA

Contact: farakat@mail.regent.edu

43 *Leading Neuroscience Research Trends and Its Implications on Cognitive Development and Educational Practices*

Day/Track: Monday, 11:30 a.m., Education

Summary: With the emergence of functional magnetic resonance imaging (fMRI), standard intelligence tests can now be studied to assess neural activity during test performance. This study was a validation of a computerized version of the Wechsler Adult Intelligence Scale (WAIS) Picture Completion subtest against the card-based version in 20 adult learners. Significant activation was seen in right primary visual and left temporal cortex. To our knowledge this is the first fMRI experiment of the WAIS picture completion subtest. Future imaging work can now use alternative control conditions to explore the different cognitive components used within the subtest.

Presenter: Kourtland R. Koch, Ph.D., Ball State University, IN

Contact: krkoch@bsu.edu

44 *Lesson Study with Preservice Teachers: Learning to Teach English Language Learners*

Day/Track: Monday, 10:15 a.m., Education

Summary: Preservice teachers participate in a lesson study program with a focus on best practices in teaching English language learners (ELLs). Survey-research methodology was used to collect data to answer the research question: What are the effects of a lesson study program on student teachers' professional growth? Results indicate that the lesson study program has a powerful impact on student teachers' confidence and ability to plan lessons and differentiate instruction for ELLs.

Presenter: Rosemarie Michaels, Ed.D., Dominican University of California, CA

Contact: rosemarie.michaels@dominican.edu

45 *Location, Location, Location? The Impact of Site Selection on Global Learning in Short-Term Study Abroad*

Day/Track: Tuesday, 8:30 a.m., Behavioral Science

Summary: The Global Consulting Program is a transformative learning experience. Studies highlight working within multi-disciplinary teams and thus the utilization of a diversification algorithm should maximize these benefits. But is this needed? Our study measures student learning assessments, global citizenship metrics, and overall satisfaction between students who received their top location preference and those who did

not. Measured immediately after the experience and again 6 months later to uncover any lag effects, we present implications for international program development optimizing student experiences and overall cohort dynamics. Results might provide insights into undergraduate global programming placement, on-site location assignments, and first-job acceptances.

Co-Presenter: Andrew Pueschel, Ph.D., Ohio University, OH

Contact: youngw1@ohio.edu

46 *A Longitudinal Study of Judgements of Knowing (JOKs) and Test Performance Comparing Sixth and Eighth Grade Boys and Girls in the Domains of Math and Science*

Day/Track: Monday, 8:45 a.m., Behavioral Science

Summary: Theoreticians seem unanimous that the most effective learners are self-regulating, and the key to effective self-regulation is accurate self-assessment of what one knows or does not know. Therefore, having students use their metacognitive judgments explicitly in the form of JOKs over the course of a school semester should lead to improved discrimination (Bias), calibration (CAQ), and test scores. The role of gender and domain was investigated to see if there is a relationship between gender, confidence and test scores across math and science. Further, could JOKs be used as a diagnostic tool in other ways?

Presenter: Shirley Alt, Ph.D., Chowan University, NC

Contact: sjalt@chowan.edu

47 *Made in China: The Economic Headwinds of an Economic Superpower*

Day/Track: Monday, 1:00 p.m., Business

Summary: Over the past twenty years, China has grown to become one of the largest economies in the world. Countries from around the globe have invested billions of dollars into China's Manufacturing sector, taking advantage of inexpensive labor and free trade. However, over the past three years, China has faced significant economic headwinds from a trade war and tariffs from the United States, to declining global market, to a new deadly virus spreading unchecked throughout the country. Are these recent events cause for concern for the Chinese economy? This presentation will examine the history of China's rise to a manufacturing center, and the potential global impacts of these recent events on other economies in countries that depend on China for their own industries.

Presenter: Bradford R. Frazier, Ph.D., Belmont Abbey College, NC

Co-Presenter: Alan R. Belcher, Ph.D., Ashford University, CA

Contact: bradfrazier@bac.edu

48 *Microfinance in the Age of Crowdfunding*

Day/Track: Monday, 1:30 p.m., Business

Summary: Banking and lending dates to the BC, long before florin was the famous gold coin. Microfinance was the financial holy grail for the poor and underserved that was introduced in 1976. Within twenty years, billions of microloans have been

extended to millions of borrowers to launch small businesses. While microfinance is still popular, other funding platforms have surfaced. The emerging platforms are collectively called crowdfunding as they entail raising money for projects from a crowd of people. What is crowdfunding and how does it work? Is crowdfunding better than microfinance or more effective for microentrepreneurs? My presentation addresses these issues and thus assessing the relevance of microfinance industry in the age of crowdfunding.

Presenter: Sandra Frempong, Ph.D., Lincoln Memorial University, TN
Contact: sandra.frempong@lmunet.edu

49 *A Novel Look at Learning Statistics through Inquiry: A Practitioner's Approach*

Day/Track: Monday, 9:45 a.m., Education
Summary: Statistics courses provide many techniques for analyzing data, and yet, rarely leverage the natural inquiry connection provided within the environment of statistical analytics. The paper proposed here suggests that using novels depicting fictional events and people, designed specifically for graduate level, behavioral sciences statistics courses, creates a unique opportunity for self-paced, externally guided, inquiry-based learning approaches. The paper proposes a five-part conceptual model for practitioners that describe a framework for Novel-base Inquiry activities.
Presenter: Elliott Ostler, Ed.D., University of Nebraska, NE
Contact: elliottostler@unomaha.edu

50 *Participant Reactions to Mixed Reality Experiences in Online Courses*

Day/Track: Tuesday, 10:45 a.m., Education
Summary: This presentation will examine the results of surveys that were sent to graduate students who participated in a mixed reality activity as a required assignment in online graduate level courses at a small private university in Florida. The survey results revealed the impact of using mixed reality to further develop students' skills and how the collaborative experience supported students' skill development in a way that was not previously possible in the online setting.
Presenter: Lin Carver, Ph.D., Saint Leo University, FL
Co-Presenter: Jodi Lamb, Ph.D., Saint Leo University, FL
Contact: melinda.carver@saintleo.edu

51 *- Session Cancelled*

52 *- Session Cancelled*

53 *Potential Effects of the Mississippi Lottery*

Day/Track: Monday, 9:15 a.m., Business
Summary: The purpose of this study is to investigate the potential effects of Mississippi's enacting of a lottery. Mississippi has passed legislation instating a lottery, for which tickets can be purchased as of the last week of November 2019. This research examines various studies addressing state lotteries and their efficiency, tax incidence, and economic incidence in order to explore how lotteries affect the states in which they are located. After exploring the literature, this manuscript briefly discusses Mississippi's demographics in order to give insight as to what the state should expect once tickets begin selling. The literature provides an in-depth analysis, using statistical calculations to make conclusions as to how lotteries affect respective states

Presenter: Taylor F. Corso, CPA, J.D., Mississippi College, MS
Co-Presenter: V. Brooks Poole, CPA, CIA., Mississippi College, MS
Contact: tfcorso@mc.edu

54 *Preparing Accounting Graduates for Success in a Big Data World: A Skills-based Approach to Accounting Education*

Day/Track: Monday, 2:00 p.m., Multidisciplinary
Summary: There is a gap between the accounting skills taught in higher education institutions (HEI's) and those required in today's workplace. There is a need for accountants trained to conduct effective analyses of Big Data in order to derive business insights and inform corporate strategy. I present the ACT framework (Analytical mindset, Communication skills, and Technological agility) as an approach for HEI's to equip accounting graduates with the skills they need to succeed in today's workplace.
Presenter: Anamitra Shome, Ph.D., Brock University, ON
Contact: ashome@brocku.ca

55 *Pre-Service Teacher Perceptions of the Implementation of a Project-Based Learning Experience in Regard to Increasing Self-Efficacy*

Day/Track: Monday, 10:15 a.m., Education
Summary: To determine pre-service teacher perceptions about project-based learning after implementing a project-based learning experience, data was collected from a pre and post questionnaire. The questionnaire comprised of questions that focused on student knowledge and attitude about project-based learning. A Likert scale was utilized to quantitatively measure student responses. Five open-ended questions were employed to qualitatively measure student responses. The variables in the data set include responses before the project-based learning experience and after the project-based learning experience. The evidence gathered reveal an increase in pre-service teacher perceptions of the implementation of a project-based learning experience and self-efficacy.
Presenter: Sherri Theaker, Ph.D., Wheeling University, WV
Co-Presenter: Edward Shephard, Ed.D., Wheeling University, WV
Contact stheaker@wju.edu

56 *The Principal's Role in Gifted Education*

Day/Track: Monday, 11:30 a.m., Education
Summary: "As leaders, it is often the administrator whose beliefs, decisions, vision, and guidance help determine the status of services and opportunities for the gifted and advanced learners in their school" (Fisher, 2013). However,

most programs for becoming a principal do not include training in gifted education. A survey was sent to Nebraska principals regarding the current status of the gifted programs. Our presentation creates a picture of their role and includes areas of strengths and weaknesses for consideration.
Presenter: Patricia Hoehner, Ed.D., University of Nebraska Kearney, NE
Co-Presenter: Michael Teahon, Ed.D., or Ph.D., University of Nebraska-Kearney, NE
Co-Presenter: Kyle Hoehner, M.Ed., Lexington Public Schools, NE
Contact: hoehnerp@unk.edu

57 *Professors Under Siege*
Day/Track: Tuesday, 8:30 a.m., Education
Summary: With the financial problems many universities are having, the most expedient way to save money is to "encourage" professors to resign, retire or take buy outs. This presentation will describe actions taken to dismiss professors at multiple universities throughout the country. Legal cases and administrative dismissal processes will be discussed in order to assist the audience in avoiding commonly used strategies found in these universities.
Presenter: Judith Cochran, Ph.D., University of Missouri-St. Lois, MO
Contact: judith.cochran2468@gmail.com

58 *- Session Canceled*

59 *Proposing Equitable Changes to the Louisiana State Assessment System: Perspectives on LEAP 2025 and ELPT from Grade 3-8 Educators*
Day/Track: Monday, 2:00 p.m., Education
Summary: A major component of Louisiana's K-12 school accountability system is the annual assessment of all public-school students in grades 3-12 using a variety of state and national instruments to measure student achievement. In this study, the researchers examine the current state mandated assessment procedures, the process of assessment, and the impact of assessment results on Louisiana school letter grades for students in grades 3-8, specifically analyzing the Louisiana Educational Assessment Program 2025 (LEAP 2025) and the English Language Proficiency Test (ELPT).
Presenter: Joseph Brown, M.A., Southeastern Louisiana University, LA
Co-Presenter: John W. Hatcher III, Ed.D., Southeastern Louisiana University, LA
Contact: joseph.brown-2@selu.edu

60 *Quality Assurance for Higher Education*
Day/Track: Monday, 3:15 a.m., Education
Summary: Citizens and bureaucrats in many countries are frequently asking what benefits society is receiving for the revenues being spent on higher education. Stakeholders are increasingly asking whether students are learning and whether institutions are providing a quality of service that justifies their cost. How do institutions develop and initiate techniques and programs to promote quality assurance for teaching and learning? Can quality assurance provide the framework to implement quality higher education in a climate of ambiguity?
Presenter: Robert E. Waller, Ed.D., Columbus State University, GA
Contact: waller_robert1@columbusstate.edu

61 *Reflections of Behaviors in Mathematics Avoidance of Female Teachers*
Day/Track: Tuesday, 10:45 a.m., Education
Summary: Teaching is a highly reflective field dominated by female practitioners. The review of the impact ideas teachers can develop from their experiences and how it influences instructional behaviors are discussed. Studies aligning with the behavioral patterns and avoidance when teaching mathematics will be reviewed with the use of avatars and reflective practices for pre-service teachers. Bandura's social learning theory is investigated in connection with the impact of student achievement of female teachers' avoidance of mathematics.
Presenter: E. Baye Ballew, Ed.S., Saint Leo University, FL
Co-Presenter: Alexandra Kanellis, Ph.D., Saint Leo University, FL
Contact: elisabeth.ballew@saintleo.edu

62 *The Reality of Study Abroad: The Experiences and Effects of a TESL Practicum Course in Belize*
Day/Track: Monday, 12:00 p.m., Education
Summary: Many universities in the U.S. encourage their students to study abroad. Our Bilingual Education/TESL program at Central Washington University has offered undergraduate Bilingual Education/TESL minors the opportunity to complete a three week study abroad practicum in the country of Belize. The goals of our Bilingual Education/TESL practicum are to improve instructional skills, assist in the classroom, and partake in the local culture. Our presentation focuses on student views of the educational system in Belize, interactions with the local community, and suggestions on how to further improve study abroad programs.
Presenter: Terrence McCain, Ph.D., Central Washington University, WA
Co-Presenter: Lida Noori, M. Ed. S., Central Washington University, WA
Contact: mccaint@cwu.edu

63 *Reforming Undergraduate Mathematics Experiences to Address Opportunity and Achievement Gaps*
Day/Track: Tuesday, 10:15 a.m., Education
Summary: In 2015, the University System of Maryland developed a U.S. Department of Education-funded partnership among 12 two and four-year colleges and universities, the Maryland Mathematics Reform Initiative (MMRI). MMRI partners collaboratively designed an intervention course (treatment course) intended to be more appropriate, relevant, and useful for students who are placed in developmental mathematics. These students were non-

STEM majors whose chosen college majors were more relevant to statistics-based mathematics versus the traditional college algebra/calculus sequence. This paper provides critical analyses of the essential design elements and of the intervention's effectiveness at improving student success for diverse student groups.

Presenter: Dewayne Morgan, J.D., University System of Maryland, MD
Co-Presenter: Nancy Shapiro, Ph.D., University System of Maryland, MD
Co-Presenter: Karen Feagin, Graduate Assistant, University System of Maryland, MD
Contact: dmorgan@usmd.edu

64 *The Reinvention of Teaching Assignments and Classroom Settings: A Road map for Higher Academic Performance and Achievement in Philadelphia Public Elementary Schools*
Day/Track: Tuesday, 10:15 a.m., Behavioral Science
Summary: The School District of Philadelphia is the seventh largest in the nation with 341 pre k to 12 schools serving a total of 203,225 students with a student-teacher ratio of 17 to 1 as of September 2019. Of the 341 schools, there are 215 district operated traditional public schools, 100 charter schools, and 26 alternative schools. According to state test scores, 20% of students are at least proficient in math and 35% in reading. Unfortunately, despite the pouring of large amounts of money, quality time, and skilled labor into centuries old One Teacher-All Subjects Philosophy of American Public Elementary School classroom settings, the outcome remains disappointing or in some cases, uncertain.
Presenter: Admasu E. Tucho, Ed.D., Lincoln University of Pennsylvania, PA
Contact: atucho@lincoln.edu

65 *Removing the Silo Experience – Collaborative Faculty Writing*
Day/Track: Tuesday, 10:15 a.m., Education
Summary: In this session, a panel of participants will discuss the experiences from a cross-disciplinary, collaborative faculty writing group as a rewarding and productive involvement. The collaborative faculty writing group resulted from a journal club organized by the College of Education and Social Services at a small private Catholic university in central Florida. Although faculty were from a variety of disciplines, the collective thoughts and perceptions of faculty interests were rooted in research as well as the practice of teaching. Over a span of four years, the members of the group engaged in many professional development activities that encouraged interactions, increased professional development, assisted in scholarly productivity, stimulated creativity and new ideas, added to the body of professional knowledge and build networking and relationships and created a successful community of practice.
Presenter: Keya Mukherjee, Ph.D., Saint Leo University, FL
Co-Presenter: Rhondda Waddell, Ph.D., Saint Leo University, FL
Co-Presenter: Holly Atkins, Ph.D., Saint Leo University, FL
Contact: keya.mukherjee@saintleo.edu

66 *Risk Factors for Recidivism among Adolescents Admitted to a Psychiatric Hospital*
Day/Track: Monday, 9:15 a.m., Behavioral Science
Summary: Suicide is the third leading cause of death in adolescents in the United States, with suicidal behavior peaking in adolescence. Suicidal and self-harming behavior is often chronic, with an estimated 12-30% of adolescents who attempt suicide having a second suicide attempt within a year. The focus of acute psychiatric hospitalization is on stabilization of these psychiatric symptoms resulting at times in premature discharge. Finding from studies based on high rehospitalization rates among adolescents admitted to acute psychiatric hospital indicates that adolescents continue to experience crisis upon discharge from an acute psychiatric hospital, leading to the question of whether or not these adolescents are being discharged prematurely.
Presenter: Logan S. McCarthy, DNP, Lincoln Memorial University, TN
Contact: logan.mccarthy@lmunet.edu

67 *The Road Less Travelled: Journey from First-Generation College Student to College Professor*
Day/Track: Tuesday, 9:30 a.m., Education
Summary: The goal of this qualitative study was to explore the transition of college professors that move from non-degreed family to a degreed individual. This study is unique in that the participants were first generation college students who continued their education to become college professors. The inquiry focused on the transformative journey of college professors, whom hold terminal doctoral degrees within their field of expertise, and how they overcame barriers of socioeconomic status, lower educational aspirations, and lack of parental education to make the transition from first-generation college student to university professor.
Presenter: Tedi T. Gordon, Ph.D., Athens State University, AL
Contact: tedi.gordon@athens.edu

68 *The Role of Unions in the Future of Higher Education*
Day/Track: Monday, 2:45 p.m., Education
Summary: Despite decades of attacks, faculty unions have long been a fixture in higher education; collective bargaining has helped to create stronger shared governance as well as improving wages and benefits. Arguably, the most serious threat to faculty unions is a growing and disempowered adjunct faculty that is less likely to be included in faculty bargaining units. The future of the university as we now know it depends on collective action to support the faculty with the least power and prestige in the academy.
Presenter: Pamela A. Schulze, Ph.D., University of Akron, OH
Contact: schulze@uakron.edu

69 *School/Community Partnerships to Bring Mindfulness Practices into the Classroom*
Day/Track: Monday, 3:15 p.m., Multidisciplinary

Summary: School-based mindfulness programs for children are becoming more popular and research proving the benefits of mindfulness is only beginning to emerge .This presentation will outline the one year sabbatical project designed to support and validate research that suggests that mindfulness practices can provide children the tools needed to handle the stress associated with 21st century standards-based education. The work of Zen Master Thich Nhat Hanh will guide the mindfulness approaches that will be used.
Presenter: Sally A. Creasap, Ph.D., Capital University, OH
Contact: screasap@capital.edu

70 *Schooling for Democracy*
Day/Track: Monday, 2:00 p.m., Education
Summary: As teacher educators who support public schools as the fulcrum of a viable and robust democracy, we believe in the purpose and power of a democratic education whose purpose is to instill the values of cooperation, fairness, and justice into the souls and minds of our students. As such, we are concerned when experts (stakeholders) are routinely under consulted in policy decisions that have a direct impact on our student educators and on the teaching profession. Often these federal, state, and locally mandated curricula and assessments contribute unwittingly to inequity in the classroom both at the K-12 and in higher education.
Presenter: Lynn Swann, Ed.D., Lees-McRae College, NC
Co-Presenter: Susan Dean Gilbert, Ed.D., Lees-McRae College, NC
Co-Presenter: Pam Vesely, Ed.D., Lees-McRae College, NC
Co-Presenter: Nancy Gryder, Ed.S., Lees-McRae College, NC
Contact: swannl@lmc.edu

71 *The Seduction of Study Abroad Experiences: Our Pilgrimage for Personal and Professional Meaning*
Day/Track: Monday, 1:00 p.m., Multidisciplinary
Summary: Study abroad, a high impact practice in higher-education, purports to tap into experiential learning by preparing students to understand and develop their intercultural sensitivity, cultural responsiveness, and global competence. This paper presents an authoethnographic examination of three university educators' efforts to name, construct, and eventually question the use of study abroad as a tool to cultivate, prepare and socialize pre-service and in-service teachers. We found that the conceptualizations we have about teaching lose specificity when we allow it to be untethered from the constraints of who's teaching and who's learning. In our own way, we each reclaimed being a learner. From our experiences, we also found ourselves critiquing more our own practices and systemic issues surrounding study abroad, requiring continued reflection.
Presenter: Jana Sanders, Ed.D., Texas A&M University Corpus Christi, TX
Co-Presenter: Phyllis Robertson, Ph.D., Texas A&M University Corpus Christi, TX
Co-Presenter: Lynn Hemmer, Ph.D., Texas A&M University Corpus Christi, TX?
Contact: jana.sanders@tamucc.edu

72 *Shepherd Leadership: A Distinguishing Model of Delivering Exceptional Results*
Day/Track: Monday, 9:15 a.m., Business
Summary: As organizations look to its leadership to set the direction of entity, there is a model by which the leader actually does not actually get out in front. Rather, in this leadership methodology, the leader looks at the organization in "from the back" perspective and assesses threats and opportunities and helps to encourage and direct the organization in a manner that optimizes performance outcomes. Akin to the servant leadership approach, the shepherd leadership methodology requires authenticity, commitment to the greater good, mentoring and the communication of a shared vision. Shepherd leaders are often not clearly seen as distinctive from the organization [the flock]; however, these leaders are providing cohesiveness, clarity of direction, reassurance and a sense of belonging to all of employees [and other stakeholders]. The intentions are to ensure the team members and organization as a whole is on course and at-speed in terms of the mission and objectives.
Presenter: Philip L. Fioravante, Ph.D., Walsh College, MI
Contact: pfiorava@walshcollege.edu

73 *Short-Term Fun or Long-Term Outcomes? (The Effects of Planning and Implementing an Equestrian Camp on the Dispositional Development of College Students Learning About the Educational Needs of Children with Disabilities!)*
Day/Track: Monday, 9:45 a.m., Education
Summary: Can a science and equestrian camp help develop understanding of individuals with disabilities? Authentic experiences including direct interactions with people with disabilities help facilitate understanding of this group of people. These experiences are relevant for pre-service professionals as they provide opportunities to apply theory to practice. This presentation will extend understanding of the impact of authentic experiences on undergraduate students from teacher education majors. A survey explored five constructs in university students enrolled in a special education course. Three-year follow up data indicated authentic experience influenced participants in positive ways, including career directions that involve working with people with disabilities and constructs related to inclusive teaching practices.
Presenter: Ruth E. Jefferson, Ed.D., Ball State University, IN
Contact: rejones@bsu.edu

74 *Smiles, Giggles & Laughter: Humor as a Teaching Strategy*
Day/Track: Monday, 12:00 p.m., Multidisciplinary
Summary: Historically, humor had no place in the classroom (Skinner, 2010). The dynamic between professor and student was to be serious; humor was not considered part of the classic educational experience "to entertain was not to educate" (Torok, et. Al. 2004). Attitudes toward humor have changed, humor is found in all academic levels. This interactive workshop will share teaching strategies to integrate humor into the undergraduate social work

classroom. Participants will have the opportunity complete a humor analysis that identifies their sense of humor. The session will also describe reasons for activities for use of humor in the classroom. The interactive workshop will discuss different strategies for developing humor in the classroom. Examples of humor strategies to be used to enhance course content are wordplay related to course materials, anecdotes form case studies, top ten lists, and comic strips, games such as humor bingo, human treasure hunt, and visual images from U-Tube, and Pinterest, which relate to course content.
Presenter: Ronald Dolon, Ed.D., Ball State University, IN
Contact: rdolon@bsu.edu

75 *Sources of Self-efficacy and Academic Achievement in Online Learning Environments*
Day/Track: Monday, 2:00 p.m., Education
Summary: This correlational study examined the relationships between the four sources of academic self-efficacy in math and academic achievement for 93 undergraduate math education students enrolled exclusively in an online undergraduate degree program. As expected, mastery experiences positively predicted academic achievement. However, contrary to findings for traditional face-to-face environments and the original theory, verbal persuasion negatively predicted academic achievement and neither vicarious experiences nor physiological state were statistically significant predictors for academic achievement for online students.
Presenter: Jennifer Miller, Ph.D., Tougaloo College, MS
Co-Presenter: Jillian Skelton; Ed.D., University of Alabama, AL
Contact: jemiller@tougaloo.edu

76 *Student Consumerism: The Era of Entitlement to Bullying Faculty*
Day/Track: Monday, 8:45 a.m., Multidisciplinary
Summary: There is a culture in higher education that has emerged regarding the crisis of academic entitlement. This presentation is to explore the current crisis of "student consumerism" in higher education, which could lead to bullying faculty into issuing students unearned grades. The presenter will indicate the various causes of this phenomenon: millennials and the customer business model, institutional climate, and grade inflation. Participants are invited to examine the issues and then contribute to the conversation.
Presenter: David B. Ross, Ed.D., Nova Southeastern University, FL
Contact: daviross@nova.edu

77 *Student Perceptions of Traditional Versus Online Undergraduate Courses*
Day/Track: Tuesday, 9:00 a.m., Multidisciplinary
Summary: The recent shift to promote more diverse educational opportunities leads to the question of student satisfaction. This research considered student perceptions of both traditional and

online courses to directly identify their viewpoint. Attendance policies, student/teacher relationships, and overall class workloads were found to heavily influence satisfaction of course format. Students valued the freedom to make their own decisions regarding their education as being the overall deciding factor in satisfaction with their learning environment.
Presenter: Cherie Rains, Ph.D., Lander University, SC
Contact: crains@lander.edu

78 *Successful Advising of the 21st Century Doctoral Student: Understanding Who They Are and Their Unique Needs*
Day/Track: Monday, 10:15 a.m., Education
Summary: Many of today's doctoral students work full-time during the day and manage a family at home while attending classes and working on their dissertations. However, many of their professors graduated from more traditional doctoral programs. This presentation will first explain the characteristics of these students. Second will be an explanation of how doctoral graduates from traditional doctoral programs are not properly equipped to advise these students. Finally, I will explain what I have learned in order to successfully advise these students to degree conferral.
Presenter: Byung-In Seo, Ph.D., Chicago State University, IL
Contact: dr.bseo@gmail.com

79 *Teaching Indigenous (American Indian) Cosmologies to Teach About American Indian Culture: A Phenomenological Study*
Day/Track: Monday, 2:45 p.m., Education
Summary: In our research, we aspire to add to the ongoing scholarship designed to expose ways in which the larger society has firmly embedded and deeply ingrained itself into the consciousness of the United States educational system and explore the possibility of altering that consciousness by introducing Indigenous cosmologies into the epistemology of American Education. Our research focused on establishing effective epistemological foundations using Indigenous cosmologies. It was through this focus that we revealed ways in which the larger society unconsciously operates and controls learning environments and obliquely and overtly undermines Indigenous agency and futurity by maintaining core dimensions of the dominant society.
Presenter: Gary Cheeseman (Maajiiange), Ed.D., University of South Dakota, SD
Contact: gary.cheeseman@usd.edu

80 *Teaching the Normal Distribution: An Applied Perspective Using Statistical Process Control*
Day/Track: Tuesday, 8:30 a.m., Business
Summary: Statistics is one of the most daunting challenges facing college students. Perceived or real, a large percentage of students fear the class, dreading it long before they take it, and in some cases, putting off the class until the end of their program. My experience in teaching the class for over 25 years is that their fear is overstated. But the fear can become a self-fulfilling prophecy without proper guidance.
I used to teach basic statistics from a traditional perspective,

walking students through the build-up, to say, understanding the normal distribution and hypothesis testing. I found that the anxiety builds each day, even for my best students. Through many years of teaching statistics and TQM to managers, I found the same apprehension among bright, college-educated adults. I changed my delivery dramatically. The goal for my presentation is to illustrate a lower-stress approach to teaching basic statistics.
Presenter: Kip Pirkle, Ph.D., Clemson University, GA
Contact: kpirkle@swu.edu

81 *Throw Me a Life Jacket, I'm Drowning in Student E-mails*
Day/Track: Tuesday, 9:30 a.m., Education
Summary: As an online and face-to-face instructor at a college in Ohio, I found myself spending day and night replying to student e-mails. When discussing this issue with other faculty members, I found I was not alone in trying to keep up with the never-ending e-mails. As a result, I decided to implement an action research project focused on the following research question: Will the use of a question and answer subscribed forum on Blackboard reduce the number of student e-mails? Results indicate the use of a subscribed forum in all courses significantly reduces student e-mails.
Presenter: Sherry Long, Ed.D., University of Cincinnati Clermont, OH
Contact: long2sy@ucmail.uc.edu

82 *Tools and Tips for Substantive Interaction in Online Classes*
Day/Track: Monday, 11:00 a.m., Education
Summary: Distance education courses must meet requirements of regular and substantive interaction on the part of the instructor to qualify for institutional Title IV funds. The presentation will address the learning management system tools of the Brightspace/D2L LMS and two specific methods of regular and substantive interaction: 1) feedback and 2) automation. The concrete examples will supplement and simplify instructor compliance of the "regular and substantive interaction" through use of LMS tools.
Presenter: Theresa Moore, JD., Daytona State College, FL
Contact: theresamoore8379@gmail.com

83 *Towards an Understanding of an Institution: The Perceived Legitimacy of Online Business Degree Programs*
Day/Track: Monday, 9:45 a.m., Business
Summary: Organizational forms can become institutionalized in the sense that their existence and application is taken-for-granted and perceived as legitimate by stakeholders. This study examined OBDP as an emerging institutionalized form in relation to its perceived legitimacy from the perspectives of four key stakeholder groups. Findings offer strategic guidance to business schools either currently offering ODBPs or those planning to develop an online version of an existing program.
Presenter: Matthew Peters, Ph.D., Lander University, SC
Contact: rkeller@murraystate.edu

84 *Trained to Understand: Preparing Teachers to Work with Students Affected by Trauma*
Day/Track: Tuesday, 11:15 a.m., Multidisciplinary
Summary: This presentation will provide an overview of current research on Trauma Informed Pedagogy and its application for students and teachers. Implications and strategies will be shared.
Presenter: Regina Rahimi, Ed.D., Georgia Southern University-Armstrong Campus, GA
Contact: rrahimi@georgiasouthern.edu

85 *Transforming Communication Practices in Higher Education: Cross-Generational Preferences Within the Online Arena*
Day/Track: Monday, 1:00 p.m., Education
Summary: Within the rapidly changing landscape of higher education, as educators, it behooves us to be not only keenly aware of but also proactively responsive to the challenges and opportunities of the generational diversity of learners within the halls of academe. Surveying the ever-changing graduate population of one School of Education in the Southeast U.S., 300+ multi-generational online post-master's students revealed their professional and personal communication preferences, which are powerfully influenced by the omnipresence of technology. Offering programmatic implications, this researcher not only seeks to provide a glimpse into student perspectives but also challenges the audience to examine their practices in relating to those within their organizations.
Presenter: Linda D. Grooms, Ph.D., Regent University, VA
Contact: lindgro@regent.edu

86 *The Transformative Power of the Teacher as a Role Model to Affect Student Behaviors and Classroom Culture/Climate*
Day/Track: Tuesday, 9:00 a.m., Education
Summary: Teachers' perceptions of their role in the classroom to affect student behaviors and impact the classroom climate/culture will be explored. Teachers can affect the development of positive, prosocial student behaviors by modeling prosocial behaviors and by engaging students with Social Emotional Learning Strategies. An awareness of the interpersonal (self) and the intrapersonal (others) enhances social awareness. Session emphasis is on creating a classroom where students feel valued and part of something beyond themselves.
Presenter: Laura Erhard Fiorenza, Ed.D., West Chester University, PA
Contact: lfiorenza@wcupa.edu

87 *Understanding the Dimensions of Culturally Inclusive Family and School Collaboration Across Diverse Communities*
Day/Track: Monday, 12:00 p.m., Multidisciplinary
Summary: This research presentation explores the importance of school-based culturally responsive and inclusive family collaboration with diverse families who have children with learning disabilities. The article constructs meaning through reciprocal dialogue and culturally inclusive partnerships built

upon trust. Several case studies examine how schools can work collaboratively with parents of students with special needs in order to promote achievement. The presentation also examines barriers to implementation of best and promising practices and offers a revision to the assumptions that schools often make about families and students who come from culturally and linguistically diverse ("CLD") backgrounds.
Presenter: York Williams, Ph.D., West Chester University, PA
Contact: lywilliams@wcupa.edu

88 *A University Literacy Festival: Connecting Children's Authors and Students from Title I Schools*
Day/Track: Tuesday, 10:45 a.m., Education
Summary: A literacy festival is one of the most effective ways to promote reading and fosters the idea that books make a difference, especially to under-supported students. This paper is based on a research study that focused on how a university's literacy festival supported engagement and increased reading attitudes and habits for students of Title I schools. It also explores the involvement of teacher candidates and their perceptions regarding their service-learning field experience during this event. The findings of this study suggest that literacy festivals help connect children with books, which can help promote a lifelong love of reading and writing.
Presenter: Cynthia Dawn Martelli, Ed.D., Florida Gulf Coast University, FL
Co-Presenter: Vickie Johnston, Ed.D., Florida Gulf Coast University, FL
Contact: cmartelli@fgcu.edu

89 *Virtual Student Teams: Reflections for a Flipped Undergraduate Class*
Day/Track: Monday, 11:30 a.m., Education
Summary: The "increase in number and importance (Jones and Graham 2015, p. 49) of virtual teams in business leads professors to include "group projects in many courses" (Kruck and Teer 2009, p. 235). This exploratory research found tension between students' desire for individual assignments and their recognition of the value of virtual teams. These findings are assessed against the existing literature to find developing trends.
Presenter: Thomas M. Rogers, Ph.D., Western Carolina University, NC
Contact: thomasrogers@wcu.edu

90 *What Differentiates a Fluent Reader from a Non-Fluent Reader and How Should We Assess It: Implications for the Classroom" – Looking at 2nd grade, 4th grade, 6th grade and undergraduate college students.*
Day/Track: Tuesday, 11:15 a.m., Education
Summary: Currently researchers distinguish between fluent and non-fluent readers on three criteria: speed of reading, correct pronunciation of words, and use of expression during reading. Unfortunately, they miss a critical aspect of fluency – comprehension. Students are then labeled based on how

many words a minute they are able to read with high accuracy and appropriate expression. This study explores the idea that fluency occurs on a continuum and it would be more appropriate to use criterion based on where the unit of recognition crosses the y-axis. Are the students able to comprehend and make inferences about what they've read?
Presenter: Shirley Alt, Ph.D., Chowan University, NC
Contact: sjalt@chowan.edu

91 *What is the Future of Higher Education Funding*
Day/Track: Tuesday, 11:15 a.m., Education
Summary: Higher education has become a profitable business framework, an online business model, and a corporate machine of marketable knowledge-based products. However, as public sector funding drops and consumers pay the costs, higher education will increasingly be available only to those who can afford the price. Present funding models including public sector funding and funding by consumers has created unique challenges for higher education.
Presenter: Robert E. Waller, Ed.D., Columbus State University, GA
Contact: waller_robert1@columbusstate.edu

92 *Wonder, Curiosity and Knowledge Construction While Planting a Garden*
Day/Track: Monday, 11:00 a.m., Multidisciplinary
Summary: An eight-week project that rallied a classroom community to construct and nurture a garden became the centerpiece for a classroom community to embrace math, science and literacy content. What followed in the successive weeks offered evidence of how young minds and hearts naturally gave of their energy and time to monitor the sprout of vegetables and ways to safeguard the garden from birds and other animals.
Presenter: Gilbert Duenas, Ph.D., Auburn University at Montgomery, AL
Contact: gduenas@aum.edu

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