



**CENTER FOR  
SCHOLASTIC  
INQUIRY**

**RESEARCHING PROFESSIONAL PRACTICE**

## **International Academic Research Conference**

**Mini Conference Series**

**April 23, 2021**

**Conference Program**

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# Who are we?

*Simply put, we are a community of scholars who enjoy quality research, networking, and service!*

## RESEARCH CONFERENCES

### ATTEND:

- Cutting Edge Research Presentations
- Networking Opportunities

### PRESENT:

- International Presenter Status
- Conference Proceedings Publication
- Best Presentation Consideration
- Best Paper Consideration

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### PEER REVIEW:

- Presentation Proposals (conference)
- Manuscript Submissions (journals)
- Tenure & Promotion Materials (faculty)

### FACILITATOR:

- Conference Sessions (board & members only)

### BOARD SERVICE:

- Advisory
- Editorial

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### MEMBERS-ONLY SPECIAL EVENTS

### MEMBERSHIP CERTIFICATE

### SPECIAL CSI DISCOUNTS

### MUCH, MUCH MORE



## ONLINE CONFERENCE PREPARATION

We have prepared this handout to assist you with preparing for your mini conference presentation next week. Please know, we have done everything possible to prepare for a successful conference event. In the event there is an internet failure, we will have the conference back online as quickly as possible. We will be using our homepage to provide a direct link to the most up-to-date program (including room links).

PLEASE NOTE...there will be a room moderator in each 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:**

- Download Zoom at <https://zoom.us/download>. You will want to use the first one listed.
- 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 via email 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.
- Check your internet connection at [www.speedtest.net](http://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.
- Below are a few Zoom videos that may be of interest to you.
- How to join a meeting:  
[https://www.youtube.com/embed/vFhAEoCF7jg?rel=0&autoplay=1&cc\\_load\\_policy=1](https://www.youtube.com/embed/vFhAEoCF7jg?rel=0&autoplay=1&cc_load_policy=1)
- Meeting Controls:  
[https://www.youtube.com/embed/4w\\_pRMBEALE?rel=0&autoplay=1&cc\\_load\\_policy=1](https://www.youtube.com/embed/4w_pRMBEALE?rel=0&autoplay=1&cc_load_policy=1)

## **STARTING THE CONFERENCE:**

- 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.
- When attending a session, all attendees will be asked to mute their microphones. This will reduce the possibility of feedback.
- 

## **GENERAL INFORMATION:**

- As an attendee, look over the schedule and select the presentations you wish to attend.
- To join a session, you just need to click on the link within the program for that specific room.
- 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](http://www.csiresearch.com). Sometimes, you have to hold the ctrl button while clicking on the link. Be patient, as it may take a few seconds to open.
- 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:**

- Make sure to share your presentation visually by utilizing screen share. If you plan just to talk without a visual, please disregard this.
- 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.
- During your presentation, if you need anything, please ask your room moderator.
- When you have five minutes remaining, the moderator will notify you that it is time to take questions.
- 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).





FRIDAY, APRIL 23, 2021

|                          |   |  |
|--------------------------|---|--|
| 8:00-8:15                | <b>WELCOME</b>  |  |
|                          | <b>Join Opening Session:</b> Computer - <a href="https://zoom.us/j/95130284336">https://zoom.us/j/95130284336</a> or Phone - 1-312-626-6799<br>(Meeting ID: 95130284336)          |  |
| SESSION #1<br>8:15-12:30 | Select the presentation you'd like to attend and click the link for that room.<br>By using the room links, you can go between breakout rooms as you wish.                         |  |
|                          | <b>BREAKOUT ROOM #1</b>   | <b>BREAKOUT ROOM #2</b>  |
|                          | Room Zoom Link:<br><a href="https://zoom.us/j/95130284336">https://zoom.us/j/95130284336</a><br>Phone: 312-626-6799<br>(Mtg ID: 95130284336)                                      | Room Zoom Link:<br><a href="https://us02web.zoom.us/j/86535946447">https://us02web.zoom.us/j/86535946447</a><br>Phone: 1-929-205-6099<br>(Mtg ID: 86535946447)                               |
| 8:15-8:45                | #1-Qualitative Case Study on HBCU Students' Perception of the Sources of Academic Self-Efficacy in Online Learning<br><i>Jennifer Miller<br/>Jillian Skelton</i>                  | #2-Millennial Generation Attitudes Toward Disability Across Social Contexts: Employment & Relationship<br><i>K. Huskin</i><br><b>Canceled</b>  |
| 8:45-9:15                | #3- Math Instruction: Teacher Training Multiplies Success<br><i>Diana Yesbeck<br/>Savanna Love</i>  | #4-The First Year Teacher Experience<br><i>Morghan Bosch</i>   |
| 9:15-9:45                | #5-The ACT Framework in Action: Introducing Innovation in Education<br><i>Anamitra Shome</i>  | #6-Engaging Teacher Candidates in Hybrid Learning: Taking Learning Beyond the Lecture<br><i>Kim Penland<br/>Patricia Massengale</i>  |
| 9:45-10:15               | #7-Teachers as Counselors: Preparing Teachers for Counselors for In-Risk Youth<br><i>Dina Salinitri</i>   | #8-Simple Lessons Learned During COVID-19 Virtual Classes<br><i>Debra D. Murphy<br/>Shellie Hanna<br/>V. Carole Smith</i>  |
| 10:15-10:30              | <b>BREAK</b>  |  |
| 10:30-11:00              | #9-New Findings in the Practical Professional Ethics of School Leaders<br><b>Canceled</b>   | #10- Succeeding in the New Normal: Training Faculty to Employ Evidence-Based Practices and Innovative Techniques in Online Modalities<br><i>Leroy Hamilton, Jr.<br/>Berkley N. King, Jr.</i> |
| 11:00-11:30              | #11-Mediating Isolation in Rural Parents of Children with Disabilities<br><i>Michael Leonard</i>  | #12-Hierarchical Course Timetable Planning: A General Framework for Automated Timetabling<br><i>Guisen Xue</i>   |
| 11:30-12:00              | #13-Teacher Education Programs to Determine if Programs Include Courses Dealing with Child Abuse and Neglect Detection<br><i>Darolyn Seay<br/>Anthony Citrin<br/>Spencer Vogt</i> | #14-Publishing Beyond the Discipline: Journey of Three Scholars in a Multidisciplinary Effort<br><i>Brian J. Cowley<br/>Laurie N. DiPadova-Stocks<br/>Donna M. Ehrlich</i>                   |
| 12:00-12:30              | #15-Enhancing Educational Practice Through Intentional Self-Care: Strategies for Teachers of Trauma-Burdened Students<br><i>Susan Egbert<br/>Sean Camp</i>                        | #16-Made in China: The Economic Headwinds of an Economic Superpower 2.0<br><i>Bradford R. Frazier<br/>Alan R. Belcher</i>  |

| 12:30-1:00 | NOON BREAK   |  |
|------------|--|--|
| SESSION #2 | BREAKOUT ROOM #1   | BREAKOUT ROOM #2   |
| 1:00-3:00  | <p><b>Room Zoom Link:</b><br/> <a href="https://zoom.us/j/95130284336">https://zoom.us/j/95130284336</a><br/>           Phone: 312-626-6799<br/>           (Mtg ID: 95130284336)</p> | <p><b>Room Zoom Link:</b><br/> <a href="https://us02web.zoom.us/j/86535946447">https://us02web.zoom.us/j/86535946447</a><br/>           Phone: 1-929-205-6099<br/>           (Mtg ID: 86535946447)</p> |
| 1:00-1:30  | <p><b>#17-Avoiding the Important Conversations: Student Teachers Learning to Teach Skills Separate from Content</b><br/> <i>Paul Sylvoester</i></p>                                  | <p><b>#18-Agreement Between University Supervisors' and Cooperating Teachers' Evaluation of Physical Education Student Teachers</b><br/> <i>Seidu Sofo</i><br/> <i>Adolfo Ramos</i></p>                |
| 1:30-2:00  | <p><b>#19-Trained to Understand: Preparing Teachers to Work with Students Affected by Trauma</b><br/> <i>Regina Rahimi</i><br/> <i>Deloris Liston</i></p>                            | <p><b>#20-Classroom Teachers' Response to the COVID-19 School Closure: A literature Review</b><br/> <i>Olivia Modesto</i></p>  |
| 2:00-2:30  | <p><b>#21-Attitudes, Behaviors, Dispositions, and Values: Character-Building in the Classroom</b><br/> <i>Joseph Spadano</i></p>   | <p><b>#22- Resilience and Self-Care During Covid-19</b><br/> <i>Heather Dye</i></p>  |
| 2:30-3:00  | <p><b>#23-Discovering Unexpected Connections to History</b><br/> <i>Tracey Huddleston</i></p>  | <p><b>#24-Entrepreneurs' Risk-Taking Behaviors: A Social Cognitive Perspective</b><br/> <i>Chuanyin Xie</i></p>  |
| 3:00       | <b>Closing</b>   | <b>Closing</b>   |



**2021 MINI CONFERENCE SERIES**

**APRIL PRESENTATION SUMMARIES**

*All abstracts are published as submitted.*



### **Presentation #1: *Qualitative Case Study on HBCU Students' Perceptions of the Sources of Academic Self-Efficacy in Online Learning***

**Time:** 8:15 a.m., Education

**Summary:** The purpose of the qualitative case study was to better understand students', at a Historically Black College or University (HBCU), perception of the four sources of academic self-efficacy in academic achievement for online education. Data was collected from 13 undergraduate students enrolled in an online program at a major university in a southeast region interviews. The thematic analysis results indicated that the different elements of the online environment negatively impacted their self-efficacy.

- **Presenter:** Jennifer Miller, Ph.D., Mississippi College, MS  
**Email:** jennmiller427@yahoo.com
- **Presenter:** Jillian Skelton, Ed.D., GA  
**Email:** jillianskelton@gmail.com

### **Presentation #2: *Millennial Generation Attitudes toward Disability Across Three Social Contexts: Employment, Education, and Relationships***

**Time:** 8:15 a.m., Multidisciplinary

**Summary:** Thirty years after the passage of the ADA an entire generation of children in the U.S. has been wholly raised in an era of legally-mandated inclusion for persons with disability. They have enrolled in inclusive classrooms in public schools, have traveled through ADA-compliant infrastructure, and held their first employment in ADA-protected spaces. This study examines the attitudes held by young millennial adults, who represent the first generation of persons to have come of age fully in the era following the major successes of the Disability Rights Movement. Respondents were 745 undergraduate students ranging in age from 18 to 34 years, with a mean age of 22 years. We examined attitudes toward persons with disability in three realms: work, education, and social contexts of neighborhood of residence, marriage, and childbearing. Some gender and race differences were noted, reported skeptical views on persons with disabilities' work and job performance. Results indicate the current generation of college students have experienced direct or indirect interaction exposure to persons with disability. It is notable that the majority of respondents exhibit positive and inclusive attitudes toward persons with disability in various settings, including employment, education, and the social contexts of marriage, neighborhoods, childbearing.

- **Presenter:** Patricia R. Huskin, Ph.D., Texas A & M University-Kingsville, TX  
**Email:** patricia.huskin@tamuk.edu

**Canceled**

### **Presentation #3: *Math Instruction: Teacher Training Multiplies Success***

**Time:** 8:45 a.m., Education

**Summary:** This qualitative study examines why math performance differs among schools and what factors contribute to success. Conducting interviews with mathematics curriculum specialists and classroom teachers provided qualitative data about factors which contribute to mathematics performance – factors such as funding, resources, teacher training, professional development, outside resources, and student demographics. This comparative analysis assists in identifying the factors which lead to student success.

- **Presenter:** Diana M. Yesbeck, Ph.D., Randolph-Macon College, VA  
**Email:** dianayesbeck@rmc.edu
- **Presenter:** Savanna M. Love, Ph.D., Randolph-Macon College, VA  
**Email:** savannalove@rmc.edu

### **Presentation #4: *The First Year Teacher Experience***

**Time:** 8:45 a.m., Education

**Summary:** Having done extensive research for the book, *The First Year Teacher*, I interviewed many beginning teachers and most expressed their lack of preparedness for and fear of the first year. Based on those first-year teacher interviews, classroom observations, and journal entries, I have come to believe that teacher preparation programs can excel, be unique, competitive, and stand apart from other teacher preparation programs by concentrating on preparing preservice teachers for the first year of teaching. Success in the first year experience is critical for new teachers and for their students. These programs should focus individually on teaching and mentoring students for a more successful first year. School administrators, parents, and students can easily identify the new teachers that seem prepared, competent, and confident in the classroom. Investing in preparing preservice teachers for the first-year serves to empower teachers from, “How do I start?” to “I’m ready, willing, and able.” The workshop is organized around a prepared PowerPoint presentation. The PowerPoint presentation highlights several aspects of preparing teachers for the first year teaching experience. The slides are developed to lead the conference participants through the transition of campus instruction to classroom performance. The presentation also addresses the first year teacher preparedness of special education teachers. Participants will be actively engaged in a learning experience devoted to preparing a 30-day plan to begin the first year of teaching. The presentation’s value to the conference and for the conference participants is a new look at first year preparation both professionally and emotionally which advances the field and encourages thought and conversation.

- **Presenter:** Morghan Bosch, Ed.D., Barton College, NC  
**Email:** mbosch@barton.edu

## **Presentation #5: *The ACT Framework in Action: Introducing Innovation in Education***

**Time:** 9:15 a.m., Multidisciplinary

**Summary:** In this paper, I provide details of how I actually deployed my ACT (Analytical mindset, Communication skills, and Technological agility) framework (Shome, 2020) in an innovative graduate-level course on data analytics in accounting. Higher education institutions (HEI's) are under pressure to train accounting graduates to conduct effective analyses of Big Data. Feedback I received from my students suggests that they found the course to be useful in carrying out data analytics-related tasks at work.

- **Presenter:** Anamitra Shome, Ph.D., Goodman School of Business, ON, Canada  
**Email:** ashome@brocku.ca

## **Presentation #6: *Engaging Teacher Candidates in Hybrid Learning: Taking Learning Beyond the Lecture***

**Time:** 9:15 a.m., Education

**Summary:** Educators are delivering their lessons in multiple formats, therefore, new innovative techniques are in demand to engage learners in seated, various hybrid models, and virtual formats.

No matter the content area, educators must involve their learners beyond the typical lecture. This presentation focuses on how to promote collaboration in zoom culture. The world of teaching has dramatically changed, and attendees will learn from the experiences of two faculty members in higher education.

- **Presenter:** Dr. Kim Penland, Ed.D., Anderson University, SC  
**Email:** kpenland@andersonuniversity.edu
- **Presenter:** Dr. Patricia Massengale, Ed.D., Anderson University, SC  
**Email:** pmassengale@andersonuniversity.edu

## **Presentation #7: *Teachers as Counselors: Preparing Teachers as Counselors for In-Risk Youth***

**Time:** 9:45 a.m., Education

**Summary:** The changing demographics and necessary pedagogy of the 21st-century schools require teacher education programs to examine their connection to practice in the K to 12 education system. This chapter focuses on the need for teachers to understand the place of guidance and career education in their curriculum and in the lives of all their students. There are nine Guidance and Curriculum courses offered in all Ontario secondary schools, yet, little is done to provide professional development for teachers to build efficacy for these courses. Faculties of Education spend little time looking at the curriculum expectations in these courses as they are not considered methodology or foundation courses. A comprehensive course developed at the Faculty of Education, University of Windsor, provides teacher candidates with the knowledge and skills to explore these courses and engage in an integrated guidance and career program.

- **Presenter:** Dina Salinitri, Ph.D., University of Windsor, ON, Canada  
**Email:** dina.salinitri@publicboard.ca

## **Presentation #8: *Simple Lessons Learned During COVID-19 Virtual Classes***

**Time:** 9:45 a.m., Education

**Summary:** This presentation examines how to incorporate student centered, constructivist learning into on-line teaching without having to introduce too much new technology. It will examine how this is similar and different for pre-service teachers at the Elementary, Middle, and Secondary levels. As we continue through the century, statistics tell us that universities will continue to move more into a virtual world. This presentation helps incorporate what is loved best about face-to-face teaching into on-line class formats.

- **Presenter:** Debra D Murphy, Ph.D., Arkansas Tech University, AR  
**Email:** dmurphy7@atu.edu
- **Presenter:** Shellie Hanna, Ed.D., Arkansas Tech University, AR  
**Email:** shanna@atu.edu
- **Presenter:** V. Carole Smith, Ph.D., Arkansas Tech University, AR  
**Email:** vcsmith@atu.edu

## **Presentation #9: *New Findings in the Practical and Professional Ethics of School Leaders***

**Time:** 10:30 a.m., Education

**Summary:** This presentation addresses an ethics course in Gonzaga University's Doctor of Educational Leadership program for administrators in a K-12 school system. The purpose of the course is to examine the ethical issues that affect the daily life of administrators. Findings from a research project that provides administrators having a venue to discuss their ethical reasoning in response to these issues – will be shared.

- **Presenter:** Dan Mahoney, Ed.D., Gonzaga University, WA  
**Email:** Mahoney@gonzaga.edu

**Canceled**

## **Presentation #10: *Succeeding in the New Normal: Training Faculty to Employ Evidence-based Practices and Innovative Techniques in Online Modalities***

**Time:** 10:30 a.m., Education

**Summary:** To respond to the COVID-19 virus threat, institutions have adjusted instructional practices to avoid disruptions in instructional delivery. The primary adjustment has been the transition from face-to-face to online teaching, with online classes being the norm for tens of thousands of students.

The unprecedented shift to online modalities demands a resilient, talented faculty and effective training. Therefore, major concerns in higher education include the degree of readiness among faculty for online teaching and the efficacy of their training for this task. Research in these areas will guide institutions as they adjust to new realities. The Technological Pedagogical Content Knowledge (TPACK) framework guided this research in preparation for faculty to transition from teaching Face-to-Face to Remote/Online Modalities.

- **Presenter:** Leroy Hamilton, Jr., Ed.D., Norfolk State, VA  
**Email:** lhamilton@nsu.edu
- **Presenter:** Berkley N. King, Jr., Ph.D., Norfolk State, VA  
**Email:** bnking@nsu.edu

### **Presentation #11: *Mediating Isolation in Rural Parents of Children with Disabilities***

**Time:** 11:00 a.m., Multidisciplinary

**Summary:** Rural communities mythologize social bonds amongst an analogous populace. However, many interceding factors, such as disability break down this comparable similarity. Special needs parents have a lived experience significantly different from parents of neurotypical children and have a noticeable lack in the capability to develop and access networks to actualize emotional and instrumental support. Interviews with parents helped explain their lived experience, support needs, and contextual factors which hinder access to support.

- **Presenter:** Michael Leonard, Ed.D. Cand., St. Mary's University of Minnesota, MN  
**Email:** leonardm@willmar.k12.mn.us

### **Presentation #12: *Hierarchical Courses Timetable Planning: A General Framework for Automated Timetabling***

**Time:** 11:00 a.m., Education

**Summary:** Most course timetabling models in the literature are based on predetermined decisions, which limit their utility in practice. This paper introduces a generalized hierarchical framework that helps university administrators to generate automated course schedules. In the framework, course schedule planning, which determines the number of sections for each course, and instructor assignment are optimized simultaneously to satisfy forecasted students' course demands that minimizes operating costs. Timeslot(s) and classroom(s) are then assigned to each course section.

- **Presenter:** Guisen Xue, Ph.D., Kent State University, OH  
**Email:** xgsen\_chai@163.com



### **Presentation #13: *Teacher Education Programs to Determine if Programs Include Courses Dealing with Child Abuse and Neglect Detection***

**Time:** 11:30 a.m., Education

**Summary:** This presentation addresses the long standing problem of educators failing to recognize victims of child abuse and neglect. The methodology included viewing the catalogues for teacher education programs identifying required degree course work which had wording specific to child abuse and neglect. If the program lacked specific course work on child abuse and neglect, course descriptions were examined to see if the topic of child abuse and neglect was a clear component.

This certainly contributes to the failure of many educators to recognize and properly report possible victims.

- **Presenter:** Darolyn Seay, Ed.D., Peru State, NE  
**Email:** dseay@peru.edu
- **Presenter:** Anthony Citrin, Ed.D., Peru State, NE  
**Email:** acitrin@peru.edu
- **Presenter:** Spencer Vogt, Ph.D., Peru State, NE  
**Email:** svogt@peru.edu

### **Presentation #14: *Publishing Beyond the Discipline: Journey of Three Scholars in a Multidisciplinary Effort***

**Time:** 11:30 a.m., Multidisciplinary

**Summary:** Two colleagues in different disciplines responded to a call for proposals to a journal symposium. The journal, Public Integrity, is a leading peer-review journal in public administration. The topic of the symposium was: "What does it mean to be a man or a woman in the 21st Century? An Ethical Imperative for Public Administration". Our proposal was accepted and we embarked on crafting the manuscript. Even though we—one in public administration and one in psychology—were comfortable with our thinking on the topic, we decided to ask another colleague (in computer science) to join us. The three of us are good friends.

- **Presenter:** Brian J. Cowley, Ph.D., Park University, MO  
**Email:** brian.cowley@park.edu
- **Presenter:** Laurie N. DiPadova-Stocks, Ph.D., Park University-Gilbert Campus, AZ  
**Email:** ldipadovastocks@park.edu
- **Presenter:** Donna M. Ehrlich, Ph.D., Park University, MO  
**Email:** dehrlich@park.edu

### **Presentation #15: *Enhancing Educational Practice Through Intentional Self-Care: Strategies for Teachers of Trauma-Burdened Students***

**Time:** 12:00 p.m., Education

**Summary:** Secondary trauma is a reality for educators who witness the struggles and pain of students – a phenomenon particularly prevalent in the era of COVID-19. Self-care practices are critical to maintaining a healthy life balance and avoiding compassion fatigue and burnout. This presentation addresses: (a) recognizing and responding to trauma-reactive behavior; (b) sources of vicarious trauma experienced by educators; (c) warning signs of secondary traumatic stress; and (d) compassion fatigue prevention. Practical application will be emphasized.

- **Presenter:** Susan Egbert, Ph.D., Utah State University, UT  
**Email:** susanegbert@usu.edu
- **Presenter:** Sean Camp, MSW, Utah State University, UT  
**Email:** sean.camp@usu.edu

### **Presentation #16: *Made in China: The Economic Headwinds of an Economics Superpower 2.0***

**Time:** 12:00 p.m., Business

**Summary:** Prior to the Covid-19 pandemic, China was facing significant challenges as the global manufacturing landscape was rapidly changing. Trade wars, declining global demand, in addition to the pandemic, threatened to slow or halt China's meteoric growth as a manufacturing superpower. This *Made in China 2.0* presentation analysis continues this same premise one year later to examine the current status of China's economy post Covid-19 and looks ahead to the China's future as a leading manufacturing global hub.

- **Presenter:** Bradford R. Frazier, Ph.D., Belmont Abbey College, NC  
**Email:** bradfrazier@bac.edu
- **Presenter:** Alan R. Belcher, Ph.D., University of Arizona, AZ  
**Email:** alan.belcher@uagc.edu

### **Presentation #17: *Avoiding the Important Conversations: Student Teachers Learning to Teach Skills Separate from Content***

**Time:** 1:00 p.m., Education

**Summary:** Scholars have noted that in US K-12 schools the teaching of skills has taken precedence over the teaching of content. This study addresses three shortcomings of the literature: 1) none of the existing studies in this area are empirical in nature; 2) none looks at these issues in the context of student teaching; and 3) none has looked at the implications of the situation for education related to social critique. Using an inductive, qualitative methodology we coded 167 lesson observation summaries and triangulated those with 22 interviews of student teachers in grades K-4. Our findings showed that instruction is typically focused on teaching one mandated skill after another with little opportunity for students to do social critique. In our analysis we highlight examples of times when student teachers taught content well-suited to engage students in social critique but were used only as carriers for instruction in skills.

- **Presenter:** Paul Sylvester, Ph.D., West Chester University, PA

**Email:** psylvester@wcupa.edu

### **Presentation #18: *Agreement Between University Supervisors' and Cooperating Teachers' Evaluation of Physical Education Student Teachers***

**Time:** 1:00 p.m., Education

**Summary:** Student teaching is an important component of teacher education. Congruity between university supervisors' (US) and cooperating teachers' (CT) evaluations of student teachers is paramount as student teachers may imitate CTs' teaching and practices even if they conflict with the philosophy and practices of their teacher education programs. Therefore, the purpose of the study was to examine the agreement between university supervisors' and cooperating teachers' evaluations of student teachers. Participants included 11 physical education student teachers (63.64% male and 36.36% female) enrolled in a semester-long student teaching experience at a teacher education program in Missouri, United States. However, Independent t-Test Analyses indicated that the mean differences for all the four performance indicators were not significant. Conducive collaboration between university supervisors and cooperating teachers is necessary to create positive learning environments for student teachers.

- **Presenter:** Seidu Sofo, Ph.D., Southeast Missouri State, MO

**Email:** ssofo@semo.edu

- **Presenter:** Adolfo Ramos, D.A., Southeast Missouri State, MO

**Email:** aramos@semo.edu

**Presentation #19: *Trained to Understand: Preparing Teachers to Work with Students Affected by Trauma***

**Time:** 1:30 p.m., Education

**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, GA  
**Email:** rrahimi@georgiasouthern.edu
- **Presenter:** Delores Liston, Ph.D., Georgia Southern University, GA  
**Email:** liston@georgiasouthern.edu

**Presentation #20: *Classroom Teachers' Response to the COVID-19 School Closure: A literature Review***

**Time:** 1:30 p.m., Education

**Summary:** One of the adverse impacts of the COVID-19 pandemic is school closures. This presentation will focus on the issues teachers had to face as written in academic literature. Literature search was conducted using the key words, "school closure COVID-19" and "classroom teachers COVID-19". Literature reviewed was limited to studies conducted U.S. Seventeen academic articles were analyzed. Results pointed to teachers quickly converting traditional to remote instruction and the challenges faced to meet student needs.

- **Presenter:** Olivia Modesto, Ed.D., Texas A & M University – Kingsville, TX  
**Email:** Olivia.Modesto@tamuk.edu

## **Presentation #21: *Attitudes, Behaviors, Dispositions, and Values: Character-Building in the Classroom***

**Time:** 2:00 p.m., Education

**Summary:** This presentation is research proposal that originated from a collaborative project that was assigned in the undergraduate education course, Assessment Informed Instruction. In the beginning of the course, students were asked three questions, 1. What knowledge or skill is of most worth?; 2. What are effective pedagogical strategies for teaching that knowledge or skill?; and, 3. What are effective evaluative schemes for measuring that knowledge or skill? The students' answers to these questions did not involve important topics in mathematics, language arts, or other content areas. Instead, the overwhelming replies involved Attitudes, Behaviors, Dispositions, and Values (A, B, D, and V). In the collaborative project, each student was assigned a different A, B, D, and V. Students were asked to provide, 1. an operational definition, including what it looked like and sounded like in the classroom, for their A, B, D, and V, 2. How they would teach their A, B, D, and V, and 3. How they would measure their A, B, D, and V. The results of this assignment will be shared and suggestions for next steps or further investigation will solicited.

- **Presenter:** Joseph Spadano, Ed.D., Rivier University, NH  
**Email:** jspadano@rivier.edu

## **Presentation #22: *Resilience and Self-Care During COVID-19***

**Time:** 2:00 p.m., Multidisciplinary

**Summary:** This conceptual presentation will present and explore the constructs of resilience theory and the capacity of "systems" an individual depends on to be successful during challenging times of COVID-19. Through the use of metaphors, participants will learn about the process of building resilience, having surge capacity (resilience bank account), and surge depletion (resilience deflation). Participants will be able to apply these new constructs to the current challenges of the pandemic and engage in self-awareness regarding their own level of self-care.

- **Presenter:** Heather Dye, Ph.D., East Tennessee State, TN  
**Email:** dyehl1@etsu.edu

### **Presentation #23: *Discovering Unexpected Connections to History***

**Time:** 2:30 p.m., Education

**Summary:** Preparing pre-service teachers to teach Social Studies in the elementary classroom by arming them with accurate information yet avoiding contentious topics, presents an interesting challenge for university professors. As students conducted their own investigations and interviews, the results were unexpected, surprising, and impressive. Besides fostering a renewed interest and appreciation for significant events in US history, these authentic experiences also cultivated a depth of community within the class.

- **Presenter:** Tracey Huddleston, Ed.D., Middle Tennessee State, TN  
**Email:** tracey.huddleston@mtsu.edu

### **Presentation #24: *Entrepreneurs' Risk-Taking Behaviors: A Social Cognitive Perspective***

**Time:** 2:30 p.m., Business

**Summary:** Two approaches have been used to study entrepreneurs' risk-taking behaviors: supply-side and demand-side. The former focuses on personal characteristics, while the latter emphasizes the importance of the environment. This study attempts to integrate the two approaches based on social cognitive perspective: individuals exist within a situation and the individual behavior results from his or her processing information about the situation. I argue entrepreneurs' risk-taking behaviors are affected by their cognitive structures interacting with the information from the environment.

- **Presenter:** Chuanyin Xie, Ph.D., The University of Tampa, FL  
**Email:** cxie@ut.edu





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