Academic Capitalism · Academic Integrity · Accounting · Adolescence and Youth · Adolescent Psychology · Adult Development · Adult Education · Aging · Alcoholism & Drug Addiction Alternative Education · Applied Psychology · Applied Research · Arts Education · Assessment Behavioral Economics · Behavioral Sciences · Bilingual Education ... ess Ethics · Business ... nt · Child Psycholog... y· Clinical Social W... cial Work · Compet... culum & Instructi... Psychology · Dispari... Childhood Education · Early Intervention · E-commerce · Economics · Education Administration · Educational Diversity · Educational Change· Educational Interventions Educational Leadership · Educational Psychology · Elementary Education · English as a Foreign Language · English as a Second Language · Entrepreneurship · Environmental Psycho... Finance Financ... Global Econom... Higher Educat... ... ention · Holistic Education · Home Schooling · Human Development · Human Rights · Individual Therapy Information Systems · Information Management Systems · Instructional Delivery Methods Integrative Movements · Interdisciplinary Research · International Business · International Education Research · International Finance · International Politics · K-12 Education Knowledge Management · Leadership · Learning · Magnet Scho... ...iage & Family Therapy · Memory & Learning ... ...ucation · New Program Development · Non-Traditional Learners · Relapse Prevention· Multiple Intelligence · Online Instruction · Organizational Management · Organizational Psychology Peace & Conflict · Political Psychology · Pre-School Education · Primary Education · Private School Education · Public Administration · Public Policy · Public School Initiatives · School Counseling · School Social Work · School Psychology · Secondary

**CSI CENTER FOR SCHOLASTIC INQUIRY**

RESEARCHING PROFESSIONAL PRACTICE

# International Academic Research Conference

## October 28-30, 2015

## Charleston, South Carolina

# Conference Program

# CSI — CENTER FOR SCHOLASTIC INQUIRY

**RESEARCHING PROFESSIONAL PRACTICE**

## 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

### ACADEMIC JOURNALS

**JOURNALS:**
- Journal of Scholastic Inquiry: Education (JOSI: E)
- Journal of Scholastic Inquiry: Business (JOSI: B)
- Journal of Scholastic Inquiry: Behavioral Science (JOSI: BS)

**EDITING SERVICES:**
- General Editing
- APA Editing

### SERVICE OPPORTUNITIES

**PEER REVIEW:**
- Presentation Proposals (conference)
- Manuscript Submissions (journals)
- Tenure & Promotion Materials (faculty)

**FACILITATOR:**
- Conference Sessions (board & members only)

**BOARD SERVICE:**
- Advisory
- Editorial

### PROFESSIONAL MEMBERSHIP

**PROFESSIONAL VISABILITY**

**RESEARCH SCHOLARSHIPS**

**MEMBERS-ONLY SPECIAL EVENTS**

**MEMBERSHIP CERTIFICATE**

**SPECIAL CSI DISCOUNTS**

**MUCH, MUCH MORE**

# SPECIAL CONFERENCE EVENTS

| | |
|---|---|
| **Wednesday**<br><br>**October 28**<br><br>**4:00-5:30 PM** | **CONFERENCE EVE RECEPTION—Lobby Lounge**<br><br>Join the CSI conference team and your fellow attendees at this casual gathering. We'll provide light refreshments, a great chance to get to know one another before the conference begins, and early registration check in. |
| **Thursday**<br><br>**October 29**<br><br>**12:30-1:15 PM** | **SPECIAL INTENSIVE-TRAINING SESSION—Bridgeview Room 1203**<br><br>**WRITING RIGHT: GETTING YOUR RESEARCH PUBLISHED**<br><br>During this session you will learn how to recognize critical submission factors, properly write and format your manuscript, navigate refereeing, integrate or refute peer-reviews, and respond to the decision letter. This is a session that is fitting for professionals of all disciplines. |
| **Thursday**<br><br>**October 29**<br><br>**5:00-6:30 PM** | **MEMBERS NIGHT OUT—Lobby Lounge & Calhoun**<br><br>Attending CSI team members will meet with current CSI professional members, advisory board members, and editorial board members for a memorable night of collegiality and dining at the Francis Marion Hotel (starting in the Lobby Lounge followed by private dining in Calhoun). Advanced RSVP required. |
| **Thursday**<br><br>**October 29**<br><br>**7:00-8:30 PM** | **TASTE OF CHARLESTON NETWORKING EVENT— Lobby Lounge**<br><br>Enjoy an informal evening of networking. Make connections and exchange ideas with the CSI team and other conference participants. We will provide light refreshments highlighting a few of Charleston's favorites. |
| **Friday**<br><br>**October 30**<br><br>**2:45--3:15 PM** | **AWARDS CEREMONY—Gold Ballroom**<br><br>Be sure to join us for this concluding event. We'll provide a sweet treat and announce the awards for best papers and best presentations. Additionally, the drawing will be held for the CSI professional members' event scholarship. |

# SPECIAL SESSION QUICK REGISTRATION FORM

The Center for Scholastic Inquiry is excited to offer an additional opportunity to enhance your professional development and support your continuing education during our South Carolina research event.  Your special session registration includes the training session, your noon meal, and a special thank you gift from the Center for Scholastic Inquiry.  If you haven't registered yet, you can complete the quick register form below to attend this special training session.

*LUNCH SESSION:  WRITING RIGHT:  GETTING YOUR RESEARCH PUBLISHED*
During this session you will learn how to recognize critical submission factors, properly write and format your manuscript, navigate refereeing, integrate or refute peer-reviews, and respond to the decision letter.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

| QUICK REGISTRATION FORM | |
|---|---|
| First Name: | Last Name: |
| Email: | ☐ CSI Member (Discount)  ☐ Non-Member |
| Street Address: | City, State: |
| Zip Code: | Phone: |
| Institution: | Title: |
| ☐ Thursday: *WRITING RIGHT:  GETTING YOUR RESEARCH PUBLISHED*  Session  $50.00=non-member/$45.00=member | |
| Credit Card Information:  ☐ Visa  ☐ MasterCard  ☐ Discover  ☐ American Express  Name on Card:  Card Billing Address (street, city, state, zip):  Credit Card Number:  Expiration (month/year):  3-digit Security Code:  Email (receipt will be mailed):  *NOTE:  Once we process your quick registration, this form will be shredded for your protection and privacy.* | |
| **SIGNATURE:** | |

# BECOME AN EXCLUSIVE CSI MEMBER

## 1. Receive Membership Kit

Our members will receive special appreciation gifts at each conference they attend. Gifts will be available at the conference registration desk.

## 2. Receive Membership Certificate

All CSI members will receive a formal certificate of membership to document their active involvement in an international research institute and contribution to the body of research in their field and others.

## 3. Gain Visibility

As a member, you may submit a work/service précis to be highlighted on our website and in our newsletter once per year. Understandably, only work that is in line with CSI's mission can be highlighted.

## 4. Receive Special Invitations to Member-Only Events

Members are invited to attend special conference events like wine-and-cheese receptions, cocktail-and-appetizer hours, panel discussions and topic-development round tables.

## 5. Receive Member Discounts

Save 5% on standard conference registrations, coaching clinics, evening intensives, editorial fees, publication fees and publications.

## 6. Access Research Endowment

All members are eligible to apply for research funding. Twice per year, CSI awards one $250 grant to be used by members to subsidize research initiatives.

## 7. Participate in Executive Board Supper

At each conference, the CSI Board convenes for a supper meeting. As a member, you will receive an invitation to join us and a voucher toward your meal.

## 8. Receive Event Scholarships

All members are eligible for our event scholarship drawings. Prior to each conference, we will draw one member's name to receive an event scholarship which waives the registration fee for an upcoming conference (must be utilized within one calendar year).

## 9. Contribute to Peer Review

All members will have the opportunity to participate in refereeing of accepted papers prior to publication. Based on field expertise, from time to time, members will be invited to participate in a community of experts to conduct double-blind scholarly peer review. Members who contribute to this important process will receive a formal certificate of acknowledgement.

## 10. Invite a Colleague

All members are eligible to share two visitor's invitations per year. Members receive a 25% rebate on their standard conference registration when a colleague they invite attends the same conference, too.

| MEMBERSHIP QUICK REGISTRATION FORM | | |
|---|---|---|
| First Name: | Last Name: | |
| Email: | | |
| Street Address: | City, State: | |
| Zip Code: | Phone: | |
| Institution: | Title: | |
| Credit Card Information:  ☐ Visa  ☐ MasterCard  ☐ Discover  ☐ American Express | | |
| Name on Card: | | |
| Card Billing Address (street, city, state, zip): | | |
| CC Number: | Expiration (month/year): | 3-digit Code: |
| **NOTE:** Once we process your quick membership registration, this form will be shredded for your protection and privacy. | | |

# KEYNOTE SPEAKER:
# DR. PHILIP FIORAVANTE

## *An Effective Leadership Revelation: Blending Dark Side and Positivist Traits*

The leadership phenomenon arguably has received more attention than any other management rudiments. This phenomenon is linked to a variety of behavioral theories and leadership taxonomies. The two featured leadership styles herein are the positivist perspective and the dark side vein. Defining leaders in a positivist or dark side viewpoint is not linear but, rather multifaceted and leads to a broader discussion regarding functionality of emotional intelligence.

The construct of leadership and takes the interested participant through how social-behavioral sciences contribute to the foundation of the leadership style traits such as, charisma, authenticity, and character. Leadership by its parts "Leader and ship" is deeply rooted in direction and a collective group on a journey towards a goal. Leaders use framing methods for providing meaning to their message. The most skillful are able to apportion certain aspects of the subject matter and disallow others as a means of controlling the message and placing emphasis in a self-serving manner. This skill resonates in positivist as well as dark side leaders. Leadership brings all constituencies in line with a common and collaborative movement towards success.

Personal perspectives are the result of the learned values and attitudes, observed, and experienced during a lifetime. Setting the tone or message of a business organization is vital to its foundation and must be levered with effective communication, strong business ethics, and moral reasoning to achieve congruency of follower adherence. Leadership is about two things – clear vision and an ability to incentivize others to follow. The focus should be on process and results, not on dictating and questioning why but rather how did we arrive at the decisions.

## WHO IS DR. FIORAVANTE?

Philip L. Fioravante, Ph.D is a well-rounded business executive and an Associate Professor-Marketing at Walsh College (Troy, MI). Dr. Fioravante currently is with several firms in an Executive capacity. He is Senior Managing Partner – Strategy Development Group (SDG) and also, GreenRock Capital. SDG is a business advisory and consulting practice with affiliates around the world. GreenRock Capital is a private equity firm exclusively focused on micro-level investing in entrepreneurial business opportunities. In addition, Dr. Fioravante is an Operating Partner – Industrial Opportunity Partners (Evanston, IL). Dr. Fioravante has extensive experience developing proprietary approaches in both market and product development. Moreover, he has a copyright on a Marketing Toolkit© which he has used in consulting with domestic and international technology-based clients. Dr. Fioravante also sits on numerous academic and corporate boards for both private and public international companies. He also has been a guest speaker and panel member at many industry and international educational sessions. In addition, he has published several peer reviewed articles in the areas of corporate philanthropy, the value proposition of strategic philanthropy, and leadership – strategy and innovation. Dr. Fioravante has a B.S. in Applied Engineering Sciences – Manufacturing Engineering from Michigan State University, a MBA – International Business from Wayne State University (Detroit), an Advanced Executive Program Certificate from MIT and his Ph.D in Organizational Management & Strategy from the Business and Technology College at Capella University (Minneapolis). He currently is in a post-doc studies initiative at Northwestern University – Kellogg School of Management.

# CSI CENTER FOR SCHOLASTIC INQUIRY
### RESEARCHING PROFESSIONAL PRACTICE

Green=Multidisciplinary
Yellow=Behavioral Science
Tan=Business
Blue=Education
VP=Virtual Presentation

## THURSDAY, OCTOBER 29, 2015

| 7:30 A.M. | MEET & GREET REGISTRATION & CONTINENTAL BREAKFAST | | | | | |
|---|---|---|---|---|---|---|
| 8:00-8:05 | WELCOME: Dr. Tanya Yerigan — Gold Ballroom | | | | | |
| 8:05-8:50 | KEYNOTE ADDRESS: Dr. Philip Fioravante — "Leadership Revelation: A Blend of Dark Side and Positivist Traits" | | | | | |
| 8:50-9:00 | PASSING TIME | | | | | |
| **SESSION #1 9:00-12:15** | **GOLD** | **LAURENS** | **PARKVIEW** | **BRIDGEVIEW-1203** | **HARBORVIEW-1204** | **RIVERVIEW-1205** |
| | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME |
| 9:00-9:30 | 32-DEVELOPING INQUIRY *Susan Williams Debra Lee* | 84-PRESERVICE EDUCATORS & WRITING *Brooke A. Burks Marie Kraska Emma G. Haley* | 2-SPECIFICATIONS GRADING *Josh Ellis* | 87-PROGRAM ASSESSMENT *Toni E. Fogarty* | 77-MUSIC & BULLYING *Shelly Hudson Bowden Gilbert Dueñas* | 97-STRESS & MEDITATION CANCEL *VP* |
| 9:30-10:00 | 93-CREATING AN ONLINE ENVIRONMENT *Susan Dean Gilbert Robin Buchanan Pam Vesely Lynn Swann* | 24-COMMUNITY ENGAGEMENT PROGRAM *Sara Lamb Kistler* | 119-U.S. & EUROPEAN VOLUNTARY EARNINGS FORECAST *Ronald A. Stunda* | 80-PEDAGOGIES OF PLACE *Ellyn Lyle* | 118-USING VIDEO GAMES *Margaret Zidon Richard Van Eck* | 98-STRATEGIES FOR STRONG WRITERS & STRONG THINKERS *Suze Gilbert* |
| 10:00-10:30 | | 126-FEMALE SEXUALITY *Marie Louden-Hanes* | 102-SUSTAINABLE AQUAPONICS *William Wayne Falls* | 33-REFLECTIVE FIELD EXPERIENCE & SOCIAL JUSTICE PARADIGMS *Tedi T. Gordon* | 48- EVALUATION INFLUENCES REGARDING GUEST LECTURERS *William L. Phillips* | 72-MAJORITY CULTURE PRIVILEGE *Gerard A. Love Travis L. Watson* |
| 10:30-10:45 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 10:45-11:15 | 5-EMBRACING MINDFULNESS *Carol Klages Jane Devick-Fry* | 108-INTIMATE PARTNER VIOLENCE *Gregory Canillas* | 51-COMMUNICATION TECHNOLOGY & COLLEGE STUDENTS *Austin T. Winger Myrna R. Olson* | 116-INTELLIGENCE & PERCEPTUAL MODALITY PREFERENCE *Kourtland Robert Koch* | 127-WOMEN & IDENTITY FORMATION *Margaret J. Weber* | 35-LOW INCOME & LEGAL ISSUES *Arina Gertseva* |
| 11:15-11:45 | 19-SOCIAL MEDIA & AUTHENTIC WORKPLACE *Matthew J. Ripper* | 42-SOCIAL SCIENCE RESEARCH ETHICS *Linda Mabry* | 91-COGNITIVE TEMPO, ADHD, & INFO PROC. *Orly Calderon* | 70-INTERNATIONAL ED INTERNSHIPS *Amelia Gunn Spencer Louanne Jacobs* | 124-WOMEN & LEADERSHIP *Yvette P. Bynum* | 56-MOBILE APPLICATION FOR ENTREPRENEURS *Robin R. Davis* |
| 11:45-12:15 | 12-ASYNCHRONOUS DISCUSSIONS *Nannette Commander Peggy A. Gallagher* | 83-EFFECTIVE vs. INEFFECTIVE LEADERS *Ken Zakariasen* | 54-CUSTOMER SATISFACTION *Marie Kraska Thomas J. Gogue Elisha Wohleb* | 99-STUDENTS' PERCEPTIONS & COMPUTERS *Zandra S. Gratz* | 55-SMALL LC's & URBAN SETTING *Niralee K. Patel-Lye Jess L. Gregory* | 82-POLITICS, PRACTICES, & CURRICULUM APPROVAL *Janet L. Applin* |
| 12:15-1:30 | LUNCH (on your own) OR | | | | | |

| SESSION #2 1:30-4:45 | 12:30-1:15-WRITING RIGHT: GETTING YOUR RESEARCH PUBLISHED (advanced registration required—includes your meal) Dr. Tanya Yerigan and Dr. Joan Berry Bridgeview Room 1203 | | | | | |
|---|---|---|---|---|---|---|
| | **GOLD** | **LAURENS** | **PARKVIEW** | **BRIDGEVIEW-1203** | **HARBORVIEW (1:30-3:00) CALHOUN (3:15-4:45)** | **RIVERVIEW-1205** |
| | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME |
| 1:30-2:00 | **3-PERSONAL CONSTRUCT THEORY & CRITICAL THINKING** *Joseph A. Mayo* | **85-PRINCIPALSHIP** *Robert E. Waller* | **22-COMMON CORE & TEACHER PREP** *Kathy A. Smart Stuart Schneider Bonni Gourneau Pamela Beck* | **15-BIBLICAL STEWARDSHIP** *Van Brooks Poole* | **88-HIGH IMPACT LEARNING** *Diane M. Holtzman Carra Leah Hood* | **106-DOCTORAL JOURNEY TRANSFORMATIONS** *W. Edward Bureau* *VP* |
| 2:00-2:30 | **115-INQUIRY PRACTICES** *Lisa Douglass* | **117-REAL TIME TOOLS & ONLINE ASSESSMENT** *Kenneth Goldberg* | **69-KENYAN FEMALE ENTREPRENEURS** *Judith Richards* | **52-PRESERVICE TEACHERS & CLASSROOM MANAGEMENT** *Dianne Lawler Susan Davis Siyuan Chen* | **53-HUMAN TRAFFICKING** *Rochelle L. Dalla* | **16-BIG DATA & PRIVACY** *Darrell D. Bowman* *VP* |
| 2:30-3:00 | **109-EFFECTS OF VERBAL ABUSE IN CHILDREN** *Gregory Canillas* | **74-STUDENT PERCEPTIONS OF ONLINE CONTENT** *David R. White* | **18-BRIDGE TO CAREERS** *Molly Burke* | **92-BLENDED LEARNING** *Cynthia Lindquist Lisa Altemueller* | **59-INCLUSION CLASSROOM** *Rebekah Dyer* | **111-SEMANTIC MAPPING** *David C. Little* |
| 3:00-3:15 | BREAK | BREAK | BREAK | BREAK | BREAK / CALHOUN | BREAK |
| 3:15-3:45 | **104-TEACHER CENTERED INSTRUCTION** *Wendy Cowan Bridgette Chandler* | **130-VIRTUAL MANAGER** *Theresa A. Moore* | **10-OPTIMAL PARTNERSHIPS** *Yi Karnes* | **38-ELECTRONIC CURRICULUM** *Rebecca Slayden-McMahan Benita G. Bruster* | **21-COMMON CORE MATHEMATICS** *Gary Christie* | **28- CULTIVATING MINDFULNESS** *Jaysinha Shinde* *VP* |
| 3:45-4:15 | **120-IPCE, PTSD & VETERANS** *Henry J. Venter* | **113-BLOOM'S TAXONOMY & WEB 2.0** *Sonya Vierstraete Wendy Schoolmeester* | **107-PROFESSIONAL PRACTICE TO ACADEMIA** *Bellarmine Ezumah* | **46-GLOBE LEADERSHIP CONSTRUCTS** *Barbara J. Mallory Megan M. Buning Teri Melton Cindi Chance* | **66-INCLUSION & POST SECONDARY SPECIAL ED** *Thomas L. Black* | **94-SMALL BUSINESS & SMALL TOWNS** *Phillip D. Coleman* |
| 4:15-4:45 | **4-EVALUATING ESL TEACHERS** *Joseph R. McKinney* | **121-COGNITIVE SKILLS, INCLUSION & DIFFERENTIATION** *Ardyth Foster* | **68-JUNE PHENOMENON** *Anthony Yanxiang Gu* | **71-WORKING WITH TRAUMA SURVIVORS** *James T. Decker* | **29-CULTURALLY RESPONSIVE COUNSELING** *York Williams* | **9-TEACHING PHYSICAL EDUCATION** *Eugene F. Asola* |
| 4:45 | Best Presentation Card Daily Closing | Best Presentation Card Daily Closing | Best Presentation Card Daily Closing | Best Presentation Card Daily Closing | Best Presentation Card Daily Closing | Best Presentation Card Daily Closing |
| 5:00-6:30 | EXECUTIVE BOARD MEMBERS & PROFESSIONAL MEMBER DINNER (members only--advanced registration required) Lobby Lounge (5:00) & Calhoun Room (5:30) | | | | | |
| 7:00-8:30 | TASTE OF CHARLESTON NETWORKING RECEPTION Lobby Lounge | | | | | |

# CSI
## CENTER FOR SCHOLASTIC INQUIRY
### RESEARCHING PROFESSIONAL PRACTICE

Green=Multidisciplinary
Yellow=Behavioral Science
Tan=Business
Blue=Education
VP=Virtual Presentation

## FRIDAY, OCTOBER 30, 2015

| 7:30 A.M. | MEET & GREET REGISTRATION & CONTINENTAL BREAKFAST | | | | | |
|---|---|---|---|---|---|---|
| 8:00-8:05 | WELCOME Gold Ballroom | | | | | |
| 8:05-8:15 | PASSING TIME | | | | | |
| **SESSION #1 8:15-11:30** | **GOLD** | **LAURENS** | **PARKVIEW** | **CALHOUN** | **PINCKNEY** | **RUTLEDGE** |
| | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME |
| 8:15-8:45 | 81-MILITARY & ONLINE DEGREES  *Niccole Buckley* | 128-WOMEN & MANAGEMENT POSITIONS  *Candice Osterfeld Ottobre*  *VP* | 44-BEGINNING TEACHER INDUCTION  *Adam Myers* | 64-INTEGRATING CURRICULUM & MYTHBUSTERS  *Tracey R. Huddleston* | 122-READING INSTRUCTION & BILINGUAL STUDENTS  *Nikki Logan* | 112-COURSE MANAGEMENT CANCEL |
| 8:45-9:15 | 73-MENTORING PRESERVICE PRACTICUM  *Donna R. Sanderson* | 79-CROSSFIT CULTURE  *Theresa A. Moore* | 11-GRADING PRACTICES  *Diana M. Yesbeck* | 96-INDUCTION & MENTORING PROJECT  *Ann M. Sebald* | 103-CRITICAL CANCEL | 34-DISRUPTION IN HIGHER ED  *Robert E. Waller* |
| 9:15-9:45 | 39-EMERGING TRENDS IN SOCIAL MEDIA  *Melissa Waite* | 17-PILOTING PAPERLESS  *Kathy A. Smart*  *Kari Chiasson* | 14-PRE-SERVICE TEACHER & ELL  *Judith J. Ruskamp* | 7-MIND, BRAIN & CANCEL | 131-ENTREPRENEURSHIP & CHARTER SCHOOLS  *Jesse D. Beeler*  *Penelope J. Prenshaw*  *David H. Culpepper* | 86-PROBLEM BASED LEARNING & LECTURE COURSES  *Vincent R. Genareo*  *Renée Lyons* |
| 9:45-10:00 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 10:00-10:30 | 123-WORKPLACE BULLIES  *Patricia Holt* | 37-CLASSROOM MANAGEMENT & EQ  *Laura R. Ficarra*  *VP* | 43-LEARNING OUTCOMES & ASYNCHRONOUS DISCUSSIONS  *Orly Calderon* | 110-TUTORING & URBAN SCHOOLS  *Judith Cochran* | 75-RANK INDUSTRIES & MARGINAL ECONOMIC IMPACT  *R. Samuel Evans*  *William Teng* | 100-PEDIATRIC CANCER & SCHOOL SUCCESS  *Genevieve Howe Hay*  *Martha Nabors* |
| 10:30-11:00 | 20-QUANTITATIVELY BASED COURSES  *N. Faye Angel* | 6-TEACHER CANDIDATE DISPOSITIONS  *Susan Davis* | 23-COMMUNITY BENEFITS DISTRICTS  *Matthew J. Ripper* | 125-WORLD EXCHANGE & WORLD CUSTODIAN  *Nils H. Hakansson* | 25-COMPARATIVE EFFICACY & COGNITIVE TEST ANXIETY  *Margaret D. Kasimatis* | 89-STEM LITERACY & PROBLEM BASED LEARNING  *Scott W. Brown* |
| 11:00-11:30 | 61-PEER INTERACTION & TASK ENGAGEMENT  *Teri Rouse* | 50-HIGH STAKES TESTING  *Linda Mabry* | 58-BUSINESS SUSTAINABILITY & STUDY ABROAD  *Kelly Pittman* | 63-INTEGRATING INSTAGRAM  *David Naylor*  *Alison Mueller* | 78-TEACHER ED PROGRAM ADMISSION REQUIREMENTS  *Alan S. Canestrari*  *Bruce A. Marlowe*  *Anne Winfield* | 36-VIEWS ON WHITE PRIVILEGE & MAJORITY GROUP POWER  *Franklin T. Thompson* |
| 11:30-12:30 | LUNCH (on your own) | | | | | |

| SESSION #2 12:30-2:30 | GOLD BALCONY | LAURENS | PARKVIEW | CALHOUN | PINCKNEY | RUTLEDGE |
|---|---|---|---|---|---|---|
| | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME | SESSION WELCOME |
| 12:30-1:00 | 41-ETHICAL & LEGAL CHALLENGES *Sherrie Foster* | 31-MEXICAN CULTURE & HOUSEHOLDS *Gilbert Dueñas* | 57-ONLINE SOCIAL CAPITAL & CAREERS *Diana S. Maguire* | 8-PRESERVICE TEACHER BELIEFS *Lonni Gill* | 40-END OF LIFE DISCUSSIONS *Elizabeth Houglan-Adkins* | 26-CONTEMPLATIVE EXPLORATIONS & HUMAN SCHOOLING *Ron Tinsley* |
| 1:00-1:30 | 105-TEAM TEACHING & EDUCATION *Sean Camp* *Susan Egbert* | 30-DATA DRIVEN DECISIONS *Denise Hexom* | 114-INTERACTIVE NOTEBOOKS *Sandy R. Jay* *Lynda R. Williams* | 65-U.S. DEFLATION *Doina Vlad* | 101-COMMUNICATION STYLE & SELLING *Kim Tan* | 13-COORDINATED BEHAVIORAL ANALYSIS *Keith Cheung* |
| 1:30-2:00 | 62-INFORMATION SYSTEMS & MANUFACTURING PRODUCTIVITY *Jill O'Sullivan* | 47-EMOTIONAL INTELLIGENCE & ENTREPRENEURS *Erin McLaughlin* | 60-LEADERSHIP *J. Goosby Smith* | 67-CHILD ABUSE, NEGLECT & CLASSROOM IMPACT *Sara Lamb Kistler* *Laura Erhard Fiorenza* | 49-SIOP MODEL TO ENHANCE ESL/ENL *Sally A. Creasap* | 1-ETHICAL DECISION MAKING *Don M. Beach* |
| 2:00-2:30 | 95-SERVICE LEARNING *Terry A. Silver* | 129-VERBAL COMMUNICATIONS *Cathyann D. Tully* | 45-CUBAN-AMERICAN EMIGRANT EXPERIENCES *Rhondda Waddell* *Debra Mims* | 90-STUDENT EVALUATIONS *Shirley H. Walrond* | 76-MULTIDISCIPLINARY COACHING P-20 *Enrique A. Puig* *Sandra L. Robinson* *Edward H. Robinson* *A. Elizabeth Crunk* | 27-CREATIVITY & CHANGE *Joyous Bethel* |
| 2:30-2:35 | Best Presentation Card | Best Presentation Card | Best Presentation Card | Best Presentation Card | Best Presentation Card | Best Presentation Card |
| 2:45-3:15 | BEST PRESENTATION AWARDS, BEST PAPER AWARDS & MEMBERSHIP DRAWINGS Gold Ballroom | | | | | |
| 3:15 | CONFERENCE CHECK-OUT (Certificate Distribution, Name Badge Collection, Board Interest Collection) | | | | | |

# WHAT CAN CSI DO FOR YOU?

- ☐ **RESEARCH CONFERENCES**
  - ➢ **Attend**
    - ▪ **Professional Development**
    - ▪ **Networking Opportunities**
  - ➢ **Present** (peer reviewed)
    - ▪ **Conference Proceedings Publication**
    - ▪ **Best Paper Consideration**
    - ▪ **Best Presentation Consideration**
- ☐ **ACADEMIC JOURNALS** (peer reviewed)
  - ➢ **Journal of Scholastic Inquiry: Education**
  - ➢ **Journal of Scholastic Inquiry: Business**
  - ➢ **Journal of Scholastic Inquiry: Behavioral Science**
- ☐ **EDITING SERVICES**
  - ➢ **APA**
  - ➢ **General**

- ☐ **PROFESSIONAL MEMBERSHIP**
  - ➢ **Professional Visibility**
  - ➢ **Research Scholarships**
  - ➢ **Special Events**
- ☐ **SERVICE OPPORTUNITIES**
  - ➢ **Peer Reviewer**
    - ▪ **Journal Manuscripts**
    - ▪ **Conference Abstracts**
    - ▪ **Tenure & Promotion Materials**
  - ➢ **Board Service**
    - ▪ **Editorial Board**
    - ▪ **Advisory Board**

CSI CENTER FOR SCHOLASTIC INQUIRY
RESEARCHING PROFESSIONAL PRACTICE
www.csiresearch.com

Call, email, or stop by the registration desk for more details.

4857 Hwy 67, Suite #2
Granite Falls, MN 56241
855-855-8764
csiteam@csiresearch.com
www.csiresearch.com

# PRESENTER LIST

**1** *An Analysis of the Ethical Decision-Making Process Used by Educators*

**Day/Track:** Friday, Education

**Summary:** The purpose of this paper was to describe the decision-making process used by K-12 educators when confronted with ethical dilemmas. The study sought to determine if public school educators in certain positions within the school use different ethical decision-making strategies. Using a modified instrument of an "Ethical IQ Test" developed by Henderson (1992), the participants were asked to respond to 10 ethical dilemmas. The study found no significant differences between principals, teachers, or other positions within the school setting who were enrolled in leadership courses; nor was there a significant difference between the males and females. However, there was a significant interaction between the positions held by females in roles other than principals or teachers suggesting that these positions require a different thought process by females.

**Presenter:** Don M. Beach, Ph.D., Tarleton State University-Texas A&M University, TX

**Contact:** beach@tarleton.edu

**2** *Application & Evaluation of Specifications Grading Methodology*

**Day/Track:** Thursday, Education

**Summary:** An overreaching objective of educators is to encourage and motivate students to take ownership of their education and be an active part of the educational process. Specifications grading is an approach to course design that has recently been introduced by Dr. Linda B. Nilson in her book "Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time" that seems to provide the framework necessary to accomplish such an objective. I intend to survey students at the conclusion of the semester to gain greater insight into student perception regarding the effectiveness of the specifications grading course design and delivery. Specifically, I would like to determine if specifications grading course design and delivery when compared to standard course design and delivery motivates students to learn, motivates students to excel, reduces student stress, increases student responsibility for their course grade, and increases clarification of course expectations? Data and information regarding these questions will be evaluated at the conclusion of the spring 2015 semester. This information will be useful in contributing to the limited information regarding the effectiveness and practical implications of implementing specifications grading methodology into the college classroom.

**Presenter:** Josh Ellis, Ph.D., Chadron State College, NE

**Contact:** jellis@csc.edu

**3** *Applying Personal Construct Theory to Engage Undergraduates and Advance Critical Thinking*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** Teaching undergraduate classes presents special challenges to even the most experienced educators. In tandem with efforts to cover a wide array of content in an organized manner, instructors search for ways to stimulate critical thinking and student engagement in learning. As a vehicle for accomplishing these educational goals, an innovative and evidence-based pedagogical strategy that I have found effective highlights dichotomous meaning dimensions within the parameters of personal construct theory. Personal constructs are hierarchically linked sets of bipolar meaning dimensions (e.g., central-peripheral) that each person uses to organize and interpret knowledge. The repertory grid technique (RGT) is an instrument for exploring personal construct systems. Based on my own previously published reports in which I systematically validated the pedagogical efficacy of RGT, I will summarize my instructional methodology and findings applied to teaching life-span development and the history of psychology. I will conclude with discussion of the implications for using RGT as a heuristic and assessment tool in interdisciplinary and other undergraduate classes outside of the discipline of psychology.

**Presenter:** Joseph A. Mayo, Ed.D., Gordon State College, GA

**Contact:** joe_m@gordonstate.edu

**4** *Are Elementary School Principals Competent to Evaluate English as a Second Language Teachers?*

**Day/Track:** Thursday, Education

**Summary:** Are elementary principals adequately prepared to evaluate English Language teachers? Legal and quantitative methods (survey) were employed in this study. Thirty-eight out of one hundred principals participated. One hundred percent of the principals reported they solely evaluated their English Language teachers. Twenty-four percent of the principals did not believe they were qualified to evaluate their English Language teachers. Sixty-six percent of the principals used a standard state created evaluation for all teachers. Thirty-seven percent of the respondents did not receive any English Language learners professional development in the last year. Fifty-five percent of said administrators who supervise English Language teachers should be mandated to earn an "endorsement" in "sheltered English immersion." Research shows that teacher evaluation system drive improved instruction for English Language learners. Principals need more professional development pertaining to teacher evaluation. The results of the study indicate principals want to learn more about evaluation systems for English Language teachers.

**Presenter:** Joseph R. McKinney, J.D., Ed.D., Ball State University, IN

**Contact:** jmckinne@bsu.edu

**5** *Are Teacher Educator Programs Ready to Embrace Mindfulness in Their Classrooms*

**Day/Track:** Thursday, Education

**Summary:** Mindfulness is the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to unfolding experience moment by moment (Kabat-Zinn, 2013, p. 144). Mindfulness in teaching creates a state of mind that encourages creativity, flexible use of information, and improvement in student/teacher collaborations, problem-solving

and improved identification of effective student instructional strategies. Based up the review of research on the idea of mindfulness as a means to promote a positive learning environment for school children and their teachers, we have compiled a list of ten practical tips for teacher educators seeking to include such a disposition in their educator preparation program. This list of practical methods for teacher educators to share, teach, and embrace mindful practice in their teacher preparation courses.
**Presenter:** Carol Klages, Ph.D., University of Houston-Victoria, TX
**Co-Presenter:** Jane Devick-Fry, Ed.D., University of Houston-Victoria, TX
**Contact:** klagesc@uhv.edu

## 6 *Are They Ready? Teacher Candidate Dispositions*

**Day/Track:** Friday, Education
**Summary:** The use of disposition forms to identify positive teacher behaviors have become components of many teacher education programs. The researcher has provided these disposition forms as a means of self-analysis for students during junior and senior level coursework; however; are teacher candidates able to accurately rank their own dispositions? Teacher dispositions have been an area of research interest for well over a decade. The purpose of this paper is to provide research to determine if teacher candidates self-identify areas of needed growth in regard to positive teacher dispositions. Research methods include a self-assessment questionnaire. Teacher candidates are given a form of desired teacher dispositions and asked to self-assess, by ranking on a Likert scale, their dispositions at the beginning of a course with a field component. These same students were asked to re-assess at the end of the course. Preliminary results indicate that students, on both the pre- and post-assessments, rank themselves very highly on the desired dispositions. Implications of this research may be that teacher candidates lack the critical evaluation tools necessary to self-rank their own dispositions. By determining if students lack these tools, teacher education programs can make program adjustments in order to facilitate more critical self-evaluation and self-reflective practices in order to strengthen programs.
**Presenter:** Susan Davis, Ph.D., Southeast Missouri State University, MO
**Co-Presenter:** Dianne Lawler, Ed.D., Arkansas State University, AR
**Contact:** sdavis72653@yahoo.com

## 7 *Are We There Yet? Developing the Concept of MBE Science Classroom*

**Day/Track:** Friday, Multidisciplinary
**Summary:** Born in 2004, the discipline Mind, Brain, Education (MBE) science combines best research in psychology, education and neuroscience to create "scientifi... ...antiated teaching" and learning. What w... ...e of this new discipline is that a handful o... ...d out: constructivism, MBE Science princ... ...t teaching, five big ideas from MBE research, and the teaching brain. But what happens when these squeeze into a classroom? Field notes tell the story. One small college in the urban South has become David, taking on the Goliath problem of developing the concept of "MBE Science classroom."
**Presenter:** Jerry E. Fluellen Jr., Ph.D., Edward Waters College, FL
**Contact:** jerryfluellen@aol.com

## 8 *Assessing Pre-service Teachers' Beliefs on Diversity and (Dis)ability*

**Day/Track:** Friday, Education
**Summary:** The changing landscape of our population demands that we, as teachers address the culturally, linguistically, and economically diverse children in schools today (Teemant, 2015). Pre-service teachers bring beliefs, experiences and prior knowledge with them into their education courses as they begin to learn how to teach. Reflecting and acknowledging what pre-service teachers bring into the classroom is essential. This study reveals pre-service teachers' initial thoughts on development, diversity and (dis)ability prior to their multicultural education class and follows their perceptions mid-semester to analyze any changes in their belief systems regarding diverse children.
**Presenter:** Lonni Gill, Ph.D., Indiana University/Purdue University at Indianapolis, IN
**Contact:** loagill@iupui.edu

## 9 *Assessing the Enacted Curriculum: Teaching Physical Education in Ghanaian Primary Schools*

**Day/Track:** Thursday, Education
**Summary:** The extent to which the enacted curriculum in primary physical education (PE) aligns with the Ghanaian national PE curriculum is unknown. Using the enacted curriculum conceptual framework, this study assessed the enacted PE curriculum in primary schools in Ghana. Participants included a purposive sample of 296 (147 males and 149 females) primary school teachers from four regions of the country: Greater Accra, Northern, Upper East, and Upper West. The Physical Education Enacted Curriculum Scale (PEECS), a 4-point Likert scale (0-3), served as the main data source. It assessed the extent to which teachers taught major content/topics in the Ghanaian Physical Education syllabi for primary schools (P 1-6) as "A Major Focus," "A Minor Focus," Touched Briefly,' or "Not Taught." Results showed that 11.8% did not teach a lesson in PE the entire academic year. Only 23.6% of participants taught PE twice a week, as required by the state. At least 50% of the teachers in P 2-6 did not teach or touched briefly most of the major topics in the PE syllabi for their respective classes. Pearson correlation analyses indicated significant positive relationship between number of years teaching a class and mean score on the PEECS (r = .163; p = .005). Independent t-Test analyses suggested no significant gender differences in mean PEECS scores. The enacted curricula in most of the classes were not aligned with the national PE syllabi, perhaps due to the sport-oriented nature of the content and the teachers' inadequate professional preparation in PE.
**Presenter:** Eugene F. Asola, Ph.D., Valdosta State University, GA
**Contact:** ssofo@semo.edu

**10** *Assessing the Optimal Form of Partnerships: Transactions, Ownerships, and Institutions*

**Day/Track:** Thursday, Business

**Summary:** Many emerging economies have launched ambitious efforts to privatize state-owned enterprises (SOEs). However, not all privatization entails complete ownership and control transfer from public to private hands. In this study, we recognize different forms of public-private partnerships (namely, management contract, acquisition, and greenfield) in 7,610 investment projects in emerging economies. We conceptualize these organization forms as different governance structures of ownership and control by SOEs and private entities. Integrating transaction cost economics (TCE), agency theory, and institution-based view; we propose that public-private partnership forms are interdependent with characteristics of private entities and institutional environments. We find that there are optimal forms of partnerships that benefit the performance of public-private investments.

**Presenter:** Yi Karnes, Ph.D., California State University-East Bay, CA

**Contact:** yi.karnes@csueastbay.edu

**11** *Assessment and Grading Practices: Consideration of Academic and Non-Academic Factors*

**Day/Track:** Friday, Education

**Summary:** A qualitative study was designed to examine the grading factors teachers consider when determining student final grades. Middle school language arts teachers from one mid-sized suburban school district in Virginia participated in qualitative interviews. The interviews addressed the following topics: (1) the purposes of grades, (2) the grading factors teachers consider when they grade, (3) the teachers' influences in determining their practices, and (4) how teachers' grading practices relate to measurement theory. Overall results in the areas of the purpose of grades, the use of academic and non-academic factors, teachers' influences, the use of formative and summative assessments, and the need for professional development are consistent with the literature. With respect to how teachers' practices relate to measurement theory, the findings are consistent with the literature from previous studies. This suggests that although measurement theory experts recommend that achievement factors should be the only factors that determine student grades, the results of this study indicate that teachers use a mixture of variables in determining student grades, known as "hodgepodge grading."

**Presenter:** Diana M. Yesbeck, Ph.D., Randolph-Macon College, VA

**Contact:** dianayesbeck@rmc.edu

**12** *Asynchronous Online Discussions with U. S. and Hong Kong Students: A Model for Fostering Intercultural Competency*

**Day/Track:** Thursday, Education

**Summary:** Our research question was, "How did participation in the online discussions and cross-cultural learning experience foster culturally competency for U. S. and Hong Kong students?" Results from quantitative and qualitative analysis of transcripts indicated asynchronous online discussion fostered intercultural competency in students. This study adds to the knowledge base about international collaborative online courses and presents a model for fostering cultural competency in students. Specifics on how to establish international collaborative online courses will be included in the presentation.

**Presenter:** Nannette Commander, Ph.D., Georgia State University, GA

**Co-Presenter:** Peggy A. Gallagher, Ph.D., Georgia State University, GA

**Contact:** ncommander@gsu.edu

**13** *Battle of Hunting an Elephant: Coordinated Behavioral Analysis*

**Day/Track:** Friday, Multidisciplinary

**Summary:** Entrepreneurs are unspoken heroes always trying to do things in a strange way. As to customer acquisition, standard economics may not well explain their behaviors. A gap exists between what theory predicts how they should act and what they seem to do. The seeming "wrong" decisions are derived from the cognitive biases. While the brain perceives realities helping for survival, it can be a devil calling for irrationality. A simple partial equilibrium framework of uncertainty is used to demonstrate the results.

**Presenter:** Keith Cheung, Ph.D., University of Windsor, Canada

**Contact:** cckeung@uwindsor.ca

**14** *Being a "Fish Out of Water": Pre-Service Teacher and ELL Partnership Experiences that Nurture*

**Day/Track:** Friday, Education

**Summary:** The purpose of this study is to reveal how the work of critical reflective practice as a way to study and systematically create a culturally responsive classroom can also create a culture of inquiry where they negotiate the complexities of teaching and learning experiences and begin to form and inform their own teaching identities in the process. Narrative inquiry serves as a medium for documenting and analyzing the perspectives and insights across all participants. Data was gathered and analyzed from prospective teachers engaging in critical reflective practice via collaborative autobiographies of critical incidents, classroom observations and debriefing interview sessions, a questionnaire, and a follow-up interview over the course of their work with English Language Learners during a semester course. Findings show that prospective teachers' engagement in critical reflection through narrative inquiry reveals both the tensions and the possibilities present within teaching and learning experiences with English Language Learners and enlarges their perspectives and understandings regarding the development of culturally responsive teaching.

**Presenter:** Judith J. Ruskamp, Ed.D., Peru State College, NE

**Contact:** jruskamp@peru.edu

**15** *Biblical Stewardship: How Christians in the United States are Missing the Mark*

**Day/Track:** Thursday, Business

**Summary:** The purpose of this paper is to evaluate if Christians in the United States, in both the individual and corporate sense, have defined stewardship too narrowly and missed the mark in their

approach to biblical stewardship, specifically in their international dealings. In making this evaluation, stewardship is defined according to passages from the Bible. The current practices of corporations as well as individuals professing Christianity in the U.S. are explored. Upon measuring these identified practices against the biblical definition of stewardship, the conclusion is reached that Christians in the U.S. have, on the whole, misrepresented Christ in their business dealings. Lastly, potential reforms for both corporations and individuals are presented in order to better conform to true biblical stewardship.
**Presenter:** Van Brooks Poole, Ph.D., Mississippi College, MS
**Contact:** vpoole@mc.edu

## 16 *Big Data Analytics and the Impact on Privacy*

**Day/Track:** Thursday, Business
**Summary:** Big Data describes data warehousing, data mining and analytics. The vast amounts of data collected and stored from businesses and from personal applications such as social media have generated new opportunities and challenges. The opportunities include the capability to make better decisions, faster. The challenges are how to secure data, respecting privacy and meeting legal concerns. This paper explores the privacy and legal issues regarding Big Data.
**Presenter:** Darrell D. Bowman, Ph.D., University of Indianapolis, IN
**Contact:** dbowman@uindy.edu

## 17 *Big Steps with Small Technology: Piloting Paperless in a Graduate Online Program and Creating Professional Portfolios*

**Day/Track:** Friday, Education
**Summary:** This pilot study explores the collaboration of faculty who developed new methods to accomplish cumulative academic portfolios submission and review system for an online Masters program in Special Education. The faculty collaborated to streamline the process for both students and faculty in terms of efficiency, accessibility, long-term development and use of professional portfolios that exceeds the life of the course(s) and occurs outside of the institutions course management system. Given there are typically three basic types of portfolios in academia ~ career, assessment, and development, each with a special purpose. In addition to piloting moving to a paperless portfolio method, the faculty focused on revitalizing the course portfolio to be leveraged as a career portfolio to showcase work and supplement job applications, provide employers a better idea of students critical thinking, reflection, work products, and process skills. Well-designed, thoughtful guides, and instructions aid students in being well organized, concise and demonstrate their clear and quality thoughts on multiple levels. Both qualitative and quantitative methods will be used to gain perspectives of the students on this pilot project . The pilot study and implementation will review the projects purpose, implementation steps, evaluation including the use of free technology tools and their viability. The data will indicate steps for the faculty and the program area to implement useful technology tools to better serve students.
**Presenter:** Kathy A. Smart, Ed.D., University of North Dakota, ND
**Co-Presenter:** Kari Chiasson, Ed.D., University of North Dakota, ND
**Contact:** kathy.smart@und.edu

## 18 *Bridge to Careers*

**Day/Track:** Thursday, Business
**Summary:** This paper first reviews the current literature on collegiate level career development practices and documents the increasing presence of credit based career courses in the undergraduate curriculum, particularly in the business disciplines. It then describes the goals of the "Bridge to Career" initiative and the expectations the faculty had for students to develop skills in five distinct areas: Understanding Career Selection, Strengthening Interpersonal Dynamics; Building Knowledge, Skills and Abilities; Creating and Marketing a Personal Brand; and Understanding Initial Employment Considerations. Finally the paper describes how these activities are reinforced throughout the business curriculum during the students' four years of study. It explains how, as a result of the this initiative, faculty in every discipline have begun to take responsibility for building students' industry knowledge, improving students' self-presentation skills, expanding and strengthening students' career networks and motivating them to begin their internship and job searches early. The final section of the paper discusses next steps as the outcomes and results of the initiative are measured and assessed.
**Presenter:** Molly Burke, Ph.D., Dominican University
**Contact:** burkemq@dom.edu

## 19 *Building an Authentic Workplace Community through Social Media*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** Once initially introduced into the workplace, social media gained a reputation for being a distinct marketing tool, passively grabbing consumer information as they "liked" or "friended" or "followed" some particular product or service or trend. Recent research, explored in the literature, showed that social media is quite possibly more than a simple marketing tool. As a matter of fact, it may be a contributing factor to building a new type of workplace community, one that felt both realistic and interactive at the same time. This use of social media and authenticity is explored further in the following literature. By contributing to both the building of community and the feeling of authenticity, the use of social media in the workplace revealed workers' feelings of belonging to an internal, socially connected community.
**Presenter:** Matthew J. Ripper, DBA-c, Siena Heights University, MI
**Contact:** mripper@ltu.edu

## 20 *The Challenge Engaging Students in Quantitatively-Based Courses*

**Day/Track:** Friday, Education
**Summary:** This study investigated the influence of a "challenge event" (treatment) on final grades for 95 students in an upper-level quantitative methods course required of all business majors at a small, liberal arts college. Historically, students taking quantitative methods struggle with the critical thinking components of the course. There were two semesters used as the control (traditional coverage of returning test) and three semesters where students were encouraged to challenge and justify responses that had been marked incorrect (treatment group). With the treatment groups, a traditional

review of the returned test was not conducted. The final grades in the control group ranged from 66.34 to 70.42. After the treatment (challenge event) the final grades increased to 80.23 to 80.97. The difference in the final grades between the control and treatment groups was statistically significant with p < .000. This paper discusses the treatment (challenge event) and provides an analysis of the statistics used to test the impact of the treatment.

**Presenter:** N. Faye Angel, Ph.D., Ferrum College, VA
**Contact:** fangel@ferrum.edu

## 21 *Challenges for Successful Implementation of the Common Core for Mathematics*

**Day/Track:** Thursday, Education
**Summary:** The author discusses the implications of adopting the Common Core Mathematics Standards. In particular, the author addresses the challenges for teachers learning the conceptual math which they must teach as well as learning how to teach in a manner that facilitates higher-level thinking skills in students. Without seriously understanding and addressing these challenges, the author feels that districts and states will have great difficulty meeting the standards of the Common Core.
**Presenter:** Gary Christie, Ph.D., Baldwin Wallace University, OH
**Contact:** gchristi@bw.edu

## 22 *Common Core State Standards and Teacher Preparation: State, University, and Public School Collaborations*

**Day/Track:** Thursday, Education
**Summary:** The Common Core Standards in teacher preparation programs is a critical component in the academic groundwork teacher candidates require for success. The presentation will share the scope of this small project, which included two phases and five major components. In phase one, the components include 1) working with the CCSS in teacher candidates courses; 2) partnering with the public school teachers; 3) facilitating collaborative decision making exercises; 4) using the project–based instructional approaches; and 4) guiding teacher candidates in developing UbD lesson plans in which teacher candidates' will have an opportunity to implement their understanding of CCSS. In phase two, teacher candidates will review and refine their instructional materials in their Methods course(s), and ultimately be able to incorporate these lessons during their student teaching. The collaborative teams consisted of university faculty from College of Education and the Communication Program, and teachers from the local public schools. Qualitative methods will be used collect data from the teacher candidates and reflections from the faculty that collaborated will be documented and framed as lessons learned. This presentation will share the purpose, implementation steps across four teacher education courses. The presenters will share perspectives on the collaboration, results, and next steps.
**Presenter:** Kathy A. Smart, Ed.D., University of North Dakota, ND
**Co-Presenter:** Stuart Schneider, University of North Dakota, ND
**Co-Presenter:** Bonni Gourneau, Ph.D., University of North Dakota, ND
**Co-Presenter:** Pamela Beck, Ed.D., University of North Dakota, ND
**Contact:** kathy.smart@und.edu

## 23 *Community Benefits Districts: Nonprofit Governance Using Social Capital and Cross-Organizational Collaboration*

**Day/Track:** Friday, Multidisciplinary
**Summary:** This research looked at the Community Benefits District as a strategy to bring communities together using social capital and cross-organizational collaboration. The for-profit, nonprofit, and public sectors together sought a unified goal of building community. CBDs are sections of economically challenged city blocks within an urban area, which are managed by a nonprofit-based, voluntary board. The CBD had three objectives: 1) safety, 2) sanitation, and 3) economic development. District taxes were added to absorb the CBD's initiatives, administrative costs, and other expenses. Some modifications to the model and a case study were introduced by the researcher to support the literature.
**Presenter:** Matthew J. Ripper, DBA-c., Siena Heights University, MI
**Contact:** mripper@ltu.edu

## 24 *Community Engagement Scholars Program Strengthens Academic Service-Learning Experience for University Faculty and Students*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** The presentation will provide a description of the Community Engagement Scholars Program at our university and offer assessment data demonstrating the benefits of the Program. Community Engagement Scholars are student leaders who assist faculty who are teaching or developing service-learning courses. Faculty apply to the Program and recruit their own Scholar. Scholars are appointed for one semester and receive a $500 scholarship. Scholars spend approximately six hours per week supporting the faculty member's work, for example, by preparing an orientation or training, collaborating with community agency staff or leading a reflective dialogue in the classroom or in the community. The Office of Service-Learning and Volunteer Programs provides an orientation for faculty and Scholars focused on best practices in academic service-learning and the aims of the Program. To assess the Program and get feedback on ways to improve the Program, at the end of fall 2014 and spring 2015 semesters the faculty, Scholars, and students in the courses were surveyed. Faculty reported that overall the Scholars did an excellent job working with community partners, setting up logistics for service projects, and leading reflective conversations. The Scholars became peer leaders, and benefited in many ways in their work with the students, as well as with the faculty member. Of the 195 students surveyed in spring 2015, 77 percent agreed or strongly agreed that the community service and service-learning experience of the course helped them see how the subject matter they learned could be useful in everyday life.
**Presenter:** Sara Lamb Kistler, Ph.D., West Chester University, PA
**Contact:** slamb@wcupa.edu

## 25 *Comparative Efficacy of Three Interventions on Cognitive Test Anxiety*

**Day/Track:** Friday, Multidisciplinary
**Summary:** Test anxiety is adaptive if it motivates students to study, but high levels of test anxiety often impair

performance. We examined the comparative efficacy of three interventions for test anxiety management: traditional systematic desensitization, expressive writing, and a blend of desensitization and expressive writing. This study included a wait list comparison group and addressed another gap in the literature: understanding state and trait components of test anxiety. Four-week workshops offered training in a specific anxiety management intervention, plus tips for efficient studying and test-taking strategies. As hypothesized, expressive writing, systematic desensitization, and blended interventions all significantly decreased test anxiety scores, but with a significant main effect for groups: traditional desensitization and blended interventions led to greater reductions of test anxiety than did expressive writing. Also as hypothesized, both state and trait anxiety showed significant reductions: although state and trait anxiety scores were reduced with all three interventions, the systematic desensitization was significantly more effective in reducing both state and trait anxiety than were expressive writing or blended interventions. These findings add to the body of controlled studies supporting desensitization treatment strategies for test anxiety in undergraduates.
**Presenter:** Margaret D. Kasimatis, Ph.D., Carroll University, WI
**Contact:** mkasim@carrollu.edu

## 26 *Contemplative Explorations in the Origins of Human Schooling*

**Day/Track:** Friday, Education
**Summary:** Stephens noted that by 1949, "the theory of spontaneous schooling was largely roughed out," and, that he then "spent the next 20 years trying to achieve a satisfactory test of the theory, and trying to bring it to the attention of scholars in the field" (Stephens, v). But he was never able to test his theory or get scholars' attention. In attempt to gather evidence that might either confirm or contradict Stephens' theory, the current study is designed to elicit, document, and analyze different individuals' self-generated theories for how and why schooling first emerged among humans. Action research methodology is followed in leading groups of participants with no knowledge of Stephens' work through an inquiry process in which they theorize what circumstances, conditions, or occurrences could have led to the emergence of schooling practices among humans long ago. Theories generated through the inquiry process will be analyzed and coded for qualitative comparison with specific elements proposed in Stephens' theory of spontaneous schooling to establish the degree to which individuals with no knowledge of Stephens' theory independently generate theories similar to his using only their own minds.
**Presenter:** Ron Tinsley, Ed.D., Stockton University, NJ
**Contact:** tinsleyr@stockton.edu

## 27 *Creativity: A Vehicle for Transformation and Social Change*

**Day/Track:** Friday, Education
**Summary:** This study explores how one university incorporates creativity and artistic expression as a way to represent and capture this transformation. Students choose a

particular social identity of their own (race, gender, class, ability, age, religion, etc) which has come into clearer focus during the course of study. They then create something which symbolizes their new awareness and their commitment to justice and advocacy. It must be original work. This presentation will explore the "waking up" process as it relates to this course in social justice, offering examples of creative work.
**Presenter:** Joyous Bethel, Ph.D., Millersville University, PA
**Contact:** joyous.bethel@millersville.edu

## 28 *Cultivating Mindfulness: An Assessment of Publications and Further Research of Zikr Meditation and its Effects on Mindfulness*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** Meditation is an ancient practice that is used to achieve an unparalleled amount of health benefits. Among those advantages, meditation is widely associated with increased mindfulness. The purpose of the present research is to survey and assess other studies that inspect the connection between meditation techniques and the effects on mindfulness. Researchers looked at meditation as an independent variable and mindfulness as the dependent variable. A review of publications that looked at mindfulness as a dependent variable yielded consistent results, that meditation, including several varieties of techniques (such as Mindfulness-Based Stress Reduction, 'Om' Meditation, and Brahma Kumaris Rajayoga Meditation), cultivates mindfulness. Researchers also participated in a field study observing, logging, and implementing the ancient Sufi tradition, Zikr Meditation, and witnessing its effects on mindfulness. Through personal experience and communication with other members, there appears to be a positive relationship between Zikr Meditation and increased mindfulness. Due to limitations of this study (including little to no quantitative data and no control of variables) further, empirical research must be conducted to produce statistically relevant conclusions.
**Presenter:** Jaysinha Shinde, Ph.D., Eastern Illinois University, IL
**Contact:** jsshinde@eiu.edu

## 29 *Culturally Responsive Counseling and Collaboration for Students with Special Education and Other Needs*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** Special education includes a variety of disciplines across the educational setting and involves many professionals with intersecting duties and tasks. A number of team members and related service providers may communicate and collaborate in order to identify and meet the needs of students with learning disabilities. While many Individual Education Plan (IEP) team members play multiple roles in the educational life of a student with a special education need, the purpose of this presentation is to clarify the role of school counselors whose primary duty, among many others, is to be culturally responsive and inclusive collaborators across the school setting for identified students. This session will participants to be able to:

1. Define characteristics of *culturally and linguistically diverse* (CLD) students with special needs.
2. Define the role of a culturally competent school counselor.

3. Identify strategies to include CLD students with special education needs and their families in the educational decision-making process

This session will identify how school counselors can become culturally responsive by adopting CRT pedagogy and practice in order to meet the unique academic and socio-emotional needs of students receiving special education - *beyond the disability*.
**Presenter:** York Williams, Ph.D., West Chester University, PA
**Contact:** ywilliams@wcupa.edu

## 30 *Data Driven Decision Making: Don't Leave Your Class without It*

**Day/Track:** Friday, Education

**Summary:** Teachers and administrators across America are being asked to use data and hard evidence to inform practice as they begin the task of implementing Common Core State Standards. Yet the courses they are taking in schools of education are not preparing teachers or principals to understand the data driven decision making (DDDM) process nor to utilize data in a much more sophisticated fashion. DDDM has been around for quite some time; however, it has only recently become systematically and consistently applied in the field of education. This paper discusses the theoretical framework of DDDM; empirical evidence supporting the effectiveness of DDDM; a process a department in a school of education has utilized to implement DDDM; and recommendations to other schools of education who attempt to implement DDDM in their decision-making processes and in their students' coursework.
**Presenter:** Denise Hexom, Ed.D., National University, CA
**Contact:** dhexom@nu.edu

## 31 *Descrubriendo La Cultura Y Voces De Familias Mexicana Sobre Dichos: Discovering the Culture and Voices of Mexican Households via Daily Expressions*

**Day/Track:** Friday, Education

**Summary:** From a three-year study within the households of five Mexican families, in which everyday conversations was in their native Spanish language, the researcher recognized an important function about *dichos* or popular expressions. These expressions might encase *consejos* (or advice from a parent to a child) or cultural attitudes and beliefs such as the strength of family unity (Sanchez, 2009). *Dichos* are inextricably woven within the crevices of daily conversation between the Mexican parents and their children as a learned strategy to inculcate their native country's cultural values, traditions, and historical experiences (see Sanchez, Plata, & Leird, 2010). Furthermore, while utilizing such popular sayings, parents are in effect drawing upon their heritage language as a framework for empowering their children with (as noted in Gonzalez, Andrade, Civil & Moll, 2001) a form of accumulated knowledge capital--literacy essential for household activity and academic success. As noted in Nieto (1993), "*Dichos* are passed down from one generation to another by word of mouth. They are an intricate part of the culture and are taught to everyone because *dichos* give people wisdom that will guide them throughout their lives." Thus, the purpose of the conference presentation is to provide participants an insider's perspective about the inclusion of various *dichos* in ordinary discourse within the Mexican household; how *dichos* function to convey family stories, scaffold children's at-home literacy or nurture their children's moral development; and how educators can embrace this integral aspect of their culturally diverse students as a goal toward culturally-relevant pedagogy.
**Presenter:** Gilbert Dueñas, Ph.D., Auburn University-Montgomery, AL
**Contact:** gduenas@aum.edu

## 32 *Developing Inquiry for Pre-Service Teachers*

**Day/Track:** Thursday, Education

**Summary:** To help preservice teachers become both good classroom observers and reflective practitioners, they were assigned a teacher inquiry project to complete during their year-long student teaching experience. This study examined preservice teachers' beliefs about research and inquiry. The goal was to help teachers become more reflective in order to become more effective classroom teachers. The results indicate that most preservice teachers believed inquiry helped them to gain necessary practice-based knowledge which would help them to become more effective classroom teachers in the future.
**Presenter:** Susan Williams, Ed.D., Texas A & M University-Commerce, TX
**Co-Presenter:** Debra Lee, Ed.D., Texas A & M University-Commerce, TX
**Contact:** susan.williams@tamuc.edu

## 33 *(Dis) Connections between Reflective Field Experience Assignments and a Social Justice Paradigm for Pre-Service Teachers*

**Day/Track:** Thursday, Education

**Summary:** This presentation explores my reflections on discerning the connections between a field experience assignment and the social justice paradigm promoted in the class content and instruction. To my surprise, the experiences of pre-service teachers and the resulting assumptions they made were full of misconceptions conveyed in their reflections about their placement at an urban school. I employ "being-in-place" (Cannatella, 2007, p. 622) as a theoretical framework in order to analyze the written assignment of 20 preservice teachers. This informal analysis of the pre-service teachers' field experience reflections about school culture used a qualitative methodology. Use of the qualitative software program QSR International's Nvivo9 (2010) helped organize the data into the conceptual categories needed for the study. I assumed that teaching and learning about issues related to diversity, equity, equality, reform, finance, and school law (the content of a foundations course) that students would gain new socially just perspectives. This learning would transfer into not only understanding, but also enacting, behaviors that would reflect such a philosophy. The findings suggested that negative stereotypes were reinforced and resulted in fear, anger, frustration, and a lack of efficacy in their role as teacher. These findings were a catalyst to overhauling my foundations course in order to provide instruction for students to reflect on professional, disciplinary, and pedagogical practices through a social justice lens.
**Presenter:** Tedi T. Gordon, Ph.D., Athens State University, AL
**Contact:** tedi.gordon@athens.edu

**34** *Disruption in Higher Education: Economics and Technology*

**Day/Track:** Friday, Education

**Summary:** Today's college graduates will change careers multiple times, each change requiring access to lifelong learning with additional education being required at each career change. Access to higher education will be a necessity for job mobility and economic success. The challenge for traditional universities whose concentration historically has been the production of knowledge in the form of human capital, research, and scholarship is to be able to tap into the expanding need for lifelong learning. While the need for education is growing, the sustainability of all the forms of postsecondary education is a concern. Fundamental systemic change in higher education has been slow to develop, particularly with regard to teaching and learning. New methods of teaching and learning are necessary if higher education is to survive and prosper.

**Presenter:** Robert E. Waller, Ph.D., Columbus State University, GA

**Contact:** waller_robert1@columbusstate.edu

**35** *Do Low-Income Individuals Know How to Handle Legal Issues? Evidence from the 2014 Legal Needs Study Update*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** Drawing on empirical data from the 2014 Legal Needs Study Update that targeted low- and very low-income individuals, this paper presents evidence that clearly indicates that legal problems are extremely common among low-income individuals. At the same time, we also found that a substantial number of low-income people are not aware that their problem has a legal remedy and face their civil legal problems without legal assistance. Disadvantaged groups that were less likely to be aware of their legal problems were people of Hispanic origin, males, youth as well as seniors, immigrants, and part-time employees. On contrary, groups such as Native Americans, people caring for a dependent, veterans, persons with a disability, persons who have been previously incarcerated, homeless, and victims of domestic violence and sexual assault were more likely to be aware of their legal problems.

Legal awareness appears to be related to a problem-solving behavior but had no impact on the rates of resolution of problems. The results of this study demonstrate that public legal education does not reach out to groups in society considered to be in special need of it, and thus, their capacity to mobilize law on their behalf is very limited.

**Presenter:** Arina Gertseva, Ph.D., Washington State University, WA

**Contact:** garina@wsu.edu

**36** *Education Majors' Views on White Privilege and Unseen Majority Group Power*

**Day/Track:** Friday, Multidisciplinary

**Summary:** The teaching of white privilege in multicultural courses causes much controversy. This study, which utilizes survey research, seeks to uncover from a student perspective whether or not the topic of white privilege should be included in teacher preparation curriculum. Respondents (N=777) entered a state mandated multicultural course with moderate acceptance of the concept. The introduction of an eclectic, critical pedagogy brand of multicultural instruction helped students make significant pretest-to-posttest gains in mean scores and increased pretest-to-posttest acceptance of two other variables. A balanced curriculum approach was utilized by highlighting many forms of majority-group privileges above and beyond skin color. Future teachers must understand how power and privilege plays itself out on different levels, and that, unfortunately, skin color has become the most controversial and resisted form of those privileges. The end purpose is not to focus on white skin per se, but on the sociology of how power is wielded. This research demonstrates that students are not as fragile as we think they are, and that when taught with a fair-and-balanced approach, critical multicultural education is not only accepted – it can be a liberating experience for education majors.

**Presenter:** Franklin T. Thompson, Ed.D., University of Nebraska-Omaha, NE

**Contact:** fthompson@unomaha.edu

**37** *Effective Classroom Management: What Does Emotional Intelligence Have To Do With It?*

**Day/Track:** Friday, Education

**Summary:** The concept of Emotional Intelligence (Goleman, 1996) has been integral in understanding people's interpersonal and intrapersonal dealings. For classroom teachers, Emotional Intelligence has also been linked to teacher-student relationships that are at the core of soulful teaching. Although mutually-respectful relationships between teachers and students are essential to effective academic and social learning environments, they are insufficient in the absence of technical facility with classroom management systems and practices. With the advent of evidence-based classroom management practices ascertained by Simonsen, Fairbanks, Briesch, and Sugai (2008), it is more imperative that teachers utilize strategies that yield desirable outcomes for students. In this investigation, we explored the extent to which Emotional Intelligence is related to and predictive of knowledge and competency with these classroom management practices. Results indicate that for pre-service teachers, self-reported Emotional Intelligence ratings were statistically significantly related to and predictive of their knowledge of and competency with certain evidence-based classroom management practices. This trend will also be discussed by the five critical features (e.g. subscales) of this finite number of practices. Implications for teacher preparation programs and practical influences on teacher-student relationships will be discussed.

**Presenter:** Laura R. Ficarra, Ph.D., University at Albany-SUNY, NY

**Contact:** lficarra@albany.edu

**38** *The Electronic Curriculum: Web Quests, Virtual Field Trips, Simulations, and Gaming to Learn Through Application and Development of Literacy Skills Using the World Wide Web as a Science Content Source*

**Day/Track:** Thursday, Education

**Summary:** Technology-facilitated instruction allows students the opportunity to learn the principles of research through application of literacy skills and reading. This empowers them and the

development of these skills promote self-paced and intrinsically rewarding learning.  Proper use of the resources of the World Wide Web literally "brings the world" into your classroom.  Bringing "science concepts to life" in the science classroom is not a new notion.  I believe that this is now, and has always been, the mission and purpose of "School".  Advocates for infusing the curriculum with technology always mention the opportunity for teachers to use the resources of the World Wide Web in teaching and many advocate a constructivist curriculum approach where the student is taught to critically think, conduct research, and take a major role and responsibility for learning.  It is because I concur with this philosophy and belief, about how students learn, that I undertook the challenge for developing a complete electronic standards-based curriculum for grades K-8 using the best resources of the Internet to create online learning opportunities through literacy that are linked to literally thousands of resources.  The electronic curriculum has one hundred (100) web quests on different topics containing three or four activities per web quest.  As conceptual understanding emerges the learner additionally develops an appreciation for knowledge and an intrinsic reward for the efforts involved in learning that just may grow into a profession or the passion of a lifetime!

**Presenter:**  Rebecca Slayden-McMahan, Ph.D., Austin Peay State University, TN
**Co-Presenter:**  Benita G. Bruster, Ph.D., Austin Peay State University, TN
**Contact:**  mcmahanb@apsu.edu

## 39  *Emerging Trends in Social Media and Electronic Communications*

**Day/Track:**  Friday, Business
**Summary:**  The ubiquity of electronic communications and social media present unique challenges to organizations.  Not only must organizations comply with the SCA and the ECPA, to date, twenty-two states have passed laws placing restrictions on organizations' access to applicant and employee social media accounts, in an effort to protect individual privacy.  At the federal level, Section 7 of the NLRA protects concerted activity, legally permitting individuals to discuss wages, benefits and workplace conditions, protecting acts as simple as a "Like" on a Facebook page.  In 2007 the NLRB took the position "employees have no statutory right to use the[ir] Employer's email system for Section 7 purposes"; that position has recently come under scrutiny, opening discussions of the permissibility of using company email for non-work related purposes.  Yet not all social media activity is protected or private.  A federal court ruled that information from a plaintiff's social networking sites was discoverable, in support of the plaintiff's alleged emotional trauma and harassment, despite the EEOC's objections, ruling although potentially embarrassing, such discovery is "the inevitable result of alleging these sorts of injuries."  Social media also have implications for first amendment protections and class action notice.  Lastly, the acceleration of "Bring Your Own Device" (BYOD) to the workplace introduces further organizational challenges, from security threats and compliance risks to protection of trade secrets and end-user support.  With more

than one billion BYOD devices in use by 2018, organizations have myriad policy issues to address in their mobile device management programs.

**Presenter:**  Melissa Waite, Ph.D., College at Brockport – SUNY, NY
**Contact:**  mwaite@brockport.edu

## 40  *End of Life Discussions in the Community*

**Day/Track:**  Friday, Behavioral Science
**Summary:**  Advance Care planning (ACP) is a process of review and discussion between patients, family members, and healthcare providers that focuses on goals of care rather than specific treatments.  ACP should be initiated by the health care provider well before the patient is end stage or develops diminishing cognitive abilities and then implemented.  The PICOT question of this project is " In primary care patients age 50 or older, with a chronic medical condition, does having a ACP discussion with a healthcare provider increase the likelihood that a patient/surrogate decision maker will be comfortable stating his/her ACP wishes and filling out an Advance Directive".  The Stetler Model was used to guide implementation of the project.  The Gunderson Lutheran "Respecting Choices Patient Centered Advance Care Planning (PC-ACP) was used to guide the discussion.  Seventy Five (75) patients were selected from the Electronic Medical Record (EMR) and were given the Medical directive form pre and post intervention to review changes in their decision making.  This Project will promote open discussions with patients, family members and healthcare providers about patient wishes and preferences, hopefully before the patient is hopelessly ill.

**Presenter:**  Elizabeth Houglan-Adkins, DNp, RN, APRN, CS, University of Toledo/Wright State University, OH
**Contact:**  erh@uakron.edu

## 41  *Ethical and Legal Challenges Among School Specialty Professionals*

**Day/Track:**  Friday, Education
**Summary:**  This presentation will focus on the research aimed at obtaining information relevant to ethical and legal challenges faced by school guidance counselors and school psychologists in the twenty-three county mostly rural region of middle Tennessee.  Data is expected to be used to improve coursework for these licensure-prep concentrations in the graduate level training program; specifically to better prepare those seeking licensure on methods to successfully resolve ethical and legal challenges presented within the public school systems.

**Presenter:**  Sherrie Foster, Ed.D., Tennessee Tech University, TN
**Contact:**  sfoster@tntech.edu

## 42  *Ethics in Social Science Research:  Organizational Codes, Policy, and Regulation*

**Day/Track:**  Thursday, Multidisciplinary
**Summary:**  Explicit attention to research ethics originates with the Nuremberg Trials of Nazi war criminals after World War II when so-called "medical experiments" performed upon concentration camp victims were cloaked as "science."  Thereafter, the United Nations, World Health Organization, and many professional research organizations have promulgated codes of ethics.  This presentation offers a comparative analysis of different codes of

ethics, showing consistent focus on "protection from harm" and on "informed consent" but variations in procedural requirements, in the acceptability of deception and coercion, and in enforcement. Broader understanding of the landscape of research ethics is intended to encourage awareness, reflection, and more sensitive research practice.

**Presenter:** Linda Mabry, Ph.D., Washington State University-Vancouver, WA
**Contact:** mabryl@vancouver.wsu.edu

## 43 *Evaluating Learning Outcomes of an Asynchronous Online Discussion Assignment: A Qualitative Analysis*

**Day/Track:** Friday, Education
**Summary:** Use of learning management systems (LMS) has become prevalent across the continuum of education formats (i.e., online, blended and face to face learning). The participants are MSW students in the social work department at a large private university in NYS who have been enrolled in a psychopathology course during one of the following semesters, respectively: Spring 2012; spring 2013; spring 2014. Students in all 3 cohorts were required to read a case study (identical to all three cohorts) and respond to a prompt by the instructor regarding the proper diagnosis and treatment plan or next steps in addressing the issues presented in the case study. All posts were de-identified and coded. Content of students' posts was analyzed using the constant comparison method, identifying units of meaning, grouping into categories and generating themes. Inter- rater reliability showed a high level of agreement between the two researchers on contextual categorization of the material.

The findings identify several themes with corresponding categories. For example: Accuracy of response content (diagnosis, treatment plan, next steps); quality of peer interaction (agreement; constructive criticism); refection on the assignment (process reflection, material reflection) and motivation (promptness of response, frequency of responses within a thread). These dimensions are used to develop a rubric for evaluating educational outcomes of online discussion learning assignments. The rubric incorporates assessment of explicit learning (e.g., content accuracy) as well as implicit learning processes (e.g., critical thinking, reflection), and aims to identify aspects of on-line communication that contribute added-value to this format of learning (e.g., peer-to-peer communication and feedback).
**Presenter:** Orly Calderon, Psy.D., Long Island University-Post, NY
**Contact:** orly.calderon@liu.edu

## 44 *Examining the Layers of Beginning Teacher Induction: A Cross-Case Analysis at the Elementary, Middle, and High School Level*

**Day/Track:** Friday, Education
**Summary:** The phenomenological research described in this study examined the shared experiences beginning teachers have upon entering the profession and role induction has on their development as a teacher. Interviews with beginning teachers (less than three-years of experience) were conducted in order to collect data pertaining to common experiences of beginning teachers and their perceptions of induction support. Evolving display matrices were the primary strategy for data analysis. Findings reveal consistent themes pertaining to the challenges beginning teachers

face and the significance of induction support to all new teachers.
**Presenter:** Adam Myers, Ed.D., LaGrange College, GA
**Contact:** amyers@lagrange.edu

## 45 *Examining Memories: Cuban-Americans Courage, Connection, and Adaptation*

**Day/Track:** Friday, Behavioral Science
**Summary:** The purpose of this qualitative research study was to explore the experiences of Cubans leaving Cuba during the Mariel Boatlift that took place between late April and late September 1980 in response to Fidel Castro's Revolution. Electronically blogged entries were submitted in an attempt for Cuban-American emigrants to seek and share information about their experiences and help them locate the vessels that brought them to America originally (Minkoff, 2010, para. 1). A Miami Herald database publicized in-depth information on one of the most important events of Cuban emigration. A reporter, data analyst and Web developer worked for months to digitize and organize little-known data about the 1980 Mariel boatlift, published to commemorate the 30th anniversary of the vessels' arrivals in the United States. The data sets proved to be more than mere numbers and names; every record hints at the story of someone beginning a new chapter of his or her life. Using the social work strengths perspective which represents an approach that uses human strength and resiliency as a tool for helping individuals overcome personal obstacles and challenges this study explores the process that assists troubled people realize their full potential through the narrative analysis of 13 blogged representative entries extrapolated from 140 total entries that included five males and 7 females that responded to the Miami Herald blog.
**Presenter:** Rhondda Waddell, Ph.D., St. Leo University, FL
**Co-Presenter:** Debra Mims, ABD, St. Leo University, FL
**Contact:** rhondda.waddell@saintleo.edu

## 46 *An Exploratory Examination of GLOBE Leadership Constructs in Education*

**Day/Track:** Thursday, Education
**Summary:** Across global cultures, school leadership has been conceptualized in various ways, often with much variation among different stakeholder groups. Since teachers are a major stakeholder group who most directly impact student performance, and, who are directly impacted by principal leadership, the researchers sought to determine teacher perceptions of "ideal principals." Therefore, this study was designed specifically to identify how teachers view principal leadership "as is" and "as it should be" to determine how the Global Leadership and Organizational Behavior Effectiveness (GLOBE) instrument performs in the educational leadership discipline. The international GLOBE project originally helped to determine how people from different cultures view leadership, recognizing that cultural characteristics were related to culturally-endorsed leader behaviors. Using the GLOBE instrument, the researchers of this study administered an online questionnaire to North Carolina and Georgia public school teachers to assess behaviors of educational leaders. Initial findings from an analysis of factor loadings indicate that teachers in two southern states conceptualize school leadership as multi-dimensional, not dimensional across the sample of this

study. The data analysis provided insight into the construct of leadership in the field of educational leadership, as it relates to the sub-scales of charismatic/value-based; self-protective; humane-oriented; team-oriented; participative; autonomous.
**Presenter:** Barbara J. Mallory, Ed.D., High Point University, NC
**Co-Presenter:** Megan M. Buning, Ph.D., Georgia Regents University, GA
**Co-Presenter:** Teri Melton, Ed.D., Georgia Southern University, GA
**Co-Presenter:** Cindi Chance, Ed.D., Georgia Regents University, GA
**Contact:** bmallory@highpoint.edu

## 47 *Exploring the Role of Emotional Intelligence in Entrepreneurial Careers*

**Day/Track:** Friday, Business
**Summary:** Previous research has sought to answer the age old question, why are some entrepreneurs more successful than others in operating new ventures? The purpose of this study is to empirically examine the relationship between emotional intelligence and entrepreneurial career success. Entrepreneurial career success is further broken down into financial firm success, relative firm success, and personal success. While previous research has explored external factors, such as personality traits, this study investigates the role of cognition and social skills in entrepreneurial career success. The results of the study provide insight for individuals with entrepreneurial career aspirations, academic institutions, as well as government and financial entities that provide resources to entrepreneurial ventures.
**Presenter:** Erin McLaughlin, Ph.D., Nova Southeastern University, FL
**Contact:** em1050@nova.edu

## 48 *Factors That Influence Student Evaluations of 'Expert' and 'Experienced' Guest Lecturers in Introductory Psychology Courses*

**Day/Track:** Thursday, Behavioral Science
**Summary:** To better understand the factors that affect how students respond to guest lecturers in the classroom, four studies were conducted. Results indicated that for either an experienced or expert guest, students preferred the native instructor (though this difference diminished for experienced guests). This effect was eliminated in a replication that involved class sizes greater than 100 students. A second replication revealed that experienced native instructors (a native instructor that shares a disability) received higher evaluations than when the disability was not shared (non-experienced native instructor). This replication also found that student performance on exam items (from that particular lecture) was greater. Finally, a fourth variation revealed that when the guest lecturer was 'very warm and extroverted' (asked students for their names, walked around the classroom, gave positive feedback, and attempted humorous remarks) the students rated the guest more highly and performed better on a quiz at the end of the session than when the same guest was more reserved (stayed at the front of the room, did not praise students as much, and did not ask students for their names). The direct comparison of student evaluations between instructors and guests provides empirical evidence for what has long been believed - that students like an instructor for which they feel a connection, which does not occur for one-time guests. In sum, perhaps instructors should be paying as much attention to how they personally engage with students as they do thinking of creative ways for the students to engage with the material.
**Presenter:** William L. Phillips, Ph.D., Dominican University of California, CA
**Contact:** william.phillips@dominican.edu

## 49 *Faculty Training in the SIOP Model to Enhance ESL/ENL Students' Learning Experiences in Higher Education*

**Day/Track:** Friday, Education
**Summary:** In recent years more and more educators look at teaching models that have proven to be effective in preparing to work effectively with students who are culturally, racially, and linguistically diverse. Application of the Sheltered Instruction Observation Protocol (SIOP) teaching model has been documented as one of the effective ways to both scaffold instruction for English language learners as well as to enhance one's overall quality of lesson delivery. The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of planning, instruction and assessment (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2010). All features of the SIOP model are aligned with current research on instruction for ELLs. They include eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Using instructional strategies connected to each of these components, instructors are able to design and deliver lessons that attend to both the academic and linguistic needs of English learners as well as the rest of the students in one's classroom. This presentation will discuss the results of an innovative educational program where several faculty members from Education, History and Psychology departments received training in the Sheltered Instruction Observation Protocol (SIOP). These faculty members will then promote new learning communities both on their university campus and beyond (K-12 teachers in local school districts) by means of revising the current pedagogical practice and implementing the elements of the SIOP effective teaching model.
**Presenter:** Sally A. Creasap, Ph.D., Capital University, OH
**Contact:** screasap@capital.edu

## 50 *High-Stakes Testing: Standards, Ethics, and Trends*

**Day/Track:** Friday, Education
**Summary:** Standardized achievement test scores have raised urgent, sustained concern that U.S. education lags far behind that of other industrialized countries. Less well known is that research has documented many unintended consequences of high-stakes testing, including students' loss of motivation and access to opportunities, teachers' deprofessionalization and attrition, narrowing of curricula, and the diminishment of best practices in classrooms. This presentation offers information designed to improve testing policy by enhancing broader understanding of assessment history, standards, trends, and research-documented

issues in order to strengthen multi-level working relationships between educators and measurement specialists.
**Presenter:** Linda Mabry, Ph.D., Washington State University, WA
**Contact:** mabryl@vancouver.wsu.edu


# 51 *How Does the Use of Information and Communication Technologies (ICTs) Affect the Well-Being of College Students?*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** New information and communication technologies (ICTs) (e.g., smartphones, other mobile devices, social media) are being developed at a rapid pace. The use of these technologies has undoubtedly changed the way that humans interact with one another. The purpose of this research was to investigate how college students' use of ICTs affect their communication, mental health, and other aspects of wellness. This explanatory sequential mixed methods study included an online survey of undergraduate and graduate students (quantitative). Based on survey results, participants were purposively selected for follow-up interviews or written responses to open-ended questions (qualitative). It was hypothesized that certain ICTs (e.g., texting, social media) would negatively impact college students' ability to communicate meaningfully with different groups of people (e.g., friends, family, professors, classmates, coworkers). In addition, certain ICTs were expected to provide efficient means of relaying concrete and concise messages (e.g., email, texting). By considering the advantages and disadvantages of various modes of communication, the overall effect of ICT use on college students' well-being was explored. During the presentation, findings from this study will be discussed, and suggestions for further research on technology and mental health will be provided.
**Presenter:** Austin T. Winger, Graduate Student, University of North Dakota, ND
**Co-Presenter:** Myrna R. Olson, Ed.D., University of North Dakota, ND
**Contact:** austin.winger@und.edu


# 52 *How Do Preservice Teachers Learn to Manage Classrooms? Research Results*

**Day/Track:** Thursday, Education
**Summary:** Results of analyses indicated that managing problem behaviors has been a crucial part of pre-service teachers' classroom management plans. Though challenging, most preservice teachers demonstrate the importance of respect and understanding children's needs, being patient and showing compassion about children's behaviors. Most teachers show their concern about children's basic needs like food, shelter and clothing, which ensure children a healthy development. Meanwhile, preservice teachers appear to find it challenging when children are being aggressive and disruptive in learning processes. So, the most common problem behaviors in a pre-service teacher's classrooms are: hungry, sleepy, clothing, aggressive behavior and disruptive behaviors. When behaviors regarding children's basic needs appeared, these preservice teachers recommended providing snacks, finding resources, referring to nurse or counselor, and taking a nap, or conferencing with parents to meet their needs. When children tend to be aggressive, pre-service teachers
mainly suggested managing the behavior from three different perspectives: 1) positive reinforcements such as talk through with respect and redirect; 2) negative reinforcements such as warning, timeout, or 3) refer to principal or conferencing parents. On the other hand, when children tend to be disruptive, pre-service teachers have different strategies according to the levels of disruption. While interesting, further research and more in-depth study of preservice teachers' classroom management is needed. This analysis is enlightening and can lead to greater emphasis on training and dispositions for preservice teachers.
**Presenter:** Dianne Lawler, Ed.D., Arkansas State University, AR
**Co-Presenter:** Susan Davis, Ph.D., Southeast Missouri State University, MS
**Co-Presenter:** Siyuan Chen, Graduate Student, Arkansas State University, AR
**Contact:** dianne.lawler@gmail.com


# 53 *Human Trafficking in the Land of Prayer and Enlightenment*

**Day/Track:** Thursday, Behavioral Science
**Summary:** Thirty in-depth interviews were conducted with women trafficked into the red-light slum districts of Mumbai, India. Interviews focused on the women's developmental trajectories (with particular focus on recruitment strategies), systems of support (e.g., relationships with family, children, male partners), and strategies for ending trafficking into the commercial sex industry (CSI). Results suggest that family members are primary perpetrators in the trafficking of poor India women into the CSI, leaving the CSI—for these women—is an insurmountable challenge, and children's education is critical to ending next-generation flesh trade. Global awareness of familial and cultural factors which shape CSI trafficking is critical to providing valuable services and outreach as well as directing research agendas.
**Presenter:** Rochelle L. Dalla, Ph.D., University of Nebraska-Lincoln, NE
**Contact:** rdalla1@unl.edu


# 54 *Identifying Latent Variables to Measure Customer Satisfaction in a Mixed Audience Environment*

**Day/Track:** Thursday, Business
**Summary:** The purpose of the study was to identify underlying structure(s) from a 22-item researcher-developed customer satisfaction scale. A basic assumption of this study was that relationships among the survey items would reveal underlying factors for the total scale. The rationale for this project is the rapidly growing awareness by business and industry of the economic impact of gay consumers. Implications and conclusions of this study suggest that business managers may profit by understanding the kind of environment that customers desire, regardless of their sexual orientation. In addition, this study contributes to the knowledge base related to serving mixed audiences in bars established originally to serve gay customers.
**Presenter:** Marie Kraska, Ph.D., Auburn University, AL
**Co-Presenter:** Thomas J. Gogue, Ph.D., Gogue & Company, AL
**Co-Presenter:** Elisha Wohleb, Ph.D., Auburn University, AL

**Contact:** kraskmf@auburn.edu

## 55 *The Illusion of Choice: Small Learning Communities in an Urban Setting*

**Day/Track:** Thursday, Education

**Summary:** The school choice movement lays the responsibility for advocating for children's education at the feet of parents, but do parents have a choice in urban settings? Federal grants provided opportunities for large schools to create small learning communities to afford choices to parents, but the reality is that these small learning communities created an illusion of choice and fostered tracking that has been acknowledged as limiting the educational opportunities of students.

This mixed methods study was conducted in a low-performing urban, comprehensive high school. The study was guided by a framework which combined Lareau's (2003) and Bordieu's (1977, 1981) theories of social and cultural capital with theories of educational reproduction (Bourdieu & Passeron, 1994) and critical race (Dixson & Rousseau, 2006; Ladson-Billings & Tate, 1995). This study explored whether both Assigned and Self-Selected Small Learning Communities (SLCs) provided all students with equal access to social and cultural capital. Quantitative data were used to determine student achievement and qualitative data were used to explore students' and teachers' perceptions and feelings regarding the SLCs in which they participated. The study showed that there were many ways in which SLCs were not equitable: availability of academically rigorous courses, enrollment criteria and processes, mentoring services, academic support services, and co-curricular activities.

**Presenter:** Niralee K. Patel-Lye, Ed.D., Southern Connecticut State University, CT
**Co-Presenter:** Jess L. Gregory, Ed.D., Southern Connecticut State University, CT
**Contact:** npatellye@gmail.com

## 56 *The Impact and Development of a Mobile Application for Entrepreneurs*

**Day/Track:** Thursday, Business

**Summary:** According to Markley and Macke (2002), entrepreneurs that work and live in local communities need entrepreneurial community elements which consist of climate, infrastructure and resource support (such as new business services, mentors, entrepreneurship training, financing etc…). The field of entrepreneurship continues to struggle with the development of a modern theory of entrepreneurship (Gartner, 1988). The theoretical work in the discovery theory focuses on the existence, discovery, and exploitation of opportunities and the influence of individuals and opportunities (Kirzner, 1973 and Shane, 2003). In this research study we will use the discovery theory to study fifty entrepreneurs that are in the early stages or mid-stages of their business models. The researchers will study fifty entrepreneurs; in order to anticipate opportunities that exist in the marketplace that entrepreneurs can target by using creative mobile application(s). Therefore, based upon the research findings the faculty and student researchers will develop a mobile application device that will aid an entrepreneur in growing a business, operating more efficiently and improving the company's overall profits within the marketplace.

**Presenter:** Robin R. Davis, Ph.D., Claflin University, SC
**Contact:** rodavis@claflin.edu

## 57 *The Impact of Online Social Capital on Women's Career Changes*

**Day/Track:** Friday, Business

**Summary:** This presentation focuses on research investigating the impact of online social capital on women's career repositioning in business. The research investigated the degree to which online social networking tools increased businesswomen's ability to make useful career-related networking contacts. The study utilized a quantitative methodology surveying over two hundred women working in businesses in a region of New York and Pennsylvania. The findings will provide further insight into the influence of online social networking on career change success measures.

**Presenter:** Diana S. Maguire, Ed.D., Alfred University, NY
**Contact:** dianasmaguire@gmail.com

## 58 *The Importance of Business Sustainability: Teaching Through Study Abroad*

**Day/Track:** Friday, Business

**Summary:** Creating environmentally friendly, sustainable companies is a growing trend today; companies are looking to implement cost effective, sustainable projects that will have positive effects. Sustainable businesses incorporate Corporate Social Responsibility (CSR), maintaining a high level of responsibility for the society at large. Students today are conscious of the importance of sustainable and environmentally responsible practices; they've been raised with recycling programs and environmentally friendly corporations like TOMS. Educators must enhance this understanding and teach a broader scope of "smart financial business practices" alongside sustainability. Ernst & Young recently stated that within five years all employees will "touch" sustainability in some way. Knowledge of this topic is critical for preparing students to meet the challenges of the workforce. This presentation will use a faculty-led sustainability and reporting trip taken to Germany in 2013 as a basis for highlighting the benefits of such an experience when teaching sustainability. Corporations visited, such as Deutsche Bank, Siemens and Audi, all emphasize CSR and are leaders in the implementation of sustainable practices. Examples include: green building initiatives, symbiotic relationship between manufacturers and communities, employee labor initiatives, and energy-efficient processes. Although this trip focused on accounting and business, we believe the same format can be used to teach sustainability across several disciplines. We'll also discuss how these concepts could be taught with a "domestic study abroad" experience through either local business or US based corporation visits.

**Presenter:** Kelly Pittman, CPA, University of the Incarnate Word, TX
**Contact:** kppittm1@uiwtx.edu

**59** *The Inclusion Classroom:  Differentiated Instruction*

**Day/Track:**  Thursday, Education

**Summary:**  The Inclusion Classroom: Strategies for working with both regular and special education students in one classroom.  This session will include the definition of the inclusion classroom and rights of students with disabilities to participate in school with their non-disabled peers.  In addition, the presenter will discuss differentiated instruction strategies and give specific examples that could be used in the inclusion classroom.

**Presenter:**  Rebekah Dyer, Ed.D. Student, Grand Canyon University, AZ

**Contact:**  rebekah.dyer@gcu.edu

**60** *The Inclusive Leader:  An Empirically Derived Model*

**Day/Track:**  Friday, Business

**Summary:**  Properly infusing organizations with workplace equity, diversity, and inclusion is necessary to maximize effectiveness.  However, there is a problem.  Though many leaders agree with these statements, their understanding of how to create an inclusive organization is often based upon conceptual or anecdotal literature at best.  In this presentation, attendees are introduced to Smith & Lindsay's trade-marked model of Ubuntic Inclusion, derived from rigorous qualitative analyses of nearly 7000 organizational stakeholders' peak inclusive moments in three multinational organizations.  This session makes clear the conceptual clarity, behaviors and thought processes practiced by the Inclusive Leader.

**Presenter:**  J. Goosby Smith, Ph.D., The Citadel, SC

**Contact:**  jsmith53@citadel.edu

**61** *The Influence of Horticultural Activities on Preschool-Aged Children's Peer Interaction and Task Engagement*

**Day/Track:**  Friday, Education

**Summary:**  There is great concern by teachers, school administrators and parents regarding the increase in the number of preschool-aged students who exhibit challenging behavior in early childhood settings (Benedict, Horner & Squires 2007).  A need for early intervention procedures that focus on young children who may be at risk for developing patterns of challenging behavior is evidenced.  Research has also documented that early intervention programs, as well as complementary alternative therapies, have been successful in providing children with opportunities to develop age appropriate academic, physical, social, and behavioral skills.  Complementary alternative therapies include art, music, movement or horticultural activities.  The activities suggested for this study incorporated the use of plants and/or plant materials in a variety of non-invasive activities that provided an opportunity for everyone in the class to participate.  Twenty students and six adults from two preschool classrooms participated over a 16 week period.  The researcher sought to uncover if horticultural activities would encourage task engagement.  These activities were modeled by the researcher who was not a horticulture therapist.  It was determined through the course of the study that, task engagement and positive peer interactions increased after the implementation of the horticultural activities.

**Presenter:**  Teri Rouse, Ed.D., Chestnut Hill College, PA

**Contact:**  rouset1@chc.edu

**62** *Information Systems, a Shop Floor Management Tool Illustrates the Success of GKN Aerospace for Low-Volume High-Mix/Value Environment in Improving their Manufacturing Productivity*

**Day/Track:**  Friday, Business

**Summary:**  GKN management, stakeholders and operators are able to see production anywhere, anytime in real time.  They are able to analyze their machine data to understand their current state and prepare for the future state.  Knowing their weaknesses, and improving quickly, learning their best capabilities, their best practices while motivating employees.  The system shows line status, shows when assistance is needed (e.g. supervisor or maintenance calls), and empowers operators to stop the production process (e.g. for quality issues).  GKN can now see their true downtime including, every stop, every second with every detail.  Accurate information provided opportunities to improve.  There is an effort, by this academic, of bringing this tool into Farmingdale State College for the purpose of teaching students how to use a real world sophisticated SFM tool that will allow them to differential from other college graduates when entering the job market.

**Presenter:**  Jill O'Sullivan, DPS, Farmingdale State College-SUNY, NY

**Contact:**  osullija@farmingdale.edu

**63** *Insta-Guide:  Integrating Instagram in Today's Classroom*

**Day/Track:**  Friday, Education

**Summary:**  Hold a penny close enough to your eye, and it can block out the sun.  This saying addresses two shortcomings that often hobble educators and their students.  These shortcomings result from worthy goals, but inadequate methods.  The first: how does a teacher integrate technology into the classroom in ways that are innovative, non-distracting, and truly relevant?  Simply having students use laptops or tablets does not accomplish this.  The second: how does a teacher weave various content together with creativity, relevance, and accuracy to accomplish true curriculum integration?  A cursory mention of a geometric shape in a social studies lesson does not integrate mathematics.  This presentation focuses on the academic use of Instagram in a classroom, incorporating various content areas and standards, and explaining how handheld devices can increase student learning and technological skills.  The presenters will introduce various Instagram accounts and ways to incorporate them into lesson plans for various grade levels in science, language arts, social studies, mathematics, art and others.  Issues of security will be discussed, as well as suggestions for extensions and differentiation.  For maximum benefit, attendees should download the Instagram app beforehand; using the Instagram app or website will be encouraged throughout the presentation; presentation software will project images and text as the presentation progresses. Attendees will receive a suggested list of Instagram accounts suitable for classroom use.  Additional social media outlets may be recommended.

**Presenter:** David Naylor, M.Ed. Student, Middle Tennessee State University, TN
**Co-Presenter:** Alison Mueller, M.Ed. Student, Middle Tennessee State University, TN
**Contact:** daviddnaylor@gmail.com

## 64 *Integrating Curriculum through MythBusters*

**Day/Track:** Friday, Education
**Summary:** Making learning relevant and meaningful has become a must for classroom teachers. Identifying innovative ways to accomplish this task can be challenging however taking advantage of popular television shows can provide unique opportunities. Using the popular show MythBusters, this presentation will demonstrate how students can select a myth, state a hypothesis and then complete the experiment to either prove or disprove the myth. Each myth buster project, conducted by a small group of students, is videotaped. The students explain the myth to be experimented, the process involved and includes an analysis of the findings with a detailed conclusion of the myth. The presentation will demonstrate how this project provides a rich opportunity for cross curricular integration. Math, writing, reading and science are most often integrated within each project. The extent or depth of specific skills within each content area vary depending upon the grade level or myth involved. Examples of student generated videos illustrating their myth buster experiment will be shared during the presentation. In addition, participants will receive examples of projects correlated with specific curriculum standards.
**Presenter:** Tracey R. Huddleston, Ed.D., Middle Tennessee State University, TN
**Contact:** tracey.huddleston@mtsu.edu

## 65 *Is Deflation a Real Threat in United States?*

**Day/Track:** Friday, Business
**Summary:** Recent developments of plunging oil prices and increasing concerns of slower economic growth around the world have raised the possibility of disinflation or maybe deflation in the United States. The purpose of the paper is to investigate the possibility of disinflation and/or deflation in the U.S. This is a concern because of negative revisions on business profits, wages, and economic growth, in the presence of disinflation or deflation. The method used in the statistical analysis presented here is "The Least Squares Method" and included 357 observations, between January 1985 and September 2014. As an explanatory variable in the model, the "Economic Policy Uncertainty Index for United States" revealed a statistically significant coefficient in the regression analysis. Given the recent downward revisions in inflation expectations, the first contribution of the paper reveals that as long as participants in the economy perceive more uncertainty associated with the economic policy by the policy makers, prices will continue to stay down, possibly leading to deflation in extreme uncertainty situations.

Both government and corporate bonds reveal statistically significant correlations with inflation expectations in the U.S. The second contribution of the paper signals the danger of a downturn spiral in bond yields in the U.S, possibly leading to more disinflation or even deflation, based on the current decrease in
inflations expectations. In this context, the policy and decision makers could use this signal to implement measures and curb the deflation dangers.
**Presenter:** Doina Vlad, Ph.D., Seton Hill University, PA
**Contact:** vlad@setonhill.edu

## 66 *Is Inclusion an Appropriate Education for Postsecondary Special Education Students?*

**Day/Track:** Thursday, Education
**Summary:** The purpose of this study is to determine if inclusion is the best educational model for postsecondary students with severe disabilities based on the principles of FAPE, LRE, and the concepts of individualized and age appropriate education. This position will be determined through a review of articles and research both for and against inclusion, curriculum and instructional strategies for students with severe disabilities, and postsecondary education outcomes. Additional consideration will come from interview and survey results from postsecondary age special needs students and family members. Results of this study will indicate whether inclusion is the most appropriate model and placement for postsecondary age students with moderate to severe disabilities as defined by the principles of appropriate education and least restrictive environment.
**Presenter:** Thomas L. Black, Ph.D., Middle Tennessee State University, TN
**Contact:** tom.black@mtsu.edu

## 67 *Issues Surrounding Child Abuse and Neglect and Their Impact on Classroom Learning: Development of an On-line Module for Teachers*

**Day/Track:** Friday, Multidisciplinary
**Summary:** This presentation will provide a description of a state-level endeavor on school safety and the prevention of violence whose goal is to give pre-service and in-service teachers critical background knowledge on non-academic factors that influence children's ability to learn and thrive in the classroom. A series of on-line modules are being developed by university faculty across the state system of higher education to be used in teacher preparation programs or for professional development of practicing teachers. The first three modules—on bullying prevention, grief and loss, and domestic violence—are in the final stages of production. The presenters are developing another module on an area of shared expertise, the topic of child abuse and neglect. Definitions and statistics will be reviewed for physical neglect and for physical, emotional, and sexual abuse. Predictive parental risk factors, physical and behavioral indicators, and intervention and reporting will also be discussed, as well as real classroom and school scenarios. The audience will be engaged through the use of a handout that will signal several pauses in the presentation to encourage sharing of experiences and offering comments or recommendations to improve the project.
**Presenter:** Sara Lamb Kistler, Ph.D., West Chester University, PA
**Co-Presenter:** Laura Erhard Fiorenza, M.Ed., West Chester University, PA
**Contact:** slamb@wcupa.edu

**68** *The June Phenomenon and the Changing Month of the Year Effect*

**Day/Track:** Thursday, Business

**Summary:** Mean June return of the U.S. stock market is significantly negative since 2001 and the phenomenon is more apparent for large stocks. June return is negatively related to returns of all the other months and the coefficients are all statistically significant except for January and August, and June return is significantly negatively related to change in short interest. Meanwhile, April is the best month for the DJIA and S&P 500 and October is the best for the NASDAQ. The purpose of this study is to reveal the worst month of the U.S. stock markets in the new century and the dynamics of the month-of-the-year anomaly.

**Presenter:** Anthony Yanxiang Gu, Ph.D., State University of New York - Geneseo, NY

**Contact:** gu@geneseo.edu

**69** *Kenyan Female Entrepreneurs and Negotiation Education: Exploring Efficacy Development Utilizing Distance Learning*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** Entrepreneurial higher education includes the study of desired skills, knowledge and competencies necessary at various stages of the continuum, plus effective pedagogies tso address varying learning styles and modes of delivery. Aspiring female entrepreneurs and leaders commonly lack key business skills that their male counterparts develop from experiences and expectations of the cultural environment. This skillset includes negotiation efficacy, a competency that may be pivotal for Kenyan women, especially those held back by poverty, which seek to launch and sustain a new venture. During the launch period financing and acquisition of resources require astute negotiation skills to maximize the investment needed to establish a business. Entrepreneurs who are unable to secure the needed resources may never be able to move their venture beyond the conceptual stage. Studies show that women face greater challenges than men in securing venture financing. Greater negotiation efficacy could prove valuable for female entrepreneurs. This study will explore educational training to Kenyan women via distance learning, to improve negotiation self-efficacy to maximize outcomes and avoid leaving unclaimed value on the negotiation table.

**Presenter:** Judith Richards, MBA., California Lutheran University, CA

**Contact:** jlrichar@callutheran.edu

**70** *Learning to Teach with a Stick and Dirt: International Internships and Are They Worth it?*

**Day/Track:** Thursday, Education

**Summary:** There is a push in the United States to educate teachers who impact the learning of their students. Preservice teachers become certified to teach students, but often have little practical experience in challenging their theories of practice and pedagogy. Carefully designed international internships have allowed our education students to learn to teach diverse learners and emerge better prepared educators.

As a part of preteaching internships, our students at Birmingham Southern College have the opportunity to travel to Ghana where they work with K-8 students, connecting with the global community to teach, work, and live with diverse others. From the education department standpoint, experiential learning through the internship is the capstone the preservice teacher's college career. Students learn to teach reading and other subjects in spite of the language barrier, through teaching English as a Second Language. This three week experience allows the preservice teachers to dig deep into their repertoire of pedagogy. Through this international internship, students report that their teaching ability and finely honed skills of pedagogy have greatly improved. In addition, cooperating teachers and university supervisors report that these students are uniquely able to teach reading to diverse learners.

**Presenter:** Amelia Gunn Spencer, Ph.D., Birmingham Southern College, AL

**Co-Presenter:** Louanne Jacobs, Ed.D., Birmingham Southern College, AL

**Contact:** aspencer@bsc.edu

**71** *Learning to Work with Trauma Survivors: Lessons from Tbilisi Georgia*

**Day/Track:** Thursday, Behavioral Science

**Summary:** When counseling children, it is important to highlight with them that events rarely come with warnings and their scope, intensity; and duration can be extreme and so it makes sense to be scared and angry. This paper will highlight an intervention model that provides workers/counselors the tools to work with trauma victims, which builds on Blending Higher Education and Western Traditional Knowledge of Trauma into a working model for interventions that developing counties can utilize.

**Presenter:** James T. Decker, Ph.D., California State University - Northridge, CA

**Contact:** jdecker@csun.edu

**72** *Majority Culture Privilege: Increasing Self Awareness without Activating Resistance During Diversity Training*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** A diversity training approach aimed at increasing self awareness as a cultural being, discovering bias, and understanding privilege from a majority culture perspective is outlined using the Canada-Mexico Assessment technique. Participants will be introduced to this technique as a starting point for self discovery and will increase knowledge of the theory for self appraisal during training. This unique approach jump starts awareness of innate ethnocentric monoculturalism sans the significant resistance typically experienced by majority culture participants. The result of this approach is greater personal transformation and sensitivity to the experience of historically marginalized group members in terms of race, religion, and sexual orientation. Results from use of the model in a graduate level training program will be presented and discussed

**Presenter:** Gerard A. Love, Ed.D., Slippery Rock University, PA

**Co-Presenter:** Travis L. Watson, M.A., Gateway Rehabilitation Center, PA

**Contact:** gerard.love@sru.edu

## 73 *Mentoring Preservice Practicum Students: Preschool Teachers Share Strategies for Success*

**Day/Track:** Friday, Education

**Summary:** The success of professional experience for preschool preservice teacher learning is valued and based very much on the personal experiences they encounter in the preschool classroom environment. This study focuses on what particular strategies mentor teachers use to assist their preservice students during their preschool practicum experience. The chosen method of data collection was a survey completed by the mentor teachers over the course of three semesters. Surveys were collected, reviewed, organized and categorized so the data could be recorded efficiently and managed in a way for easy retrieval. Findings suggest that mentor teachers use a multitude of strategies to calm and support their preservice teachers for a successful practicum experience. This collection of detailed mentor teacher strategies was compiled so all stakeholders involved in the preschool practicum relationship experience a fulfilling and meaningful experience in the preschool classroom. Implications for change on how preservice teachers can be supported during the preschool practicum are provided.

**Presenter:** Donna R. Sanderson, Ed.D., West Chester University, PA

**Contact:** dsanderson@wcupa.edu

## 74 *Mentoring the Problem Solver: Student Perceptions of Online Course Content, Activities and Assignments*

**Day/Track:** Thursday, Education

**Summary:** Information presented in this paper was collected from one course offering conducted in a graduate-level instructional technology program. Students were required to complete a problem solving unit that involved problem solving tasks, critical thinking activities, and active course discussions. Students completed instructional design tasks that required integrating technology to support learning activities and objectives related to problem solving content presented in the course. Additional content was presented on using creativity and mentoring strategies to support instructional design tasks. A course assignment questionnaire measuring student satisfaction and perceptions of module assignments and activity tasks was administered. Results from the questionnaire are presented and reveal several supporting items that align with the goals and objectives of the course unit on problem solving, critical thinking and mentoring tasks.

**Presenter:** David R. White, Ed.D., Texas Tech University, TX

**Contact:** david.white@ttu.edu

## 75 *A Methodology to Rank Industries by Their Marginal Economic Impact*

**Day/Track:** Friday, Business

**Summary:** This paper presents a methodology which allows one to rank industries according to their marginal economic impact. We define the marginal economic impact for a given industry, industry X, as the "change in total earnings paid to households employed in all industries for each job created or lost in industry X." Marginal economic impacts are based on regional economic impact multipliers (RIMS II) developed by the Bureau of Economic Analysis (BEA). The information to estimate the marginal economic impact for a particular industry is buried in the RIMS II output. We present a method to derive the marginal economic impact from the output tables. The region for our study is Southwest Virginia, which has witnessed significant erosion in its economic base as coal production declined. We use the results of this research to rank industries according to their capacity to replace income lost from vanishing coal mining jobs. We found that manufacturing industries, characterized by above average earnings and extensive supplier linkages, and the higher-paying service industries rank highest. The lowest ranked industries in terms of their marginal economic impact are service providers and retail whose primary locally purchased input is hired labor, with average earnings at the low end of the scale. This research should be helpful to local political and economic development officials who have the task of evaluating benefits and costs of attracting new businesses. The marginal economic impact is a measure of the benefit side of the benefit/cost equation.

**Presenter:** R. Samuel Evans, Ph.D., King University, TN

**Co-Presenter:** William Teng, Ph.D., King University, TN

**Contact:** rsevans@king.edu

## 76 *Multidisciplinary Coaching P-20*

**Day/Track:** Friday, Multidisciplinary

**Summary:** Current work environments demand far more than specific cognitive skills and knowledge. The capacity to navigate a complex work environment in an increasingly international competitive bio-technical age necessitates individuals to be self-regulating, self-directed, self-motivated, and self-accountable. Consequently, P-20 learning environments need to enable students to learn in a real-world context that allows equitable and just access to quality materials and resources both face to face and online. The issue at hand is what conditions for learning need to be in place to support the development of individuals to be self-regulating, self-directed, self-motivated, and self-accountable. With core standards coming to the forefront at a national level in education, career and college readiness is currently receiving a lot of attention. During this interactive session a micro-ethnography (observations, focus groups, discourse analysis) will be presented highlighting the need for supporting the development of multidisciplinary coaching across the disciplines, from mathematics to medicine and reading to science, in an era of increasing expectations for accountability. Presenters will address redefining competency coaching on a continuum of learning, and the establishment of an international center focused on improving literacy acquisition and instruction across all disciplines that have an economic impact on health and personal finance.

**Presenter:** Enrique A. Puig, Ed.D., University of Central Florida, FL

**Co-Presenter:** Sandra L. Robinson, Ph.D., University of Central Florida, FL

**Co-Presenter:** Edward H. Robinson, Ph.D., University of Central Florida, FL

**Co-Presenter:** A. Elizabeth Crunk, M.S., University of Central Florida, FL

Contact: enrique.puig@ucf.edu

## 77 *Musical Conversations: Lyrics to Lick Bullying*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** In our role as classroom teachers, we know that the act of bullying has been around for a very long time. Yet, bullying has not been necessarily a conversation we might have had with our students. Instead, it has been ignored because it goes unseen by us. The need to identify, address, and put a stop to bullying has become a timely social and cultural conversation we must have in our classrooms. In this article, we discuss, in true David Letterman style, a Top Ten List of musical lyrics to initiate classroom conversations concerning bullying.

**Presenter:** Shelly Hudson Bowden, Ph.D., Auburn University-Montgomery, AL
**Presenter:** Gilbert Dueñas, Ph.D., Auburn University-Montgomery, AL
**Contact:** shudsonb@aum.edu

## 78 *New Minimum Requirements for Admission to Teacher Education Programs: How Will Teacher Education Programs Respond?*

**Day/Track:** Friday, Education

**Summary:** The purpose of this interactive presentation is to illuminate, critique, and suggest solutions to new requirements made by the Rhode Island Department of Education (RIDE) of all the teacher education programs in the state. The memo demands that approved undergraduate and post-baccalaureate programs must ensure that the mean GPA of their admitted candidate cohorts meets or exceeds 3.0 and that the mean score of admitted candidate cohorts on nationally normed admissions assessments (such as the ACT, SAT, or GRE) meet or exceed the annual benchmarks on each sub-test of these assessments. The new benchmarks are as follows: top 50 percent of the national distribution from 2016-2017; top 40 percent of the national distribution from 2018-2019; and top 33 percent of the national distribution by 2020. In addition processes, systems, and strategies that the teacher education program will use to systematically collect feedback from employers of recent program completers and how this data will be used to determine areas for program improvement will become a critical part of each institution's accreditation (RIDE May, 2015). What does this mean for educator preparation programs in Rhode Island and potentially as a case study for programs in other states. We are especially concerned that this action will likely further reduce number of teacher candidates especially from historically disenfranchised, underrepresented groups. We wonder if "decrees" of this nature may potentially contribute to a systematic dismantling of teacher education program. How will teacher education programs fulfill these requirements?

**Presenter:** Alan S. Canestrari, Ed.D., Roger Williams University, RI
**Co-Presenter:** Bruce A. Marlowe, Ph.D., Roger Williams University, RI
**Co-Presenter:** Anne Winfield, Ph.D., Roger Williams University, RI
**Contact:** acanestrari@rwu.edu

## 79 *The Organizational Culture of Crossfit*

**Day/Track:** Friday, Multidisciplinary

**Summary:** This presentation will present an analysis and discussion of Crossfit, one of the most popular new types of fitness centers, and their success in developing a strong organizational culture that has created a cult-like following. I will identify specific organizational culture elements Crossfit excels at implementing in their organizations. I will highlight key learning outcomes that business managers in other fields can use or adapt for their needs.

**Presenter:** Theresa A. Moore, J.D., Daytona State College, FL
**Contact:** mooreta@daytonastate.edu

## 80 *Pedagogies of Place--Geographies of Experience*

**Day/Track:** Thursday, Education

**Summary:** There is an increasing call to champion practices that surmount the growing sense of disconnect students and teachers experience in formal learning. This paper discusses the potential of place-based approaches to overcome the sense of rootlessness and displacement becoming pervasive in environments increasingly characterized by mobility and globality. Place-based educators argue that integrating studies of place within the curriculum has the potential to maximize student learning experiences through multidisciplinary, experiential, and intergenerational approaches that honour relevancy and community. Additionally, place-based scholars maintain that this same frame can be extended to promote cultural understanding and the pursuit of social justice. In this way, place-based education uniquely encourages multiple perspectives while embracing the humanity of self and other. Drawing from the literature of place-based education and teacher identity, this paper explores the multiple ways that place informs perspective and practice. First, I consider the potential of place-based approaches to overcome the often hegemonic and ubiquitous educational agendas developed *elsewhere* in favour of an approach that uses the local as a starting point. Then, in connecting perspectives to practice, I explore the ways agency can be invoked to encourage a fundamental reconceptualization of curriculum. Finally, I discuss the role of place-based approaches in the development of teacher identity and the values we hold as scholar-practitioners.

**Presenter:** Ellyn Lyle, Ph.D., Yorkville University, Canada
**Contact:** leadinglearning@live.com

## 81 *Perceptions by Employers of Military Members with Online Degrees*

**Day/Track:** Friday, Business

**Summary:** The United States (U.S.) military personnel is comprised of two and a half million Americans (United States Census Bureau, 2012). The two and a half million Americans comprising the military personnel are encouraged to pursue higher education through verbal encouragement of leadership and payment of the educational programs. Distance education is increasingly bridging the gap for obtainment of military student's degrees (Baker, 2010). Baker (2010) stated only 29% of education to military service members is delivered through traditional classrooms, while 71% are using online learning. The U.S. military is well versed in the use of distance education as a modality for professional military education. Furthermore, the U.S. has been

conducting distanced education for more than fifty years (Keh, Wang, Wai, & et. al, 2008). The military online learner is comfortable with distance education as the U.S. military is contented with the technologies and the value obtained. Yet little research has been completed to explore how employers perceive the online degree earned by a military experienced applicant. As human resource professionals review applicants from online military graduate what is the perception? The intent of this non-experimental quantitative research study is to research if employers view online military degree holders statically different than military degree holders of on ground institutions.

**Presenter:** Niccole Buckley, DBA, Grantham University, KS
**Contact:** nbuckley@grantham.edu

## 82 *The Politics and Practices of Curriculum Approval in Higher Education*

**Day/Track:** Thursday, Education
**Summary:** "Is it this difficult everywhere?" is the question that guided this study. Practices from over 25 master's level institutions across the U.S. were reviewed to evaluate institutional procedures governing curriculum approval. Similarities, differences, and the politics involved will be discussed. The study investigated the steps involved in the process, the types of committees required, the timelines required, and the stakeholders involved. The study raised questions related to faculty workloads and curriculum development, the length of the process, and the politics involved in garnering curriculum approval.
**Presenter:** Janet L. Applin, Ph.D., Western Kentucky University, KY
**Contact:** janet.applin@wku.edu

## 83 *Practices that Distinguish Effective from Ineffective Leaders: Doing More of the Right Things*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** A 2012 article entitled "Leaders and emotional intelligence: A view from those who follow" describes how educational leadership exercises completed by MPH students identified positive leadership practices, either being practiced or needing to be practiced, the results demonstrating a clear relationship between leadership effectiveness and emotional intelligence (EI)-related practices. This finding was confirmed by our 2014 research that additionally investigated the relationships between effective and ineffective leadership, and a number of related practices. A cohort of twenty-five full-time working adults, who are also full-time MPH students, began the program in 2013. This relatively intense program utilizes learning units tailored to fit their work schedules. The program director administered a "most effective/least effective" (ME/LE) leadership exercise prior to any leadership class sessions. Additionally, all individuals rated their ME/LE leaders' effectiveness for persuasiveness, authenticity, credibility, and the five practices of exemplary leadership (Kouzes and Posner). There were 11 sets of comparisons between effective and ineffective leaders for these practices. A matched pairs statistical analysis ($p<0.01$) was performed for each practice's ratings. All comparisons between effective and ineffective leaders were highly significant. However, the magnitude of the differences was surprising, e.g., ME=8.24/10 vs LE=3.60/10 for persuasiveness. Effective leaders were ranked as effective for persuasiveness, authenticity, credibility, and for setting the example, creating a shared vision, challenging the status quo, enabling their subordinates and celebrating successes. Ineffective leaders were ranked as ineffective for all of these factors. The results for these factors, and those related to EI, identify numerous avenues for improving leadership effectiveness.
**Presenter:** Ken Zakariasen, Ph.D., Kent State University, OH
**Contact:** kzakaria@kent.edu

## 84 *Preservice Educators and Writing Apprehension*

**Day/Track:** Thursday, Education
**Summary:** The purpose of this current research project is to determine the level of writing apprehension pre-service teachers may have as it relates to their own writing. Because these pre-service teachers – both elementary and secondary education – will be required to teach writing to their students, it is imperative that these future teachers feel comfortable and confident about their own writing. The goal of this study is to determine these pre-service educators' writing apprehension level, determine their attitudes about their own writing, and notice any comparisons/contrasts between pre-service teachers enrolled at public and private institutions. The accompanying presentation for this research project will focus on the results of the Daly-Miller Writing Apprehension Survey administered by the researchers to preservice educators at two institutions along with the preservice educators' perceptions of themselves as teachers of writing.
**Presenter:** Brooke A. Burks, Ph.D., Auburn University-Montgomery, AL
**Co-Presenter:** Marie Kraska, Ph.D., Auburn University-Montgomery, AL
**Co-Presenter:** Emma G. Haley, Ph.D., Tuskegee University, AL
**Contact:** bburks1@aum.edu

## 85 *Principalship: Still an Attractive Career?*

**Day/Track:** Thursday, Education
**Summary:** Throughout the United States, there is a demand for effective qualified principals. Applicants are available, but finding candidates who can address the complex issues and demands faced by principals is becoming more and more difficult for school officials. Finding high quality applicants who will be rated and ranked in their performance based on the performance of students and teachers is daunting. With principal evaluations based on student and teacher performance, potential candidates see no incentive to move into the administrative ranks, thus many schools opened this school year without principals or with acting principals. Certified candidates are available, but hiring personnel are finding out there is a definite difference in "qualified" and "certified".
**Presenter:** Robert E. Waller, Ed.D., Columbus State University, GA
**Contact:** waller_robert1@columbusstate.edu

**86** *Problem-Based Learning in Teacher Education Lecture Courses: Student Understanding, Confidence, Skills, and Reflections*

**Day/Track:** Friday, Education

**Summary:** Considerable research exists regarding problem-based learning (PBL) as a pedagogical strategy in teacher education. In this study, two sections of preservice teachers learned about PBL. In one section (n = 100), participants learned "traditionally," including reading, lecture, and notes. In the other section (n = 110), participants experienced components of the PBL process in a three-week project in which students interviewed teachers, generated problems, collaborated, researched, and presented findings. All participants completed pre/post surveys about their knowledge, skills, and confidence. The PBL group completed five pre/post reflective sheets about their confidence in PBL-specific tasks. Their post-survey also included rankings of what they believed were the most beneficial learning components of the PBL process. Analyses included descriptives, independent samples t-tests, and paired-samples t-tests. Findings showed gains in skills, confidence, and efficacy between the "traditional" and PBL groups were highly significant, with the PBL groups' end means significantly higher on all but the usefulness of group work. Significant confidence growth occurred in each stage of the PBL process (p < .001), meaning PBL participants felt more confident in tasks by doing them. The PBL participants indicated that performing research most contributed to their learning.

**Presenter:** Vincent R. Genareo, Ph.D., Iowa State University, IA
**Co-Presenter:** Renée Lyons, Ph.D. Student, Clemson University, IA
**Contact:** genareo@iastate.edu

**87** *Program Assessment: It's Not Rocket Science*

**Day/Track:** Thursday, Education

**Summary:** Academic program assessment has been the topic of numerous books, journal articles, workshops, and professional conferences. Many careers in academic administration and consulting, and well as the rise of 3rd-party assessment data management tools and programs have occurred due to program assessment and its growing requirement by accrediting bodies. Since the work of program assessment is generally done by faculty, it has also been the source of angst for many faculty, some of whom view program assessment as one more meaningless task on an already overflowing plate of work. Some faculty regard program assessment with suspicion, viewing it primarily as a way for administration to monitor and evaluate faculty - with the goal of giving faculty more work, reducing or eliminating faculty participation in shared governance, or dispensing with tenure-track lines in favor of hiring part-time lecturers. Some faculty are opposed from a philosophical point of view, viewing program assessment as a part of the encroachment of mechanistic managerialism into education, the loss of faculty autonomy and status as professionals, and the McDonaldisation of education. In this session, I will discuss a step-by-step blueprint for conducting program assessment that will meet the demands of accrediting bodies, from developing program learning outcomes to "closing the loop."

**Presenter:** Toni E. Fogarty, Ph.D., California State University, East Bay, CA
**Contact:** toni.fogarty@csueastbay.edu

**88** *Promoting High Impact Learning through Experiential Education: Community-Based Projects in a Graduate Marketing Class with Integration of Essential Learning Outcomes*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** Higher education is shifting from solely basing students' learning outcomes on how students recall facts and principles—cumulative and linear- to "deep learning" outcomes such as providing students with opportunities to apply knowledge, think critically, as well as providing more active and interactive learning experiences (Fink, 2013). This presentation will discuss the use of an experiential learning project in a graduate level Marketing Communication and Social Media Class and how that project: 1) addresses students' learning in terms of the Essential Learning Outcomes of Creativity and Innovation; 2) provides students with active learning in working with community partners; 3) involves community partners joining with the professor in providing feedback to students on their assigned hands-on projects; and 4) shares a model developed at Richard Stockton College of New Jersey that facilitates learner-centered implementation of ELOs in courses and assignments.

**Presenter:** Diane M. Holtzman, Ed.D., Richard Stockton College of New Jersey, NJ
**Co-Presenter:** Carra Leah Hood, Ph.D., Richard Stockton College of New Jersey, NJ
**Contact:** diane.holtzman@stockton.edu

**89** *Promoting STEM Literacy with Problem-Based Learning: The GlobalEd 2 Project*

**Day/Track:** Friday, Education

**Summary:** Using a problem-based learning (PBL) approach, the GlobalEd 2 (GE2) Project utilizes an interdisciplinary approach to STEM literacy. Leveraging technologies available in middle grade classrooms, GE2 engages classrooms of students as teams in simulated negotiations of international agreements on issues of global concern, such as water and food resources. The impact of student interactions within the simulation on STEM literacies of 420 7th and 8th grade students across two states are presented. Results indicate that after participation in a GE2 simulation, students increased their STEM writing self-efficacy and the quality of their written scientific arguments.

**Presenter:** Scott W. Brown, Ph.D., University of Connecticut, CT
**Contact:** scott.brown@uconn.edu

**90** *Pros and Cons of Student Evaluations: Are Teachers Held Hostage?*

**Day/Track:** Friday, Education

**Summary:** This presentation focuses on student evaluations of teachers/professors and the accountability of both parties.

Some colleges de-emphasize student evaluations, rationalizing that students' opinions are only suggestions for improvement.  In addition, they believe that some students use their anonymity to criticize teachers for personal reasons.  In other colleges, more emphasis is placed on student evaluations linking them to retention and promotion of teachers.  This rationalization is based on the premise that, overall, students are good indicators of teacher performances.  What are the pros and cons of each system?  This presentation will provide both sides, as the debate continues
**Presenter:**  Shirley H. Walrond, M.A., Austin Peay State University, TN
**Contact:**  walronds@apsu.edu

## 91 *The Relationship Among Sluggish Cognitive Tempo, ADHD, and Information Processing Indicators*

**Day/Track:**  Thursday, Behavioral Science
**Summary:**  Sluggish Cognitive Tempo is a construct describing symptoms of day dreaming, lethargy, drowsiness and underactivity in children (Jacobson, Murphy-Bowman, Pritchard, Tart-Zelvin, Zabel, & Mahone, 2012).  The current study tested the validity of SCT and its association with ADHD as well as the relationship between SCT and certain cognitive processes of verbal and nonverbal information in a sample of 58 clinically-referred children.  Utilizing an archival repeated measures correlational design, scores on a 5-item SCT scale a (Garner, 2010), an ADHD screening tool as per parents' and teachers' rating scales, and information processing as per cognitive testing, were analyzed.  The results suggested a disparity between parents' and teachers' reports on the presence and severity of SCT indicators, with teachers' ratings in the moderate range and parents' rating in the low range. Factor analysis suggested that SCT was not a unified construct.  Additionally, parents-reported SCT items were more likely than teachers-reported items to correlate with ratings of ADHD, especially the inattentive type, although some parent-reported SCT items correlated significantly with both types of ADHD.  Lastly, a moderate association was found between two items of parents-rated SCT (confused and stares blankly) and working memory but none with processing speed.  Teachers-reported SCT items did not correlate with  either aspect of information processing tested.  While the small sample size is a limitation, the current results are consistent with previous findings regarding the controversial validity of SCT, its contextual link to informant and environment, and its unclear connection with ADHD or with indicators of efficient cognitive processing of verbal and nonverbal information.  More research is required, but it seems that SCT is poorly labeled as it does not show strong linkages to cognitive processing.  The utility of the construct as a predictor of ADHD or as differentiating factor among types of ADHD remains dubious.
**Presenter:**  Orly Calderon, Psy.D., Long Island University, NY
**Contact:**  orly.calderon@liu.edu

## 92 *Satisfaction and Success with Blended Learning in Teacher Education Coursework at Metropolitan State University of Denver*

**Day/Track:**  Thursday, Education
**Summary:**  Two faculty conducted research to determine the level of student satisfaction and success in blended or hybrid courses being offered within the school of education at their university.  The university was beginning to increase the number of hybrid and online classes.  Their goal was to assess if offering courses in a blended format was meeting the needs of the students and if the students' perception of success varied if they took blended courses rather than face-to-face coursework.  In addition they researched face-to-face, blended and online learning to determine best practice in the field.  The design for the research project was through anonymous survey.  The student population surveyed included teacher licensure students in blended learning coursework in the undergraduate, post baccalaureate and master of arts in teaching programs who were currently enrolled in a hybrid or blended class.  The four page survey allowed the researchers to gather both quantitative and qualitative data from the students.  Data was collected for two semesters and involved 24 classes with 306 students participating in the survey.  Surveys were administered on campus during a resident portion of the class near the end of the semester of study.  The researchers are using this data to improve teaching practices within the department and employ best practices in course preparation and delivery.
**Presenter:**  Cynthia Lindquist, Ed.D., Metropolitan State University of Denver, CO
**Co-Presenter:**  Lisa Altemueller, Ed.D., Metropolitan State University of Denver, CO
**Contact:**  clindqu1@msudenver.edu

## 93 *Say, What?*

**Day/Track:**  Thursday, Education
**Summary:**  In  this presentation will demonstrate how to create an online environment that exposes students to, among other things, a multiplicity of discourses, allowing for contained but robust interactive online discussion, which have the potential to shape, develop, deepen, and expand students' understandings of course material that is authentically born out of extended relational contact and the ability to use the technology to construct ideas and frame them in a way that is clear and representational. Our approach is four-pronged process: the rubric-guided initial writing responses and postings to shared reading/viewing materials, the rubric-guided reading and responding to others postings, a rubric-guided self-reflection, and finally, the professor's rubric-guided assessment of students' discussion.
**Presenter:**  Susan Dean Gilbert, Ed.D., Lee-McRae College, NC
**Co-Presenter:**  Robin Buchanan, Ed.D., Lee-McRae College, NC
**Co-Presenter:**  Pam Vesely, Ed.D., Lee-McRae College, NC
**Co-Presenter:**  Lynn Swann, Ed.D., Lee-McRae College, NC
**Contact:**  gilbertsd@lmc.edu

**94** *Small Business Analytics – Is it Being Used in Small Town America?*

**Day/Track:** Thursday, Business

**Summary:** Business or Predictive Analytics are terms that are not well known in today's business environment. As a precursor to establishing a Data Analytics Center for a medium-size Midwestern university, a survey about business practices, including business analytics, was mailed out to several hundred businesses in a small town in the Midwest. The survey's intent was to identify what small business owners and managers know about business analytics, if they were using it, and if not, what they would be willing to pay to have their data analyzed. The responses received so far total 232 and it was found that over two thirds of business relies on current financial data only to manage their firms. Additionally, it was discovered that all business that analyzed data only used a spreadsheet or database with the exception of one business that used a predictive analytics program. Only 16% of the business did any frequent data mining. When questioned about using a data analytics center 35% said that they would consider this and all but 3% would only spend $25-$50 per hour with three businesses agreeing to spend more than $75 per hour. With over 95% of the data going unanalyzed in America, small business needs to be engaged in today's global business analytical needs in order to optimize business decisions.

**Presenter:** Phillip D. Coleman, Ed.D., Western Kentucky University, KY

**Contact:** phillip.coleman@wku.edu

**95** *Social and Emotional Learning through Service-Learning*

**Day/Track:** Friday, Education

**Summary:** In this day of strong accountability and high stakes testing, many educators neglect the personal growth, respect and sense of community that is vital to the maturation of students. Social and Emotional Learning (SEL) opens the door for students to grow and succeed as responsible adults. Research shows that students who understand and show respect, build a sense of community among themselves, the teacher and with the larger community are more successful students at test time. A proven successful way to bring SEL to life is through Service-Learning. This interactive workshop will build the relationship between SEL and Service-Learning. Participants will follow the model to design a Service-Learning project and relate it to the components of SEL. Come to this workshop if you want to dig into a Service-Learning activity and grow it into a significant learning experience for the students.

**Presenter:** Terry A. Silver, Ed.D., University of Tennessee- Martin, TN

**Contact:** tsilver@utm.edu

**96** *Special Education Induction and Mentoring Program Evaluation Project*

**Day/Track:** Friday, Education

**Summary:** The goal of this research project was to support the district in evaluating their induction and mentoring programs so as to make informed decisions regarding strengths and areas of need that may result in changes to such programs. Staff from the university used the findings to better understand the degree to which beginning special education teachers are adequately prepared to take on the responsibilities of working in school districts supporting the needs of this population. A survey-questionnaire was administered to three groups of beginning special education teachers (2011-2014) and an intervention was conducted year two of the project. Interviews of second year special educators having completed the induction program were conducted. Results indicate that strategic focus on issues specific to special educators' needs positively impacted beginning teachers' abilities to operationalize instructional practices unique to their students' needs. Implications of the results indicate that collaboration between universities and school districts can support strategic improvements in the continuum of teacher preparation with the intent of maintaining the intellectual capital that comes with retaining quality trained teachers.

**Presenter:** Ann M. Sebald, Ed.D., Colorado State University, CO

**Contact:** ann.sebald@colostate.edu

**97** *Stress and Meditation: Findings of Recent Research and Further Study of Zikr Meditation and its Effects on Stress*

**Day/Track:** Thursday, Multidisciplinary

**Summary:** The purpose of this study is to survey and asses the current research done on the efficacies of meditative practices on conditions such as anxiety, depression, anger, illness, and particularly stress. Researchers looked at meditation as an independent variable and stress as a dependent variable. A review of some of the current/recent publications focused on the effects of meditation yields largely ~~CANCEL~~ ults that practitioners of a variety of medi~~CANCEL~~ larly Transcendental Meditation and ~~CANCEL~~ s Reduction) experience a notable reductio~~CANCEL~~ stress-related conditions. Additionally, researchers have been partaking in and observing a particularly practice known as Zikr meditation—a technique stemming from the Sufi tradition. Personal experience and interviews with practitioners has yielded a significant reduction in stress, more so in those who have practiced it for a longer period of time. Due to the limitations of this study, researchers postulate that further empirical studies of the effects of Zikr meditation compared to other forms of meditation practiced may yield important and valuable information in ongoing meditation research.

**Presenter:** Jaysinha Shinde, Ph.D., Eastern Illinois University, IL

**Contact:** jsshinde@eiu.edu

**98** *Strong Writers are Strong Thinkers: Strategies that Move Our Students to Write and Think*

**Day/Track:** Thursday, Education

**Summary:** There are numerous studies that demonstrate the importance of teaching students to write well. Our students need to be equipped to write well, not only to be better prepared for college, but also to be prepared for a workforce that is demanding employees who can write and communicate clearly. Even with this evidence, Langer and Applebee (1978) found that "American children do not write frequently enough, and the reading and writing tasks they are

given do not require them to think deeply enough"(4). I propose that we can turn the tide on the writing deficit in our classrooms by moving writing to the forefront. This session will share writing strategies that will assist educators in building better adolescent writers: strong writers who are strong thinkers. We will discuss ways to build writing experiences across the curriculum that will move our students to deeper thinking and learning in all content areas.
**Presenter:** Suze Gilbert, Ph.D., Middle Tennessee State University, TN
**Contact:** suzette.gilbert@mtsu.edu

## 99 *Students' Perceptions of Computers in the Classroom*

**Day/Track:** Thursday, Education
**Summary:** In order for all students to have equal access to technology, many universities offer courses in computer laboratories in which each student has access to a computer during class. Although computers are used for some class work, many classes have significant elements that are shared through lecture and discussion. Thus, during lecture segments, although the student is in attendance, the computer allows the student to venture to faraway places, interact with their friends and family and/or increase their game score. Beyond this, off-task activity of some may serve as a distraction to other students who are trying to focus on class material. The current study sought to examine the correlates of students' off task computer behavior in class as well as students' perceptions of student computer use in class. Although students were more likely to perceive as an asset than a liability, when correlated to expected grades, the relationship was negative to both on and off-task computer use. Further research is needed to examine the manner in which computers are used in courses and the extent to which they require the student to divide their attention.
**Presenter:** Zandra S. Gratz, Ph.D., Kean University, NJ
**Contact:** zgratz@kean.edu

## 100 *Students with Pediatric Cancer: A Prescription for School Success*

**Day/Track:** Friday, Multidisciplinary
**Summary:** Due to medical advances, many students with acute chronic illnesses, like pediatric cancer, are able to attend school. The professional literature reflects the need for reform of educational strategies for children facing cancer treatment and who will be absent for extended periods of time. In order to promote successful educational services and the reintegration of students into school, it is vital for multidisciplinary teams and families to collaborate effectively. This presentation will provide a plan to promote successful integration of students with cancer within regular classrooms.
**Presenter:** Genevieve Howe Hay, Ph.D., College of Charleston, SC
**Co-Presenter:** Martha Nabors, Ph.D., College of Charleston, SC
**Contact:** hayg@cofc.edu

## 101 *A Study of Communication Styles in Style Flexing in Personal Selling Using the Platinum Rule*

**Day/Track:** Friday, Business

**Summary:** Style flexing is the adaptation of communication style by highly skilled professional salespersons to enhance communication and marketing effectiveness with their clients. Many studies have revealed the process of client style categorization, particularly the use of Myers-Briggs Type Indicator (MBTI) in communication style categorization when performing adaptive selling. Research has also discovered the use of the Platinum Rule in adaptive selling where "treating others the way they want to be treated" as the new self-centered rule adopted by sales professionals in personal selling. This research study seeks (1) to study to scope and extent of the use of style flexing in personal selling, (2) to investigate the use of MBTI in communication style categorization and (3) to identify the key behavioral preferences associated with the application of the Platinum Rule in style flexing when selling to clients.
**Presenter:** Kim Tan, MBA, California State University-San Bernardino, CA
**Contact:** ktan@csusb.edu

## 102 *Sustainable Aquaponics A Multi-Disciplinary Tool for Education, Food Production, and Research*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** Aquaponics is a synergy between hydroponics & aquaculture. Systems demonstrate multi- science concepts: micro-ecosystem, nitrogen cycle, water quality chemistry & testing, fish & vegetables growing techniques, reproduction cycles of plants & animals. By combining plant/ fish culture results in a more natural, environmental friendly food production process than traditional agriculture/ aquaculture.
Instead of using synthetic fertilizers and the few inches of topsoil remaining on our land to grow agricultural crops, in aquaponics, the fish waste is used to fertilize plants. Plants purify the water for the fish, allowing valuable resources to be recycled and utilized more efficiently. There is no effluent discharge requiring costly filtration or wastewater treatment, and although it is an aquatic system, it only utilizes 3% to 5% of the water that traditional land based agriculture requires for irrigation. This means that you can operate an aquaponics system in resource limited regions, from dry infertile lands to urban settings, without the need for cultivable land or vast water resources. Resources are being strained beyond sustainable limits. Aquaponics offers an economically viable, environmentally sustainable and socially responsible alternative to producing superior quality food locally and more in tune with nature. We are learning and teaching others how to move from linear consumption or production processes, to cyclical ones, specifically designed and tuned for perpetuation of basic resources and life supporting systems.
**Presenter:** William Wayne Falls, Ph.D., American InterContinental University, FL
**Contact:** william.falls1@faculty.aionline.edu

## 103 *Teaching Geopolitical Risk in Business Strategy: An Opportunity for Critical Skill Development*

**Day/Track:** Friday, Business
**Summary:** Th~~~~~~~~~~n Colleges and Universities' (~~~~~~~~~~~business leaders and upper-division ~~~~~~~~~~has traditionally highlighted a

CANCEL

large disparity between skill-level perceptions of college students and their prospective employers. Approximately 25% of hiring managers view recent college graduates as being well prepared in the skill areas of critical thinking, information management, problem solving, and global awareness. At the same time, executives have identified geopolitical risk as the top threat to both near- and long-term growth (McKinsey Global Survey, 2014). We believe that an opportunity exists for developing many of these skills within the business curriculum through the examination of geopolitical risk. Accordingly, we have developed a short lesson utilizing global risk analysis and risk management to expose students to the value of understanding risk, as well as to help develop the skills that the business leaders deem most important in potential graduate hires (NACE, 2013).

**Presenter:** Susana Velez-Castrillon, PhD., University of West Georgia, GA
**Contact:** svelez@westga.edu

## 104 *Teaching Well in a Learner's Market – Student-Centered Instruction in Online Learning*

**Day/Track:** Thursday, Education
**Summary:** Research on constructivist, learner-centered teaching indicates that it helps students learn more and understand better (Felder & Brent, 1996). Recommendations for implementing begin with course design - whereby content is chunked into inquiry-based lessons delivered using the PAR model of learning (Petty, 2009). A teacher-led "review" includes summary and clarification of key points. The second recommendation is to create an environment that fosters communication and collaboration; both require that positive, trusting relationships be built. There are a variety of asynchronous and synchronous communication strategies that help achieve this goal. Last but not least, to build a productive, energetic and enthusiastic learning community the instructor must also use a variety of strategies to set the tone for interaction. Attendees will participate in trust and relationship building activities using digital technologies as well as outline and share a lesson, applicable to their field, following the PAR model.

After participating in this session, participants will be able to
• Design a constructivist model online course
• Design an inquiry-style lesson following the PAR model for learning
• Implement a variety of relationship building strategies in an online classroom

**Presenter:** Wendy Cowan, Ph.D., Athens State University, AL
**Co-Presenter:** Bridgette Chandler, Ed.D., Athens State University, AL
**Contact:** wendy.cowan@athens.edu

## 105 *Team Teaching in a Distance Education Context: Practical Strategies*

**Day/Track:** Friday, Education
**Summary:** This presentation provides a how-to guide for designing and implementing team-taught courses in the distance education (IVC) environment, including practical strategies for

effective planning, preparation, curriculum- and technology-related issues; dynamics inherent in real-time course delivery; and incorporating a self-reflective process for ongoing evaluation and course improvement.

**Presenter:** Sean Camp, LCSW, Utah State University, UT
**Co-Presenter:** Susan Egbert, Ph.D., Utah State University, UT
**Contact:** sean.camp@usu.edu

## 106 *Transforming Ourselves During Our Doctoral Journeys: A Phenomenological Look at the Experiences of Students, Candidates, and Graduates of an EdD Program*

**Day/Track:** Thursday, Education
**Summary:** The purpose of this phenomenological research is to gather in the experiences of students, candidates, and graduates of an EdD program operated in Sacramento, California by Drexel University. Data is gathered through in-depth interviews and via detailed note taking and artifact gathering during over 70 proposal hearings and dissertation defenses. Primary coding methods used are descriptive and in vivo to render out patterns of transformative experiences from the data set. While the research is continuing, results do show that transformations can be linked to experiences within a scaffold of learning that is the curricular architecture of the EdD. More particularly, cultivators of change appear to be seeing oneself as a researcher, adopting the language of research, and transformative experiences, such as "the data was talking to me!" during field research. Such emerging findings, as well as others, point us toward doctoral learning that is holistic, transformative, and systemic in design. The research beckons us to generative conversation about how doctoral programs, themselves, can be transformed.

**Presenter:** W. Edward Bureau, Ph.D., Drexel University, PA
**Contact:** web28@drexel.edu

## 107 *Transitioning from Professional Practice/Corporate Field to Academia: Challenges, Benefits, Lessons Learned and Best Practices from Lived Experiences*

**Day/Track:** Thursday, Multidisciplinary
**Summary:** People constantly navigate their career path, some transition from professional field to the academia and vice versa. For such transition to occur seamlessly and successfully, certain factors should be considered in the process of systematic planning that weighs both the pros and cons of such change in one's career. This chapter highlights five cases of such transition from various fields including human resources, management, journalism, and healthcare industry, to the academia. The participants comprised men and women of various age groups and from various countries and backgrounds. They shared their concerns and challenges and proffer ways they negotiated and addressed those concerns. Equally, the participant offered practical tips on how one can successfully transition from professional field to academia and maintain a fulfilling career.

**Presenter:** Bellarmine Ezumah, Ph.D., Murray State University, KY
**Contact:** bezumah@murraystate.edu

## 108 *Treating Intimate Partner Violence: The LGBT Couple*

**Day/Track:** Thursday, Behavioral Science

**Summary:** In the last two decades, public awareness about intimate partner violence has dramatically increased. However, little is known about the dynamics of IPV within the LGBT community (Center for Disease Control, 2013). It is hypothesized that IPV is underreported in the general population because of stigma, cultural issues and poor interactions with legal enforcement. Those issues may be compounded in the LGBT community, as the group may still be viewed as "marginalized" by certain segments of the U.S. population, which may further prevent persons from coming forward to report. Additional stressors, such as a partner threatening to "out" his/her partner who is closeted at work or within his/her larger family system add unique treatment issues to consider with LGBT clients. The workshop session will examine the psychological impact of intimate partner violence and effective treatment methods with LGBT couples. Economic, social and multicultural issues in the assessment and treatment of intimate partner violence with LGBTQ clients will be explored and presented through a case vignette/treatment plan. Finally, resources that may be used with this population will be suggested.

**Presenter:** Gregory Canillas, Ph.D., The Chicago School of Professional Psychology-LA, CA

**Contact:** gcanillas@thechicagoschool.edu


## 109 *Treating the Psychological Effects of Verbal Abuse in Children & Adolescents*

**Day/Track:** Thursday, Behavioral Science

**Summary:** Parents who verbally abusive may believe it is an effective form of discipline, especially if they were raised in households that used this form of punishment. They often times do not realize that it can be traumatic for children and have long term effects on the child and his/her outcomes as an adult. Parents are often oblivious to the fact that verbal abuse can undermine their child's self concept and self-esteem, damage his/her ability to develop trusting relationships, and effect social and academic functioning. In fact, recent research findings suggest that verbal abuse of children may be more emotionally destructive than sexual or physical abuse, and put survivors at greater risk for developing anxiety and depressive disorders (Teicher, et. al., 2006; Yuen, 2009). This workshop will examine the psychological impact of verbal abuse on children. Developmental, social, and multicultural issues in the assessment and treatment of verbal abuse will be considered.

**Presenter:** Gregory Canillas, Ph.D., The Chicago School of Professional Psychology-LA, CA

**Contact:** gcanillas@thechicagoschool.edu


## 110 *Tutoring in Urban Schools: What Is and Is Not Happening*

**Day/Track:** Friday, Education

**Summary:** Tutoring in urban schools is constricted by economic concerns. Effective tutoring is necessary but its significant academic components are unknown. Evaluation measurements for tutoring are uneven at best. This research explores the most meaningful aspects of successful tutoring in urban schools. For the past sixteen years, the E. Desmond Lee Regional Institute of Tutorial Education (RITE) has developed, trained tutors and implemented mathematics and reading tutoring programs for K-12 students. The research-based *Blueprint for Reading and Mathematics Success* have been used in urban educational settings with trained tutors. The measures of tutoring success have been those in place in elementary, secondary schools, youth organizations and churches. The most recent findings from Gene Slay's Boys and Girls Club and the Spanish Immersion Charter School verify the results from tutoring programs in diverse urban settings. The study's results indicate that rapid reading gain for urban children can be obtained when research-based training, consistent supervision and format and formalized academic connections among teachers, tutors and parents exist. Mathematics tutoring has demonstrated more diverse results as the tutoring evaluation has been eclectic.

Implications will be presented for other programs demonstrating how to implement these findings. Measurement and sustainability issues could provide warnings for other tutoring programs.

**Presenter:** Judith Cochran, Ph.D., University of Missouri-St. Louis, MO

**Contact:** cochranju@msx.umsl.edu


## 111 *The Use of a Specific Schema Theory Strategy-Semantic Mapping-to Facilitate Vocabulary Development and Comprehension for At-Risk Readers*

**Day/Track:** Thursday, Education

**Summary:** Research has shown that the use of pre-reading activities, such as graphic or advance organizers can positively affect student acquisition of vocabulary and meaning when reading new concepts presented in text. One particularly effective strategy, semantic mapping, can significantly impact students who previously had a lack of prior knowledge on new content reading material by assisting them to better understand the vocabulary and content of the reading material prior to actually reading the material. The strategy of semantic mapping, as with all advance and graphic organizers, is based on the theory that a student's structure of prior knowledge and experiences (schemata) related to the acquisition of new concepts is a critical element in the student becoming a successful learner and reader.

**Presenter:** David C. Little, Ed.D., Samford University, AL

**Contact:** dclittle@samford.edu


## 112 *The Use of Course Management Systems in Principles of Accounting 1 and 2, Cost Accounting, Intermediate Accounting 1 and 2*

**Day/Track:** Friday, Business

**Summary:** About 10 years ago I started to use a course management system in my [CANCEL] started with the principles cou[CANCEL] was able to assign exercises that [CANCEL]ded by the system. I was also able t[CANCEL] they did the assignment and how much time they took to complete it. I also made assignments as part of their overall grade. To minimize cheating, online exams are proctored. I wanted to minimize the chance that they can circumvent controls on cheating. I have found that a student might have a harder time finding

someone to do all their assignments as well as their exams. With a course management system and an eBook there are also additional support for the student.  I wanted to see if assigning exercises and problems that the student had to submit would help students achieve a positive outcome in the course.  With technology I would finally be able to measure effort.  It is my belief that the student can overcome any deficiencies they have entering the course with effort.  The course management system would allow me to assign problems that they could use as practice.  The system also allows me to see how much time they spent on practice.  The beauty of the system is that the student can work on their own time and schedule the assignment when it is best suited with their busy schedules.  I can use class time more efficiently going over different examples in my lecture.  I let the student know that I would not go over assignments in class but they can either email me or ask me after class any specific questions if they have a problem with the assignment.  Before I help the student figure out the solution I ask to see what they have attempted so far.  I make it clear to them that I will not just work it out for them.  I use the course management system and eBook for the introductory principles as well as upper level accounting courses.

**Presenter:**  Rosemarie Ruiz Carroll, C.P.A., York College- CUNY, NY

**Contact:**  rruiz@york.cuny.edu

## 113 *Using Bloom's Taxonomy Web 2.0 Tools in the College Classroom*

**Day/Track:**  Thursday, Education

**Summary:**  Students attending college in the 21st Century are tech savvy, therefore, it is significant for educators to use technology as a teaching tool.  Professors of Education are expected to stay abreast with these new technologies to be able to demonstrate for teacher candidates the importance of implementing these tech tools in their classrooms.  The question then becomes how often are these tools being implemented by other professors across campus?  This study examines the use of Web 2.0 technology tools during instruction by professors at a rural Minnesota university.  Professors were surveyed using a Likert Scale to find out their knowledge of what Web 2.0 tools are, if they use these tools during their instruction, and their ranking on if they believe the Web 2.0 tools have a dynamic impact on student learning. Not including Education Professors, this study found that professors across campus did not know of or use Web 2.0 tools.  The researchers offered a professional development workshop for these professors to introduce them to these Web 2.0 tools, and these professors embraced the Web 2.0 tools with enthusiasm.

**Presenter:**  Sonya Vierstraete, Ed.D., Southwest Minnesota State University, MN

**Co-Presenter:**  Wendy Schoolmeester, Ed.D., Southwest Minnesota State University, MN

**Contact:**  sonya.vierstraete@smsu.edu

## 114 *Using Interactive Notebooks with Pre-Service Teachers*

**Day/Track:**  Friday, Education

**Summary:**  This study examines whether pre-service teachers will use interactive notebooks beyond their science methods course.  Does the use of interactive notebooks with pre-service teachers in a science methods course influence later use of the tool in those teachers' elementary classrooms?  The first phase of the study involved contacting former pre-service teachers through a survey, to identify if they were using interactive notebooks and to justify the importance of interactive notebooks in the classroom as well as benefits to their students or lack of importance of this tool in their classroom.  The second phase will involve interviewing a sample of students surveyed to determine the influence interactive notebooks are playing in their classrooms.  So far the preliminary finding of the study has shown that 70% of former students contacted are using interactive notebooks, 76% have shared this tool with colleagues, and 99% feel this tool was effective in their teacher preparation class.  The conclusions are limited because the study is incomplete, but the implications are that this tool is being realized outside the college science methods course and is also impacting elementary students.

**Presenter:**  Sandy R. Jay, Ph.D., Utah Valley University, UT

**Co-Presenter:**  Lynda R. Williams, M.S. Utah Valley University, UT

**Contact:**  sandyj@uvu.edu

## 115 *Using Inquiry Practices in Teacher Education*

**Day/Track:**  Thursday, Education

**Summary:**  In this symposium we will present a variety of our practices that have been successful in teaching inquiry-based methods in mathematics, science and reading methods courses to pre-service teachers.

**Presenter:**  Lisa Douglass, Ph.D., Ohio University, OH

**Contact:**  douglal3@ohio.edu

## 116 *Using Psychometric and Physiological Paradigms to Establish the Relationship of Intelligence and Perceptual Modality Preference Using Functional Magnetic Resonance Imaging (fMRI)*

**Day/Track:**  Thursday, Education

**Summary:**  Over the past half century, educational and learning researchers have used various clinical instruments to describe characteristics related to the learning process that distinguish individual learners.  Historically, most clinical and school psychologists have used intelligence tests to differentiate people by their mental abilities while educational and learning researchers have used other tests to describe learning style unique to individuals.  One such theoretical approach is the biological approach, or neuroscience approach, which focuses on the brain and physical events which are a part of the nervous system.  In this approach, the study of the brain has been investigated in part through "brain mapping."  With advanced technology this approach has become sophisticated enough to examine the living brain by non-invasive techniques, for instance fMRI, electroencephalography (EEG) and magnetoencephalography (MEG).  By watching living brains interact with the sensory environment, the avenue through which individuals perceive the world can be monitored and evaluated as a medium for knowledge

acquisition. Psychometric and physiological paradigms were once opponents of one another. Today, they are perceived as indispensable allies in our understanding of cognitive competencies. Brain-based assessments of intellect are now promoted as valid and useful methodologies. The correlation of neuroimaging to IQ has imperative and thought-provoking implications. Further research in the field of cognitive neuroscience is needed to more fully determine how different intelligence subtests are related to specific regions of the brain. Ultimately, this will provide a better understanding of the usefulness of test instruments to assess specific mental skills.
**Presenter:** Kourtland Robert Koch, Ph.D., Ball State University, IN
**Contact:** krkoch@bsu.edu

## 117 *Using Real-Time Tools to Assess Student Learning in an Online Environment*

**Day/Track:** Thursday, Education
**Summary:** Typical post-secondary online academic programs conduct learning in an asynchronous environment where students and instructors participate at their convenience to support flexibility. One challenge in teaching in the asynchronous environment is providing instant assessment of learning. Traditional tests and papers can measure learning outcomes, but feedback on the assessment of learning can be delayed in the asynchronous environment. Feedback provided from virtual classrooms in a real time synchronous environment offer unique learning opportunities for the students and instructors. This research focuses on how one program adopted synchronous tools to assess learning in a real-time environment and still maintain the flexibility desired of online programs. Best practices will be discussed on how tools can be used to measure and demonstrate basic understanding and higher orders of learning. The session will conclude with small group discussions on how participants can incorporate the practices into online courses.
**Presenter:** Kenneth Goldberg, DPA, National University, CA
**Contact:** kgoldber@nu.edu

## 118 *Using Video Games, PBL, and SCCT to Design High School Science Curriculum that Promotes Learning and Science Career Choice*

**Day/Track:** Thursday, Education
**Summary:** The number of STEM majors needed for our future workforce is growing, yet fewer students choose to major in STEM areas and most are underprepared. Research suggests that one reason students do not seek further education in science is that they have negative attitudes toward the subject. High school may be key to addressing these problems because it is the last intervention opportunity before students go to college or enter the workforce. Video games have been shown to increase science knowledge and to promote positive attitudes toward science, yet the relative scarcity of science games makes it difficult to implement them as a significant part of the curriculum. Further, there is little evidence that positive attitudes alone will influence career choice. These problems can be overcome by integrating commercial games into the curriculum, using problem-based learning strategies, and using social cognitive career theory as a framework to transform positive attitudes into career decisions. The presenters have significant practical and research experience in games for learning, problem-based learning, secondary education, and career counseling. They

will share their theoretical, research, and practical experience in combining these approaches to design high school science curriculum to promote problem solving and science career decisions.
**Presenter:** Margaret Zidon, Ph.D., University of North Dakota, ND
**Co-Presenter:** Richard Van Eck, Ph.D., University of North Dakota, ND
**Contact:** margaret.zidon@und.edu

## 119 *U.S. Versus European Voluntary Earnings Forecasts...How Different Are They and Do They Vary by Economic Cycle?*

**Day/Track:** Thursday, Business
**Summary:** This study provides empirical evidence regarding the credibility of management forecasts of earnings during differing economic cycles, namely, economic expansion, and economic contraction for both U.S. firms and a sample of firms from nine European countries. Results indicate that during periods of economic expansion, managers exert greater downwards earnings management on the forecast (relative to actual earnings) for both U.S. and European firms. However, during periods of economic contraction, managers exert greater upwards earnings management on the forecast (relative to actual earnings) for U.S. firms, while for European firms this is not observed. Information content results indicate that for U.S. firms during economic expansion, forecasts tend to exhibit a positive information-enhancing signal to users. However, during economic contraction, users interpret the forecast as being more noisy and potentially less informative. For European firms, forecasts tend to exhibit a positive enhancing signal to users during both times of economic expansion and economic contraction.
**Presenter:** Ronald A. Stunda, Ph.D., Valdosta State University, GA
**Contact:** rastunda@valdosta.edu

## 120 *Validating the Integrated Person-Centered and Existential Therapy Model (IPCE) for the Treatment of Combat Veterans with Post-Traumatic Stress Disorder*

**Day/Track:** Thursday, Behavioral Science
**Summary:** The findings and results of various studies on the prevalence and treatment of mental health disorders among US military and veteran populations, particularly Post-Traumatic Stress Disorder (PTSD), indicated a need to focus on person-centered and existential treatment modalities to address the issues of moral injury and dysfunctional meaning ascribed to war trauma. Preliminary data will be presented to statistically show the effectiveness of a treatment model addressing the underlying existential issues of war-trauma among veterans diagnosed with PTSD.
**Presenter:** Henry J. Venter, Ph.D., National University, CA
**Contact:** hventer@nu.edu

## 121 *The Validity of an Understanding of Cognitive Skill Strengths in the Climate of Inclusion and Differentiation*

**Day/Track:** Thursday, Education
**Summary:** The purpose of this presentation is to engage teacher educators and pre-service/in-service elementary and middle-school

teachers in reflecting on effective instructional and assessment strategies in mathematics and mathematics education. The findings of a study that looked at relationships between students' cognitive skills and their mathematics problem-solving performance will be presented and discussed. The purpose of this study was to examine the existence and strength of relationships between students' cognitive skills and mathematical problem-solving performance. The following questions were addressed by the study: 1. To what extent are students' cognitive skills (i.e., their spatial, verbal, and analytical skills) related to their problem-solving performance on items that specifically require a verbal response, and on those that specifically require a spatial response? 2. To what extent are students' cognitive skills related to each other?

3. What are the potential implications for teaching practice and teacher education?

**Presenter:** Ardyth Foster, Ph.D., Armstrong State University, GA
**Contact:** ardyth.foster@armstrong.edu

## 122 *Ways in Which Teachers Structure Reading Instruction for Bilingual Students with Disabilities: A Case Study Analysis*

**Day/Track:** Friday, Education
**Summary:** This research used a single case study design to answer the question, How do teachers structure reading instruction for bilingual students with disabilities in urban elementary settings? Bronfenbrenner's Bioecological Theory and critical race theory guided the study design and data analysis of interviews, observations, and documents to determine that teachers of bilingual students with disabilities experience unique challenges. Findings of the study include the topics of disability blindfolding; disjointed delivery; improper instruction due to assessment and progress monitoring; spatial implications; definitions impact instruction; and teachers' personal characteristics influence reading instruction. In addition to a discussion of the salient themes, implications for practice and theory, the significance of the study, and recommendations for future research are presented.
**Presenter:** Nikki Logan, Ph.D., University of Wisconsin-Steven's Point, WI
**Contact:** nlogan@uwsp.edu

## 123 *When it Feels Like Bullies are Taking Over the Workplace*

**Day/Track:** Friday, Multidisciplinary
**Summary:** Most of the time, bullies do not grow up and grow out of their negative behavior patterns. These mindsets and behavior problems follow them into the workforce. This session will review the behaviors associated with bullying, discuss how and when it invades the workplace, and provide suggestions for eradicating the conduct associated with bullies.
**Presenter:** Patricia Holt, Ed.D., Armstrong State University, GA
**Contact:** patricia.holt@armstrong.edu

## 124 *Where Are All the Women in Educational Leadership?*

**Day/Track**: Thursday, Multidisciplinary
**Summary:** The purpose of this study was to examine the effects of career and psychosocial mentoring functions on the careers of women superintendents currently serving in a southern state by exploring both informal and formal mentoring relationships and the way these relationships serve as effective tools on the position attained and career development. A researcher developed survey instrument and demographic questionnaire were used to measure career and psychosocial mentoring functions. An independent panel of experts, a pilot study, and statistical analysis were used to substantiate the validity of the instrument. Internal reliability was assessed using Cronbach's Alpha test. A population of 28 (N=28) female superintendents and/or assistant superintendents participated in the study. The results of this study showed that career mentoring functions and psychosocial mentoring functions had a statistically significant impact on the careers of female superintendents. It can be concluded that the career mentoring functions, in particular coaching, and psychosocial mentoring functions, acceptance/confirmation, helped influence the career development of female superintendents. Findings from this study indicate that (a) mentoring relationships have the potential for female administrators to make successful career advancement, (b) it is important to identify and assess the nature of professional and personal growth by establishing mentoring relationships, and (c) assessing the effectiveness of current mentoring programs should be a priority. The need for more women in the superintendent's role is highlighted in this study due to the small survey population.
**Presenter:** Yvette P. Bynum, Ph.D., Auburn University-Montgomery, AL
**Contact:** ybynum1@aum.edu

## 125 *Why We Need a World Exchange – and World Custodian*

**Day/Track:** Friday, Business
**Summary:** The world's exchanges and custodial arrangements currently suffer numerous and serious shortcomings. Opaque instruments are still traded opaquely over the counter. Bond trading remains in the stone age and foreign exchange and metals price rigging has been persistent. Private exchanges pay for order flow and sell information to favored traders. High speed traders fleece individual and institutional investors some of whom try to seek protection in dark pools. Liquid and transparent markets are still lacking in important metals and commodities. Investment advice is often tainted by conflicts of interest. Custodial services suffer from serious shortcomings as well. Metal stocks have been physically moved around warehouses to lengthen storage time for profit. Delivery schedules for aluminum have been inordinately long. Funds in customer accounts have been lost or embezzled. The world's largest bond fund is under investigation for mispricing. Government regulation and oversight have not solved, and cannot fix, these shortcomings. But as I argue in this paper, a simple, efficient, transparent, and secure solution is attainable with respect to both exchange and custody: the establishment of two linked institutions, a world exchange and a world custodian, both independent and not-for-profit. A single global exchange for stocks, bonds, futures, options, currencies, and metals can overcome these shortcomings when operated by an automated

market maker.  And a direct link to a world custodian for all securities and physical commodities traded on the world exchange can insure maximum security.  The net result will provide much improved price discovery, liquidity, transparency, equal access, greatly reduced transaction costs, new securities to invest in, and protection from market failures, thus enhancing overall market efficiency.

**Presenter:**  Nils H. Hakansson, Ph.D., University of California-Berkeley, CA
**Contact:**  hakansso@berkeley.edu

## 126 *Winslow Homer and the Demi-Monde:*

*A Multidisciplinary Study Concerning Illicit Female Sexuality*
**Day/Track:**  Thursday, Multidisciplinary
**Summary:**  The richest discoveries related to the work of American artist, Winslow Homer, (1836-1910) are found in contextual studies where visual images are read as part of the text.  In this presentation, we shall see that Homer was a careful and sensitive observer of his environment recording with skill and insight the nineteenth-century American experience.  A principal theme identified in the images created when Homer was a young graphic artist and painter in the urban centers of Boston and New York City was urban women.  In 1857 when Homer began his career in Boston, women, for various reasons, were more visibly part of the urban landscape than in the past.  One of the chief reasons contributing to this new dimension concerned illicit sexuality.  In this socially and sexually deceptive but fertile environment that nourished the raw vitality of the city, there were rich possibilities for the realist Homer to explore.  While research, publications, and presentations concerning the life and work of Homer are extensive, the richest discoveries are found in contextual studies where images are decoded and relationships between image and symbol are formed and where visual images are read as part of a text.  Today, Homer's reputation is that of a keen observer of nature, but it will become evident in this presentation that Homer was aware of and responded to the social and sexual dynamics of urban women with revealing insight.

**Presenter:**  Marie Louden-Hanes, Ph.D., University of Findlay, OH
**Contact:**  louden-hanes@findlay.edu

## 127 *Women, Faith and Identity Formation*

**Day/Track:**  Thursday, Multidisciplinary
**Summary:**  Identity formation for women remains a complex, yet important issue; there is little comparative research on the impact of religion on women's identity formation, in particular research that examines this issue across religions, cultures, political and geographical boundaries.  As changes in political, legal and social understandings of religion are made in countries across the globe, there is a need for a scholarly exploration of the identities and roles of women of faith particularly within public, professional, religious, and familial life.  Much of the interface dialogue that has occurred has been dominated by men and in the 1970's was even referred to as "dialogue between men of living faiths."  King argues that women are largely missing from the dialogue around religious beliefs, practice, dogma, cultural understandings, political and economic implications in the religious arena.  The challenge of gender is the challenge of otherness (King, 1998).  Given that

women have largely been absent from the dialogue on religious faith, there is little research on the issue of identity formation in the private and public spheres.  This project will provide the foundation for future research on the discrete roles of women of faith as well as current and future efforts to empower women in their disparate roles.

**Presenter:**  Margaret J. Weber, Ph.D., Pepperdine University, MO
**Contact:**  margaret.weber@pepperdine.edu

## 128 *Women's Applied Strategies to Attain Management Positions*

**Day/Track:**  Friday, Business
**Summary:**  Few women reach the level of chief executive officer (CEO) in Fortune 500 organizations, a troubling disparity, especially considering that women bring unique leadership qualities and expertise to organizations that result in financial gains.  This phenomenological study explored strategies that women incorporated to attain successfully senior management positions in business organizations.  The current study asked participants to explain the strategies they applied to attain senior management positions in business organizations.  Twenty female senior managers in Fortune 500 companies in the Midwest United States related their lived experiences through face-to-face interviews.  Using the Hycner method to bracket meanings and themes of the data, 5 subthemes emerged: (a) acting positive and fair, (b) obtaining a mentor, (c) listening to advice and asking questions of a mentor, (d) needing increased/continued education, and (e) needing to work hard and increase responsibilities.  The implications for positive social change include specific, tangible strategies women seeking advancement may implement in order to reach senior management positions.  Ultimately, as the number of female CEOs in the workforce increases, the gender wage-gap will decrease, resulting in a gender-equal workforce.

**Presenter:**  Candice Osterfeld Ottobre, Ph.D., University of Akron-Wayne College, OH
**Contact:**  caoster@uakron.edu

## 129 *Verbal Communications:  Analysis of Undergraduate Business Student Skills*

**Day/Track:**  Friday, Business
**Summary:**  Business communication skills are a primary requisite for hiring, promotion and career success yet companies report that verbal communication skills are the most lacking ability in their applicant pool (Hartman, 2004, Robles, 2012).  To confirm employer sentiment, the researcher conducted a five year study of class participation.  At the outset of the study, business professors instituted a formal class participation grade as part of the final course grade.  On a daily basis students were encouraged to participate in classroom discussion.  At the end of the semester both the student and the professor assigned a grade to the student's class participation.  Data collection, analysis and findings indicate that students perceive their communication skills to be far better than their professor's actual participation grade which suggests a disconnect between what is and what should be.  The study findings 1) help business educators better understand company sentiment toward lacking business communication skills and 2) suggest that business

curriculum needs to place further emphasis on business communication skills.
**Presenter:** Cathyann D. Tully, DPS., Wagner College, NY
**Contact:** cathyann.tully@wagner.edu

# 130 *The Virtual Manager: Key Essentials for Leading People Remotely*

**Day/Track:** Thursday, Business
**Summary:** The online office environment is different in many ways from the bricks and mortar office. When managers are leading people that are not physically housed at the same location, there are some notable modifications to traditional leadership styles that should be recognized. How do the four functions of management play out in the virtual environment: Planning, Leading, Organizing, Controlling? The presentation will include some best practices of virtual leadership: Employee Selection, Accountability Mechanism, and Technology and Corporate Support.
**Presenter:** Theresa A. Moore, J.D., Daytona State College, FL
**Contact:** mooreta@daytonastate.edu

# 131 *Youth Entrepreneurship: A Charter School Model*

**Day/Track:** Friday, Education
**Summary:** Midtown is a diverse and primarily low-income neighborhood located near downtown Jackson, MS, the capital of the state, and is adjacent to Millsaps College. As part of a comprehensive neighborhood revitalization strategy that includes housing, education, economic, health, security and sustainability initiatives, ELSE*Works*, the entrepreneurship program of the Else School of Management at Millsaps College in partnership with Midtown Partners, Inc., the non-profit advocacy organization is leading revitalization efforts in Midtown. These initiatives have already lead to significant advances in the economic development of the Midtown neighborhood. Similar success on the education front will soon be achieved in the Midtown neighborhood with the opening of the first charter school in the state of Mississippi. Midtown Public Charter School (MPCS) is community developed with a mission to build the next generation of entrepreneurs. The model includes a longer school day and school year; team teaching with a maximum class size of 26 students; and pedagogy grounded in the development of analytical skills, creativity skills, and character education. MPCS is a Title 1 school meaning 100% of the students live in poverty. The school is free and enrollment is open to any student in the Jackson Public School district serving 5th and 6th grades. Based on word-of-mouth only, full enrollment for the first year has been achieved and subsequent applications are being placed on a waitlist.
**Presenter:** Jesse D. Beeler, Ph.D., Millsaps College, MS
**Co-Presenter:** Penelope J. Prenshaw, Ph.D., Millsaps College, MS
**Co-Presenter:** David H. Culpepper, Ph.D., Millsaps College, MS
**Contact:** beelejd@millsaps.edu

# CSI BOARD SERVICE OVERVIEW

The Center for Scholastic Inquiry is seeking pioneers, luminaries and emerging scholars for terms of service on its editorial and advisory boards. If you are interested in a meaningful professional opportunity to demonstrate scholarship and serve your field, please review the functions and responsibilities for editorial and advisory board membership. If you would like to be considered for appointment to one of the boards, please fully complete and return the interest form to the CSI team member at the registration center. After the conference, the CSI team will review all of the completed forms and contact interested colleagues.

| EDITORIAL BOARD | ADVISORY BOARD |
|---|---|
| *Criteria for Editorial Board Appointment:*<br>• terminal degree completed<br>• active researcher<br>• subject-specific expertise<br>• no private, professional or commercial interest conflicts<br><br>*Functions of the Editorial Board:*<br>• undertake occasional peer reviews, as requested<br>• serve as ambassador for the journal and promote it to authors, readers, subscribers, institution librarians and colleagues, where appropriate<br>• occasional ad hoc editorial consulting to provide second opinions, when necessary<br>• attendance at least one CSI research conference annually<br><br>*Nature of the Role:*<br>• voluntary position with public promotion and credit<br>• three-year term of service, subject to review by the Editor-in-Chief | *Criteria for Advisory Board Appointment:*<br>• terminal degree completed<br>• subject-specific expertise<br>• research experience in the broad areas of education, business and behavioral science<br>• no private, professional or commercial interest conflicts<br><br>*Functions of the Advisory Board:*<br>• strengthen meaningful professional development offerings by encouraging researchers to celebrate diverse scholarship and engage in knowledge exchange to other contexts<br>• serve as ambassador for CSI and promote and support world-class research events and peer-reviewed journals<br>• act as quality assurance body, when necessary<br>• attendance at least one CSI research conference annually and attend the executive supper during the conference<br><br>*Nature of the Role:*<br>• voluntary position with public promotion and credit<br>• three-year appointment with the option of reappointment for prolific board contributors |

## BOARD SERVICE INTEREST FORM

| | |
|---|---|
| First Name: | Last Name: |
| Email: | ☐ Editorial Board      ☐ Advisory Board |
| Phone: | |
| Institutional Affiliation: | |
| Mailing Address: | |
| Subject Expertise: | |
| Research Interests: | |

# NOTES

The Center for Scholastic Inquiry's express mission is to provide education, business and behavioral science professionals with a scholarly forum for exploring and sharing the latest academic research in their respective fields. CSI creates communities of practice that advance the professions of education, business and behavioral sciences, develop thought leadership and increase the body of validated knowledge about evidence-based practice, best practice and landmark practice.



CENTER FOR SCHOLASTIC INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

www.csiresearch.com