

# MWERA

**MID-WESTERN EDUCATIONAL RESEARCH ASSOCIATION**

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*Annual Meeting and Conference*



**Conducting Educational Research that Matters**

October 24-26, 2018

Kingsgate Marriott Conference Center

Cincinnati, Ohio

On behalf of the Board of Directors and Program Committee, I am pleased to welcome you to the 2018 Annual Meeting of the Mid-Western Educational Research Association (MWERA). The conference planning committee and division chairs have worked hard to create a program featuring insightful, challenging, and exciting themes for this year. As a conference participant, you will have a variety of options to choose from so that you can fill your schedule each day and make the most of your time here. Additionally, we have a thought-provoking and high-quality array of research-based papers, workshops, poster sessions, alternative sessions, best practice forums, special events, research in progress roundtables, and symposia; all of which went through a rigorous peer-review process. I wish to offer my sincere gratitude to all division chairs and co-chairs, reviewers, session chairs, and discussants who have made this program possible.

The 2018 MWERA conference brings together various entities within the field of education, such as teachers and administrators from K-12, higher education faculty, graduate students, and community organizations to discuss and reflect upon the theme: **Conducting Educational Research that Matters**. Specifically, how can we make educational research matter even more? Schools and universities are challenged by a host of social justice issues. The news is rife with stories about culture clashes, political ideologues, and divisive language. The struggle to negotiate, resist, challenge, and/or reaffirm particular educational practices is at the heart of educational research. Unfortunately, educational research is commonly accessed solely by those in the field of education, and often only at the level of academia. It can feel like educational researchers read and write for each other, and that changes in schooling move at a very slow pace.

In order to meet the needs of students, parents, teachers, school leaders, and communities, we must choose topics and develop research studies that are relevant and meaningful to contemporary schooling. Moreover, we may need to go beyond our typical publication possibilities so that what we learn is distributed in a way that can be accessed by those inside and outside of the field. Some of the current social justice concerns in education include the following: charter schools, school vouchers, high-stakes testing and funding for testing and test preparation, access to technology, over-identification of students of color and English learners in special education, corporatization of schooling, wealth disparities between schools, governance of curricular decisions, cost of higher education, etc.

How might we more effectively engage in and utilize educational research that addresses injustices in education? How might we better negotiate inequalities during the research process? How might we attend to such issues as power and representation? How might we more strategically and holistically distribute research findings? Thank you for coming to the MWERA conference in Cincinnati in 2018 to explore these issues - and more!

I invite you to participate in this conference to renew and establish collegial friendships as well as enrich your professional knowledge. Please visit with me during the conference if there is anything that I can do to enhance your experience.



Kind regards,  
Laney Bender-Slack  
MWERA Vice President and 2018 Annual Conference Program Chair

## **MWERA Registration Desk: Conference Level** *\*Stop here upon arrival!*



Wednesday, October 24th: 11:30 PM - 6:00 PM

Thursday, October 25th: 7:30 AM - 6:00 PM

Friday, October 26th: 7:30 AM - 11:30 PM and 1:30-3:00



## **Quiet Room: Conference Level**

Wednesday, October 26: 12:00 PM – 11:59 PM

Thursday, October 27: 7:00 AM – 11:59 PM

Friday, October 28: 7:00 AM – 6:00 PM

## **Your Role at MWERA**

### **Session Chair Responsibilities**

- Check on AV and begin session on time.
- Introduce the session and the speakers.
- Organize and keep a strict timeline.

### **Session Discussant Responsibilities**

- Read the papers/take notes regarding each presentation.
- Provide a brief synthesis of the papers.
- Lead an interactive question-and-answer period.

### **Conference Participant Responsibilities**

No matter how you are involved in the conference, you can do the following:

- Attend many sessions.
- Provide thoughtful, constructive feedback on others' work.
- Be present, friendly, and collegial.
- Attend business meetings, and get involved.

## **IMPORTANT EVENTS!**

*Mark these on your calendar.*

Wednesday

- ❖ **New Member and First-Time Attendee Welcome Session:** Hosted by Member-at-Large Dan Quinn and Conference Program Chair Laney Bender-Slack. All new MWERA members and first-time conference attendees are welcome to learn about the conference, how it is organized, and how to make the most of your time.
- ❖ **An Introduction to Publishing:** Hosted by Members of the editorial team from MWERA's journal, The Mid-Western Educational Researcher.
- ❖ **Opening Night Welcome Reception:** Hosted by the MWERA Board members. All our welcome!

### Thursday

- ❖ **MWERA Opening Session and Continental Breakfast:** Hosted by President Kate Akers and Conference Program Chair Laney Bender-Slack. All conference participants are welcome!
- ❖ **Poster Sessions:** Come see these first thing in the morning!
- ❖ **MWERA Association Council and Division Chair Business Luncheon:** For Council and Chairs only.
- ❖ **MWERA Presidential Address:** Hosted by President Kate Akers
- ❖ **MWERA President's Reception (Cincinnati-themed):** Hosted by President Kate Akers. All our welcome to enjoy a cold beverage, some favorite Cincinnati food, and quality conversation!

### Friday

- ❖ **Continental Breakfast:** Hosted by Division Chairs and Association Council
- ❖ **MWERA General Business Meeting:** MWERA leadership will present reports on this year's activities. All MWERA members will also have the opportunity to vote on future leadership for MWERA. All are encouraged to attend.
- ❖ **Division Business Meetings:** Hosted by current chairs. All participants are encouraged to attend.
- ❖ **Keynote Speaker and Luncheon:** See details below.

### **Friday Luncheon Keynote Address**



Our luncheon keynote address will feature Libby Hunter, co-founder of WordPlay, Cincy. WordPlay is nestled in an old storefront of the historic and diverse Cincinnati neighborhood of Northside, where claw-footed bathtubs filled with pillows and surrounded by canopies and marvelous wooden animals, invite young readers and writers into a world of imagination and storytelling. Outside, the childhood poverty rate in Cincinnati is at **52%** (fourth in the country) and at an abhorrent **74%** for our African-American children. But at WordPlay, children and teens across Greater Cincinnati grow into lifelong learners so they can break the generational cycles of poverty. Collaborating with local schools and communities the WordPlay community nurtures young participants from all backgrounds through personal discovery and academic skill-building programs with reading, writing and connecting at their core.

Prior to co-founding WordPlay, Libby has worked and volunteered for numerous nonprofit organizations covering a range of causes from environmentalism and sustainability to education and building community. Libby earned her BA in East European Studies from the University of Massachusetts, an MA in Central Eurasian Studies from Indiana University, with additional work and research on issues of ethnic identity in Budapest, Hungary and Transylvania, Romania. After serving as a Fulbright Research Fellow in Budapest, Libby left academic pursuits for the nonprofit world, spanning work overseas and at home with the East European Village Project, the Hungarian Red Cross and Catholic Social Services. Serving as Executive Director of WordPlay since its inception in 2012, Libby has led the growth of the non-profit organization from an all-volunteer storefront operation in its first year to two locations with a staff of 6, reaching over 200 students each week in 2018.

Keynote address: Friday, October 26th, at 11:30 PM in the Grand Ballroom.



## **General Conference and Hotel Information**

The 2018 Annual Meeting of the Mid-Western Educational Research Association will be held from Wednesday, October 24, to Friday, October 26, at the Kingsgate Marriott Conference Center in Cincinnati, Ohio. On Wednesday, conference registration will begin at 11:30 AM. Peer-reviewed research in progress, paper presentations, best practice forums, workshops, business meetings and social events will be offered Wednesday afternoon through Friday afternoon.

Meeting Registration is expected of everyone attending or participating in the 2018 Annual Meeting of the Mid-Western Educational Research Association. Advance payment for full registration for the meeting and current MWERA membership dues are expected of everyone. Registrants are provided a MWERA - 2018 name tag, which must be worn at all times during the conference. Those planning to attend MWERA - 2018 are strongly encouraged to pre-register for the conference and the pre-conference workshops and to make hotel reservations as soon as possible. Both conference pre-registrations and hotel reservations must be received by October 3, 2018. Conference registrations after October 3rd may not be received in time for processing. On-site payment in the form of cash or a personal check will be required. On-site registration and packet pick-up will be available at the registration desk on the ground floor (foyer area) of the Kingsgate Marriott Conference Center at the following times:

Wednesday, October 26: 11:30 PM - 6:00 PM

Thursday, October 27: 7:30 AM - 6:00 PM

Friday, October 28: 7:30 AM - 11:30 PM and 1:30-3:00

Membership in the Mid-Western Educational Research Association provides reduced conference registration fees and access to the Mid-Western Educational Researcher, the official MWERA publication. Attendees are encouraged to join. Conference participants must be paid members for 2018.

#### *Other Important Dates to Remember*

- Hotel Reservations: Before October 3, 2018 for conference rate
- Upload Full Papers for Conference: October 13, 2018
- MWERA Annual Conference: October 24-26, 2018

**Expectations of Presenters:** All persons, including graduate students, presenting at the 2018 Annual Meeting are expected to be members in good standing and to register for the full meeting. Presenters whose papers have been accepted to a session with a Session Chair and/or Session Discussant are expected to upload a completed version of their conference paper through the MWERA website or email the full paper to the corresponding session chair and discussant two weeks before the conference starting date (by October 13, 2018). Papers not uploaded to the website or received by the Session Chair and Discussant by this date may be dropped from the program. Presenters should provide copies of their papers in either paper or electronic form to attendees at their sessions.

LCD projectors and screens will be provided by MWERA in presentation rooms. Presenters needing additional computer or audio-visual equipment must make their own arrangements for such equipment (rental from the hotel may be possible at the presenter's own expense).

MWERA reserves the right to reproduce and distribute summaries and abstracts of all accepted proposals, including making such works available in a printed Program Abstract, on the MWERA website, and in press releases promoting the Annual Meeting and the organization. As a condition of acceptance, all authors of papers accepted to the 2018 Annual Meeting explicitly grant MWERA the right to reproduce their work's summary and/or abstract in these ways. Such limited distribution does not preclude any subsequent publication of the work by the author(s).

*Authors of accepted proposals assume the ethical and professional responsibility to appear at the Annual Meeting and to participate in their presentation or assigned session. When circumstances preclude the author(s) from doing so, it is the responsibility of the author(s) to arrange a suitable substitute and to notify the Program Chair in advance.*

### **Register for Conference and Paying for Registration and Membership**

Registration for the Annual Meeting is available through our secure Online Store. Alternatively, you may print and mail this Registration Form.

### **Reserve a Room at Kingsgate Marriott Hotel**

*Room reservations for Kingsgate Marriott: October 3, 2018 (A block of rooms has been reserved; first-come, first served!)*

### **Address and Directions to Kingsgate Marriott**

**Address:** 151 Goodman St, Cincinnati, OH 45219

**Phone:** (513) 487-3800



**Shuttle:** If you would like to take a shuttle from the airport, the hotel recommends Executive Transportation. You can reserve a ride at 1-859-261-8841 or [www.executivetransportation.org](http://www.executivetransportation.org).

### **Driving directions**

From I-71 take MLK exit and head west to I-75 N to Hopple Street exit (exit #3 on right). Turn left at the light onto Hopple Street. You will now be traveling east. Cross over I-75, follow road up hill. Street changes to Martin Luther King Dr. Go eight traffic lights and turn left on Eden. Go left on Goodman and Conference Center will be on the left. For self-parking: enter the garage, proceed DOWN the ramp and park near one of the RED Kingsgate elevator banks.

### **Parking**

On-site parking, fee: 5 USD daily

## Session Formats

**Paper Presentation** Paper sessions are intended to allow presenters the opportunity to make short, relatively formal presentations in which they summarize their papers to an audience. Three to five individual papers dealing with related topics are grouped into a single 70-minute session. Each paper presentation is allowed approximately 12 minutes (depending on the number of presentations in a given session) to present the highlights of the paper. A Session Discussant is also allowed 10-15 minutes, following all papers, for comments, synthesis, and/or constructive feedback. A Session Chair moderates the entire session, keeping time for each speaker. Ideally, presenters should provide all interested audience members complete copies of their papers, a link to the full paper, or a one-page summary of the study highlights along with their contact information.

**Poster Sessions** are intended to provide opportunities for interested individuals to participate in a dialogue with the presenter(s). Presenters are provided an area in which to display a table-top poster, ancillary handouts, or a laptop. Ideally, presenters should provide complete copies of their papers to all interested audience members or, if not feasible, should bring a one-page summary of the study highlights along with their contact information. The size of the poster board is three (3) feet wide and five (5) feet tall for the MWERA Conference. All poster sessions will run concurrently, beginning at 8:00 am, Thursday morning.

**Symposia** are intended to provide an opportunity for examination of specific problems from a variety of perspectives. Symposium organizers are expected to identify the topic or issue, identify and ensure the participation of individual speakers who will participate in the session, prepare any necessary materials, and facilitate the session. It is suggested that the speakers or symposium organizer provide interested individuals with one (or more) papers relevant to and/or drawn from the symposium.

**Workshops** are intended to provide an extended period of time during which the workshop leader helps participants develop or improve their ability to perform some process (e.g., how to provide clinical supervision, use the latest features of the internet, or conduct an advanced statistical analysis). Organizers are responsible for providing all necessary materials for participants. Workshops are scheduled throughout the conference.

**Alternative Sessions** (form, topics, and format) are limited only by the imagination and creativity of the organizer. These options are intended to afford the most effective method or approach to disseminating scholarly work of a variety of types. The organizer of alternative sessions is responsible for all major participants or speakers, developing and providing materials, and chairing the session.

**Best Practice Forums** provide opportunities for individuals or groups to present “best” or “promising” practices impacting both K-12 and higher education. These sessions highlight unique and innovative programs that have demonstrated promise for improving and enhancing educational practices. Presenters will be grouped by similar topics to facilitate discussion among the groups and audience.

**Research in Progress Roundtables and Sessions** afford individual researchers, particularly graduate students and early-career scholars, the opportunity to submit evidence-based works that are not fully realized and/or completed, but have enough progression and fidelity to warrant dissemination and discussion among peers. For example, roundtable sessions on Research in Progress can be arranged to provide student-participants/new scholars with an opportunity to receive comments on their research in progress for feedback to enhance its potential for publication or presentation at a professional conference.

**Panel Presentations** is a group of presenters (3 to 5) that have been organized by a session chair (or collaboration of teachers and students) around a theme of their choice. The panelists could discuss a topic as a group rather than giving individual papers with active engagement of the audience.



### **MWERA Distinguished Paper Award and Publication Opportunities**

Annually, the *Mid-Western Educational Researcher* editors select candidates from all submitted conference papers for Distinguished Paper consideration. Conference discussants will be asked to provide feedback about each completed paper in their sessions; forms will be provided in their conference packets. To be considered, a full paper must be uploaded to the All-Academic website by the start of the conference. Proposals, outlines, and other incomplete submissions will not be considered.

One paper will be chosen to represent MWERA at the American Educational Research Association conference in Washington, DC, in April 2019. MWERA's Association Council and *MWER* editors will collaborate to select a single paper for this honor. You must be able to attend the AERA conference and present the paper in order to be eligible. A \$150 stipend to cover registration expenses will be awarded by the MWERA Board of Directors.

If your paper is selected you will be contacted about your ability to attend AERA and your wish to begin the peer review process and potentially publish in *MWER*. Other strong papers that were in the running may also receive an invitation to submit to *MWER*. All presenters from the MWERA annual conference are encouraged to submit manuscripts through the regular submission process (details can be found at <https://www.mwera.org/MWER/info-for-authors.html>).

If you have any questions about either process, please contact Debra Miretzky or Sharon Stevens at [mwer1316@gmail.com](mailto:mwer1316@gmail.com)

As was done last year, the Mid-Western Educational Researcher editors, with the assistance of annual meeting discussants who choose to provide feedback, will select candidates from each division for Distinguished Paper consideration. Discussants will be asked to provide feedback about each completed paper in their sessions; forms will be provided in their conference packets. To be considered, a full paper must be uploaded to the All-Academic website by the start of the conference. Proposals, outlines, and other incomplete submissions will not be considered. If your paper is selected you will be contacted regarding your wish to begin the peer-review process and potentially publish in *MWER*. If your paper is not selected as the division representative, we nonetheless highly encourage you to submit your manuscript to *MWER* through the regular submission process.

One paper from the twelve Division Distinguished Papers will be chosen to represent MWERA at the AERA conference in Toronto, Canada in April 2019. MWERA's Association Council and *MWER* editors will collaborate to select a single paper for this honor. You must be able to attend the AERA conference and present the paper in order to be eligible. A \$150 stipend to cover registration expenses will be awarded by the MWERA Board of Directors.

# MWERA Leadership 2017-2018

## Board members:

President: Kate Shirley Akers, Kentucky Center for Statistics

President Elect: Vacant

Vice President/Program Chair: Laney Bender- Slack, Xavier University

Vice President Elect: Joe Schroer, Miami University

Secretary: Ting Li, University of Toledo

Immediate Past President: Aimin Wang, Miami University

Member-at-Large: Dan Quinn, Public Policy Associates, Inc.

Executive Director: Gordon Brooks, Ohio University

Webmaster: Tom Smith, Northern Illinois University

## MWER Editorial Team

Debra Miretzky, Western Illinois University, D-Miretzky@wiu.edu

Sharon Stevens, Western Illinois University, sr-stevens2@wiu.edu

Krista Bowers-Sharpe, Western Illinois University, KA-Bowers-Sharpe@wiu.edu

Mahrya Carncross, Western Illinois University, M-Carncross@wiu.edu

Chase Catalano, Western Illinois University, C-Catalano2@wiu.edu

## Association Council

### 2016-2018 AC

Gary Daytner,	Western Illinois University
Brandon Hensley,	Illinois State University
Janet Holt,	Illinois Educational Research Council
Jenny Kilgore,	Miami University
Rashmi Sharma,	University of West Florida
Timothy Sheldon,	University of Minnesota
Jinghua Zhang,	Miami University
David Walker,	Northern Illinois University

### 2017-2019 AC

Katie Cripe,	Youngstown State University
Tawanda Gipson,	Northern Illinois University
Cynthia Campbell,	Northern Illinois University
Todd Reeves,	Northern Illinois University
Sharon Stevens,	Western Illinois University
Winston Vaughan,	Xavier University
Nicole Williams,	University of Findlay

### 2018-2020 AC

Mary Bair,	Grand Valley State University
Mark Beasley,	University of Alabama at Birmingham
Cynthia Campbell,	Northern Illinois University
Dustin Derby,	Palmer College
John Gillham,	University of Findlay
Linda Leavitt,	Lindenwood University
Kwabena Ofori-Attah,	Central State University
Teresa Young,	Xavier University

\* Assistant Executive Director      Sharon McNeely, educational consultant

**Congratulations to our Newly Elected Officers (start at Board Meeting immediately following the 2018 conference)**

Vice President Elect      Nicole Williams, University of Findlay  
Member-at-Large

Ting Li, University of Toledo  
Secretary      Rashmi Sharma, University of West Florida

*Interested in being a part of MWERA leadership?* Please contact any member of the current MWERA Board, or email MWERA18@gmail.com.

- Interested in some MWERA merchandise? Check it out:

<https://obisswag.com/search?q=mwera>

## **MWERA 2018 Conference Program Committee**

**Program Chair:** Laney Bender-Slack, Xavier University, mwera2018@gmail.com

**Program Co-Chair:** Joe Schroer, Miami University, wanga@miamich.edu

### **MWERA Conference Division Chairs 2018**

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#### **A – Administration, Organization, & Leadership**

This division is concerned with research, theory, development, and the improvement of practice in the organization and administration of education.

Chair: Eric Dimmitt  
Cardinal Stritch  
[ejdimmitt@stritch.edu](mailto:ejdimmitt@stritch.edu)

Co-Chair: John Gillham  
University of Findlay  
[Gillham@findlay.edu](mailto:Gillham@findlay.edu)

#### **B – Curriculum Studies**

This division is concerned with curriculum and instructional practice, theory, and research.

Chair: Lynda Leavitt  
Lindenwood University  
[lleavitt@lindenwood.edu](mailto:lleavitt@lindenwood.edu)

Co-Chair: Mary Ruettgers  
Lindenwood University  
[mrueggers@lindenwood.edu](mailto:mrueggers@lindenwood.edu)

#### **C – Learning & Instruction**

This division is concerned with theory and research on human abilities, learning styles, individual differences, problem-solving, and other factors.

Chair: Joe Schroer  
Miami University  
[schroeje@miami.oh.edu](mailto:schroeje@miami.oh.edu)

Co-Chair: Angela Miller  
University of Cincinnati Blue Ash  
[millai@ucmail.uc.edu](mailto:millai@ucmail.uc.edu)

#### **D – Measurement & Research Methodology**

This division is concerned with measurement, statistical methods, as well as both quantitative and qualitative research methods as applied to education.

Chair: Dustin Derby  
Palmer College  
[dustin.derby@palmer.edu](mailto:dustin.derby@palmer.edu)

Co-Chair: Lauren Angelone  
Xavier University  
[Angelonel@xavier.edu](mailto:Angelonel@xavier.edu)

#### **E – Counseling & Human Development**

This division is concerned with the understanding of human development, special education, and the application and improvement of counseling theories, techniques, and training strategies.

Chair: Tracey Stuckey-Mickell  
Ohio State University  
[stuckey-mickell.1@osu.edu](mailto:stuckey-mickell.1@osu.edu)

Co-Chair: Cheng Lu  
Miami University  
[Luc9@miamioh.edu](mailto:Luc9@miamioh.edu)

#### **F – History & Historiography**

This division is concerned with the findings and methodologies of historical research in education.

Chair: Rick Breault  
Ashland University  
[rbreault@ashland.edu](mailto:rbreault@ashland.edu)

Co-Chair: Wenting Xie  
Miami University  
[xiew2@miamioh.edu](mailto:xiew2@miamioh.edu)

### **G – Social Context of Education**

This division is concerned with theory, practice, and research on social, moral, affective, and motivational characteristics and development, especially multicultural perspectives.

Chair: Jenny Kilgore  
Miami University  
[kilgorja@aol.com](mailto:kilgorja@aol.com)

Co-Chair: Yu Zhong  
Miami University  
[zhongy14@miamioh.edu](mailto:zhongy14@miamioh.edu)

### **H – Research, Evaluation, & Assessment in Schools**

This division is concerned with research and evaluation to improve school practice, including program planning and implementation.

Chair: Tawanda Gipson  
Northern Illinois University  
[Tgipson1@niu.edu](mailto:Tgipson1@niu.edu)

Co-Chair: Kawabena D. Ofori-Attah  
Central State University  
[kofori-attah@centralstate.edu](mailto:kofori-attah@centralstate.edu)

### **I – Education in the Professions**

This division is concerned with educational practice, research, and evaluation in the professions (e.g. medicine, nursing, public health, business, law, and engineering).

Chair: Rick Breault  
Ashland University  
[rbreault@ashland.edu](mailto:rbreault@ashland.edu)

Co-Chair: Mary Bair  
Grand Valley State University  
[bairma@gvsu.edu](mailto:bairma@gvsu.edu)

### **J – Postsecondary Education**

This division is concerned with a broad range of issues related to two-year, four-year, and graduate education.

Chair: Maureen O'Connor  
CUNY-Hunter College  
[Mwera.divj@gmail.com](mailto:Mwera.divj@gmail.com)

Co-Chair: Anne Edwards  
Northern Illinois University  
[aedwards8@niu.edu](mailto:aedwards8@niu.edu)

### **K – Teaching & Teacher Education**

This division is concerned with theory, practice, and research related to teaching at all levels and in-service and pre-service teacher education, including field experiences and mentoring.

Chair: Nicole Williams  
University of Findlay  
[Williamsn1@findlay.edu](mailto:Williamsn1@findlay.edu)

Co-Chair: Jennifer Olson  
University of Illinois at Chicago  
[jolson21@uic.edu](mailto:jolson21@uic.edu)

### **L – Educational Policy & Politics**

This division is concerned with educational policy as well as political, legal, and fiscal matters related to education.

Chair: James Pippin  
Michigan State University  
[pippinja@msu.edu](mailto:pippinja@msu.edu)

Co-Chair: Vacant



## Walking Distance from Hotel

### **Chipotle**

Casual Mexican  
Burritos and Tacos

### **Mecklenburg Gardens**

Traditional German Recipes  
Beer Garden

### **Dunkin Donuts**

Quick Breakfast and Coffee  
Shop

### **Zoup Cincinnati**

Award Winning Soups,  
Salads and Sandwiches

### **Cactus Pear**

Modern Southwestern  
Recipes and Margaritas

### **Corinthian Restaurant**

Authentic Greek Recipes and  
Famous Pizza

### **Fusian**

Modern, Creative Build-Your-  
Own Sushi Rolls

### **Starbucks (UC Hosp)**

Contemporary Coffee Shop  
and Bakery

### **Gold Star Chili**

Quick, Casual  
Cincinnati-style chili

## Restaurants on Short Vine

### **Alabama Que**

BBQ and Home of the  
Turkey Tips

### **Cock and Bull**

Famous Fish and Chips

### **Ladder 19**

American Bar and Grill

### **Caribe Carryout**

Caribbean Carryout

### **Martino's On Vine**

Signature Hoagies

### **Island Frydays**

Jamaican Cuisine

### **Wingstop**

Aviation Themed Wings

### **Which Wich?**

Superior Sandwiches

### **Mio's Pizza**

Signature Pizza

### **Taste of Belgium**

Belgium Bistro

### **Steak and Lemonade**

As the name suggests!

**University Square (Calhoun and McMillan Street)**

**Keystone Bar and Grille**

Casual Pub w/ Mac and Cheese

**Mr. Sushi**

Japanese Cuisine

**Adriatico's**

New York Style Pizza and Sports Bar

**Floyd's Cincinnati's**

Middle Eastern Recipes

**French Fry Heaven**

Inspired Fries, Tenders and chips

**Chicago Gyros Highway 55**

American Classic Diner

**Dibella's**

40's NYC Style Sandwich Shop

**Drunken Bento**

Sushi Rolls/ Korean Dishes

**Elephant Walk**

Ethiopian & Indian Recipes

**Panera Bread**

Bakery and Café

**Buffalo Wild Wings**

American Casual Sports Restaurant

**Cilanto Vietnamese**

Pho Noodle Soups

**King Wok**

Traditional Chinese Food

**Mac's Pizza Pub**

Classic Pizza and Sports Bar

**Jimmy John's**

Sandwiches Galore

**Ludlow Avenue (Gaslight District)**

**J. Gumbo**

Cajun Gumbo

**Skyline Chili**

Cincinnati's Fav Chili

**Dewey's Pizza**

New York Style Pizza and Sports Bar

**Biagio's Bistro**

Classic, Casual Italian

**Ambar India**

Northern Indian Dishes

**Amol Indian**

Indian Lunch Buffet and Carryout

**Postmark**

American Eatery

**Habenero**

Casual Spicy Latin Recipes

**Proud Rooster**

Casual Eatery

**Marrakech Moroccan**

Recipes of Morocco

**Mediterranean King**

Authentic Mediterranean Cuisine

**Los Potrillos**

Mexican Cuisine

**Bruegger's Bagels**

NYC Style Bagels

MWERA Conference: October 24-26, 2018  
Kingsgate Marriott Conference Center in Cincinnati, Ohio



*Discover unparalleled service and convenience. This Cincinnati hotel showcases modern décor and stylish meeting spaces to create a unique setting for business and leisure.*

Conference Center

- Premier conference center
- Stylish meeting spaces
- 26 meeting rooms
- Complimentary wireless Internet
- Green meeting space
- Two amphitheaters
- On-site restaurant and lounge
- Inviting lobby fireplace
- Marriott's Meeting Services App



**KINGSGATE MARRIOTT CONFERENCE CENTER AT THE UNIVERSITY OF CINCINNATI**  
Conference Level







## KINGSGATE MARRIOTT CONFERENCE CENTER AT THE UNIVERSITY OF CINCINNATI

Ballroom Level



KINGSGATE MARRIOTT CONFERENCE CENTER AT THE UNIVERSITY OF CINCINNATI • 51 Goodman Drive Cincinnati Ohio 45219 USA • 513-487-3800

### Hotel

- Spacious guest rooms
  - Standard rooms \$149
  - Fitness center
  - Reservation links for attendees
  - Mobile check-in
  - Business center
  - Parking \$5.00 daily
- Bus shuttle (\$36 roundtrip) to and from the airport for those flying into CVG
  - Restaurants within walking distance - and many others to choose from about a mile away
  - Cincinnati Zoo within walking distance
  - The conference center is about ten minutes to downtown, so a short bus or Uber ride away from the Ohio River, National Underground Freedom Center, Over the Rhine, Cincinnati Museum Center at Union Terminal, the Banks, etc.

## Conference Schedule by Day

Wednesday, October 24 2018

### **W.1200.MT MWERA New Member and First--Time Attendee Welcome Session**

MWERA --- Special Event

Wednesday, 12:00 PM to 1:10 PM --- Mt. Auburn

### **W.1200.AM Introduction to R: The Basics**

D - Measurement and Research Methodology --- Workshop

Wednesday, 12:00 PM to 1:10 PM --- Amphitheater II (Room 144)

Presenters Pornchanok Ruengvirayudh, University of La Verne; Hoan Do, Ohio University; Abdulmajeed Alharbi, Ohio University; Fatimah A Al Abdullatif, Ohio University; Gordon Brooks, Ohio University; Beryl Neequaye, Ohio University

#### **ABSTRACT**

The primary purpose of this workshop is to introduce the free and powerful software package R and to prepare workshop participants to use R for research and applied statistics. In particular, the workshop will be divided into three main parts: (a) running R, including installing packages, (b) data management in R, and (c) performing common descriptive statistics, inferential statistics, and creating graphs in R. The workshop will assume no previous knowledge of R. Participants should bring their own computers with R already installed. The R installation program (and instructions for installation) can be downloaded from one of the mirror sites available via the CRAN link at [www.r-project.org/](http://www.r-project.org/). We also recommend that R-Commander (called Rcmdr) be installed and loaded prior to the workshop, if possible (but this is not required). Some users might also want to install RStudio before the workshop ([www.rstudio.com/products/rstudio/download/](http://www.rstudio.com/products/rstudio/download/)). Handouts will be provided during the workshop.

### **W.1200.MT Using Participatory Action Methodologies to Inform Research and Practice in the K-12 Setting**

H - Research, Evaluation, & Assessment in Schools --- Workshop

Wednesday, 12:00 PM to 1:10 PM --- Mt. Washington (Room 143)

Presenters Heather L Vilvens, University of Cincinnati; Kristen A Haddad, University of Cincinnati and Cincinnati Children's Hospital Medical Center

#### **ABSTRACT**

The purpose of this workshop is to address the need for more relevant and meaningful education research in the K-12 setting by providing an overview of two participatory action research (PAR) methodologies (Group Level Assessment and Photovoice) that can be used as approaches to address contemporary schooling issues. These methodologies can be employed to develop topics and research studies that are useful to the needs of various stakeholders in the K-12 setting. This workshop will describe the philosophical, theoretical, and methodological foundations of PAR, and explain how PAR methodologies can be employed in school settings to produce tailored, contextual research findings and future action steps to create real change.

### **W.1200.MT Leveraging Strengths and Addressing Growth Areas in One's Writing Practice**

J - Postsecondary Education --- Workshop

Wednesday, 12:00 PM to 1:10 PM --- Mt. Storm (Room 140)

Presenter Laura Harrison, Faculty

#### **ABSTRACT**

This interactive workshop will help participants leverage the strengths and address the growth areas they identify in their writing practice. Presenters will provide strategies for overcoming common issues such as writer's block, time management, and fear of manuscript rejection. Presenters will engage participants in hands-on activities designed to provide the practice needed to develop effective writing habits, increase clarity of expression, write for multiple audiences, and decipher reviewer feedback. As reviewers for multiple journals and authors of several books, we also hope to demystify the publication process for those less familiar with this topic. We envision using approximately half our time on group instruction and half on individual consultation with participants. Our goal in this arrangement is to offer material relevant to the group while allowing time for assistance with questions unique to each individual.

### **W.1200.MT Advances in Educator Preparation Through Technology**

K - Teaching and Teacher Education --- Paper Session

Wednesday, 12:00 PM to 1:10 PM --- Mt. Lookout (Room 136)

Chair Teresa L Young, Xavier University  
Discussant jennifer olson, University of Illinois at Chicago

#### PRESENTATIONS

- Educator Preparation Provider and Technology Integration Brendon D Moody, University of Findlay
- Perceived Benefits, Perceived Barriers and Gender Stereotypes about the Use of Computer Games in Math Education among Pre-service Teachers Xiongyi Liu, Cleveland State University; patrick wachira, Cleveland State University; Roland Pourdavood, Cleveland State University; Selma Koc, Cleveland State University
- Effects of Video Reflection on Pre-Service Teachers' Practice Scott Gibbons, University of Cincinnati; Amy N. Farley, University of Cincinnati

#### **W.0120.AM Social Justice and Leadership: Creating a paradigm shift**

B - Curriculum Studies --- Paper Session

Wednesday, 1:20 PM to 2:30 PM --- Amphitheater II (Room 144)

Discussant Francis E Godwyll, University of West Florida

#### PRESENTATIONS

- Adjudicated Minors and Program Satisfaction: Analyzing Treatment Attitude and Infractions Bradley B Lanier, University of Cincinnati; William T. Miller, University of Cincinnati; Doyun Koo, University of Cincinnati
- Black Boys and Text: A Study of Dialogic Literacy Experiences Mellissa Gyimah, University of Illinois Chicago; Angela Joy Fortune, University of Illinois Chicago
- Teaching Leadership in the 21st Century: Francesco G Giuseffi, Lindenwood University

#### ABSTRACT

This session will provide attendees with an opportunity to rethink current perspectives on leadership, issues of social justice and juvenile detention.

#### **W.0120.MT Modern-Look Graphic Representations in Tableau**

D - Measurement and Research Methodology --- Workshop

Wednesday, 1:20 PM to 2:30 PM --- Mt. Washington (Room 143)

Presenters Pornchanok Ruengvirayudh, University of La Verne; Beryl Neequaye, Ohio University

#### ABSTRACT

This workshop will demonstrate how to use Tableau, a user-friendly analytic and statistical program, to quickly create outstanding graphic representations that help users visualize their data at a glance. A brief overview of introductory statistics will be provided so that participants will be able to use Tableau to create basic graphs (e.g., bar charts, line graphs, scatter plots, heat maps) that are helpful in data visualization, presentation, and publication. Tips for customizing graphic representation to appropriately and interestingly represent the data will be included. Participants will work in small groups (or individually) in the final part of the workshop. Data will be provided for use during the workshop. Participants can also bring their own data to the workshop to work on in small groups or individually. Participants are encouraged to download and install a free 14-day-full-version trial of Tableau on their own computers prior to attending the workshop. Tableau can be downloaded by following appropriate links (i.e., <https://www.tableau.com/products/desktop>).

#### **W.0120.MT Early Childhood Education**

K - Teaching and Teacher Education --- Paper Session

Wednesday, 1:20 PM to 2:30 PM --- Mt. Lookout (Room 136)

Chair jennifer olson, University of Illinois at Chicago

Discussant jennifer olson, University of Illinois at Chicago

#### PRESENTATIONS

- Appropriating Research-Based Approaches to Vocabulary Instruction in an Urban Elementary School: A Case Study Susan Watts-Taffe, University of Cincinnati; Lori Foote, University of Cincinnati; Alicia Boards, University of Cincinnati
- Are Early Childhood Teacher Candidates Prepared for Culturally Diverse Classrooms? Shauna Torrington, Ohio University; Danielle Dani, Ohio University; LISA M HARRISON, Ohio University
- The Self-Perception of Reluctant Readers: A Study on the Impact of Targeted Instructional Strategies Hannah Chai, Wright State University; Stephanie Althuler, Brookville Intermediate School
- Tools in the Toolbox: Using yoga to increase physical activity, math performance and lower test anxiety in elementary school children. Melissa Dreisbach, The University of Akron, School of Sport Science and Wellness Education

**W.0120.MT Giving Voice to Marginalized Stakeholders in Education and Policymaking**

L - Educational Policy and Politics --- Research in Progress Session

Wednesday, 1:20 PM to 2:30 PM --- Mt. Storm (Room 140)

Chair Joshua Childs, University of Texas at Austin

Discussant Gabriela Gui, Grand Valley State University

**PRESENTATIONS**

- A Study of Kentucky Parents' Perspectives on School Choice Katherine Robershaw, University of Kentucky; Kelly D Bradley, University of Kentucky
- Exploring How to Empower Teacher Voice Kristina Slusser, University of Cincinnati
- Growing Up & Going to School in Different Urban Spaces K Milam Brooks, University of Illinois at Chicago

**ABSTRACT**

This research in progress session includes presentations of three projects that each focus on populations often marginalized in education policymaking. One study examines how parents perceive school choice policies in Kentucky. Another looks at how to support and empower teachers in policymaking processes. Finally, the third paper explores the ways in which migrant children navigate the experience of attending an affluent private school in a different neighborhood.

**W.0240.MT Innovation in the STEM learning environment**

C - Learning and Instruction --- Research in Progress Session

Wednesday, 2:40 PM to 3:50 PM --- Mt. Storm (Room 140)

Chair Ashley Vaughn, University of Cincinnati

**PRESENTATIONS**

- The efficacy of educational robotics in an integrated STEM elementary curriculum Colleen Cannon-Ruffo, Northern IL University
- Supporting Students' Collaboration Through Interventions to Teach Group Roles Anna Fricano DeJarnette, University of Cincinnati; Gabrielle Wilson, University of Cincinnati; Edana Wilke, University of Cincinnati
- Emerging Trends: Stereoscopic Three-Dimensional Learning in Higher Education Jared Wuerzburger, Indiana State University

**ABSTRACT**

This research in progress session focuses on the impact of technology based teaching practices in the STEM environment. The effectiveness Team Roles during collaborative learning rounds out the session.

**W.0240.AM Overcoming some of the hurdles that the pool of teaching applicants must overcome**

G - Social Context of Education --- Paper Session

Wednesday, 2:40 PM to 3:50 PM --- Amphitheater II (Room 144)

Chair Terry Husband, Illinois State University

Discussant Dominique M. Brown, Miami University

**PRESENTATIONS**

- "...But They Don't Make No Money:" Historical Trends in African American Education and its impact on the percentages of African American teachers and administrators in public school settings Patrick Spearman, Youngstown State University
- Positive Motivational Factors for African Americans Pursuing Doctoral Degrees to Acquire Tenured Faculty Positions Kirby Overton, University of Findlay
- When All You Have is a Hammer: Supplementing Trigger Warnings with Critical Pedagogies and Reflection Victoria L. Dickman-Burnett, University of Cincinnati
- Why Teacher Voice Matters: Providing Voice for Teachers Working in a Diverse Context Richard Snyder, Wartburg College
- Development of Self-regulation Survey of Getting Up Early scale Yanling Yang, Miami University, Oxford; Ru Yaru, Miami University, Oxford; Aimin Wang, Miami University
- Exploring Factors Related to Acceptance of 1:1 Devices among High School Students Victoria L Therriault, Northern Illinois University

**ABSTRACT**

Issues of diversity and their impact on the process of those pursuing a teaching career

**W.0240.MT      How a Facebook Group Created Community out of Isolation**  
 J - Postsecondary Education --- Best Practices Forum  
 Wednesday, 2:40 PM to 3:50 PM --- Mt. Washington (Room 143)  
 Presenters      Rebecca E Hornberger, Concordia University Chicago; Mary Lynn Crabtree, Concordia University of Chicago;  
 Amy Marie Varchmin, Concordia University; Michael Joseph Buttil, Ashland University; Donna Lynne Knight,  
 Keystone Local Schools; Margaret Aker, Concordia University Chicago

**ABSTRACT**

ABD, or all but dissertation, describes the doctoral student who has successfully completed coursework and passed comprehensives. After that very impressive achievement, the next and final step of completing and defending a dissertation is not an automatic and easy experience. The Ph.D. Completion Project estimates that the ten-year completion rate after starting the dissertation process is 55–64 percent in STEM, 56 percent in the social sciences, and 49 percent in the humanities. The Facebook Group Dissertation Smash was created more than three years ago to address the stress and isolation experienced by our students traveling through this process.

**W.0240.MT      Confronting the Classroom/Real-World Binary: Globally-Minded Courses in K-12 Teaching and Teacher Education**  
 K - Teaching and Teacher Education --- Best Practices Forum  
 Wednesday, 2:40 PM to 3:50 PM --- Mt. Lookout (Room 136)  
 Presenters      Delane Bender-Slack, Xavier University; Jill Parker, Xavier University; Jimmy McLean, EH Greene  
 Intermediate

**ABSTRACT**

Based on their experiences during a Fulbright-Hays grant, the presenters will provide a process to create globally-minded teaching and teacher education courses. With the goal of internationalizing their classrooms, the presenters will share how their experiential learning in Peru impacted their pedagogy. They will also share reflections and next steps.

**W.0400.MT      Preparing Culturally Relevant Practitioners: Exploring the Intersectional use of Theatre of the Oppressed & Currere**  
 B - Curriculum Studies --- Workshop  
 Wednesday, 4:00 PM to 5:45 PM --- Mt. Storm (Room 140)  
 Presenters      Rachel Radina, Miami University; Mary Webb, North College Hill Middle School; Genesis Ross, Miami  
 University

**ABSTRACT**

This workshop explores the intersectional use of Theatre of the Oppressed and Currere. Curriculum, Pedagogy and what counts as knowledge is contested both in higher education and in the K-12 classroom. By merging two transformative ways of knowing and understanding the world, Currere and Theatre of the Oppressed, we hope to provide tools for teacher educators and other practitioners to better prepare future teachers to be culturally relevant practitioners.

**W.0400.MT      An Introduction to Rasch Measurement Techniques (Using Free Rasch Ministeps Software)**  
 D - Measurement and Research Methodology --- Workshop  
 Wednesday, 4:00 PM to 5:45 PM --- Mt. Washington (Room 143)

**ABSTRACT**

Rasch analysis has revolutionized how instruments (tests, surveys) are developed in many fields of research. Rasch techniques have also improved how respondent performance can be communicated to stakeholders in a meaningful manner through tools such as Wright Maps. Although there are many technical issues associated with using Rasch methods, even for beginners it is possible to make great strides in research using Rasch techniques. This workshop will present an introduction to the use of Rasch measurement in social science research. The workshop will 1) provide an overview of Rasch theory, and 2) provide attendees practice in how Rasch measurement software can be applied in real world research. More specifically by the end of the workshop participants will have learned the basics of how to conduct a Rasch analysis of 1) a multiple-choice test, 2) a partial credit test, and 3) a rating scale survey. Participants are asked to bring a PC laptop downloaded with FREE Ministeps (Linnacre, 2018) software <http://winsteps.com/ministep.htm>. Attendees can also attend the workshop without the software.

**W.0400.MT      Asking ‘Why?’ in Educational Research: Understanding and Planning Cluster-randomized Studies**

### **Aimed at Detecting Mediation**

D - Measurement and Research Methodology --- Workshop

Wednesday, 4:00 PM to 5:45 PM --- Mt. Lookout (Room 136)

Presenters Kyle Cox, University of Cincinnati; ZUCHAO SHEN, University of Cincinnati; Benjamin Kelcey, University of Cincinnati

#### **ABSTRACT**

Mediation analysis allows educational researchers to compliment investigations of ‘what works’ with explanatory questions. Why was an intervention successful? Why did it fail? Cluster-randomized trials offer an experimental design that accounts for the hierarchical structure of educational settings (e.g., students nested in schools). However, mediation analysis and cluster-randomization add complexity to traditional study design. The purpose of this workshop is two-fold. First, we seek to increase knowledge and understanding of mediation among participants. Second, we seek to train participants how to plan efficient and effective studies of mediation in multilevel settings. To achieve these goals, we cover basic mediation analysis, planning cluster-randomized studies, and planning cluster-randomized studies of multilevel mediation. We use pertinent examples from educational research to make these topics accessible. Additionally, we demonstrate PowerUp! software and include hands-on practice planning cluster-randomized studies with this software.

### **W.0400.MT If I Could Turn Back Time: What the Boomers’ Teachers Can Teach Millennials’ Kids.**

F - History & Historiography --- Alternative Session

Wednesday, 4:00 PM to 5:45 PM --- Mt. Auburn

#### **ABSTRACT**

In this session, participants will read post-WWII teacher magazines as original source material and consider how the Progressive era-influenced emphasis on home life, poetry and the arts, student inventiveness and teacher autonomy might be adapted to current measurement-driven instructional settings. Participants will engage in small and large group reading and discussion and, as the focal point of the session, will create a two or three dimensional representation or role-play how a modern classroom might look if teachers were to creatively adapt pedagogy and curriculum from the 1940s to contemporary class settings. Implications for teacher preparation will also be considered.

### **W.0400.AM Current higher education topics**

J - Postsecondary Education --- Research in Progress Session

Wednesday, 4:00 PM to 5:45 PM --- Amphitheater II (Room 144)

#### **PRESENTATIONS**

- Mixed Methods Research in the Field of European Student Mobility Keanen McKinley, University of Cincinnati
- A Critical Analysis of Student Activism at the Urban Community College Everett Smith, University of Cincinnati
- Nurturing College-wide Interdisciplinary Collaboration for Graduate Students: An Action Research Project Angela Joy Fortune, University of Illinois Chicago; Alexios Rosario-Moore, University of Illinois at Chicago; Boyd Bellinger, University of Illinois at Chicago; Daniel Maggin, University of Illinois at Chicago
- Who’s Hiring: Influence of on-campus college employment on marginalized students’ success Rebecca Elliott, University of Cincinnati; Everett Smith, University of Cincinnati

#### **ABSTRACT**

Discuss interdisciplinary collaboration, student activism, student mobility and on-campus college employment

### **W.0530.2N MWERA Opening Night Welcome Reception**

MWERA --- Special Event

Wednesday, 5:30 PM to 7:30 PM --- 2nd Floor Lobby (Prefunction Space)

Thursday, October 25 2018

### **T.0730.SA MWERA Opening Session**

MWERA --- Special Event

Thursday, 7:30 AM to 7:50 AM --- Salon AB - 2nd Floor Grand Ballroom

### **T.0800.MT Division K Poster Session**

K - Teaching and Teacher Education --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Adams (Room 111)

#### **PRESENTATIONS**

- Becoming reflective practitioners through video-mediated learning labs Nancy DeFrance, GVSU
- Do Pop Quizzes Have a Positive Effect on Exam Grades? Victoria V. Frisch, Otterbein University
- Educate Global: Engaged International Field Experiences for Teacher Candidates David Walker, Northern Illinois University
- Educate U.S.: Engaged Instructional and Learning Experiences for Teacher Candidates David Walker, Northern Illinois University

**T.0800.MT Division C: Teaching and Learning Poster Session**

C - Learning and Instruction --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Adams (Room 111)

**PRESENTATIONS**

- Brain Imaging, Science Cognition, and Conceptual Change Ashley Vaughn, University of Cincinnati; Marcus Lee Johnson, University of Cincinnati; Rhonda Brown, University of Cincinnati
- Impact of Goal Setting on Student Success in an Online Course Larry Rudman, Kaplan, Inc.
- The Role Learning Assistive Technology Plays in the Success of Students with Learning Disabilities Billy Renard Kennedy, Ohio University

**ABSTRACT**

Division C Posters illuminate conceptual change seen in brain imaging, the impact of goal setting in online courses, and the role of assistive technology in student success. Stop by and chat!

**T.0800.MT Division E Poster Session**

E - Counseling & Human Development --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Adams (Room 111)

**PRESENTATIONS**

- Efficacy of College Mandated Alcohol Focused Interventions on Drug Use: A Systematic Review Benjamin Neil Montemayor, University of Kentucky; Melody Noland, University of Kentucky; Melinda Ickes, University of Kentucky
- Exceptional in Two Ways: Developing Identity Patricia Farrenkopf, Ashland University College of Education
- Identity Development in Twice Exceptional Learners Patricia Farrenkopf, Ashland University College of Education

**T.0800.MT Student Self-control: Exploring Differences Between Public and Private Schools**

L - Educational Policy and Politics --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Adams (Room 111)

**PRESENTATION**

- Using Propensity Score Matching to Evaluate Differences in Public and Private Students on Self-Control Matthew Hanauer, Centerstone Research Institute

**ABSTRACT**

This poster session focuses on a quasi-experimental study that uses propensity score matching to explore differences in self-control measures between students in public and private schools. The author found no statistically significant differences between these groups and recommends investments in programming to enhance the social and emotional skills that have been linked to student success.

**T.0800.MT Poster**

G - Social Context of Education --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Airy (Room 114)

**PRESENTATIONS**

- Academic, cultural and psychological needs in the Education of Asian American Students: Shattering the Model Minority Myth Haiyan Li, Purdue University; Wayne E. Wright, Purdue University
- Development of Higher Education Resources for Veteran Students: Combining Evaluation with Advocacy. Jonathon Todd Ryser-Oatman, University of Kentucky; Shannon Sampson, University of Kentucky; Josh Parsons, University of Kentucky
- The Disproportionate Impact of School Disciplinary Policies and Practices on Black Girls in Urban Schools Terry Husband, Illinois State University
- Trauma in Transition: Inclusion of Individuals with Disabilities in Religious Communities Holly Endres, Clermont

County Educational Service Center; Victoria Zascavage, xavier university

#### ABSTRACT

This Poster Sessions includes diverse topics of interest to include Resources for Veterans, The Effects of Homelessness on Primary Students, Shattering The Minority Myth in Regards to Asian Students. Inclusion in Religious Communities, and last, but not least, Disciplinary Impact on Black Urban Female Students

#### **T.0800.MT Practitioner Inquiry**

I - Education in the Professions --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Airy (Room 114)

#### PRESENTATION

- Acute Care Research Competencies for Clinical Research Pros: A Practitioner Inquiry Approach and Assessment  
STEPHANIE M SCHUCKMAN, University of Cincinnati Center of Clinical and Translational Science and Training

#### ABSTRACT

Acute care research is a unique area of clinical research that demands specialized skills, knowledge, and talents from empathetic professionals working in the field. Qualitative data obtained from job shadowing, clinical observations, and interviews were analyzed to understand the educational needs and desires of the acute care research workforce. Results suggest twenty-eight (28) special interest competencies for acute care clinical research professionals

#### **T.0800.MT Higher education topics**

J - Postsecondary Education --- Poster Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Airy (Room 114)

#### PRESENTATIONS

- Professional Identity of Student Conduct Administrators Brian M. Glick, Northern Illinois University; David Walker, Northern Illinois University
- It's Whatever: Apathy Among College Students Travis Schedler, Wilmington College; Audrey Wagstaff, Wilmington College

#### ABSTRACT

Learn more about professional identity of student conduct administrators as well as student apathy.

#### **T.0800.MT POSTER: Combining Multiple School Quality Measures: The Tenability of a Second-Order Factor School Quality Model**

D - Measurement and Research Methodology --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Airy (Room 114)

#### PRESENTATION

- Combining Multiple School Quality Measures: The Tenability of a Second-Order Factor School Quality Model  
Michael Patrick Kelly, Boston College

#### ABSTRACT

The Every Student Succeeds Act has encouraged states to incorporate multiple measures of school quality into their educational accountability systems. However, previous research does not uniformly measure school quality using multiple measures, and the ways in which those measures are integrated together widely differs across studies. This study compares the statistical fit of two different models that integrate multiple measures of teachers' perceptions of school quality—a group factor model and a second-order factor model—using confirmatory factor analysis. The results of the study promote the use of a second-order factor model of school quality. However, those results are complicated by a plausible design weakness of the TIMSS 2015 context questionnaire measures. Implications of both the second-order factor model of school quality and the design weakness of the context questionnaire measures are discussed.

#### **T.0800.MT Black Agency, Self-Determination, and Education in the Postbellum South: A Historiographical Critique**

F - History & Historiography --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Echo (Room 130)

Chair

Rick Breault, Ashland University

Discussant

Rick Breault, Ashland University

#### PRESENTATIONS

- The UAD Framework: A Neo-Classicist Model for Curricular Design Kevin S Krahenbuhl, Middle Tennessee State University



- Revisiting Black Agency, Self-determination, and Education in the Postbellum South: A Historiographical Critique  
ArCasia D James, University of Illinois, Urbana-Champaign

**T.0800.MT      Disarming Teachers: Developing Empathy and Social Emotional Learning in Educators and Their Students**

G - Social Context of Education --- Panel Presentation

Thursday, 8:00 AM to 9:10 AM --- Mt. Auburn

**PRESENTATIONS**

- Disarming Teachers: Working with Facing History and Ourselves to Develop Empathy and Social Emotional Learning in Educators and Their Students James Wolfinger, DePaul University; Barbara Rieckhoff, DePaul University; Amira Proweller, DePaul University
- Empathy and Social Emotional Learning: A Case Study in Working with Facing History and Ourselves Katherine Bruna, Iowa State University
- Educational Leaders and Facing History and Ourselves James Connell, Ursuline College

**ABSTRACT**

The proposed panel consists of four presentations based on a multi-tiered network and university partnership supporting professional development and social emotional learning among preservice and in-service teachers, counselors, and school leaders while engaging university faculty and other educational stakeholders in discussions about the role that teachers and their pedagogy play in addressing prevailing social injustices that are a hallmark of the current socio-political climate. The panel will discuss the mission and goals of the collaboration in relationship to emerging findings around the development of empathy and social emotional learning among educators and students and explore the implications for shaping cultural and social emotional competencies among teachers and students.

**T.0800.MT      Assessment Practices and Grit in STEAM and STEM Education**

H - Research, Evaluation, & Assessment in Schools --- Research in Progress Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Storm (Room 140)

Chair Richard Snyder, Wartburg College

Discussant Richard Snyder, Wartburg College

**PRESENTATIONS**

- Participation in STEAM activities and grit proficiency Steve Gross, [www.rubberbandproject.org](http://www.rubberbandproject.org)
- STEM Education and Data Use: Secondary Science and Mathematics Teachers' Decision Making from STEM Teaching Gary Lee Johns, Purdue University

**T.0800.MT      College student experiences**

J - Postsecondary Education --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Mt. Lookout (Room 136)

Chair Marilyn Grady, University of Nebraska Lincoln

**PRESENTATIONS**

- First-generation College Students' First-year Experience: How It Influences Faculty-student Interactions by Race. Elizabeth Getachew, University of Iowa; Wei-Lin Chen, Montclair state university
- 1.0-generation Asian Immigrant Women Students: Intersectional and Resilient Experiences Inside and Outside of Higher Education Nancy Li Will, College of Education & School of Law, University of Washington, Seattle
- Adapting a Victimization Survey for Use in Higher Education Settings Shannon Sampson, University of Kentucky; Kelly D Bradley, University of Kentucky; Jennifer Stuck, University of Kentucky; Jonathon Todd Ryser-Oatman, University of Kentucky; Marjorie Stanek, Kentucky Justice and Public Safety Cabinet

**ABSTRACT**

Learn more about first-generation student experiences, engaging first-generation Latino seniors, 1.0 generation Asian immigrant women students and risk of victimization and student performance.

**T.0920.AM      A Global Perspective and the use of Technology in Current Educational Issues**

B - Curriculum Studies --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Amphitheater II (Room 144)

Chair Lynda Leavitt, Lindenwood University

Discussant Jared Wuerzburger, Indiana State University

## PRESENTATIONS

- Effects of a Digital Learning Program for Reading Brian Prybil, Western Illinois University; Sharon Stevens, Western Illinois University
- The Challenge of Conducting Research without Adequate Preparation Francis E Godwyll, University of West Florida; Yohanna Agyei, University of West Florida; Rashmi Sharma, University of West Florida
- The Critical Need for Multicultural Education in South Korea HwaYoung Chun, Purdue University
- Uruguayan EFL Secondary School Teachers' Perceptions about Social Emotional Learning Sheila Coli, Northern Illinois University; Cynthia Campbell, Northern Illinois University

## ABSTRACT

This session is for those seeking to learn from international educators, have an interest in digital learning related to reading, along with social/emotional aspects of learning.

### **T.0920.MT Changing lenses on learning**

C - Learning and Instruction --- Research in Progress Session

Thursday, 9:20 AM to 10:30 AM --- Mt. Adams (Room 111)

Chair Winston E Vaughan, Xavier University

## PRESENTATIONS

- Where the rubber meets the road: Feedback for literacy learning with African American boys Shawndra allen, UIC Graduate Student
- Achieving diversity in an online learning environment from instructional designers' experience: A phenomenological study Xinyue Ren, Ohio University

## ABSTRACT

This research in progress session will provide new viewpoints and opportunities for discussion about the engaged learning experience for the individual child.

### **T.0920.MT Post Hoc Post Haste: Discussions on follow-ups to Analysis of Variance**

D - Measurement and Research Methodology --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Mt. Auburn

Chair Jing Zhao, Old Dominion University

Discussant Victoria Zascavage, xavier university

## PRESENTATIONS

- MANOVA Post Hoc Techniques Used in Published Articles: A Systematic Review Fatimah A Al Abdullatif, Ohio University; Mohammed Al-Abdulatef, Ohio University; Gordon Brooks, Ohio University
- Post hoc tests in factorial ANOVA: Why did SPSS remove the options for heterogeneous variances? Michael Senteney, Ohio University; YI ZHOU, Ohio University; Gordon Brooks, Ohio University

### **T.0920.MT Research In Progress**

G - Social Context of Education --- Research in Progress Session

Thursday, 9:20 AM to 10:30 AM --- Mt. Echo (Room 130)

Chair jenny kilgore, Miami University, Oxford Ohio

## PRESENTATIONS

- A Path Analysis of Acculturation Ru Yaru, Miami University, Oxford
- Charter Schools: A Model for Restructuring American Public Schools Kwabena Ofori-Attah, Central State University
- Cultural and Parental Effects on Korean College Students' Educational and Occupational Choices Hyeree Cho, Purdue University; Panayota Mantzicopoulos-James, Purdue University
- Exploration of Faculty Views on Plagiarism Detection Software Sarah McCorkle, Ohio University

## ABSTRACT

This Session provides a unique opportunity to invest in research that is in progress and share informed input and expertise. The topics include Parental Input on Korean College Students' Choices, Faculty Views of Plagiarism Software, The Impact of American Charter Schools, and Analysis of Acculturation.

### **T.0920.MT Teaching International Students: The Rewards and Challenges**

G - Social Context of Education --- Best Practices Forum

Thursday, 9:20 AM to 10:30 AM --- Mt. Storm (Room 140)

## PRESENTATIONS

- Teaching International Students: The Rewards and Challenges Allison L. Baer, University of Findlay; Chris Moser, University of Findlay
- Collaborative Online International Learning: Addressing Inequalities through Virtual Partnerships for Intercultural Learning Margaret Martin, Xavier University

#### ABSTRACT

The purpose of this Best Practices Forum is to share and discuss a model used to support international students for success in Education courses at a small, private Ohio institution. The ultimate goal of the presentation is for participants to have a better understanding of how to more effectively teach students from other cultures.

#### **T.0920.MT Improving Educational Quality: The Importance of Accurate Assessment and Evaluation**

H - Research, Evaluation, & Assessment in Schools --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Mt. Washington (Room 143)

Chair Jon Brasfield, University of Findlay

Discussant Jon Brasfield, University of Findlay

#### PRESENTATIONS

- Examining the Relationship Between Teacher Performance Ratings and District in Ohio Nicholas Elam, Ball State University
- Examining the Math Achievement Disparities Between ELLs and Non-ELLs on the NAEP Tuba Gezer, University of North Carolina at Charlotte
- Integration of ICT in Education: A Contemporary Investigation of Lower Primary Public Schools in Kenya Samuel Ndungu Njai, Ohio University
- More than Just Books? An analysis of the tasks performed by Ohio School Librarians Jon Brasfield, University of Findlay; Amanda Brasfield, Findlay City Schools

#### **T.0920.MT Critical Literacy in Critical Times**

K - Teaching and Teacher Education --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Mt. Lookout (Room 136)

Chair Winston E Vaughan, Xavier University

Discussant Gabriela Gui, Grand Valley State University

#### PRESENTATIONS

- Modeling Disciplinary Literacy Strategies to Increase Students' Fact-based Understanding of a Challenging Topic: Immigration in US History Anne Stinson, University of Wisconsin-Whitewater
- Reading Critical Literacy Critically Cheu-jey Lee, Purdue University Fort Wayne
- The Effect of Direct Metacognitive Instruction on the Reported Self-efficacy of Preservice Teachers Michelle Powers, Ed.D., Augustana University

#### **T.1040.MT Socio-Emotional Components of Learning**

C - Learning and Instruction --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Mt. Echo (Room 130)

Discussant Jenny Evans, University of Kentucky

#### PRESENTATIONS

- High School Students' Perceptions of Academic Competition: "No One Wants to be a Loser" Monica Kowalski, University of Notre Dame; Andrea Christensen, University of Notre Dame
- Teachers Meeting the Psychological Needs of Diverse Students: A Path Toward Learning and Happiness Dr. John Mark Froiland, Purdue
- The Impact of Emotional Design on the Effectiveness of Instructional Materials Dana Simionescu, Ohio University

#### ABSTRACT

This session examines some of the socio-emotional factors in learning. We will discuss some of the impacts of learning in specific learning environments, and we will look at some ways of intentionally designing environments to take socio-emotional needs into account.

#### **T.1040.MT Increased Educator Mental Health Literacy as Social Justice: A Multidimensional Approach**

E - Counseling & Human Development --- Symposium

Thursday, 10:40 AM to 11:50 AM --- Mt. Adams (Room 111)

Presenters Catherine L. Polydore, Eastern Illinois University; Lindsay Lash, Eastern Illinois University; Carole Collins-

Ayanlaja, Eastern Illinois University; Alyssa Swan, Eastern Illinois University; Heidi Larson, Eastern Illinois University

#### ABSTRACT

Children mental health disease is an increasing problem in the US states and across the globe. Teachers/educators are uniquely positioned to help in the prevention, identification, and intervention of these issues, yet, they are ill-prepared to play that critical role. Furthermore, children from certain populations remain disproportionately impacted by this growing epidemic. This symposium provides context for viewing teacher mental health literacy as a social justice issue so that teachers feel better prepared to provide the help to their student so that they can fully and equitably participate in society. Examples of effective programs such as B.I.O.N.I.C (Believe it or not I care), and other teacher training programs will be provided by a panel of experts from across the educational leadership, teacher education, and the counseling fields.

#### **T.1040.MT Sexual Violence Prevention Research and Trauma-informed Assessment**

H - Research, Evaluation, & Assessment in Schools --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Mt. Lookout (Room 136)

Chair Shannon Sampson, University of Kentucky

Discussant Kwabena Ofori-Attah, Central State University

#### PRESENTATIONS

- Parent Perceptions of Trauma-informed Assessments Camille M Mora, California State University Fullerton
- Researching Sexual Violence Prevention Education in a Secondary School Victoria L. Dickman-Burnett, University of Cincinnati; Maribeth Geaman, Findlay High School

#### **T.1040.MT Professionals in Action: Collaborative Practices for Understanding and Expanding Professional Education**

I - Education in the Professions --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Mt. Storm (Room 140)

Chair Francis E Godwyll, University of West Florida

Discussant Jared Wuerzburger, Indiana State University

#### PRESENTATIONS

- Notable Differences Among Traditional, Hybrid, and Online teaching methods in Undergraduate RN-BSN Nursing programs Max Ghaffari, Benedictine University
- "Intimidated but ready to kick butt": Using Participatory Action Research to Examine the Experiences of Undergraduate Women in Engineering Brittany Arthur, Faculty; Batsheva Guy, University of Cincinnati
- Crossing Borders: Interprofessional Population Health International Immersion Delane Bender-Slack, Xavier University; Frederick Browne, Xavier University
- Building A Community of Learners: Lessons learned from an accelerated 2nd degree BSN program. Max Ghaffari, Benedictine University

#### ABSTRACT

Educators routinely engage in multiple practices, from online courses to study abroad, to improve the professional capacities of their pre-professional students. In this session, higher education professionals share their findings regarding the effectiveness of different facets of professional preparation. Using qualitative, and participatory action research strategies, educators describe how they uncovered meaningful and effective practices for understanding and expanding professional education. The exciting findings from engineering and health professions reveal underlying patterns that apply to other professional fields as well.

#### **T.1040.MT Supporting graduate student success**

J - Postsecondary Education --- Research in Progress Session

Thursday, 10:40 AM to 11:50 AM --- Mt. Auburn

Chair Yohanna Agyei, University of West Florida

#### PRESENTATIONS

- Doctoral Student Mentoring: Exploring Faculty and Student Experiences in Group Mentoring Approaches Alicia Boards, University of Cincinnati; Robin Lindquist-Grantz, University of Cincinnati; Lisa Vaughn, University of Cincinnati
- How doctoral students handle the aftermath of losing their major professor(s) Lu Yan, Iowa State University
- S.I.S. (Suffering in Silence): The Influence of Educational Attainment on Black Women's Health Quiana Jones,

Northern Illinois University

#### ABSTRACT

Discuss doctoral student mentoring, doctoral student-faculty mentoring and the connection between educational attainment and health.

#### **T.1040.AM      Disrupting Deficit-Laden Narratives about Urban Youth within Teacher Education**

K - Teaching and Teacher Education --- Alternative Session

Thursday, 10:40 AM to 11:50 AM --- Amphitheater II (Room 144)

#### PRESENTATION

- Disrupting the Deficit-Laden Narratives about Urban Youth within Teacher Education Rachel Radina, Miami University; Leslie Jason, Miami University; Breaysha Helm, Miami University; Cassidy Wilson, Miami University; Taylor Hayes, Miami University; Amber Greenwood, Miami University; Skya Wright, Miami University; Kristy Jacob, Miami University; Hannah Blackwell, Miami University

#### ABSTRACT

This session will explore ways to challenge the damaging narratives currently embedded within the foundations of teacher education programs. These false perceptions about urban schools and students contribute to the inequities in the current education system. This session is grounded in the experiences of pre-service teachers within a teacher education program at a predominately White institution. The goal of every teacher should be to challenge hegemonic narratives that reinforce the status quo and ultimately transform and humanize the education system for all students.

#### **T.1040.MT      Investigating Provocations: Project Learning in the Primary**

K - Teaching and Teacher Education --- Best Practices Forum

Thursday, 10:40 AM to 11:50 AM --- Mt. Washington (Room 143)

#### Presenters

Lauren Elizabeth Martin, Teacher; Mary Lisa Vertuca, Xavier University; Ashley Morgan, Xavier University; Mici F Eubanks, Lakota Local School District and Xavier University; Libby Brown, Lakota Local Schools

#### ABSTRACT

The purpose of this session documenting best practice is to present an overview of the project approach as currently practiced in a neighborhood public school, primary class. While the project approach dates back to the era of John Dewey and the methods he espoused, best practice in project learning today reflects more closely the schools for young children found in Reggio Emilia, Italy. The teacher at the focus of this presentation, a former teacher education student of the co-presenter, education faculty from a Midwestern university, is in her 6th year of teaching at the early childhood level. She has implemented the project approach in all but one year of her teaching. We propose to show the potential through projects for the development of habits of mind such as resiliency and problem solving, and the growth of social interaction skills, as well as the more salient content knowledge objectives within project experiences.

#### **T.1200.SA      MWERA Association Council and Division Chair Business Luncheon**

MWERA --- Special Event

Thursday, 12:00 PM to 1:30 PM --- Salon AB - 2nd Floor Grand Ballroom

#### **T.0140.MT      Impactful Learning Strategies**

C - Learning and Instruction --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Mt. Echo (Room 130)

#### Chair

Abraham Flanigan, Ohio University

#### Discussant

Eric Mansfield, Western Illinois University

#### PRESENTATIONS

- The Effectiveness of a Refutation Text with Citations: Conceptual Change and Credibility Ashley Vaughn, University of Cincinnati; Marcus Lee Johnson, University of Cincinnati
- Student Collaborative Learning Strategies: A Discriminant Function Analysis Approach John K Rugutt, Illinois State University; Caroline C Chemosit, Lincoln College, Illinois; Mohamed A Nur-Awaleh, Illinois State University
- Teaching Content Vocabulary Using Repetition and Context Casie Schroeder, RU
- Enabling Remote Experiential Learning - Three Dimensional Learning Environments via Virtual Reality Jared Wuerzburger, Indiana State University; Oscar Henriquez, Indiana State University

#### ABSTRACT

In this eclectic session, researchers will present novel research into learning that occurs with vastly different

strategies. From Virtual to Collaborative environments we will explore research-based strategies that make conceptual change- learning happen.

**T.0140.MT      Discussions Embracing Contemporary Issues that Effect Success in School**

G - Social Context of Education --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Mt. Lookout (Room 136)

Chair                Laura Edwards, Xavier University

Discussant        Francis E Godwyll, University of West Florida

**PRESENTATIONS**

- A Caring Prison for a Correctional Education that Matters Jason Harnish, Miami University
- Does My Family Belong?: Creating An Inclusive School Climate for LGBTQ Families Kristen K Williams, Heidelberg University
- Rethinking the Positive Behavioral Intervention Support Model: A Social Justice Issue. Thomas D Knestrict, Xavier University
- The Opioid Epidemic: Connections to Education and Large-Scale Indicators of Mental and Physical Health Joshua Tolbert, Indiana University East; Carrie Mier, Indiana University East
- Wraparound: An Impactful Approach to Meeting the Needs of At-Risk Youth and Families Krontayia Moss, University of Findlay

**ABSTRACT**

Participate in examining contemporary issues that are the topics of social discourse, very relevant to ‘how we see ourselves’ in society.

**T.0140.AM      Engaging Students in Sexual Assault Prevention Education**

G - Social Context of Education --- Alternative Session

Thursday, 1:40 PM to 2:50 PM --- Amphitheater II (Room 144)

**PRESENTATIONS**

- Student Presentations Maribeth Geaman, Findlay High School
- Art Showcase Maribeth Geaman, Findlay High School

Presenter        Victoria L. Dickman-Burnett, University of Cincinnati

**ABSTRACT**

This alternative session will involve students who completed a high school sexual assault prevention program discussing their experiences in the participatory activities in the program. The session will feature a showcase of student artwork and photography as well as brief presentations from students, and a forum for discussion with the students about their experiences in their English class as they went through the program. Students in the program learned about sexual violence and have used the experience to take action within their community. This session will highlight student learning and action.

**T.0140.MT      Creating Global Learning Across the University**

J - Postsecondary Education --- Best Practices Forum

Thursday, 1:40 PM to 2:50 PM --- Mt. Auburn

**ABSTRACT**

Collaborative Online International Learning (COIL) is an innovative pedagogy that encompasses many already existing university priorities and global imperatives including cultural competency, project-based learning, interdisciplinary partnerships, and digital literacy. COIL can also be used to initiate and expand campus internationalization efforts and deepen partnerships. This session will discuss various ways that COIL can connect with other university goals and share other activities that have grown from COIL projects. Examples of successful models and lessons learned will also be presented.

**T.0140.MT      Current Trends and Perspectives in Education**

K - Teaching and Teacher Education --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Mt. Storm (Room 140)

Chair                Jon Brasfield, University of Findlay

Discussant        Jon Brasfield, University of Findlay

**PRESENTATIONS**

- Current and Future Trends in Teacher Preparation James Allen Muchmore, Western Michigan University

- Preparing School Teachers: Learning from Prospective Teachers' Experiences and Perspectives Jean Kaya, Southern Illinois University at Carbondale
- Special Education Teacher Perceptions of Teacher Evaluation Jason Robinson, The University of Findlay; Kathleen Crates, University of Findlay; Nicole Williams, University of Findlay

**T.0300.MT Addressing the Needs of Students with Various Abilities**

E - Counseling & Human Development --- Paper Session

Thursday, 3:00 PM to 4:10 PM --- Mt. Storm (Room 140)

Chair Benjamin Neil Montemayor, University of Kentucky

Discussant Jon Brasfield, University of Findlay

**PRESENTATIONS**

- Asperger's Syndrome: Experiences of Adolescents and Young Adults John L Rausch, John Carroll University
- Emotional Disturbance: School Psychologists' Practices and Perspectives Kara Kristine Parker, University of Findlay
- Shyness: Using Technology to Transition to Face-to-Face Communication John L Rausch, John Carroll University

**T.0300.MT Examining issues that impact student learning such as Student Sense of Belonging, Home Language, and others**

G - Social Context of Education --- Paper Session

Thursday, 3:00 PM to 4:10 PM --- Mt. Auburn

Chair Kwabena Ofori-Attah, Central State University

Discussant Jenny Evans, University of Kentucky

**PRESENTATIONS**

- Exploring controversial issues in elementary social studies Danielle Linowes, Miami University
- Lessons Learned from a Refugee Speaker Series Designed for Pre-Professional Students Cynthia H Geer, Xavier University; Dennis Long, Xavier University
- Students' Sense of School Belonging as a Predictor of Science Proficiency and Attitude Toward Science: A Comparison between Taiwan and the U.S. Thomas Smith, Northern Illinois University; David Walker, Northern Illinois University; Hsiang-Ting Chen, National Sun Yat-sen University; Zuway-R Hong, Institute of Education
- Community Translanguaging through Multilingual Family Story-Making Sujin Kim, George Mason University

**ABSTRACT**

As you will see from the presenter's titles, this session captures multiple, varied aspects of looking at student learning in nontraditional ways to improve the educational experience for all our students.

**T.0300.MT Excellence Online: A Reflection on Participation in an Online Course Design Program Evaluation**

H - Research, Evaluation, & Assessment in Schools --- Symposium

Thursday, 3:00 PM to 4:10 PM --- Mt. Adams (Room 111)

**PRESENTATION**

- Excellence Online: A Reflection on Participation in an Online Course Design Program Evaluation Amanda Ochsner, University of Findlay; Nicole Williams, University of Findlay; John C. Gillham, University of Findlay; Jon Brasfield, University of Findlay; Melissa Cain, University of Findlay; John Cindric, University of Findlay

**ABSTRACT**

The purpose of this symposium is to provide faculty who teach online with the knowledge and skills to successfully participate in an innovative research-based online course design program evaluation. Since more and more students are shifting to online and blended programs, the delivery of expertly designed online courses becomes a social justice issue. If we believe that all students deserve access to high-quality courses, there must be processes in place to support faculty in acquiring the skills to design effective online courses. Our vision for this symposium is for an interactive dialogue where attendees are invited to contribute to a conversation about the importance of research-based best practices in online course design, as well as the evaluation of such courses. The session will be centered around key questions, which each of the panel participants will answer alternatively.

**T.0300.MT How to Attract and Retain Highly Qualified Paraprofessionals that are Unionized**

H - Research, Evaluation, & Assessment in Schools --- Best Practices Forum

Thursday, 3:00 PM to 4:10 PM --- Mt. Washington (Room 143)

**PRESENTATION**

- How to Attract and Retain Highly Qualified Paraprofessionals that are Unionized Jessica M Gerrond, Rockford University; Katherine A Thew, Rockford University

#### ABSTRACT

This best practices session will highlight literature regarding methods for retaining highly qualified paraprofessionals in unionized school districts. This proposal will address research findings supporting different incentive opportunities to retain paraprofessionals, current and ongoing trainings offered to paraprofessionals (professional development), and avoiding high turn over rates in the field.

#### **T.0300.MT Student and Teacher Perceptions of Technology and Assessment in the Classroom: Supporting Student Success**

H - Research, Evaluation, & Assessment in Schools --- Research in Progress Session

Thursday, 3:00 PM to 4:10 PM --- Mt. Echo (Room 130)

Chair Yuchun Zhou, Ohio University

Discussant Camille M Mora, California State University Fullerton

#### PRESENTATIONS

- Exploring Secondary Teachers' Perceptions of Facilitating Conditions Prior to Implementing a 1:1 Learning Environment Ellen Kathleen Lawrence, Northern Illinois University
- Exploring the Effective Use of Asynchronous Computer-Mediated-Communication (CMC) in Chinese Language Teaching Lu Cao, Ohio University
- Pre-Service Teachers' Values And Intentions Of Assessment A Multifaceted Rasch Measurement approach GABRIELA GROZA LOCOH-A, UNIVERSITY OF ILLINOIS
- First Generation Students and Success Gregory Moore, University of Cincinnati

#### **T.0300.MT Clinical Experiences and Partnerships**

K - Teaching and Teacher Education --- Paper Session

Thursday, 3:00 PM to 4:10 PM --- Mt. Lookout (Room 136)

#### PRESENTATIONS

- Are We Learning How to Teach? Teacher Candidates' Perceptions of Clinical Experiences Arthi Rao, University of Illinois at Chicago; jennifer olson, University of Illinois at Chicago
- Opportunity to Collaborate and Learn: Developing Meaningful Professional Development for Teachers jennifer olson, University of Illinois at Chicago; Andria Shyja, University of Illinois at Chicago; Janet Omitoyin, University of Illinois at Chicago; Miiri Kotche, University of Illinois at Chicago; Anthony Felder, University of Illinois at Chicago
- Pre-service Teachers Change in Perceptions after Urban Field Experiences Kathleen Leslie Cripe, Youngstown State University; Susan Mary Miller, Miami University; Kenneth Miller, Youngstown State University
- Why Don't You Introduce Me to Your Friends? Universities as the Invisible Partner. Rick Breault, Ashland University

#### **T.0300.AM Ain't Nobody Got Time for Teacher Leadership: Certainly Not District Support Structures**

L - Educational Policy and Politics --- Symposium

Thursday, 3:00 PM to 4:10 PM --- Amphitheater II (Room 144)

#### PRESENTATION

- Ain't Nobody Got Time for Teacher Leadership: Certainly Not District Support Structures Joleena Ashby, Rockford University; Jennifer Lynn Sales, Rockford University; Chris L Berogan, Rockford University; Samuel Kloppmann, Rockford University

#### ABSTRACT

The purpose of this project is to research best practice regarding district support for teacher leadership positions at the secondary level. From our experience in an urban-emergent district, little support is currently provided for leadership positions through policy and resources. Research validates that teacher leadership must be supported and purposefully developed. We submit that a district that is serious about developing and supporting effective teacher leadership must have policies in place directed towards this end. In our study we plan to examine current policies and structures devoted to the support of teacher leadership in an urban-emergent district in the Midwest. Our research will result in recommendations being made to district and building administrators regarding needed changes to policy that will build and support effective teacher leadership.



**T.0420.MT      STEM Career Choice to Teach**

MWERA --- Panel Presentation

Thursday, 4:20 PM to 5:30 PM --- Mt. Storm (Room 140)

**PRESENTATIONS**

- STEM Teacher Recruitment Carla Gerberry, Xavier University
- What Influences STEM Scholars to Choose Secondary Teaching Laura Edwards, Xavier University
- STEM Student Experiences and Choices Mary Stroud, Xavier University

**ABSTRACT**

There is a lack of highly-qualified STEM teachers entering teaching fields currently. This panel addresses findings from our study to examine what influences STEM scholars to choose secondary teaching or another career choice. Issues emerge regarding STEM teacher recruitment, first-hand discussions of the students experiences and choices, and faculty discussions about how the project has aided in recruiting qualified teachers to the STEM secondary teaching field.

**T.0420.MT      Research in Progress--Interventions That Matter for Students, Schools, and Communities**

A - Administration, Organization, & Leadership --- Research in Progress Session

Thursday, 4:20 PM to 5:30 PM --- Mt. Auburn

Chair John C. Gillham, University of Findlay

Discussant Eric Dimmitt, Cardinal Stritch University

**PRESENTATIONS**

- Differentiation: An Examination of Varying Definitions in Teacher Evaluation Jason Robinson, The University of Findlay
- Moral Literacy among Appalachian Principals as a Response to Opioid-Related Student Trauma Charles L. Lowery, Ohio University; Michael E. Hess, Ohio University
- Return-to-Learn after Traumatic Brain Injury: the impact of hospital and school collaboration in school re-entry Anne Crylen, Eastern Michigan University

**ABSTRACT**

In this roundtable, presenters will share research in progress on interventions related to students, schools, and communities for feedback.

**T.0420.MT      Social and Personal Perspectives in Education**

C - Learning and Instruction --- Paper Session

Thursday, 4:20 PM to 5:30 PM --- Mt. Adams (Room 111)

**PRESENTATIONS**

- Supporting Inner-City Adult Learners in Career Programs Sharon Lynn McNeely, independent
- RPS Mindfulness Practices and the Intricacies of Students' Behavioral Self-Regulation Jelena S Holcomb, Rockford University; Kate McFaddin, Rockford University; Allyson Utech, Rockford University; Jean Swindle, Rockford University

**T.0420.MT      We don't need no Stinking Reliability! Data Assessments of Reliability and Validity**

D - Measurement and Research Methodology --- Paper Session

Thursday, 4:20 PM to 5:30 PM --- Mt. Washington (Room 143)

Chair Tuba Gezer, University of North Carolina at Charlotte

Discussant Thomas Smith, Northern Illinois University

**PRESENTATIONS**

- A validity study of the Leisure Satisfaction Scale short-form Hoan Do, Ohio University; Danny Twilley, Ohio University; Gordon Brooks, Ohio University
- Conceptions of Assessment-III Abridged (COA-III) Score Reliability and Validity Among Pre-Service Teachers in the United States Chris Kraner, Northern Illinois University; Todd Reeves, Northern Illinois University
- Validation and DIF Analysis of a School Climate Measure Audrey Conway Roberts, University of Kentucky

**T.0420.MT      "We Are Not White Women": A Discussion About Using a Podcast to Address Educational Transformation**

G - Social Context of Education --- Symposium

Thursday, 4:20 PM to 5:30 PM --- Mt. Echo (Room 130)

## PRESENTATION

- "We Are Not White Women": Using a Podcast to Generate Gender as Cultural Lens Ronald J Kuligowski, Rockford University; Kevin none Bruce, Rockford University; Scott L. Clark, Rockford University

## ABSTRACT

The purpose of this panel is to review and research discussion on a variety of topics with a multicultural lens through the platform of a podcast. The three panelists are all male educators that currently work in each of the three arenas of K-12 education. All three panelists entered education after previous roles/responsibilities that were outside of education (financial services, project management, skilled trades, and military). This podcast will be dedicated to tackling the tough educational issues of which many are aware, but may be afraid to discuss. Our subject-matter will be diverse and cover items from gender roles with respect to dress code, the continuing divide with sexual harassment, to the growing percentage of females entering the field of education. These issues (and more) will be addressed and discussed with the intent of inciting discussion among our peers in an entertaining fashion. Keywords: gender, sex, podcast, privilege

**T.0420.MT      Developing a professional identity: Critical reflection as a means of exploring professional context**  
K - Teaching and Teacher Education --- Best Practices Forum  
Thursday, 4:20 PM to 5:30 PM --- Mt. Lookout (Room 136)

## PRESENTATION

- Developing a professional identity: Critical reflection as a means of exploring professional context Kenneth King, Roosevelt University; Judith Gouwens, Roosevelt University; Verenise Alvarez, Roosevelt University; Shawn O'Neill, Roosevelt University; Amanda Shaf, Roosevelt University; Elizabeth Snodgrass, Roosevelt University; Elizabeth Weston, Roosevelt University

## ABSTRACT

Teacher education candidates explore the context of their placement in a highly diverse, urban school setting and derive meaning from their experiences as they address (1) how they came to define their own context for learning and relationship-building, (2) how they strengthened their skill for responding to the demands of their placement and (3) how their experiences in teacher education helped them to grow as activists and agents of change.

**T.0420.AM      How to Present and Publish Your Research: An Interactive Workshop**  
K - Teaching and Teacher Education --- Workshop  
Thursday, 4:20 PM to 5:30 PM --- Amphitheater II (Room 144)

## ABSTRACT

The purpose of this workshop is to provide new researchers with the knowledge and skills to successfully disseminate their research. The objectives of this workshop are for the presenter to 1) identify the components of a quality research publication and/or presentation proposal, 2) identify potential peer-reviewed journal and/or conference opportunities for the dissemination of research, and 3) discuss the implementation of best practices in the dissemination of research specific to the personal rationales, resources, and research of the presenter and participants.

**T.0540.AM      MWERA Presidential Address**  
MWERA --- Special Event  
Thursday, 5:40 PM to 6:20 PM --- Amphitheater II (Room 144)

Presenter      Kate Shirley Akers, KY Center for Statistics

## ABSTRACT

Titled: Counting Widgets, Assessing Outcomes, and Impact on the Economy: The Rise of Cross Sector Longitudinal Data Systems for Meaningful Educational Research

**T.0630.2N      MWERA President's Reception**  
MWERA --- Special Event  
Thursday, 6:30 PM to 8:00 PM --- 2nd Floor Lobby (Prefunction Space)

Friday, October 26 2018

**F.0800.MT      Creating Educational Environments That Matter**  
A - Administration, Organization, & Leadership --- Paper Session  
Friday, 8:00 AM to 9:10 AM --- Mt. Storm (Room 140)  
Chair      Eric Dimmitt, Cardinal Stritch University

Discussant Rashmi Sharma, University of West Florida

#### PRESENTATIONS

- Administrative support, school climate, and instructional strategies Nick Sutton, Western Illinois University; Sharon Stevens, Western Illinois University
- Ohio Superintendent Perceptions of Dual Enrollment Policy Dustin Hornbeck, Miami University; Joel Malin, Miami University
- The Relevance of Tangible Culture in Ghanaian High Schools Grace Annor, Agape Chapel International
- Design-based Approach to Student Engagement App Development Alex Nakonechnyi, Mount St. Joseph University/University of Cincinnati
- The Quality of a Globalized Character-Based Education Justin Heath Yates, Salisbury R-IV School District

#### ABSTRACT

This paper session includes research on how administrators lead organizations through change and the creation of environments that lead to success.

#### **F.0800.MT Helping Principal Candidates to Understand and Utilize Teacher Leaders**

A - Administration, Organization, & Leadership --- Symposium

Friday, 8:00 AM to 9:10 AM --- Mt. Adams (Room 111)

Chair Ted Zigler, Dr.

Presenters JoAnn Hohenbrink, Ohio Dominican University; Diane Conley, Ohio Dominican University

#### ABSTRACT

This session will be a discussion of a University principal preparation program who is developing Modules to add to their program to help principal candidates better utilize their teacher leaders. How can a program help their candidates to develop their teacher leaders to make them more effective and efficient? This open discussion will examine the work thus far, the projected impact and seek a discussion on how best to utilize teacher leaders.

#### **F.0800.MT Leadership That Matters: Challenging & Reaffirming Practice**

A - Administration, Organization, & Leadership --- Paper Session

Friday, 8:00 AM to 9:10 AM --- Mt. Auburn

Chair John C. Gillham, University of Findlay

Discussant Daniel J Quinn, Public Policy Associates, Inc.

#### PRESENTATIONS

- An Analysis of Discourse on Transformation in School Leadership Aaliyah Baker, Cardinal Stritch University
- "How do we perform our duties in this political environment?": Principal activism in political contexts Meagan Richard, University of Illinois at Chicago; Jason Salisbury, University of Illinois at Chicago; Shelby Cosner, University of Illinois at Chicago
- Preparing Future School Administrators: Integrating Cultural Competency in Educational Administration Curricula Bright Da-Costa Aboagye, University of West Florida
- The Role of a Pragmatic Education in National Development in Ghana Thelma Akusika Quardey Missedja, University of West Florida

#### ABSTRACT

This paper session includes research on the challenges and affirmation of leadership practices that are seeking to matter in organizations.

#### **F.0800.AM Individualized Learning in a One-Size Fits All Society**

C - Learning and Instruction --- Paper Session

Friday, 8:00 AM to 9:10 AM --- Amphitheater II (Room 144)

Chair John L Rausch, John Carroll University

Discussant Kwabena Ofori-Attah, Central State University

#### PRESENTATIONS

- Mathematical Student Discourse and Participation by Gender in Middle School Amy Marie Varchmin, Concordia University
- Emotion and Academic Motivation Among Urban, Alternative School Students John L Rausch, John Carroll University

- Self-Efficacy and Academic Performance of College Students with ADHD Dorcas Ivy Oduro, University of West Florida; Francis E Godwyll, University of West Florida
- Enhancing University Faculty's Cultural Competence and Teaching Practice for Historically Marginalized Students in Higher Education Huanshu Yuan, Texas A&M University

#### ABSTRACT

This session will bring together a cornucopia of research-based strategies for addressing unique learning needs of individual students.

#### **F.0800.MT Her Learnt Good: Measurement and Evaluation of Students' Learning, Perceptions, and Attitudes**

D - Measurement and Research Methodology --- Paper Session

Friday, 8:00 AM to 9:10 AM --- Mt. Washington (Room 143)

Chair Kwabena Ofori-Attah, Central State University

Discussant Timothy Mark Beasley, University of Alabama at Birmingham

#### PRESENTATIONS

- A Comprehensive Evaluation Plan for a Cutting-Edge Online Research Methods Program Shannon Sampson, University of Kentucky; Kelly D Bradley, University of Kentucky
- Measuring emotional support in the classroom: instructors' practices that support college students' emotions and learning Mihyun Han, University of Connecticut
- Undergraduate students' attitudes concerning the transition from high school to undergraduate mathematics Elizabeth Ottie Ayisi, Ohio University
- Understanding Chinese EFL Learners' Perceptions of Test Fairness of TOEFL iBT Independent Writing Test YI ZHOU, Ohio University

#### **F.0800.MT Masters of the Mesosystem: Internationalizing Education from Elementary School to University**

K - Teaching and Teacher Education --- Best Practices Forum

Friday, 8:00 AM to 9:10 AM --- Mt. Lookout (Room 136)

#### PRESENTATION

- Masters of the Mesosystem: Internationalizing Education from Elementary School to University Victoria Zascavage, xavier university; Meredith Gertz, Faculty - Hilltop Elementary, Reading Schools

Presenters Meredith Gertz, Faculty - Hilltop Elementary, Reading Schools; Victoria Zascavage, xavier university

#### ABSTRACT

This proposal is for a Best Practices Forum demonstrating how Bronfenbrenner's Model of Ecological Systems can be used to prepare youth of all ages for a culturally diverse world. In this forum we will discuss the importance of an internationally minded educator willing to venture into immersion experiences to open perspective and provide authentic curriculum to their students. We will discuss how mini immersion experiences can be conducted at all levels of education from faculty to fourth grade; experiences that build on interviews and observations combined with cultural research.

#### **F.0800.MT Professional development with proven success: Disseminating a teacher driven action research professional initiative supported by a university partnership**

K - Teaching and Teacher Education --- Alternative Session

Friday, 8:00 AM to 9:10 AM --- Mt. Echo (Room 130)

#### PRESENTATIONS

- Introduction: An Innovative collaborative action research PD model Grace Huang, Cleveland State University; Diane Corrigan, Cleveland State University
- The Power of Music Janice Pohl, Campus International School; Eddie T.C. Lam, Cleveland State University
- The Significance of Teacher and Students Interactions in a Third Grade Classroom during Number Talks Activities Roland Pourdavood, Cleveland State University; Kathy , McCarthy, Campus International School
- International Baccalaureate for All in a Non-Selective Urban Public High School Deliana Soto, Campus International High School

#### ABSTRACT

The proposed Best Practice Forum will present an effectiveness professional development (PD) initiative that features teacher-driven action research highlighting a partnership between an urban public school district and an urban university. Facilitated by university faculty, this innovative PD effort engaged practicing teachers in the

development and conduct of action research projects focused on improving teaching and student learning. Launched in 2013, eighty-five action research projects have been conducted. This year, thirty-four K-12 teachers collaborated with seventeen professors to complete the action research projects. In this session, we will introduce this model, feature three action research projects, and engage the audience by discussing lessons learned, challenges encountered, and implications for using teacher-driven action research as a meaningful and effective model as a successful model for PD.

- F.0920.AM MWERA General Business Meeting**  
MWERA --- Business Meeting  
Friday, 9:20 AM to 10:30 AM --- Amphitheater II (Room 144)
- F.1045.AM Division A: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Amphitheater I (Room 110)
- F.1045.MT Division B: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Auburn
- F.1045.MT Division C: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Lookout (Room 136)
- F.1045.MT Division D: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Adams (Room 111)
- F.1045.MT Division J: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Adams (Room 111)
- F.1045.MT Division E: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Echo (Room 130)
- F.1045.MT Division I: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Echo (Room 130)
- F.1045.MT Division F: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Storm (Room 140)
- F.1045.MT Division G: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Washington (Room 143)
- F.1045.MT Division H: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Airy (Room 114)
- F.1045.MT Division L: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Mt. Airy (Room 114)
- F.1045.AM Division K: Business Meeting**  
MWERA --- Business Meeting  
Friday, 10:45 AM to 11:15 AM --- Amphitheater II (Room 144)
- F.1130.SA MWERA Keynote Speaker and Luncheon**  
MWERA --- Special Event

Friday, 11:30 AM to 1:20 PM --- Salon AB - 2nd Floor Grand Ballroom

**F.0130.MT      Language Learning in the classroom: Impactful learning for ESLs**

C - Learning and Instruction --- Paper Session

Friday, 1:30 PM to 2:40 PM --- Mt. Adams (Room 111)

Chair                Cynthia Campbell, Northern Illinois University

Discussant        Laura Edwards, Xavier University

**PRESENTATIONS**

- ESL Students' Epistemological Beliefs about Learning English Wilson Ramon Hernandez Parraci, Northern Illinois University; Cynthia Campbell, Northern Illinois University
- A Study on Inner Speech and ESL Reading Proficiency Na Yang, University of Cincinnati
- Using Lexical Bundles of a Learner Corpus to Improve Academic Writing in Instructed SLA Eunjeong Park, The Ohio State University
- Exploring Mandarin Vocabulary that Children in Kindergarten Should Learn in Indonesia Chih-Sheng Chen, SOUTHERN TAIWAN UNIVERSITY OF SCIENCE AND TECHNOLOGY; Wei Gu, Grand Valley State University

**ABSTRACT**

This session focuses on effective practices in the realm of language learning. Three of the papers will focus on connecting with students whose first language is not English. The other work focuses on building content vocabulary.

**F.0130.MT      Avoid a Cluster! Methodological Considerations for Cluster and Multilevel Analysis**

D - Measurement and Research Methodology --- Paper Session

Friday, 1:30 PM to 2:40 PM --- Mt. Washington (Room 143)

Chair                Yuchun Zhou, Ohio University

Discussant        Timothy Mark Beasley, University of Alabama at Birmingham

**PRESENTATIONS**

- A Multilevel Analysis Predicting School Discipline Referrals Dan Kernler, Elgin Community College
- Consequences of Parameter Values Misspecification When Planning Group-randomized Mediation Studies with an Individual-Level Mediator Kyle Cox, University of Cincinnati; Benjamin Kelcey, University of Cincinnati; ZUCHAO SHEN, University of Cincinnati
- Intraclass Correlations for Planning Two- and Three-Level Cluster-Randomized Experiments of Teaching Knowledge of HIV in sub-Saharan Africa Yanli Xie, University of Cincinnati
- Using Optimal Sample Allocation to Improve the Chance of Detecting Treatment Effects in Cluster Randomized Trials ZUCHAO SHEN, University of Cincinnati; Benjamin Kelcey, University of Cincinnati; Kyle Cox, University of Cincinnati

**F.0130.SA      Division K Research in Progress Roundtable Session #3**

K - Teaching and Teacher Education --- Roundtable Discussion

Friday, 1:30 PM to 2:40 PM --- Salon AB - 2nd Floor Grand Ballroom

**PRESENTATIONS**

- Impact of Mental Computation on Children's Mathematical Communication, Reasoning, and Algebraic Thinking Roland Pourdavood, Cleveland State University; Kathy , McCarthy, Campus International School; Tess McCafferty, Campus International School; Jean , Wells, Campus International School
- Using a Multimedia Assignment to Increase Graduate Student Learning and Satisfaction in Survey Research Methods Laura Ruth Brown, University of Kentucky; Kelly D Bradley, University of Kentucky; Shannon Sampson, University of Kentucky
- Transdisciplinary Perspectives on Teacher Professional Development: Collaborative Inquiry within a Graduate Special Interest Group Angela Joy Fortune, University of Illinois Chicago; Fatima Brunson, University of Illinois at Chicago; David Banzer, University of Illinois at Chicago
- Trailblazers and Detractors: The Flashpoint of edTPA Policy Design and Local Implementation Craig De Voto, University of Illinois at Chicago

**F.0130.SA      Division K Research in Progress Roundtable Session #1**

K - Teaching and Teacher Education --- Roundtable Discussion

Friday, 1:30 PM to 2:40 PM --- Salon AB - 2nd Floor Grand Ballroom

#### PRESENTATIONS

- Activating Elementary Pre-Service Teachers Beliefs' In Science Methods with an ISE model Sumreen Asim, Indiana University Southeast
- STEAM in Elementary Education: A Blended Module to Develop Preservice Teachers' Conceptualizations of STEAM Education Lauren Angelone, Xavier University
- Choice-Based Art Education Gretchen Gessner, Rockford University

#### **F.0130.SA Division K Research in Progress Roundtable Session #2**

K - Teaching and Teacher Education --- Roundtable Discussion

Friday, 1:30 PM to 2:40 PM --- Salon AB - 2nd Floor Grand Ballroom

#### PRESENTATIONS

- Heeding the Voices of Novice Teachers: Moving Beyond the One and Done and Two and Through Non-Renewal Practices in Urban School Districts Kowanda M Jones, Rockford University; Jean Swindle, Rockford University
- In-Service Teachers' Use of Non-Academic Data for Decision-Making Purposes Todd Reeves, Northern Illinois University; Dan Wei, Berrien RESA; Kayla Scheel, Northern Illinois University; Valerie Hamilton, Northern Illinois University
- Learning from Each Other through Children's Literature: A Global Perspective Teresa L Young, Xavier University

#### **F.0130.SA Roundtable- Division G**

G - Social Context of Education --- Roundtable Discussion

Friday, 1:30 PM to 2:40 PM --- Salon AB - 2nd Floor Grand Ballroom

#### PRESENTATIONS

- Homelessness in Relation to Primary Students Academic Achievement Mandi Kristine Andrews, Rockford University
- Adjunct Instructors/Faculty: Onboarding and integration into higher ed: Lessons learned over six years of development Sharon Lynn McNeely, independent

#### **F.0130.MT Higher education administration: women and the presidency, educational technology and academic human resources decisions**

J - Postsecondary Education --- Paper Session

Friday, 1:30 PM to 2:40 PM --- Mt. Lookout (Room 136)

Chair Nancy Li Will, College of Education & School of Law, University of Washington, Seattle

Discussant Francis E Godwyll, University of West Florida

#### PRESENTATIONS

- Women and the University Presidency: Increasing Equity in Leadership Tania Reis, Gannon University; Marilyn Grady, University of Nebraska Lincoln
- Educational Technology, Faculty Development and Institutional Support in Higher Education Selma Koc, Cleveland State University; Mamta Roy, Cleveland State University; Esen Saygin Koc, Bowling Green State University; Xiongyi Liu, Cleveland State University
- A Test of Loyalty: Department Chairs' Considerations When Making Academic Human Resource Decisions Leigh Settlemaier Dzwik, Oakland University

#### ABSTRACT

Learn more about higher education administration topics.

#### **F.0130.MT Micro-Credentialing for Competency Based Teacher Professional Development**

J - Postsecondary Education --- Best Practices Forum

Friday, 1:30 PM to 2:40 PM --- Mt. Auburn

#### ABSTRACT

The purpose of this Best Practice Forum is to share the research on micro-credentialing and the experiences of one small private higher education institution's ongoing journey towards providing service to partnership schools in ongoing skill and knowledge development for educators. The objectives for the best practice forum on micro-credentialing include the following: 1. Define key definitions related to micro-credentialing and competency based teacher professional development 2. Describe rationale and influences in micro-credentialing development 3. Illustrate experiences of one institution's response to micro-credentialing 4. Identify key best practices related

to micro-credentialing offered by higher education institutions based upon the field of research.

**F.0250.MT Introduction to Publishing**

MWERA --- Special Event

Friday, 2:50 PM to 4:00 PM --- Mt. Washington (Room 143)

Presenter Sharon Stevens, Western Illinois University

**ABSTRACT**

Editors from the MWERA journal will share tips for academic publishing.

**F.0250.MT Boys, Reengaged**

C - Learning and Instruction --- Workshop

Friday, 2:50 PM to 4:00 PM --- Mt. Auburn

**ABSTRACT**

Following the research of Leonard Sax's Boys Adrift and others, many educators site there is a growing crisis among young men in our culture. Apathetic boys across all segments in US society are falling behind, often times withdrawing from their communities and obligations. What messages are boys receiving from the popular culture that are detrimental to their development? What has changed in our culture that has led to this trend, and why is it continuing to grow? What can we do to as educators and practitioners to approach this problem? What teaching methods do we already have available that we can implement immediately? In this workshop, we will identify some of these problems, discuss widely suggested solutions, and press beyond the obvious to create solutions within our own spheres of influence.

**F.0250.MT The Signature Thinking Framework: Creativity United with Knowledge**

C - Learning and Instruction --- Alternative Session

Friday, 2:50 PM to 4:00 PM --- Mt. Storm (Room 140)

**PRESENTATION**

- The Signature Thinking Framework: Creativity United with Knowledge Kevin S Krahenbuhl, Middle Tennessee State University

**ABSTRACT**

The Signature Thinking Framework is a model for cultivating creativity in the classroom and in such a way that enhances student learning. This framework has been designed and is currently in an exploratory phase of research. This presentation will introduce the ST Framework, establish its conceptual framework, and present findings from early phases of research on implementation of this tool for leveraging creative capacity to nurture richer learning. Participants will engage in a unique session that provides the research norms and yet allows for brief immersion into the framework as a way of experiencing the framework for one's own creative mapping for future research.

**F.0250.MT Not for the faint of heart: Considerations in Qualitative and Mixed Methodologies**

D - Measurement and Research Methodology --- Paper Session

Friday, 2:50 PM to 4:00 PM --- Mt. Echo (Room 130)

Chair Jon Brasfield, University of Findlay

Discussant Kwabena Ofori-Attah, Central State University

**PRESENTATIONS**

- Qualitative Research: Internal Consistency--a Practical Example. Max Ghaffari, Benedictine University
- "Taking context seriously": Using a sequential mixed methods approach in comparative case study design Lori Foote, University of Cincinnati; Janet B. Walton, Purdue University, IN; Vicki L. Plano Clark, University of Cincinnati
- Virtual Ethnography: The Post Possibilities of Not Being There Lauren Angelone, Xavier University

**F.0250.MT Student-faculty experiences, student motivation, mentorship and PK16 issues**

J - Postsecondary Education --- Paper Session

Friday, 2:50 PM to 4:00 PM --- Mt. Lookout (Room 136)

Chair Esen Saygin Koc, Bowling Green State University

Discussant Maureen O'Connor, CUNY-Hunter College

**PRESENTATIONS**

- Student and Faculty Senate Agenda Alignment: A Test of Comprehensive Shared Governance Michael T Miller, University of Arkansas; Dan P Nadler, Northern Kentucky University



- Relationship between motivation and impostor syndrome in female graduate students Ashley Vaughn, University of Cincinnati; Marcus Lee Johnson, University of Cincinnati; Gita Taasobshirazi, Kennesaw State University
- A Mixed Method Program Evaluation of Future Institute Road-to-Success Mentorship Program Sherrie Wisdom, Lindenwood University; Lynda Leavitt, Lindenwood University
- PK16 Pathways of Promise: A Data Informed Dialogue between IHEs and Local Area Districts Rabab Darwish, Bowling Green State University; Matthew R. Lavery, Bowling Green State University; Melissa Cardenas, Bowling Green State University; Dawn Shinew, Bowling Green State University; Brian Campbell, Bowling Green State University

#### ABSTRACT

Learn more about student-faculty senate agenda alignment, the relationship between motivation & imposter syndrome in female graduate students, mentorship programs, as well as PK16 pathways of promise.

#### **F.0250.AM New Frameworks in Teacher Cultural Responsiveness**

K - Teaching and Teacher Education --- Paper Session

Friday, 2:50 PM to 4:00 PM --- Amphitheater II (Room 144)

Chair Winston E Vaughan, Xavier University

Discussant Jean Swindle, Rockford University

#### PRESENTATIONS

- A Framework for Developing Responsive Teaching Practices in an Embedded Urban Preparation Program Brandelyn Tosolt, Northern Kentucky University; Amy Bacevich, Northern Kentucky University; Patricia Bills, Northern Kentucky University; Sarah Kasten, Northern Kentucky University; David Childs, Northern Kentucky University
- Preparing Culturally Responsive Educators in the 21st Century: White Pre-service Teachers Identification of Unearned Privileges Winston E Vaughan, Xavier University
- Preparing Effective Teachers and Principals for High Needs Schools: Educator Preparation that Matters jennifer olson, University of Illinois at Chicago; Lisa Walker, University of Illinois at Chicago; Arthi Rao, University of Illinois at Chicago; Victoria Trinder, University of Illinois at Chicago
- The C.A.R.E. Program: A Qualitative Inquiry of Active, Reflective Democratic Educators in Appalachian Ohio Charles L. Lowery, Ohio University; Michael E. Hess, Ohio University; Gwyn Howard, Ohio University; Grace Zaher, Ohio University; Connor Fewell, Ohio University

#### **F.0250.MT Multiple Perspectives on Educational Priorities, Policies, and Progress**

L - Educational Policy and Politics --- Paper Session

Friday, 2:50 PM to 4:00 PM --- Mt. Adams (Room 111)

Chair Laura Ruth Brown, University of Kentucky

Discussant Jenny Evans, University of Kentucky

#### PRESENTATIONS

- Mission Critical: A Comparison of Stakeholder Perceptions Regarding K-12 Educational Mission Robert A. Hlasko, University of Findlay
- Gatekeeper of the Gatekeeper: An Exploration of 8th Grade Math Placement Policies in a Suburban Southeast School District Shannon Sampson, University of Kentucky
- Assessment of Academic Support Initiatives for Academically Underprepared Students Francis Atuahene, West Chester University

#### ABSTRACT

The four papers in this session present multiple perspectives on key issues in education. Two papers give voice to stakeholder perceptions of the broader mission of education and teacher perceptions of, and responses to, evaluation policies. The other two papers focus on specific policies for student placement in middle school mathematics and initiatives to support underprepared college students.

#### **F.0410.MT Research in Progress --Creating Context That Matters: Equity and Social Justice**

A - Administration, Organization, & Leadership --- Research in Progress Session

Friday, 4:10 PM to 5:20 PM --- Mt. Lookout (Room 136)

#### PRESENTATIONS

- A Gender-Based Assessment of Remuneration and Career Fulfillment of Leaders in Southeastern United States Colleges Sandra Ayivor, University of West Florida

- Collaborative Learning Technique Influence on the Academic Success of College Students Joan Nkansaa Nkansah, University of West Florida
- Leadership for Sustainable Development in the Gambia: The Role of Capacity Building Ousainou Sarr, Ohio University

#### ABSTRACT

In this roundtable, presenters will share research on equity and social justice with the opportunity for feedback.

#### **F.0410.MT Variables and Trends in STEM teaching and learning**

C - Learning and Instruction --- Paper Session

Friday, 4:10 PM to 5:20 PM --- Mt. Auburn

Discussant James Concannon, William Woods University

#### PRESENTATIONS

- Gender and the Leading Choices to Enrol in a STEM Discipline Charmaine Bruce-Kotey, Northern Illinois University; Cynthia Campbell, Northern Illinois University
- Examining Undergraduate Computer Science Students' Shift Towards a Fixed Mindset Abraham Flanigan, Ohio University; Markeya Peteranetz, University of Nebraska-Lincoln; Duane Shell, University of Nebraska-Lincoln; Leen-kiat Soh, University of Nebraska-Lincoln
- Investigation on interactive activities in Computer Science Course Qingyan Deng, Northern Illinois University
- Wonders of Our World (WOW)2—Engaging Middle School Students in STEM through Nanochemistry Sevinc Erdal, OSU

#### ABSTRACT

This session is STEM oriented with a computer science focus. We will examine variables in STEM career choice, teaching and learning.

#### **F.0410.MT Social Change and Women's Issues in Education in Eastern Mediterranean and African Communities**

G - Social Context of Education --- Paper Session

Friday, 4:10 PM to 5:20 PM --- Mt. Echo (Room 130)

Chair Winston E Vaughan, Xavier University

Discussant Francis E Godwyll, University of West Florida

#### PRESENTATIONS

- Children's opportunities to learn in rural southern Tanzania: nuanced and complex Laura Edwards, Xavier University
- Multiple Contexts Impacting 1.0-generation Immigrant Women's Experiences Inside and Outside of U.S. Higher Education Nancy Li Will, College of Education & School of Law, University of Washington, Seattle
- Parental Involvement Abroad: Stories from Ghanaian Expatriate Families in the U.S.A. Beryl Neequaye, Ohio University
- The Application of the Transformative Framework in Mixed Methods Research: Methodological Lessons for Females in Saudi Arabia Fatimah A Al Abdullatif, Ohio University; Yuchun Zhou, Ohio University; Beryl Neequaye, Ohio University; Seema Mahatu, Ohio University; Kathryn Hille, Ohio University
- Educational Value of the Oral Epic of Manas in Integrating Indigenous Cultures into the Educational Setting. Ardahbek Amantur, participant

#### ABSTRACT

Education as a Transformative Experience

#### **F.0410.MT The Implications of Asian Cultural Assumptions and Attributions on Student Success**

G - Social Context of Education --- Paper Session

Friday, 4:10 PM to 5:20 PM --- Mt. Storm (Room 140)

Chair Jean Swindle, Rockford University

Discussant Anne Stinson, University of Wisconsin-Whitewater

#### PRESENTATIONS

- An Investigation on Factors Impacting Chinese College Students' Self-Regulation and Procrastination Yanling Yang, Miami University, Oxford; Yuan Ge, Miss; Aimin Wang, Miami University
- Bilingual Children's Languages, Cultures, and Identity Development: A Case Study of a sixteen-year-old Korean Boy JUNG HAN, Purdue University
- How does Chinese Students' Purpose of Studying Abroad Impact the Degree of Cultural Shock in the U.S? Beibei

Wu, Miami University; YU ZHONG, Miami University; Aimin Wang, Miami University

- The effect of personalities on Chinese students' perceived relationships with their American friends Aimin Wang, Miami University; Ruohan Wang, Miami University
- Thinking Style Preference, Communication Style Preference and Academic Self-Efficacy and Academic Achievement for Chinese Students Yina Zhou, Ms; Yuan Ge, Miss; Aimin Wang, Miami University

#### ABSTRACT

Research regarding Asian Student success as impacted by concepts such as perceived relationships with American friends, social consequences of studying abroad, Identity development, and motivation.

### **F.0600.PL MWERA Board Meeting**

MWERA --- Special Event

MWERA --- Special Event

Friday, 6:00 PM to 10:00 PM --- Plaza Boardroom (Room 116)

### **Index of Session Participants**

#### **Index of Session Participants**

#### **A**

Abdullatif, Fatimah A Al. W.1200.AM,  
T.0920.MT, F.0410.MT  
Aboagye, Bright Da-Costa .F.0800.MT  
Agyei, Yohanna ..... T.0920.AM,

T.1040.MT  
Aker, Margaret ..... W.0240.MT  
Akers, Kate Shirley ..... T.0540.AM  
Al-Abdulatef, Mohammed . T.0920.MT  
Alharbi, Abdulmajeed .....W.1200.AM  
allen, Shawndra ..... T.0920.MT

Altchuler, Stephanie ..... W.0120.MT  
Alvarez, Verenise .....T.0420.MT  
Amantur, Ardahbek .....F.0410.MT  
Andrews, Mandi Kristine.....F.0130.SA  
Angelone, Lauren .....F.0130.SA,  
F.0250.MT

Annor, Grace ..... F.0800.MT  
 Arthur, Brittany ..... T.1040.MT  
 Ashby, Joleena ..... T.0300.AM  
 Asim, Sumreen ..... F.0130.SA  
 Atuahene, Francis ..... F.0250.MT  
 Ayisi, Elizabeth Ottie ..... F.0800.MT  
 Ayivor, Sandra ..... F.0410.MT

## B

Bacevich, Amy ..... F.0250.AM  
 Baer, Allison L. .... T.0920.MT  
 Baker, Aaliyah ..... F.0800.MT  
 Banzer, David ..... F.0130.SA  
 Beasley, Timothy Mark ..... F.0130.MT,  
 F.0800.MT  
 Bellinger, Boyd ..... W.0400.AM  
 Bender-Slack, Delane ..... W.0240.MT,  
 T.1040.MT  
 Berogan, Chris L. .... T.0300.AM  
 Bills, Patricia ..... F.0250.AM  
 Blackwell, Hannah ..... T.1040.AM  
 Boards, Alicia ..... W.0120.MT  
 Boards, Alicia ..... T.1040.MT  
 Bradley, Kelly D. .... W.0120.MT,  
 T.0800.MT, F.0130.SA, F.0800.MT  
 Brasfield, Amanda ..... T.0920.MT  
 Brasfield, Jon T.0140.MT, T.0300.MT,  
 T.0920.MT, F.0250.MT  
 Breault, Rick .. T.0300.MT, T.0800.MT  
 Brooks, Gordon ..... W.1200.AM,  
 T.0420.MT, T.0920.MT  
 Brown, Dominique M. .... W.0240.AM  
 Brown, Laura Ruth ..... F.0130.SA,  
 F.0250.MT  
 Brown, Libby ..... T.1040.MT  
 Brown, Rhonda ..... T.0800.MT  
 Browne, Frederick ..... T.1040.MT  
 Bruce, Kevin none ..... T.0420.MT  
 Bruce-Kotey, Charmaine .... F.0410.MT  
 Bruna, Katherine ..... T.0800.MT  
 Brunson, Fatima ..... F.0130.SA  
 Buttil, Michael Joseph ..... W.0240.MT

## C

Cain, Melissa ..... T.0300.MT  
 Campbell, Brian ..... F.0250.MT  
 Campbell, Cynthia ..... T.0920.AM,  
 F.0130.MT, F.0410.MT  
 Cannon-Ruffo, Colleen .... W.0240.MT  
 Cao, Lu ..... T.0300.MT  
 Cardenas, Melissa ..... F.0250.MT  
 Chai, Hannah ..... W.0120.MT  
 Chemosit, Caroline C ..... T.0140.MT  
 Chen, Chih-Sheng ..... F.0130.MT  
 Chen, Hsiang-Ting ..... T.0300.MT

Chen, Wei-Lin ..... T.0800.MT  
 Childs, David ..... F.0250.AM  
 Childs, Joshua ..... W.0120.MT  
 Cho, Hyeree ..... T.0920.MT  
 Christensen, Andrea ..... T.1040.MT  
 Chun, Hwa Young ..... T.0920.AM  
 Cindric, John ..... T.0300.MT  
 Clark, Scott L. .... T.0420.MT  
 Coli, Sheila ..... T.0920.AM  
 Collins-Ayanlaja, Carole ... T.1040.MT  
 Concannon, James ..... F.0410.MT  
 Conley, Diane ..... F.0800.MT  
 Connell, James ..... T.0800.MT  
 Corrigan, Diane ..... F.0800.MT  
 Cosner, Shelby ..... F.0800.MT  
 Cox, Kyle ..... W.0400.MT, F.0130.MT  
 Crabtree, Mary Lynn ..... W.0240.MT  
 Crates, Kathleen ..... T.0140.MT  
 Cripe, Kathleen Leslie ..... T.0300.MT  
 Crylen, Anne ..... T.0420.MT

## D

Dani, Danielle ..... W.0120.MT  
 Darwish, Rabab ..... F.0250.MT  
 DeFrance, Nancy ..... T.0800.MT  
 DeJarnette, Anna Fricano .. W.0240.MT  
 Deng, Qingyan ..... F.0410.MT  
 De Voto, Craig ..... F.0130.SA  
 Dickman-Burnett, Victoria L.  
 W.0240.AM, T.0140.AM, T.1040.MT  
 Dimmitt, Eric .. T.0420.MT, F.0800.MT  
 Do, Hoan ..... W.1200.AM, T.0420.MT  
 Dreisbach, Melissa ..... W.0120.MT  
 Dzwik, Leigh Settlemaier ..... F.0130.MT

## E

Edwards, Laura T.0140.MT, T.0420.MT,  
 F.0130.MT, F.0410.MT  
 Elam, Nicholas ..... T.0920.MT  
 Elliott, Rebecca ..... W.0400.AM  
 Endres, Holly ..... T.0800.MT  
 Erdal, Sevinc ..... F.0410.MT  
 Eubanks, Mici F ..... T.1040.MT  
 Evans, Jenny .. T.0300.MT, T.1040.MT,  
 F.0250.MT

## F

Farley, Amy N. .... W.1200.MT  
 Farrenkopf, Patricia ..... T.0800.MT  
 Felder, Anthony ..... T.0300.MT  
 Fewell, Connor ..... F.0250.AM  
 Flanigan, Abraham ..... T.0140.MT,  
 F.0410.MT  
 Foote, Lori ..... W.0120.MT, F.0250.MT  
 Fortune, Angela Joy ..... W.0120.AM,

W.0400.AM, F.0130.SA  
 Frisch, Victoria V. .... T.0800.MT  
 Froiland, Dr. John Mark ..... T.1040.MT

## G

Ge, Yuan ..... F.0410.MT  
 Geaman, Maribeth ..... T.0140.AM,  
 T.1040.MT  
 Geer, Cynthia H ..... T.0300.MT  
 Gerberry, Carla ..... T.0420.MT  
 Gerrond, Jessica M ..... T.0300.MT  
 Gertz, Meredith ..... F.0800.MT  
 Gessner, Gretchen ..... F.0130.SA  
 Getachew, Elizabeth ..... T.0800.MT  
 Gezer, Tuba .... T.0420.MT, T.0920.MT  
 Ghaffari, Max T.1040.MT, F.0250.MT  
 Gibbons, Scott ..... W.1200.MT  
 Gillham, John C. .... T.0300.MT,  
 T.0420.MT, F.0800.MT  
 Giuseffi, Francesco G ..... W.0120.AM  
 Glick, Brian M. .... T.0800.MT  
 Godwyll, Francis E ..... W.0120.AM,  
 T.0140.MT, T.0920.AM, T.1040.MT,  
 F.0130.MT, F.0410.MT, F.0800.AM  
 Gouwens, Judith ..... T.0420.MT  
 Grady, Marilyn T.0800.MT, F.0130.MT  
 Greenwood, Amber ..... T.1040.AM  
 Gross, Steve ..... T.0800.MT  
 Gu, Wei ..... F.0130.MT  
 Gui, Gabriela. W.0120.MT, T.0920.MT  
 Guy, Batsheva ..... T.1040.MT  
 Gyimah, Mellissa ..... W.0120.AM

## H

Haddad, Kristen A ..... W.1200.MT  
 Hamilton, Valerie ..... F.0130.SA  
 HAN, JUNG ..... F.0410.MT  
 Han, Mi Hyun ..... F.0800.MT  
 Hanauer, Matthew ..... T.0800.MT  
 Harnish, Jason ..... T.0140.MT  
 Harrison, Laura ..... W.1200.MT  
 HARRISON, LISA M ..... W.0120.MT  
 Hayes, Taylor ..... T.1040.AM  
 Helm, Breaysha ..... T.1040.AM  
 Henriquez, Oscar ..... T.0140.MT  
 Hernandez Parraci, Wilson Ramon  
 ..... F.0130.MT  
 Hess, Michael E. .... T.0420.MT,  
 F.0250.AM  
 Hille, Kathryn ..... F.0410.MT  
 Hlasko, Robert A. .... F.0250.MT  
 Hohenbrink, JoAnn ..... F.0800.MT  
 Holcomb, Jelena S ..... T.0420.MT  
 Hong, Zuway-R ..... T.0300.MT  
 Hornbeck, Dustin ..... F.0800.MT

Hornberger, Rebecca E ..... W.0240.MT  
Howard, Gwyn.....F.0250.AM  
Huang, Grace ..... F.0800.MT  
Husband, Terry ..... W.0240.AM,  
T.0800.MT

# I

Ickes, Melinda .....T.0800.MT

# J

Jacob, Kristy ..... T.1040.AM  
James, ArCasia D .....T.0800.MT  
Jason, Leslie..... T.1040.AM  
Johns, Gary Lee .....T.0800.MT  
Johnson, Marcus Lee .....T.0140.MT,  
T.0800.MT, F.0250.MT  
Jones, Kowanda M .....F.0130.SA  
Jones, Quiana..... T.1040.MT

# K

Kasten, Sarah .....F.0250.AM  
Kaya, Jean.....T.0140.MT  
Kelcey, Benjamin .....W.0400.MT,  
F.0130.MT  
Kelly, Michael Patrick .....T.0800.MT  
Kennedy, Billy Renard .....T.0800.MT  
Kernler, Dan ..... F.0130.MT  
kilgore, jenny ..... T.0920.MT  
Kim, Sujin.....T.0300.MT  
King, Kenneth.....T.0420.MT  
Kloppmann, Samuel ..... T.0300.AM  
Knestrict, Thomas D .....T.0140.MT  
Knight, Donna Lynne ..... W.0240.MT  
Koc, Esen Saygin..... F.0130.MT,  
F.0250.MT  
Koc, Selma.... W.1200.MT, F.0130.MT  
Koo, Doyun ..... W.0120.AM  
Kotche, Miiri .....T.0300.MT  
Kowalski, Monica.....T.1040.MT  
Krahenbuhl, Kevin S .....T.0800.MT,  
F.0250.MT  
Kraner, Chris .....T.0420.MT  
Kuligowski, Ronald J .....T.0420.MT

# L

Lam, Eddie T.C. ....F.0800.MT  
Lanier, Bradley B ..... W.0120.AM  
Larson, Heidi ..... T.1040.MT  
Lash, Lindsay.....T.1040.MT  
Lavery, Matthew R. ....F.0250.MT  
Lawrence, Ellen Kathleen...T.0300.MT  
Leavitt, Lynda T.0920.AM, F.0250.MT  
Lee, Cheu-jei.....T.0920.MT  
li, haiyan .....T.0800.MT  
Lindquist-Grantz, Robin .....T.1040.MT

Linowes, Danielle ..... T.0300.MT  
Liu, Xiongyi ..W.1200.MT, F.0130.MT  
LOCOH-A, GABRIELA GROZA  
..... T.0300.MT  
Long, Dennis ..... T.0300.MT  
Lowery, Charles L..... T.0420.MT,  
F.0250.AM

# M

Maggin, Daniel.....W.0400.AM  
Mahatu, Seema .....F.0410.MT  
Malin, Joel.....F.0800.MT  
Mansfield, Eric ..... T.0140.MT  
Mantzicopoulos-James, Panayota  
..... T.0920.MT  
Martin, Lauren Elizabeth ... T.1040.MT  
Martin, Margaret ..... T.0920.MT  
McCafferty, Tess ..... F.0130.SA  
McCarthy, Kathy , ..... F.0130.SA,  
F.0800.MT  
McCorkle, Sarah ..... T.0920.MT  
McFaddin, Kate..... T.0420.MT  
McKinley, Keanen .....W.0400.AM  
McLean, Jimmy..... W.0240.MT  
McNeely, Sharon Lynn ..... T.0420.MT,  
F.0130.SA  
Mier, Carrie ..... T.0140.MT  
Milam Brooks, K..... W.0120.MT  
Miller, Kenneth ..... T.0300.MT  
Miller, Michael T .....F.0250.MT  
Miller, Susan Mary..... T.0300.MT  
Miller, William T. ....W.0120.AM  
Montemayor, Benjamin Neil  
..... T.0300.MT, T.0800.MT  
Moody, Brendon D..... W.1200.MT  
Moore, Gregory ..... T.0300.MT  
Mora, Camille M..... T.0300.MT,  
T.1040.MT  
Morgan, Ashley ..... T.1040.MT  
Moser, Chris ..... T.0920.MT  
Moss, Krontayia ..... T.0140.MT  
Muchmore, James Allen..... T.0140.MT

# N

Nadler, Dan P .....F.0250.MT  
Nakonechnyi, Alex.....F.0800.MT  
Neequaye, Beryl..... W.0120.MT,  
W.1200.AM, F.0410.MT  
Njai, Samuel Ndungu ..... T.0920.MT  
Nkansah, Joan Nkansaa.....F.0410.MT  
Noland, Melody..... T.0800.MT  
Nur-Awaleh, Mohamed A.. T.0140.MT

# O

Ochsner, Amanda ..... T.0300.MT

O'Connor, Maureen.....F.0250.MT  
Oduro, Dorcas Ivy ..... F.0800.AM  
Ofori-Attah, Kwabena ..... T.0300.MT,  
T.0920.MT, T.1040.MT, F.0250.MT,  
F.0800.AM, F.0800.MT  
olson, jennifer ..... W.0120.MT,  
W.1200.MT, T.0300.MT, F.0250.AM  
Omitoyin, Janet.....T.0300.MT  
O'Neill, Shawn .....T.0420.MT  
Overton, Kirby ..... W.0240.AM

# P

Park, Eunjeong.....F.0130.MT  
Parker, Jill ..... W.0240.MT  
Parker, Kara Kristine .....T.0300.MT  
Parsons, Josh.....T.0800.MT  
Peteranetz, Markeya .....F.0410.MT  
Plano Clark, Vicki L. ....F.0250.MT  
Pohl, Janice .....F.0800.MT  
Polydore, Catherine L. ....T.1040.MT  
Pourdavood, Roland ..... W.1200.MT,  
F.0130.SA, F.0800.MT  
Powers, Ed.D., Michelle .....T.0920.MT  
Proweller, Amira.....T.0800.MT  
Prybil, Brian..... T.0920.AM

# Q

Quardey Missedja, Thelma Akusika  
.....F.0800.MT  
Quinn, Daniel J .....F.0800.MT

# R

Radina, RachelW.0400.MT, T.1040.AM  
Rao, Arthi ..... T.0300.MT, F.0250.AM  
Rausch, John LT.0300.MT, F.0800.AM  
Reeves, Todd .. T.0420.MT, F.0130.SA  
Reis, Tania .....F.0130.MT  
Ren, Xinyue .....T.0920.MT  
Richard, Meagan.....F.0800.MT  
Rieckhoff, Barbara.....T.0800.MT  
Robersshaw, Katherine..... W.0120.MT  
Roberts, Audrey Conway....T.0420.MT  
Robinson, JasonT.0140.MT, T.0420.MT  
Rosario-Moore, Alexios ... W.0400.AM  
Ross, Genesis ..... W.0400.MT  
Roy, Mamta .....F.0130.MT  
Rudman, Larry .....T.0800.MT  
Ruengvirayudh, Pornchanok  
..... W.0120.MT, W.1200.AM  
Rugutt, John K .....T.0140.MT  
Ryser-Oatman, Jonathon Todd  
.....T.0800.MT

# S

Sales, Jennifer Lynn..... T.0300.AM

Salisbury, Jason ..... F.0800.MT  
 Sampson, Shannon ..... T.0800.MT,  
 T.1040.MT, F.0130.SA, F.0250.MT,  
 F.0800.MT  
 Sarr, Ousainou ..... F.0410.MT  
 Sheadler, Travis ..... T.0800.MT  
 Scheel, Kayla ..... F.0130.SA  
 Schroeder, Casie ..... T.0140.MT  
 SCHUCKMAN, STEPHANIE M  
 ..... T.0800.MT  
 Senteney, Michael ..... T.0920.MT  
 Shaf, Amanda ..... T.0420.MT  
 Sharma, Rashmi ..... T.0920.AM,  
 F.0800.MT  
 Shell, Duane ..... F.0410.MT  
 SHEN, ZUCHAO ..... W.0400.MT,  
 F.0130.MT  
 Shinew, Dawn ..... F.0250.MT  
 Shyja, Andria ..... T.0300.MT  
 Simionescu, Dana ..... T.1040.MT  
 Slusser, Kristina ..... W.0120.MT  
 Smith, Everett ..... W.0400.AM  
 Smith, Thomas T.0300.MT, T.0420.MT  
 Snodgrass, Elizabeth ..... T.0420.MT  
 Snyder, Richard ..... W.0240.AM,  
 T.0800.MT  
 Soh, Leen-kiat ..... F.0410.MT  
 Soto, Deliana ..... F.0800.MT  
 Spearman, Patrick ..... W.0240.AM  
 Stanek, Marjorie ..... T.0800.MT  
 Stevens, Sharon ..... T.0920.AM,  
 F.0250.MT, F.0800.MT  
 Stinson, Anne..T.0920.MT, F.0410.MT  
 Stroud, Mary ..... T.0420.MT  
 Stuck, Jennifer ..... T.0800.MT  
 Sutton, Nick ..... F.0800.MT  
 Swan, Alyssa ..... T.1040.MT  
 Swindle, Jean ..T.0420.MT, F.0130.SA,  
 F.0250.AM, F.0410.MT

## T

Taasoobshirazi, Gita ..... F.0250.MT  
 Therriault, Victoria L ..... W.0240.AM  
 Thew, Katherine A ..... T.0300.MT  
 Tolbert, Joshua ..... T.0140.MT  
 Torrington, Shauna ..... W.0120.MT  
 Tosolt, Brandelyn ..... F.0250.AM  
 Trinder, Victoria ..... F.0250.AM  
 Twilley, Danny ..... T.0420.MT

## U

Utech, Allyson ..... T.0420.MT

## V

Varchmin, Amy Marie .... W.0240.MT,  
 F.0800.AM  
 Vaughan, Winston E ..... T.0920.MT,  
 F.0250.AM, F.0410.MT  
 Vaughn, Ashley ..... W.0240.MT,  
 T.0140.MT, T.0800.MT, F.0250.MT  
 Vaughn, Lisa ..... T.1040.MT  
 Vertuca, Mary Lisa ..... T.1040.MT  
 Vilvens, Heather L ..... W.1200.MT

## W

wachira, patrick ..... W.1200.MT  
 Wagstaff, Audrey ..... T.0800.MT  
 Walker, David T.0300.MT, T.0800.MT  
 Walker, Lisa ..... F.0250.AM  
 Walton, Janet B. .... F.0250.MT  
 Wang, Aimin W.0240.AM, F.0410.MT  
 Wang, Ruohan ..... F.0410.MT  
 Watts-Taffe, Susan ..... W.0120.MT  
 Webb, Mary ..... W.0400.MT  
 Wei, Dan ..... F.0130.SA  
 Wells, Jean , ..... F.0130.SA  
 Weston, Elizabeth ..... T.0420.MT  
 Wilke, Edana ..... W.0240.MT  
 Will, Nancy Li T.0800.MT, F.0130.MT,  
 F.0410.MT

Williams, Kristen K ..... T.0140.MT  
 Williams, Nicole ..... T.0140.MT,  
 T.0300.MT  
 Wilson, Cassidy ..... T.1040.AM  
 Wilson, Gabrielle ..... W.0240.MT  
 Wisdom, Sherrie ..... F.0250.MT  
 Wolfinger, James ..... T.0800.MT  
 Wright, Skya ..... T.1040.AM  
 wright, wayne E ..... T.0800.MT  
 Wu, Beibei ..... F.0410.MT  
 Wuerzburger, Jared ..... W.0240.MT,  
 T.0140.MT, T.0920.AM, T.1040.MT

## X

Xie, Yanli ..... F.0130.MT

## Y

Yan, Lu ..... T.1040.MT  
 Yang, Na ..... F.0130.MT  
 Yang, Yanling W.0240.AM, F.0410.MT  
 Yaru, Ru ..... W.0240.AM, T.0920.MT  
 Yates, Justin Heath ..... F.0800.MT  
 Young, Teresa L ..... W.1200.MT,  
 F.0130.SA  
 Yuan, Huanshu ..... F.0800.AM

## Z

Zaher, Grace ..... F.0250.AM  
 Zascavage, Victoria ..... T.0800.MT,  
 T.0920.MT, F.0800.MT  
 Zhao, Jing ..... T.0920.MT  
 ZHONG, YU ..... F.0410.MT  
 ZHOU, YI ..... T.0920.MT, F.0800.MT  
 Zhou, Yina ..... F.0410.MT  
 Zhou, Yuchun T.0300.MT, F.0130.MT,  
 F.0410.MT  
 Zigler, Ted ..... F.0800.MT

## Cross-Index of Session Sponsors

### Cross-Index to Session Sponsors

#### A - Administration, Organization, & Leadership

- T.0420.MT Research in Progress--Interventions That Matter for Students, Schools, and Communities
- F.0410.MT Research in Progress --Creating Context That Matters: Equity and Social Justice
- F.0800.MT Leadership That Matters: Challenging & Reaffirming Practice

#### B - Curriculum Studies

- W.0120.AM Social Justice and Leadership: Creating a paradigm shift
- W.0400.MT Preparing Culturally Relevant Practitioners: Exploring the Intersectional use of Theatre of the Oppressed & Currere
- T.0920.AM A Global Perspective and the use of Technology in Current Educational Issues

#### C - Learning and Instruction

- W.0240.MT Innovation in the STEM learning environment
- T.0140.MT Impactful Learning Strategies
- T.0420.MT Social and Personal Perspectives in Education
- T.0800.MT Division C: Teaching and Learning Poster Session
- T.0920.MT Changing lenses on learning
- T.1040.MT Socio-Emotional Components of Learning
- F.0130.MT Language Learning in the classroom: Impactful learning for ESLs
- F.0250.MT The Signature Thinking Framework: Creativity United with Knowledge
- F.0410.MT Variables and Trends in STEM teaching and learning
- F.0800.AM Individualized Learning in a One-Size Fits All Society

#### D - Measurement and Research Methodology

- W.0120.MT Modern-Look Graphic Representations in Tableau
- W.0400.MT Asking 'Why?' in Educational Research: Understanding and Planning Cluster-randomized Studies Aimed at Detecting Mediation
- W.1200.AM Introduction to R: The Basics
- T.0420.MT We don't need no Stinking Reliability! Data Assessments of Reliability and Validity
- T.0800.MT POSTER: Combining Multiple School Quality Measures: The Tenability of a

- T.0920.MT Second-Order Factor School Quality Model
- F.0130.MT Post Hoc Post Haste: Discussions on follow-ups to Analysis of Variance
- F.0250.MT Avoid a Cluster! Methodological Considerations for Cluster and Multilevel Analysis
- F.0800.MT Not for the faint of heart: Considerations in Qualitative and Mixed Methodologies
- Her Learnt Good: Measurement and Evaluation of Students' Learning, Perceptions, and Attitudes

#### E - Counseling & Human Development

- T.0300.MT Addressing the Needs of Students with Various Abilities
- T.0800.MT Division E Poster Session
- T.1040.MT Increased Educator Mental Health Literacy as Social Justice: A Multidimensional Approach

#### F - History & Historiography

- W.0400.MT If I Could Turn Back Time: What the Boomers' Teachers Can Teach Millennials' Kids.
- T.0800.MT Black Agency, Self-Determination, and Education in the Postbellum South: A Historiographical Critique

#### G - Social Context of Education

- W.0240.AM Overcoming some of the hurdles that the pool of teaching applicants must overcome
- T.0140.AM Engaging Students in Sexual Assault Prevention Education
- T.0140.MT Discussions Embracing Contemporary Issues that Effect Success in School
- T.0300.MT Examining issues that impact student learning such as Student Sense of Belonging, Home Language, and others
- T.0420.MT "We Are Not White Women": A Discussion About Using a Podcast to Address Educational Transformation
- T.0800.MT Poster
- T.0920.MT Teaching International Students: The Rewards and Challenges
- F.0130.SA Roundtable- Division G
- F.0410.MT The Implications of Asian Cultural Assumptions and Attributions on Student Success

#### H - Research, Evaluation, & Assessment in Schools

W.1200.MT	Using Participatory Action Methodologies to Inform Research and Practice in the K-12 Setting	T.0420.MT	Developing a professional identity: Critical reflection as a means of exploring professional context
T.0300.MT	Student and Teacher Perceptions of Technology and Assessment in the Classroom: Supporting Student Success	T.0800.MT	Division K Poster Session
T.0800.MT	Assessment Practices and Grit in STEAM and STEM Education	T.0920.MT	Critical Literacy in Critical Times
T.0920.MT	Improving Educational Quality: The Importance of Accurate Assessment and Evaluation	T.1040.AM	Disrupting Deficit-Laden Narratives about Urban Youth within Teacher Education
T.1040.MT	Sexual Violence Prevention Research and Trauma-informed Assessment	T.1040.MT	Investigating Provocations: Project Learning in the Primary
<b>I - Education in the Professions</b>		F.0130.SA	Division K Research in Progress Roundtable Session #3
T.0800.MT	Practitioner Inquiry	F.0250.AM	New Frameworks in Teacher Cultural Responsiveness
T.1040.MT	Professionals in Action: Collaborative Practices for Understanding and Expanding Professional Education	F.0800.MT	Professional development with proven success: Disseminating a teacher driven action research professional initiative supported by a university partnership
<b>J - Postsecondary Education</b>		<b>L - Educational Policy and Politics</b>	
W.0240.MT	How a Facebook Group Created Community out of Isolation	W.0120.MT	Giving Voice to Marginalized Stakeholders in Education and Policymaking
W.0400.AM	Current higher education topics	T.0300.AM	Ain't Nobody Got Time for Teacher Leadership: Certainly Not District Support Structures
W.1200.MT	Leveraging Strengths and Addressing Growth Areas in One's Writing Practice	T.0800.MT	Student Self-control: Exploring Differences Between Public and Private Schools
T.0140.MT	Creating Global Learning Across the University	F.0250.MT	Multiple Perspectives on Educational Priorities, Policies, and Progress
T.0800.MT	Higher education topics	<b>MWERA</b>	
T.1040.MT	Supporting graduate student success	W.0530.2N	MWERA Opening Night Welcome Reception
F.0130.MT	Micro-Credentialing for Competency Based Teacher Professional Development	W.1200.MT	MWERA New Member and First--Time Attendee Welcome Session
F.0250.MT	Student-faculty experiences, student motivation, mentorship and PK16 issues	T.0420.MT	STEM Career Choice to Teach
<b>K - Teaching and Teacher Education</b>		T.0540.AM	MWERA Presidential Address
W.0120.MT	Early Childhood Education	T.0630.2N	MWERA President's Reception
W.0240.MT	Confronting the Classroom/Real-World Binary: Globally-Minded Courses in K-12 Teaching and Teacher Education	T.0730.SA	MWERA Opening Session
W.1200.MT	Advances in Educator Preparation Through Technology	T.1200.SA	MWERA Association Council and Division Chair Business Luncheon
T.0140.MT	Current Trends and Perspectives in Education	F.0250.MT	Introduction to Publishing
T.0300.MT	Clinical Experiences and Partnerships	F.0600.PL	MWERA Board Meeting
T.0420.AM	How to Present and Publish Your Research: An Interactive Workshop	F.0920.AM	MWERA General Business Meeting
W.1200.MT		F.1045.AM	Division K: Business Meeting
		F.1045.MT	Division L: Business Meeting
		F.1130.SA	MWERA Keynote Speaker and Luncheon



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*Thanks so much for the important work you do. It is integral to the success of this conference.*

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