

MWERA

MID-WESTERN EDUCATIONAL RESEARCH ASSOCIATION

Annual Meeting and Conference



Conducting Educational Research that Matters

October 16-18, 2019

Kingsgate Conference Center

Cincinnati, Ohio

Dear MWERA Annual Meeting Participants,

On behalf of the Board of Directors and Program Committee, I am pleased to welcome you to the 2019 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 sessions, 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 2019 MWERA Annual Meeting 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: **Research for Advocacy**. How can we use educational research for advocacy? John Dewey argued that educational researchers should democratically engage with the public to advance educational progress through science. As educational researchers, we have the responsibility to not only create and disseminate research for the public good but to do so in a manner by which the public may then use our research to support their advocacy. The Mid-Western Educational Research Association would like to provide this conference as an opportunity for educational researchers to collaborate with colleagues, graduate students, undergraduate students, P-12 teachers, administrators, school boards, state boards of education, legislators, unions, non-profits, and other educational stakeholder organizations to engage in innovative and perhaps even non-traditional scientific inquiry for the purpose of social progress through advocacy.

To better meet the needs of a diverse body of educational stakeholders, educational researchers must choose activities that position research to inform civic participation, engagement, and organized action. Moreover, we may need to go beyond our characteristic publication possibilities so that what we learn is disseminated in a way that may be accessed by those inside and outside of our traditional paradigms. Thank you for coming to the MWERA conference in Cincinnati 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,
Nicole V. Williams, Ph.D.
MWERA Vice President and 2019 Annual Meeting Program Chair

Annual Meeting Important Information

MWERA Registration Desk: Conference Level

- Wednesday, October 16th: 11:30AM - 6:00PM
- Thursday, October 17th: 7:30AM - 6:00PM
- Friday, October 18th: 7:30AM - 11:30AM and 1:30-3:00PM

Conference Participant Responsibilities

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

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 paper presentation
- Provide a brief synthesis of the papers
- Lead an interactive question-and-answer period

Wednesday: Important Events

- **New Member and First-Time Attendee Welcome Session:** Hosted by Program Chair Nicole Williams. 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.
- **Opening Night Welcome Reception:** Hosted by the MWERA Board members. All our welcome!

Thursday: Important Events

- **MWERA Opening Session and Continental Breakfast:** Hosted by Program Chair Nicole Williams. 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 Dustin Derby.
- **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: Important Events

- **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
Dare Dukes, Executive Director of Deep Center, Inc.



Our luncheon keynote address will feature Dare Dukes, Executive Director of Deep Center, Inc. Dare is a musician, writer, and a nonprofit leader with more than 20 years of experience working in arts and social-justice nonprofit settings, both as an artist and leader. As a nonprofit professional, he worked for more than eleven years as development and communications director for Global Action Project (GAP), a New York City nonprofit that provides award-winning media-arts and leadership training for marginalized and low-income youth. There he directed fundraising and related organizational communications and strategy for one of the nation’s leading youth media-arts nonprofits. Dare has also consulted extensively for nonprofits across the country, and prior to his tenure at GAP, he was the manager of foundation and corporate relations for the Brennan Center for Justice at the NYU School of Law, where he oversaw an institutional-giving portfolio for a leading public-interest law firm working to strengthen democratic institutions, protect the poor, and ensure fairness in the U.S. criminal justice system.

Deep Center uses writing, art, and culture to fuel the creative fires of Savannah’s young people, helping them connect their learning to their lives, their lives to their communities, and their actions to transformational change. They also work with adults in their village to make sure youth are seen in their full humanity, and to identify and advocate for administrative and legislative policies that make Savannah a safe place for all young people and their families.

In collaboration with adult writers, artists, and mentors, Deep youth learn how to tell their stories powerfully, celebrate their neighborhoods, elevate Savannah’s forgotten narratives, and find their place in history and current events. When this happens, they gain agency as learners, artists, and community leaders able to speak out on the issues affecting them and their families. And in collaboration with Deep’s youth leaders, adults in their village learn how to step back, listen, and work from the healing-centered paradigm when supporting young people.

Since their founding in 2008, Deep Center has supported more than 3,800 young people with fully funded scholarships to our creative-writing, arts, and leadership programs, and they’ve published more than 100 anthologies of youth work, trained more than 270 local writing mentors, hosted live readings reaching diverse audiences of 10,000, and shared Savannah’s stories around the nation.

Keynote address: Friday, October 18th, at 11:30AM in the Grand Ballroom

General Conference and Hotel Information

The 2019 Annual Meeting of the Mid-Western Educational Research Association will be held from Wednesday, October 16th, to Friday, October 18th, at the Kingsgate Conference Center in Cincinnati, Ohio. On Wednesday, conference registration will begin at 11:30AM. 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 2019 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 2019 MWERA Annual Meeting name tag, which must be worn at all times during the conference. Those planning to attend 2019 MWERA Annual Meeting are strongly encouraged to pre-register for the conference and to make hotel reservations as soon as possible. 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 Conference Center at the following times:

Wednesday, October 16: 11:30 PM - 6:00 PM

Thursday, October 17: 7:30 AM - 6:00 PM

Friday, October 18: 7:30 AM - 11:30 AM and 1:30-3:00PM

Membership in the Mid-Western Educational Research Association provides reduced conference registration fees and access to the Mid-Western Educational Researcher, the official MWERA journal. Attendees are encouraged to join. Conference participants must be paid members for 2019.

Presenter Expectations

All persons, including graduate students, presenting at the 2019 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 All-Academic website or email the full paper to the corresponding session chair and discussant two weeks before the conference starting date. 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 2019 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.

Registration for Conference and Membership

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

Address and Directions to Kingsgate Conference Center

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.

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 poster. 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 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, 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. 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>).

2019 MWERA Leadership

Board Members

Immediate Past President: Dustin Derby, Palmer College, dustin.derby@palmer.edu
President: Kate Akers, Pennsylvania State System of Higher Education, kate.akers5@gmail.com
President Elect: Laney Bender-Slack, Xavier University, benderslackd@xavier.edu
Vice President: Nicole V. Williams, mweraconference@gmail.com
Vice President Elect: Teresa Young, youngt3@xavier.edu
Secretary: Rashmi Sharma, University of West Florida, rsharma@uwf.edu
Member-at-Large: Daniel Quinn, Public Policy Associates, dquinndan@gmail.com
Executive Director (ex officio): Gordon Brooks, Ohio University, mwera.ed@gmail.com
Historian (ex officio): Gordon Brooks, Ohio University, mwera.ed@gmail.com
Webmaster (ex officio): Thomas Smith, Northern Illinois University, tjsmith@niu.edu
MWER Editor: Brooks Vostal, Bowling Green State University, bvostal@bgsu.edu

Association Council

2017-2019

Kathleen Leslie 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

2018-2020

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

* Assistant Executive Director Sharon McNeely, educational consultant

2019 MWERA Division Chairs

A – Administration, Organization, and 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 University
ejdimmitt@stritch.edu

Co-Chair: Anne Crylen
Eastern Michigan University
anne.crylen@fulbrightmail.org

B – Curriculum Studies

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

Chair: Lauren Angelone
Xavier University
angelonel@xavier.edu

Co-Chair: VACANT

C – Learning & Instruction

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

Chair: Angela Miller
University of Cincinnati Blue Ash
millai@ucmail.uc.edu

Bright Da-Costa Aboagye
University of West Florida
ba40@students.uwf.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: Todd Reeves
Northern Illinois University
treeves@niu.edu

Co-Chair: Pornchanok (Porsche) Ruengvirayudh
University of La Verne
pr770511@ohio.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: Dorcas Ivy Oden
University of West Florida
dO25@students.uwf.edu

Co-Chair: Cheng Lu
Miami University
Luc9@miamioh.edu

F – History & Historiography

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

Chair: Kevin Krahenbuhl
Middle Tennessee State University
kevin.krahenbuhl@mtsu.edu

Co-Chair: Wenting Xie
Miami University
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: Krontayia Moss
University of Findlay
ambitiousleadersoutreach@gmail.com

Co-Chair: Holly Endres
Clermont County Educational Service Center
endres_h@ccsesc.org

H – Research, Evaluation, & Assessment in Schools

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

Chair: Kwabena Ofori-Attah
Central State University
kofori-attah@centralstate.edu

Co-Chair: VACANT

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: Joan Nkansah
University of West Florida
jnn9@students.uwf.edu

Co-Chair: Sandra Ayivor
University of West Florida
sa92@students.uwf.edu

J – Postsecondary Education

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

Chair: John Gillham
University of Findlay
gillham@findlay.edu

Co-Chair: Leigh Dzwik
Oakland University
settlemo@oakland.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: Jennifer Olson
University of Illinois at Chicago
jolson21@uic.edu

Co-Chair: Grace Hui-Chen Huang
Cleveland State University
g.h.huang@csuohio.edu

L – Educational Policy & Politics

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

Chair: Camille Mora
California State University Fullerton
camille.m.mora@gmail.com

Co-Chair: Yohanna Agyei
University of West Florida
ya17@students.uwf.edu

2019 MWERA Annual Meeting Restaurant Options by Location

Walking Distance from Hotel

Chipotle

Casual Mexican, Burritos & Tacos

Zoup Cincinnati

Award Winning Soups, Salads, & Sandwiches

Fusian

Modern, Creative Build-Your-Own Sushi Rolls

Mecklenburg Gardens

Traditional German Recipes Beer Garden

Cactus Pear

Modern Southwestern Recipes and Margaritas

Starbucks (UC Hosp)

Contemporary Coffee Shop & Bakery

Dunkin Donuts

Quick Breakfast & Coffee Shop

Corinthian Restaurant

Authentic Greek Recipes & Famous Pizza

Gold Star Chili

Quick, Casual Cincinnati-Style Chili

Short Vine

Alabama Que

BBQ & Home of Turkey Tips

Caribe Carryout

Caribbean Carryout

Wingstop

Aviation Themed Wings

Cock and Bull

Famous Fish & Chips

Martino's On Vine

Signature Hoagies

Which Wich?

Superior Sandwiches

Steak and Lemonade

As the Name Suggests

Ladder 19

American Bar & Grill

Mio's Pizza

Signature Pizza

University Square (Calhoun and McMillan Street)

Keystone Bar and Grille

Casual Pub w/ Mac & Cheese

Mr. Sushi

Japanese Cuisine

Adriatico's

New York Style Pizza & Sports Bar

Panera Bread

Bakery & Café

Buffalo Wild Wings

American Casual Sports Restaurant

French Fry Heaven

Inspired Fries & Tenders

Chicago Gyros**Highway 55**

American Classic Diner

Floyd's Cincinnati's

Middle Eastern Recipes

Cilanto Vietnamese

Pho Noodle Soups

King Wok

Traditional Chinese Food

Elephant Walk

Ethiopian & Indian Recipes

Drunken Bento

Sushi Rolls/ Korean Dishes

Dibella's

40's NYC Style Sandwich Shop

Mac's Pizza Pub

Classic Pizza & Sports Bar

Jimmy John's

Subs & Sandwiches

Ludlow Avenue (Gaslight District)

J. Gumbo

Cajun Gumbo

Biagio's Bistro

Classic, Casual Italian

Habenero

Casual Spicy Latin Recipes

Mediterranean King

Authentic Mediterranean Cuisine

Dewey's Pizza

New York Style Pizza & Sports Bar

Ambar India

Northern Indian Dishes

Proud Rooster

Casual Eatery

Los Potrillos

Mexican Cuisine

Skyline Chili

Cincinnati's Favorite Chili

Postmark

American Eatery

Marrakech Moroccan

Recipes of Morocco

Bruegger's Bagels

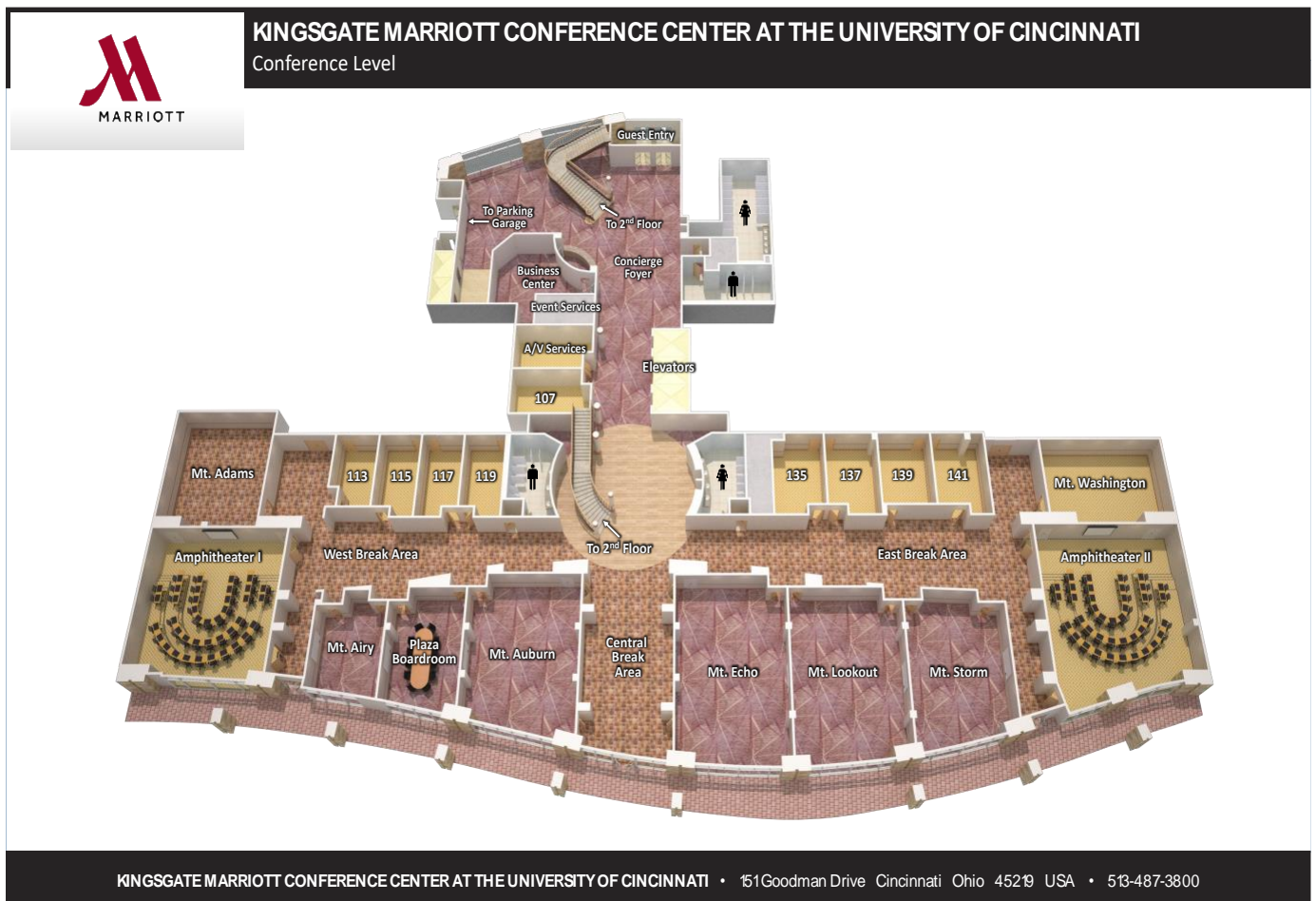
NYC Style Bagels

Kingsgate Conference Center

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 amphitheatres
- On-site restaurant and lounge
- Inviting lobby fireplace
- Marriott's Meeting Services App





KINGSGATE MARRIOTT CONFERENCE CENTER AT THE UNIVERSITY OF CINCINNATI Ballroom Level



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Hotel

- Spacious guest rooms
 - Standard rooms \$154
 - 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.

2019 MWERA Annual Meeting Schedule

Wednesday, October 16, 2019

MWERA New Member and First--Time Attendee Welcome Session

MWERA --- Special Event

Wednesday, 12:00 PM to 1:10 PM --- Amphitheater II

ABSTRACT

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.

Effective Strategies for Writing for Publication for Graduate Students and Pre-Tenure Faculty

B – Curriculum Studies --- Workshop

Wednesday, 1:20 PM to 2:30 PM --- Amphitheater II

Presenter

Terry Husband, Illinois State University

ABSTRACT

This workshop is designed to equip graduate students and pre-tenure faculty with practical strategies that can use to write more consistent and publish more often. Participants in this workshop will explore a wide range of topics such as: genres of publishing; typical publishing expectations for tenure and promotion at various types of institutions; locating the appropriate publication outlet; dealing with feedback effectively; writing collaboratively and designing a long-term research agenda. Furthermore, social, emotional, and professional tips for publishing successfully are presented as well.

Researching the Radical Possibilities of Arts-Based Research

B – Curriculum Studies --- Alternative Session

Wednesday, 1:20 PM to 2:30 PM --- Mt. Auburn

PRESENTATION

- “Researching the Radical Possibilities of Arts-Based Research” Karen McGarry, University of Cincinnati College of Education; Flavia Bastos, University of Cincinnati College of Art DAAP

ABSTRACT

This proposal aims to situate Arts-Based Research (ABR) as an approach of inquiry on par with other traditional forms of qualitative research while helping an audience to understand and appreciate it in more detail. The central question we are answering is “What is ABR?” with the goal of exploring how ABR can promote critical reflection about established research methodologies and invite innovation in inquiry. As defined by Patricia Leavy (2015), ABR is a set of methodological tools used by researchers across the disciplines, who adopt tenets of creative arts in order to address research questions in holistic and engaged ways in which theory and practice are intertwined. As a flexible approach to inquiry, ABR lends itself to socially responsive and transformation focused projects, inviting us to revisit how we prepare researchers for inquiry in academic settings.

Learning to Use the R Statistical Package Without Writing Code

D – Measurement & Research Methodology --- Workshop

Wednesday, 1:20 PM to 2:30 PM --- Mt. Storm

Presenters

Edward Matovu, OHIO UNIVERSITY; Kristina Adanin, Ohio University; Elizabeth O Ayisi, Ohio University; Gordon Brooks, Ohio University

ABSTRACT

The main objectives of this workshop will be for participants to learn how to use R-commander for descriptive statistics, visualization, and to run some statistical tests. By the end of this workshop, participants will be able to perform 1) how to close R and R Commander, 2) how to use plugins for R and R Commander, 3) how to get help in R and R Commander, and 4) how to perform the most common descriptive and inferential statistical analyses.

Reflection, Voice and Agency: Video Narratives as a Tool in Developing Community-Based Research Questions

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

Wednesday, 1:20 PM to 2:30 PM --- Salon C

Presenters

Alicia Boards, University of Cincinnati; Alice Kaye Deters, University of Cincinnati

ABSTRACT

For this project, we used a version of Digital Storytelling we are calling "Video Narrative". Digital Storytelling (DST) is a collaborative method in which participants use forms of digital technology to construct visual

representations of their own narratives (Gubrium, 2009). DST assumes that youth are capable of sharing stories and that these stories serve as a catalyst to creativity and meaningful dialogue about issues in their own community (Staley, 2017). DST empowers youth by allowing them to use technology as a medium to capture and share their lived experiences (Staley & Freeman, 2017). We used a modified DST method to create a space for youth to explore their lived experiences to develop their knowledge and exposure to substance abuse within their local community. Lambert (2009) explains DST as a way to leverage voices, images, and text to tell a story. Students used Video Narrative to develop research questions grounded in their lived experience and become community change agents.

Teaching Compassion in Healthcare Education Programs

I – Education in the Professions --- Best Practices Forum

Wednesday, 1:20 PM to 2:30 PM --- Mt. Lookout

PRESENTATION

- Teaching Compassion in Healthcare Education Programs Sharon Diane Feld, Ball State University

Presenter Sandra Ayivor, University of West Florida

ABSTRACT

Healthcare education primarily focuses on clinical skill acquisition and my overlook the essential components of compassionate care. Students must be prepared to provide compassionate care to patients to truly provide evidence-based practice and patient-centered care. Additionally, students enrolled in professional master's degree programs may be entering a unique stage in their lives when they are attempting to establish themselves as adults and discover this true sense of who they are as an individual. Educators must be able to support students through this transitional time, but also utilize this to help students discover who they are so they are able to relate and care for patients in a more compassionate manner. The recommendation is to include more self-reflection in healthcare education and to be more intentional about discussing the need and components for compassionate care in healthcare education programs.

Bayesian Inference via Markov Chain Monte Carlo: An Introduction and Application in Linear Regression

D – Measurement & Research Methodology --- Workshop

Wednesday, 2:40 PM to 3:50 PM --- Mt. Storm

Presenters Hoan Do, Ohio University; Gordon Brooks, Ohio University

ABSTRACT

Bayesian statistics, which differs from the frequentist approach fundamentally in its incorporation of prior knowledge of the parameter in estimation process, represents a straightforward and unified framework to characterize quantitative data, yet the integral calculation involved in the normalizing constant remains an obstacle to its modeling applications. Fortunately, Markov Chain Monte Carlo sampling methods and computer power advances enable Bayesian computations to be increasingly popular in educational and psychological research. This workshop introduces Bayes' rule and the principles of Markov Chain Monte Carlo, followed by applications to linear regression modeling as alternative approach to the conventional null hypothesis testing. For demonstration, a multiple regression analysis is conducted in the JAGS (Just Another Gibbs Sampler) program via the interface R package rjags and diagnostics of chain convergence via the coda package. The same data are then subjected to the traditional linear regression via the lm function in R, and results are compared to MCMC output to shed light on the differences in analytical information provided by Bayesian vs. Null Hypothesis Significance Testing.

College Choice: Comparison of Parents and Students Perceptions

G – Social Context of Education --- Symposium

Wednesday, 2:40 PM to 3:50 PM --- Salon C

PRESENTATIONS

- Factors Influence Parents and Students Choosing a College in a Small Town in China Wenting Xie, Miami University
- Factors Influencing College Choice Among Chinese And American Parents and Students Zhenyan Wang, Miami University
- How parents' and students' attitude different in college selection Mingyang Weng, Miami University

Presenters Jinghua Zhang, Miami University; Yu Zhong, Miami University

ABSTRACT

The educational system plays a significant role in society because it determines the quality of education,

intellect, and personal features of the character of future generations. The higher education institutions provide a strict and academic environment for students to obtain knowledges and abilities, which stand a crucial role in the society. Therefore, the learning environment is a serious thing for the parents to consider when they make decisions on where their children should get their profession. As people's demand for higher education continue to increase, high school graduates need to understand the issue of choosing a college (Xiao, 2018). A former study pointed out that factors affecting candidates' choice of college include personal factor, college factor, social factor and family factor (Liu, 1999). This symposium aims to explore discuss the impact factors of both parents and students in college choice and compare parents' and students' perceptions on college selecting.

Nursing Clinical Simulation with Multi-Patient Scenarios

I – Education in the Professions --- Best Practices Forum

Wednesday, 2:40 PM to 3:50 PM --- Mt. Lookout

Presenters Karen J. Elsea, Ball State University; Sandra Ayivor, University of West Florida

ABSTRACT

Conference Proposal Best Practices Forum: Abstract Clinical simulation is a wonderful way to enhance student preparation for clinical nursing practice. Students can practice nursing skills and clinical reasoning in a safe learning environment. One area of clinical simulation that has been less developed in nursing education is providing opportunities for a student to care for more than one patient at a time. Incorporating the multiple-patient simulation can assist students to enhance delegation, prioritization, and teamwork. This session will explore how to develop and implement this method of simulation.

Innovations and Reflections in STEAM Education

K – Teaching & Teacher Education --- Paper Session

Wednesday, 2:40 PM to 3:50 PM --- Amphitheater II

Chair Roland Pourdavood, Cleveland State University

Discussant Grace Huang, Cleveland State University

PRESENTATIONS

- Critical Reflections and Reconstruction of mathematics Teaching and Learning Roland Pourdavood, Cleveland State University; Xiongyi Liu, Cleveland State University
- STEAM in Elementary Education: A Blended Module to Develop Preservice Teachers' Conceptualizations of STEAM Education Lauren Angelone, Xavier University
- Teaching Mathematics and Science Contents in Historical and Cultural Contexts Roland Pourdavood, Cleveland State University

Teacher Educators Telling Stories: Developing Professional Identity through Stories

K – Teaching & Teacher Education --- Alternative Session

Wednesday, 2:40 PM to 3:50 PM --- Mt. Auburn

Presenters Mary Bair, Grand Valley State University; David E. Bair, Grand Valley State University; Kelly Margot, GVSU; Rui Niu-Cooper, Grand Valley State University; Nagnon Diarrassouba, Grand Valley State University; Beomkyu Choi, Grand Valley State University; Sandra Lynn Miller, Grand Valley State University

ABSTRACT

In this alternative symposium, we argue that the acts of crafting and telling a story have the potential to illuminate the interconnectedness between the personal, the social, and the professional dimensions of teacher educator identity. We describe the process by which a group of eight teacher educators created a year-long faculty learning community centered on oral storytelling. We describe the storytelling cycle, consisting of the identification of a prompt, the crafting of a story, the telling of the story, the giving of feedback, and the reflection upon the experience. We share the norms that guided the storytellers and the listeners. Each presenter will narrate a personal story that illustrates how their identity as a teacher educator stems from their experiences. We will share our preliminary findings regarding the experience of participating in this learning community. Finally, we will offer prompts and guidelines for storytelling.

Using Targeted Tutoring to Support Underrepresented Minorities in STEM fields

C – Learning & Instruction --- Best Practices Forum

Wednesday, 4:00 PM to 5:10 PM --- Amphitheater II

Presenter Emily Nichole Pendleton, Ball State University

ABSTRACT

Tutor programs are intended to support student learning, development, and the creation of a sense of community.

This type of support is imperative for the success of underrepresented minorities in STEM fields. The purpose of this presentation is to offer a best practice for using tutor services to support retention of underrepresented minorities in STEM fields at a large research institution. There will be a discussion around the hiring, training, and target recruitment of tutors. In addition, to the targeted recruitment of underrepresented students in STEM to use tutor services. A discussion on the importance of training tutors on issues of diversity, equity, and inclusion will happen as well. Future research ideas to inform tutor programs about best practices in supporting this student population will be discussed.

Monte Carlo Simulations in R

D – Measurement & Research Methodology --- Workshop

Wednesday, 4:00 PM to 5:10 PM --- Mt. Storm

Presenters Pornchanok Ruengvirayudh, Loyola Marymount University; Beryl Neequaye, Ohio University; Michael H. Senteney, Ohio University

ABSTRACT

This workshop will demonstrate how to use R, a free and effective statistical analysis program, to run basic Monte Carlo simulations. The presenters will introduce workshop participants to basic information about R so that they will be able to use R to perform Monte Carlo simulations. A brief overview of Monte Carlo programming will be provided for data generation, saving results, and analyzing output. R scripts (programs) will be provided to research participants for basic analyses and some basic Monte Carlo research. Participants are encouraged to install R on their own computers prior to attending the workshop. R can be downloaded by following appropriate links (i.e., "Download: CRAN") at <http://www.r-project.org/>.

Advocacy for Urban Education: Four Exemplary Action Research Projects Supported by a University Partnership

K – Teaching & Teacher Education --- Best Practices Forum

Wednesday, 4:00 PM to 5:10 PM --- Salon C

PRESENTATION

- Advocacy for Urban Education: Four Exemplary Action Research Projects Supported by A University Partnership
Grace Huang, Cleveland State University; Diane Corrigan, Cleveland State University; Deliana Soto, Campus International High School; John Dutton, Campus International High School; Jason Tout, Campus International High School; Laura Northrop, Cleveland State University; Niala Paul, Refugee Response; Vicki Ritzinger, Cleveland State University; Emma Vogel, Refugee Response; Elizabeth Taylor, Ethiopia Reads; Molly Buckley, Cleveland State University

Presenter Sarah Schwab, Campus International High School / Cleveland State University

ABSTRACT

The proposed Best Practice Forum will present an effectiveness collaborative action research (CAR) initiative to advocate for urban students and their success in education and learning. This session will feature four exemplary teacher-driven action research projects highlighting a partnership between urban public school districts and an urban university. Facilitated by university faculty, this CAR effort engaged practitioners in the development and implementation of action research projects focused on improving their own practices and student learning. Launched in 2013, ninety-five action research projects have been completed. In this forum, we will introduce this model, feature four action research projects, and engage the audience by discussing implications and the significance of using teacher-driven collaborative action research as a meaningful and effective model to advocate for student success.

MWERA Opening Night Welcome Reception

MWERA --- Special Event

Wednesday, 5:30 PM to 7:00 PM --- 2nd Floor Lobby (Prefunction Space)

ABSTRACT

Hosted by the MWERA Board members. All our welcome!

Thursday, October 17, 2019

MWERA Continental Breakfast (Thursday Morning)

MWERA --- Special Event

Thursday, 8:00 AM to 9:10 AM --- Central Break Area - 1st Floor

ABSTRACT

Please join us for coffee, tea and assorted fresh fruit, yogurt, bagels, and muffins while you peruse the poster sessions.

Division A: Poster Session

A – Administration, Organization, & Leadership --- Poster Session

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

PRESENTATION

- The Effects of Privatization in Higher Education on the Ghanaian Economy CLEMENT yeboah, University of Southern Mississippi; Kofi Sarpong Adu-Manu, Valley View University

Division B: Poster Session

B – Curriculum Studies --- Poster Session

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

PRESENTATIONS

- Disrupting Colorblindness in an Early Childhood Classroom Through Drama, Dialogue, and Diverse Texts Terry Husband, Illinois State University
- The Effects of Genius Hour on Learning in an Elementary Classroom Taylor Michal Madison Darfus, Ohio University

Division E: Poster Session

E – Counseling & Human Development --- Poster Session

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

Chair

Dorcas Ivy Oduro, University of West Florida

PRESENTATIONS

- Suicidal Thoughts Among High School Students: How Gender, Alcohol Consumption and Bullying Victimization are Related yasemin onder, NIU; Seref Goksel onder, Black Hawk College
- The Relationship between Family-of-origin Health and Marital intimacy: Mediation effect of The Efficiency of Married couple Communication Yeji Sim, PUSAN NATIONAL UNIVERSITY; Soonhwa Yoo, PUSAN NATIONAL UNIVERSITY
- Unsociability and Socioemotional Functioning in Korean Adolescents: Moderating Roles of Self-Determined Motivation for Solitude Jiyeon Shin, Pusan National University; Donghyung Lee, Pusan National University

Division G: Poster Session

G – Social Context of Education --- Poster Session

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

Chair

Rick Breault, Ashland University

PRESENTATION

- Imagineering Sanctuary Schools for Ohio Amanda K Grady, Education Policy

ABSTRACT

This poster session employs analysis of current scholarly literature and reveals a need for policymakers to consider empirical evidence when making decisions impacting education.

Division L: Poster Session

L – Educational Policy & Politics --- Poster Session

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

Chair

Shawn Quilter, Eastern Michigan University

PRESENTATION

- Critical Junctures: High-Quality Investments in Early Childhood Education and Care and the Workforce Rachel Gosney, Xavier University

Division H: Poster Session

H – Research, Evaluation, & Assessment in Schools --- Poster Session
 Thursday, 8:00 AM to 9:10 AM --- Mt. Adams

Chair Yuchun Zhou, Ohio University

PRESENTATIONS

- Academic Growth Trajectories of English Learners (ELs) and Multilingual Students in Fourth- and Eighth-grade Mathematics Brad M Uhing, Augustana University
- If I Had A Hammer Evaluation: Listening to Students Jie Dai, PhD Student; Shannon Sampson, Dr.
- An Empirical Study on the Level of Interregional and Urban-Rural Education Development in Chongqing, China Yaqiao Fan, Sichuan Fine Arts Institute

Division J: Poster Session

J – Postsecondary Education --- Poster Session
 Thursday, 8:00 AM to 9:10 AM --- Mt. Adams

Chair Eric Mansfield, Western Illinois University

PRESENTATIONS

- Exploring Student Government Advising Roles in Higher Education: Transformative Leadership in Practice Clyde Barnett III, Eastern Michigan University
- What Makes Them Stay? A Pilot Study on Personality and Teacher Education Choice Victoria L Zascavage, Xavier University; Holly Endres, National Heritage Academies-Orion Academy

Division K: Poster Session

K – Teaching & Teacher Education --- Poster Session
 Thursday, 8:00 AM to 9:10 AM --- Mt. Adams

PRESENTATION

- The Legacy of a Murder: A Self-Study of the Intergenerational Impact of a Family Tragedy on my Teacher Education Practices James Muchmore, Western Michigan University

Advocacy, Change, and Transformation

A – Administration, Organization, & Leadership --- Paper Session
 Thursday, 9:20 AM to 10:30 AM --- Amphitheater I

Chair Judy Jackson May, Bowling Green State University

Discussant Francis E Godwyll, University of West Florida

PRESENTATIONS

- Differentiation: Do Teachers and Teacher Evaluators Share a Common Definition? Jason Frank Robinson, Ohio Hi-Point Career Center
- Leadership Competencies Required for Associate Deans in Community Colleges Cathy Taylor, Elgin Community College
- Principal’s Experiences and Decision Making as a Result of Participating in a K-12 Arts Integration Grant Eric Dimmitt, Cardinal Stritch University
- The Effect of In-Service Training on the Performance of University of Ghana Employees CLEMENT yeboah, University of Southern Mississippi; Eva Laryea, University of Southern Mississippi

ABSTRACT

This session includes research regarding leaders transforming their complex organizations in the face of change. The research advocates for new methods of leading.

Curriculum Studies in Alternate Contexts: Montessori, Trafficking, and International

B – Curriculum Studies --- Paper Session
 Thursday, 9:20 AM to 10:30 AM --- Salon C

Chair Winston E Vaughan, Xavier University

Discussant Rick Breault, Ashland University

PRESENTATIONS

- Stopping “Traffic” from the Inside Out: A Teacher Approach Stefani Boutelier, Aquinas College; Sarah Stayman, Aquinas College
- The Impact of Montessori Preschool on Students’ Phonemic Awareness and Reading Readiness Skills Tiffany Toot,

University of Findlay

The Top Three Data Visualizations by ggplot2 in R

D – Measurement & Research Methodology --- Workshop

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

Presenters Xinyue Ren, Ohio University; Yi Zhou, Ohio University; Alperen Korkmaz, Ohio University; Gordon Brooks, Ohio University

ABSTRACT

The workshop aims to introduce how to produce the most frequently used three plot visualizations by using the ggplot2 package in R. Data analysis and visualization are important components in the field of social and behavioral research. Generally speaking, the most popular data visualizations include histogram, boxplot, and scatterplot. In order to better understand how to produce these kinds of graphs in R, the workshop will be divided into four main sections: 1) installing ggplot2 and introducing unique features of ggplot2, 2) performing basic and ggplot functions/codes to produce histograms, 3) performing basic and ggplot functions/codes to produce boxplots, and 4) performing basic and ggplot functions/codes to produce scatterplots. Learning these basic plots will provide the necessary foundation for participants to be able to create more sophisticated graphs. The participants are expected to bring their own laptops with R and RStudio installed.

Educational Research

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

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

Chair Jon Brasfield, University of Findlay

Discussant Jon Brasfield, University of Findlay

PRESENTATIONS

- Evaluating Two Newly Developed Mixed Methods Courses at Patton College of Education Yi Zhou, Ohio University; Yuchun Zhou, Ohio University
- Validating the First Year Engineering Student Assessment Tool: A Rasch analysis Chun Yang, University of Kentucky; Shannon Sampson, Dr.
- Recovery Matters: Developing a Survey to Evaluate Students' Needs for Recovery Support Services on Campus Amber Lynn Kizewski, University of Kentucky; Andrew Nelson, University of Kentucky; Chun Yang, University of Kentucky; Banafsheh Aghayeeabianeh,, University of Kentucky
- Validation of Survey Items Related to Community College Resource Use Min Xiao, University of Kentucky; Shannon Sampson, Dr.; Joshua R.M. Parsons, University of Kentucky; Jonathan Todd Ryser-Oatman, University of Kentucky
- Parents' Perspectives of School Choice Survey: Revision and Validation Katherine Leung Robershaw, University of Kentucky; Kelly D Bradley, University of Kentucky, College of Education, Educational Policy Studies & Evaluation

ABSTRACT

This session focuses on the discussion of research in education.

Jump Start Student Success: Accelerating First-Year Seminars Combined with Campus and Community Resources

J – Postsecondary Education --- Best Practices Forum

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

Presenter Claire Maxson, Ball State University

ABSTRACT

Project Jump Start is a week-long accelerated first-year seminar course at a community college that includes built-in wrap around resources designed to give students a “jump start” on the semester and their academic career with a specific focus on successful completion of a gateway course. Project Jump Start is intended for first-year students age 17-24. The program takes place the five days before the fall semester with both required and optional time totaling eight hours daily. In addition to the accelerated first-year seminar academic work, students are introduced to community guests, workshops, and professional mentors. Optional afternoon time is set aside for developmental work with a self-paced math prep program. This session will focus on how to build a week-long program which includes an accelerated first-year seminar and lessons learned from the pilot while providing suggestions for finding support on campus and in the community.

Developing and Sustaining Partnerships to Support Equity in Teacher Education: Reflections on Scholarship of Practice

K – Teaching & Teacher Education --- Panel Presentation
Thursday, 9:20 AM to 10:30 AM --- Amphitheater II

PRESENTATION

- Developing and Sustaining Partnerships to Support Equity in Teacher Education: Reflections on Scholarship of Practice Jennifer D Olson, University of Illinois at Chicago; Arthi Rao, University of Illinois at Chicago; Kathleen Cripe, Youngstown State University; Lindsay Wexler, North Central College; Jennifer Shah, North Central College; Alicia Okpareke, North Central College; Janis Fitzsimmons, North Central College; Marlon Cummings, Governor State University

ABSTRACT

This panel draws upon expertise across multiple universities to examine how developing and sustaining partnerships with schools, districts, and communities can support preparation and development of teacher candidates. Building mutually beneficial university-school and university-community partnerships is central to teacher preparation and can yield positive results for university programs, school districts, and community-based organizations alike. Key lessons across the panel discussion will include: building partnerships (forming partnerships, goal setting, identifying needs), implementation lessons (how to support mentor teachers and teacher candidates, addressing alignment between university and partners), and ongoing reflection (continuous improvement, using stakeholder perspectives to inform refinement, ongoing program improvement). While these partnerships take significant time and resources from all parties involved, they offer potential to be mutually beneficial and a become a central lever for transforming the work of teacher education. This interactive panel will be organized to stimulate a focused exploratory dialogue about partnerships and teacher education.

A Call for Advocacy by Leaders

A – Administration, Organization, & Leadership --- Paper Session
Thursday, 10:40 AM to 11:50 AM --- Amphitheater I

Chair Daniel Quinn, Public Policy Associates, Inc.

Discussant Eric Dimmitt, Cardinal Stritch University

PRESENTATIONS

- Building Educational Legacy Through Individual School Leadership Gladys Van Harpen, University of Wisconsin Oshkosh; Mette L. Baran, Cardinal Stritch University
- Research for Advocacy: Giving Voice to Refugee Parents' Navigating Preschool Enrollment Kathy Yvette Stovall, University of Louisville; William Kyle Ingle, University of Louisville
- Where Are the African American Males? School Leaders' (Invisible) Role in the Oversight of Enrollment Criteria and African American Male Placement in Advanced Placement and Honors Courses Danny Lackey, Merrillville Community School Corporation; Kendra Lowery, Ball State University

ABSTRACT

This session will include research on the role of leaders to advocate for all served in their organizations.

The Language Classroom: Developments and Strategies

C – Learning & Instruction --- Paper Session
Thursday, 10:40 AM to 11:50 AM --- Mt. Lookout

Chair Winston E Vaughan, Xavier University

Discussant Angela Miller-Hargis, University of Cincinnati Blue Ash

PRESENTATIONS

- American College Students' Recognition of Chinese Coordinative Compound Words: A Qualitative Analysis of Strategies Jing Sun, University of Cincinnati
- Insights into the Writing Attitudes of College Level Students Hannah H Chai, Wright State University
- Latino Student Beliefs About Learning English: A Mixed Methods Approach Wilson Hernandez, Northern Illinois University; Cynthia Campbell, Northern Illinois University
- Music and Lyric Application in the Language Classroom Claire Garner, Ohio University
- The Development and Structure of an English-Language Measure of Autonomous Reading Motivation for Middle School Students Stephen Tonks, Northern Illinois University; Kelly H. Summers, Northern Illinois University; David A. Walker, Northern Illinois University

Advances in Research and Evaluation Design and Analysis

D – Measurement & Research Methodology --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Mt. Auburn
Chair Dustin C. Derby, Palmer College of Chiropractic
Discussant Todd Reeves, Northern Illinois University

PRESENTATIONS

- Designing Mediation Studies With Partially Nested Designs Fangxing Bai, University of Cincinnati; Kelcey Benjamin, University of Cincinnati
- The Robustness of Multisite Randomized Designs Against Misspecified Site-by-treatment Variance Yanli Xie, University of Cincinnati
- Participatory Approach to Program Evaluation: Learning from Students and Faculty to Improve Training in Biomedical Informatics Batsheva Guy, University of Cincinnati
- Using Mixed Methods Research to Inform Higher Education Policy, Practice, and Programming Rebecca Elliott, University of Cincinnati

Student Motivation and the Impact Made by Teachers

G – Social Context of Education --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Salon C

Chair Dr. Krontayia Moss, Ambitious Leaders Outreach
Discussant Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384

PRESENTATIONS

- African American Vernacular English and the Achievement Gap: Teacher Perception Impacts Student Motivation Suweeyah Salih, The University of Findlay
- An Analysis of Motivation of Chinese-speaking English Language Learners at an American University in the Midwest Na Liu, University of Kentucky

ABSTRACT

Papers included in this section focus on student motivation as impacted by teachers. Papers presented during this presentation have a cultural difference in nature from the average American classroom.

Creating Supportive Structures for Student Success in Higher Education

J – Postsecondary Education --- Paper Session

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

Chair Leigh Dzwik, Oakland University
Discussant Sharon Stevens, Western Illinois University

PRESENTATIONS

- Achievement Goal Orientation: A Predictor of Student Engagement Angie Miller, Indiana University Bloomington; Kyle Fassett, Indiana University Bloomington; Dajanae Palmer, Indiana University Bloomington
- The Evaluation of Financial Aid 101 Heather Cowherd, University of Kentucky
- A Further Examination of Bullying in High School Eric Mansfield, Western Illinois University
- "Invisible Knapsacks" in Education: An Autoethnography of Privilege and Power Dynamics in Higher Education Elyzia Edward Powers, Northern Illinois University

Transforming Teacher Professional Learning and Development

K – Teaching & Teacher Education --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Amphitheater II

Chair Michelle Powers, Augustana University
Discussant Richard Snyder, Wartburg College

PRESENTATIONS

- Cultivating Relationships in Teacher Professional Learning: A Leader's Perspective Courtney L Gilday, University of Cincinnati; Amy N Farley, University of Cincinnati
- Global Impact: Transforming Teachers Through International Immersion Delane Ann Bender-Slack, Xavier University
- The Impact of Teacher Evaluation on Collaboration Jon Brasfield, University of Findlay; John Christian Gillham, University of Findlay; Nicole Williams, University of Findlay; Kristie Fetty, University of Findlay
- Training Teachers for Active Listening Brooks Vostal, Bowling Green State University; Meg Vostal, Bowling Green State University; Alicia Mrachko, Bowling Green State University

Improving Schools Through Advocacy and Change

L – Educational Policy & Politics --- Paper Session

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

Chair Francis E Godwyll, University of West Florida

Discussant Dorcas Ivy Oduro, University of West Florida

PRESENTATIONS

- Mid-Sized Urban School Leaders Defy State Academic Takeover through Peer-to-Peer Instructional Round Improvement Design Implementation Judy Jackson May, Bowling Green State University
- Moral and Political Arguments Against Corporal Punishment in Schools: On the Need for Democratic Discipline Eric Thomas Weber, The University of Kentucky
- The Politics of Education: Teacher Advocacy Daniel Quinn, Public Policy Associates, Inc.

MWERA Association Council and Division Chair Business Luncheon: INVITATION ONLY!

MWERA --- Special Event

Thursday, 12:00 PM to 1:30 PM --- Salon A

ABSTRACT

Invitation Only

Leading and Advocating for Educational Systems

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

Thursday, 1:40 PM to 2:50 PM --- Amphitheater I

Chair Eric Dimmitt, Cardinal Stritch University

Discussant Eric Dimmitt, Cardinal Stritch University

PRESENTATIONS

- Advocating for Change and Justice: The Journey of a Visionary High Needs School Founder and Leader Mette L. Baran, Cardinal Stritch University; Gladys Van Harpen, University of Wisconsin Oshkosh
- Comparative Inquiry into Coaches' Communication Styles: Leading Towards a Specific System of Play in Soccer Joseph Kolawole Abon, Ohio University
- Factors Affecting the Professional Autonomy of Public-School Principals in the United States: A Quantitative Study Steven Williams, UW Milwaukee

ABSTRACT

This session will include research into the practices of leadership that successfully advocates for progress in how organizations transform in a time when advocacy is essential.

Exploring Experiences and Perspectives in Learning

C – Learning & Instruction --- Paper Session

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

Chair Cynthia Campbell, Northern Illinois University

Discussant Francis E Godwyll, University of West Florida

PRESENTATIONS

- Parent Perceptions of Elementary Classroom Management Systems: Emotional and Motivational Responses Monica Kowalski, University of Notre Dame; John Mark Froiland, Purdue University
- Self-Regulated Learning Self-Efficacy As Related To Intensive Non-School Affiliated Extracurricular Activities Janean Friedman, Western Illinois University; Sharon Stevens, Western Illinois University
- Strategies to Improve Learning Motivation in Distance Education based on the ARCS Model Ye Huo, Ohio University
- Teacher Characteristics as Predictors of Mathematics Attitude and Perceptions of Engaged Teaching Among 12th Grade Advanced Mathematics Students in the U.S. Thomas Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Hsiang-Ting Chen, Northern Illinois University; Cornelius McKenna, Chana, IL
- Virtual Reality in Higher Ed STEM Education: A User Experience Study with a VR Laboratory Application Kelly Gross, Northern Illinois University; Fatih Demir, Northern Illinois University

Exploring “More!” in Educational Research: Planning Multilevel Experiments to Detect Main, Moderation, and Mediation Effects

D – Measurement & Research Methodology --- Workshop

Presenter Thursday, 1:40 PM to 2:50 PM --- Mt. Auburn
Yanli Xie, University of Cincinnati

ABSTRACT

The purpose of this workshop is two-fold. First, we want to increase knowledge and understanding of moderator effects and mediator effects among researchers and evaluators. Second, we seek to train researchers and evaluators how to plan efficient and effective studies of moderator and mediation in multilevel settings. The topics we intend to cover involve the three core components of research design in this area. Within each topic we anchor explanation and discussion in specific examples such as assessing the effects of teacher professional development programs on student outcomes as they are mediated by teacher outcomes or the moderator effect of school policies on student outcomes. The workshop will include two 45-minute foundational sessions and one extended session (1.5 hours) covering multilevel mediation in multilevel cluster randomized trials.

Identity Development and Attitudes of Student and Teachers

G – Social Context of Education --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Salon C

Chair Holly Endres, National Heritage Academies-Orion Academy
Discussant Jennifer Shah, North Central College

PRESENTATION

- Bilingual Children’s Languages, Cultures, and Identity Development JUNG HAN, Purdue University; Hyeong Kyun Park, Purdue University

ABSTRACT

Papers presented focus around identity development specifically focusing on homosexual development and bilingual children. These papers focus on how culture, religion and moral development impact identity.

Academic Achievement

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

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

Chair Yuchun Zhou, Ohio University
Discussant Shawn Quilter, Eastern Michigan University

PRESENTATIONS

- Social Factors Effecting Kindergarten Readiness Christopher Kraner, Northern Illinois University
- A Correlational Study of Mental Health, Substance Use, and Other Wellness Variables for Secondary Students Shawn Quilter, Eastern Michigan University
- Raising the Bar on Betts' Instructional Reading Level to Close the Achievement Gap Stacy Lynn Smith, Pleasant View Elementary; Marilyn Quick, Ball State University
- The Impact of Years of Mathematics, Per Pupil Operating Expenditure and Socioeconomic Status on Mathematics Achievement John K Rugutt, Illinois State University; Caroline C Chemosit, Lincoln College; Guy Banicki, Illinois State University; Mohamed Nur-Awaleh, Illinois State University

ABSTRACT

The presenters in this session share their empirical views on academic achievement with the audience.

Creating and Sustaining Pathways to Higher Education

J – Postsecondary Education --- Paper Session

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

Chair Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384
Discussant Eric Mansfield, Western Illinois University

PRESENTATIONS

- Got Mad Skills? Student Engagement and Skill Confidence for Graduating Seniors Angie Miller, Indiana University Bloomington; Amber Dumford, University of South Florida
- Self-Efficacy through Dual Credit Programs: A Phenomenological Study of High School Seniors’ Perceptions of College Access and Success Rosalinda Ortiz, Ball State University
- Dual Enrollment and the Completion Agenda Matthew Paul Ison, Ohio University

Developing Effective Teacher Development Programs

K – Teaching & Teacher Education --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Amphitheater II
Chair Jennifer D Olson, University of Illinois at Chicago
Discussant Jennifer D Olson, University of Illinois at Chicago

PRESENTATIONS

- Examining Outcomes of Course Redesign in Foundations of Education Romena M.G. Holbert, Wright State University
- Measuring the Effectiveness of a Clinical Education Program Ann Hughes Burns, Eastern Kentucky University
- Observation and Feedback: Is This Helping Us Become Effective Teachers? Arthi Rao, University of Illinois at Chicago; Norma Monsivais-Diers, University of Illinois at Chicago
- The Impact of Coursework and Fieldwork on Preservice Teachers' Attitudes Toward Inclusive Education Katherine Gilligan, Aurora University

Equitable Education Policies and Student Growth Mechanisms

L – Educational Policy & Politics --- Paper Session

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

Chair Rick Breault, Ashland University
Discussant Eric Thomas Weber, The University of Kentucky

PRESENTATIONS

- Affirmative Action and Medical School Admissions Maria Richie, University of Kentucky
- “A” for Affluent White Schools: A Critical Analysis of Arkansas’ School Report Card Grades William S Davis, University of Arkansas; Jason Endacott, University of Arkansas; Xinya Liang, University of Arkansas; Christian Goering, University of Arkansas
- Evaluating the Effect of Funds Consolidation on School-Level Achievement at Title I Elementary Schoolwide Program Buildings Alvin Igwebuike, Bowling Green State University
- The Effect of Innovative School Policy on Students' Academic Growth Mina Je, Busan International University in South Korea

MWERA Refreshment Break – Sponsored By University of Kentucky – College of Education

MWERA --- Special Event

Thursday, 3:00 PM to 4:10 PM --- Central Break Area - 1st Floor

ABSTRACT

Please join us for coffee, tea, cookies, and make your own trail mix graciously sponsored by the University of Kentucky – College of Education – School of Educational Policy Studies and Evaluation

The Role of Classified Staff in the Academic Growth of Students: A Mixed Methods Analysis

A – Administration, Organization, & Leadership --- Best Practices Forum

Thursday, 3:00 PM to 4:10 PM --- Amphitheater I

Presenters Judy Jackson May, Bowling Green State University; Robert Boes, Tiffin City Schools

ABSTRACT

Teacher – student interaction is often formalized and defined by predetermined channels, while classified staff engage students spontaneously, based on familiar bonds, the sharing of routine feelings of security and emotional support, and/or friendship, leading to attachments and caring relationships. While significant research confirms the role of caring relationships in the academic, social, and emotional growth of students (Barnett, et.al,1998; Baroody, et.al, 2014; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Murray & Greenberg, 2000; and Murray & Malmgren, 2005), school leaders often overlook school members who foster these roles. This mixed-methods investigation studied how a school community integrated and perceived the role of classified staff in academic improvement based on McChesney, Covey, and Hulings’ Four Disciplines of Execution (2012). A district survey and semi-structured interviews, at multiple organizational levels, were conducted to analyze the role of classified staff. The study findings show significant quantitative gains and promising qualitative indicators.

Preparing ECE Teachers to Teach in a Diverse World: Integrated Inclusion Activities Across Disciplines

C – Learning & Instruction --- Best Practices Forum

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

Presenters Angela Miller-Hargis, University of Cincinnati Blue Ash; Taylor Wadian, University of Cincinnati Blue Ash College; Helene Arbouet Harte, University of Cincinnati, Blue Ash College

ABSTRACT

The four activities presented in this session were created to demonstrate the myriad ways that diversity and inclusion concepts can be integrated into disciplinary-specific course content to prepare ECE preservice educators. The goal is to develop hands-on and interactive lessons that facilitate an experience our preservice educators can use as a basis for understanding themselves more fully and approaching their learning from a reflective stance and widened perspective. The activities were designed to help students examine historical information related to inequality while establishing a basis for them to create new ideas about how fairness and equity might look and exist in our world and within the classroom context.

Investigations in Measurement and Statistics

D – Measurement & Research Methodology --- Paper Session

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

Chair Yuchun Zhou, Ohio University

Discussant Thomas Smith, Northern Illinois University

PRESENTATIONS

- Exploring Hamiltonian Monte Carlo in Estimation of the Four-Parameter Item Response Theory Model Hoan Do, Ohio University
- The Effect of The Expected Cell Fractions with 2x2 Contingency Table on p-values in Chi-Square Test Gordon Brooks, Ohio University; Alperen Korkmaz, Ohio University
- Which Effect Size Calculation is the Best to Estimate the Population Effect Size in the Welch t test? Yi Zhou, Ohio University; Xinyue Ren, Ohio University; Gordon Brooks, Ohio University
- Examining Perception Change on a Financial Literacy Measure Post-Mortgage Crisis: A Rasch Measurement Perspective Rui Jin, University of Kentucky; Kelly D Bradley, University of Kentucky, College of Education, Educational Policy Studies & Evaluation; Michael Peabody, American Board of Family Medicine

Leveraging the Perceptive of Personnel Impacted by Practices

G – Social Context of Education --- Paper Session

Thursday, 3:00 PM to 4:10 PM --- Salon C

Chair Dr. Krontayia Moss, Ambitious Leaders Outreach

Discussant Terry Husband, Illinois State University

PRESENTATIONS

- “I’ve Never had a Conversation like This Before”: Preservice Teachers Discuss Emotional Labor with Mentors Christy Galletta Horner, Bowling Green State University; Kristina LaVenia, Bowling Green State University; Meg Vostal, Bowling Green State University; Oluwatobi Ishola, Bowling Green State University
- Teachers’ Views on Truth and the Instructional Impact on Students Christie Overall, Middle Tennessee State University
- The Perceptions of a Positive Behavioral Intervention and Support Program in a Midwestern Middle School Brian O’Keeffe, Western Illinois University; Sharon Stevens, Western Illinois University
- An Examination of Saudi Teachers' Perceptions of Schools' Openness to Change in the light of Saudi Vision 2030 Mohamed M. Ghoneim Sywelem, Jazan University, KSA & Suez University, Egypt; Asmaa Mohamed Elsayed Makhlof, Suez University, Egypt; Ahmed Mousa Hantool, Jazan University, KSA

ABSTRACT

The information presented provides an opportunity for policy makers to leverage others’ perceptions to influence support and impact outcomes. The research provided in this session reveal insight on mentors, PBIS, and schools openness to change.

Collaboration in Education

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

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

Chair Amy N Farley, University of Cincinnati

Discussant Shawn Quilter, Eastern Michigan University

PRESENTATIONS

- Collaborative Inclusive Programs: Administrative Influences Jane Miller Leatherman, Purdue University Fort Wayne
- Teacher Collaboration and Learning in the Era of Evaluation Amy N Farley, University of Cincinnati; Courtney L Gilday, University of Cincinnati

- The Ohio Appalachian Collaborative Margaret Hutzel, Ohio University; Daniel Kloepfer, Ohio University; Marsha S Lewis, Ohio University; Anirudh Ruhil, Ohio University
- Preparedness of Student Affairs Professionals Kelly J Smith, Springfield College; David A. Walker, Northern Illinois University

ABSTRACT

The presenters in this session discuss the impact on educational collaboration on important educational issues.

Higher Education, Globalization, and Student Affairs in Asia and Europe (Ireland)

J – Postsecondary Education --- Symposium

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

Chair Mohamed Nur-Awaleh, Illinois State University

PRESENTATIONS

- South Korea’s Higher Education System and Student Affairs Kasia Tomaszynska, Illinois State University
- Higher Education and Student Affairs in Mainland China Stella Wang, Illinois State University
- Student Affairs and Higher Education in Japan Dane Brinkmeier, Illinois State University
- Higher Education and Student Affairs in Vietnam Paige Buschman, Illinois State University
- : Examining Higher Education In Ireland Megan Cavanaugh, Illinois State University

ABSTRACT

The purpose of this Symposium is to explore the development of student from emerging global student affairs perspectives by analyzing five countries (South Korea, Mainland China, Japan, Vietnam, and Ireland). The panel will also examine the impact of internationalization and globalization on higher education systems of these countries. Data used in this study constituted interviews, primary and secondary documents, and institutional website reviews. Interviews were appropriate for this study because “the main purpose of an interview is to obtain a special kind of information” (Merriam, 2009, p. 88). Merriam also notes the purpose of a research interview is to allow researchers to ask specific questions about issues and probe for in-depth information about the subjects’ feelings, attitudes, interests, concerns, and values” (Merriam, 2009) . The Symposium will consist of five case study papers that will examine higher education systems of these countries, the development of student of student affairs and the impact of globalization and internationalization of their systems.

Educators and Communities Supporting Immigrant, Refugee, and English Language Learners

K – Teaching & Teacher Education --- Paper Session

Thursday, 3:00 PM to 4:10 PM --- Amphitheater II

Chair Grace Huang, Cleveland State University

Discussant Arthi Rao, University of Illinois at Chicago

PRESENTATIONS

- Advocating for English Language Learners and Immigrant Students with Digital Literacies and Community Engagement Cathryn Read Crosby, Emporia State University
- Resettled Refugee Families, Parenting Practices, and Educational Involvement Grace Huang, Cleveland State University; Eddie T. C. Lam, Cleveland State University
- When Preparation Matters: A Mixed Method Study of In-Service Teacher Preparation to Serve English Learner SungAe Kim, Purdue University; Trish Morita-Mullaney, Purdue University
- Preparing Culturally Responsive Teachers: Preservice Teachers’ Attitudes Toward Linguistic Diversity in the Classroom Winston E Vaughan, Xavier University

Developing Education in a Global World

L – Educational Policy & Politics --- Paper Session

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

Chair Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384

Discussant Rick Breault, Ashland University

PRESENTATIONS

- Comparative Language and Education for Development Policies between the Gambia and Ghana: Advocacy for change Ousainou Sarr, Ohio University
- Whither are Drifting? Migration of African Intellectuals in the Age of Globalization Francis E Godwyll, University of West Florida; Yohanna Agyei, University of West Florida

Monte Carlo Studies to Investigate Assumptions, Simultaneous Inference, and Post-Hoc Testing

D – Measurement & Research Methodology --- Paper Session

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

Chair Pornchanok Ruengvirayudh, Loyola Marymount University

Discussant David A. Walker, Northern Illinois University

PRESENTATIONS

- Assumptions in ANOVA: A Monte Carlo Study of Multiple Hypothesis Testing of Normality and Multiple Levene's Tests Marsha S Lewis, Ohio University; Gordon Brooks, Ohio University
- Monte Carlo Researchers Technique to Evaluate the Welch as the Default Elizabeth O Ayisi, Ohio University; Edward Matovu, OHIO UNIVERSITY; Kristina Adanin, Ohio University; Gordon Brooks, Ohio University
- Post-Hoc Tests in Factorial ANOVA with Heterogeneous Variances – A Follow-Up Monte Carlo Study Michael H. Senteney, Ohio University; Gordon Brooks, Ohio University

How Does College Location Matter to Parents, Students and Faculty?

G – Social Context of Education --- Symposium

Thursday, 4:20 PM to 5:30 PM --- Salon C

Chair Jinghua Zhang, Miami University

PRESENTATIONS

- Factors that influence choosing a working location—in a city or in a college town Cheng Lu, Miami University
- Does Location of Colleges Matter? A Comparison of Perceptions Between Students from China and U.S. Yu Zhong, Miami University

ABSTRACT

The location of a university always can be one of the factors that impact parents and students' decision-making about which university can be the best choice to attend. Advantages of studying in small towns included slower pace and fewer crowds, less crime, lower cost of living, less traffic and easy to get around, close to community (Pant, 2018). Also, International students could benefit in term of fewer distractions can mean more studying, deeper level involvement of local community, and improve English skills more quickly (Pranabudi, 2014). While disadvantages could be less student job opportunities, Less active social life, and fewer services and facilities (Vioreanu, 2018). Besides, choosing a working location may influence one's own life in many aspects, including their career development, family conditions as well as their children's growth (Joshua, Michael, & Jonathan, 2015). Since working in a big city or working in a college town will make a huge difference in people's life and there are many factors influence people's choice. This symposium is designed for the in-depth discussion about how college location matters to parents, students and faculty.

Professional Best Practices in K-12 through Higher Education

I – Education in the Professions --- Paper Session

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

Chair Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384

PRESENTATIONS

- An Examination of Faculty Promotion Practices at Selected Ghanaian Universities Emily Nyakooa Kwaa, University of West Florida
- Faculty Learning Community Initiatives: Examining Nursing Faculty Perspectives About Teaching Online Dalal Alfageh, Northern Illinois University; Cynthia Campbell, Northern Illinois University
- Pre-service Teachers Change in Perceptions after Urban Field Experiences, Year 2 Kathleen Cripe, Youngstown State University; Kenneth Miller, Youngstown State University; Susan Miller, Miami University
- What are the Best Practices Used to Teach “Hands-On” Skills in a Blended Environment? Kerry Volansky, The University of Findlay

Promoting Multicultural and Inclusive Education

I – Education in the Professions --- Paper Session

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

Discussant Francis E Godwyll, University of West Florida

PRESENTATIONS

- Intercultural, International, and Interprofessional: A Population Health Immersion Delane Ann Bender-Slack, Xavier University; Frederick Robert Browne, Xavier University

- Mental Health Impact of Immigrant-Status on Children in US Public Schools kombe kapatamoyo, SIUC
- Promoting Students' Engagement and Academic Achievement Among International Students in United States Jemima Pomaa Oduro, University of West Florida

Strengthening Institutions of Higher Education in Changing Times

J – Postsecondary Education --- Paper Session

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

Chair John Christian Gillham, University of Findlay

Discussant Shawn Quilter, Eastern Michigan University

PRESENTATIONS

- Advancing the Mission: An Analysis of Institutional Priorities and Revenue Diversification at Public Universities
Everrett A Smith, University of Cincinnati; Michael T. Miller, University of Arkansas
- Developing Evaluation Readiness: An Evaluability Assessment of Southeastern University's English For Academic Purposes Program
Carolyn Oldham, University of Kentucky; Thomas Teague, University of Kentucky
- Exploring the Relationship between Student Involvement and Retention at Four-year Postsecondary Institutions
Min Xiao, University of Kentucky; Kelly D Bradley, University of Kentucky, College of Education, Educational Policy Studies & Evaluation; Jungmin Lee, University of Kentucky
- From Innovation to Academic Entrepreneurship in Computer-Assisted Language Learning (CALL)
Filipo Lubua, University of Pittsburgh

Innovations in Elementary Education

K – Teaching & Teacher Education --- Paper Session

Thursday, 4:20 PM to 5:30 PM --- Amphitheater II

Chair Grace Huang, Cleveland State University

Discussant Terry Husband, Illinois State University

PRESENTATIONS

- Captivating Student Interest Through Multisensory Spelling Activities: A Study with 2nd Grade Students
Lauren Swaim, Wright State University
- Perspectives on Early Childhood Educators' Professional Learning and Development
David Banzer, University of Illinois at Chicago
- Processing an Innovative Fraction Learning Program: A Case Study Using Teachers' Perceptions
John Eric M. Lingat, University of Kentucky; Jonathan Todd Ryser-Oatman, University of Kentucky; Amy Fisher, University of Kentucky; Shannon Sampson, Dr.
- The Teacher Candidate Artifact System (TCAS) for Education Program Provider Continuous Improvement
David W Moffett, Franklin College

Classified Staff as an Underutilized Resource in Shaping the Academic, Behavioral, and Emotional Growth of Students: A Mixed Methods Analysis

L – Educational Policy & Politics --- Best Practices Forum

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

ABSTRACT

Teacher – student interaction is often formalized and defined by predetermined channels, while classified staff engage students spontaneously, based on familiar bonds, the sharing of routine feelings of security and emotional support, and/or friendship, leading to attachments and caring relationships. While significant research confirms the role of caring relationships in the academic, social, and emotional growth of students (Barnett, et.al,1998; Baroody, et.al, 2014; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Murray & Greenberg, 2000; and Murray & Malmgren, 2005), school leaders often overlook school members who foster these roles. This mixed-methods investigation studied how a school community integrated and perceived the role of classified staff in academic improvement based on McChesney, Covey, and Hulings' Four Disciplines of Execution (2012). A district survey and semi-structured interviews, at multiple organizational levels, were conducted to analyze the role of classified staff. The study findings show significant quantitative gains and promising qualitative indicators.

MWERA Presidential Address - Stillness in Motion: Creating Space in Social Advocacy

MWERA --- Special Event

Thursday, 5:40 PM to 6:20 PM --- Amphitheater II

MWERA President's Reception

MWERA --- Special Event

Thursday, 6:30 PM to 8:00 PM --- 2nd Floor Lobby (Prefunction Space)

ABSTRACT

All our welcome to enjoy a cold beverage, some favorite Cincinnati food, and quality conversation!

Friday, October 18, 2019

MWERA Continental Breakfast (Friday Morning)

MWERA --- Special Event

Friday, 8:00 AM to 9:10 AM --- Central Break Area - 1st Floor

ABSTRACT

Please join us for coffee, tea and assorted fresh fruit, yogurt, bagels, and muffins.

Teacher Knowledge, Skills, and Dispositions

K – Teaching & Teacher Education --- Paper Session

Friday, 8:00 AM to 9:10 AM --- Amphitheater II

Chair

Marlon Cummings, Governor State University

Discussant

Ann Hughes Burns, Eastern Kentucky University

PRESENTATIONS

- A Phenomenological Study of ABCTE Alternative Certification and Identity Construction Elizabeth Ruth Hobbs, Texas Tech University
- Computer Science in Mathematics Preservice Teacher Education Patrick Wachira, Cleveland State University; Xiongyi Liu, Cleveland State University; Selma Koc, Cleveland State University
- Project Based Learning as a Viable Tier One Support Within the Positive Behavioral Support Model Thomas David Knestrict, Xavier University; Elizabeth Brown, Lakota Local Schools/Xavier University; Michal Eubanks, Lakota Local Schools/Xavier University; Lauren Martin, Cincinnati Public Schools/Xavier University; Bre Oriola, Lakota Local Schools/Xavier University; Mary Lisa Vertuca, Xavier University
- The Relationship Between of Teacher Quality, Student Gender, Ethnicity, Social Economic status, and Student Performance in Math, Language Arts and Science Mohamed Nur-Awaleh, Illinois State University; Abdi Gass, Golis University; John K Rugutt, Illinois State University
- Implementation Models of Personalized Learning and Considerations for Students with Disabilities Michelle Powers, Augustana University

MWERA General Business Meeting

MWERA --- Business Meeting

Friday, 9:20 AM to 10:30 AM --- Amphitheater II

ABSTRACT

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 A: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Amphitheater I

Division B: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Mt. Auburn

Division C: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Mt. Lookout

Division D and J: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Mt. Storm

Division E, F, and I: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Mt. Echo

Division G: Business Meeting

MWERA --- Business Meeting

Friday, 10:45 AM to 11:15 AM --- Salon C

Division H and L: Business Meeting

MWERA --- Business Meeting
Friday, 10:45 AM to 11:15 AM --- Mt. Adams

Division K: Business Meeting

MWERA --- Business Meeting
Friday, 10:45 AM to 11:15 AM --- Amphitheater II

MWERA Keynote Speaker and Luncheon

MWERA --- Special Event
Friday, 11:30 AM to 12:30 PM --- Salon AB

Division B: Research in Progress Session

B – Curriculum Studies --- Research in Progress Session
Friday, 12:40 PM to 1:50 PM --- Salon C

Chair Terry Husband, Illinois State University
Discussant Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384

PRESENTATIONS

- A Mixed Methods Study of High School Biology Teacher’s Content Coverage of Socioscientific Issues Elizabeth Ruth Hobbs, Texas Tech University
- “Black Roots” Mobile App: Engaging Black Students through Culturally Relevant Pedagogy and Technology-use K Milam Brooks, University of Illinois at Chicago; Amari Tevell Simpson, University of Illinois Urbana-Champaign
- Parents Report Strategies for Managing Technology Use in Children Ages Two to Four Cindy Lorelle Lentz, University of Cincinnati

Division C: Research in Progress Session

C – Learning & Instruction --- Research in Progress Session
Friday, 12:40 PM to 1:50 PM --- Mt. Lookout

Chair Cynthia Campbell, Northern Illinois University
Discussant Angela Miller-Hargis, University of Cincinnati Blue Ash

PRESENTATIONS

- Impact of Play-Based Education in the Elementary Classroom Katelyn Joy Landerman, Teacher
- Investigating Undergraduate Students’ Experience and Perspectives about Using Clickers in Classroom Beheshteh Abdi, Northern Illinois University; Cynthia Campbell, Northern Illinois University
- Universities as Moral Community: Influence of Institutional Moral Identity on Students’ Ethical Behavior Bright Da-Costa Aboagye, University of West Florida

Division J: Research in Progress Session

J – Postsecondary Education --- Research in Progress Session
Friday, 12:40 PM to 1:50 PM --- Mt. Storm

Chair Leigh Dzwik, Oakland University
Discussant Francis E Godwyll, University of West Florida

PRESENTATIONS

- A Continuing Study of Rural High School’s Influences on the College Choices of High Academically Achieving Students Denny Hayes Barr, Western Illinois University
- A Phenomenological Examination of How Gender Shapes the Work Experiences of Female Higher Education Lobbyists Samuel Snideman, Ball State University
- Assessing Skill Acquisition in a Humanities-based First-Year CURE Joshua R.M. Parsons, University of Kentucky; Jannell McConnell Parsons, University of Kentucky; Jim Ridolfo, University of Kentucky
- Spiritual Formation in Christian Higher Education Jonathan David Woodward, University of Findlay

Division K: Research in Progress Session

K – Teaching & Teacher Education --- Research in Progress Session
Friday, 12:40 PM to 1:50 PM --- Amphitheater II

Chair Winston E Vaughan, Xavier University
Discussant Delane Ann Bender-Slack, Xavier University

PRESENTATIONS

- Challenges of Data Display Interpretations: A Study of Item Analysis of a Data Literacy Intervention Jui-Ling Chiang, Northern Illinois University; Todd Reeves, Northern Illinois University
- Change in EFL Uruguayan Teachers' SEL Pedagogical Content Knowledge and Beliefs Sheila Coli, Student
- EFL Students' Voice Construction in Reflective Writing DETONG XIA, University of Cincinnati; Xiao Luo, School of Education, University of Cincinnati
- First-Grade Writing Instruction with Dual-Language Learners: Research in Progress Elizabeth Lowrance-Faulhaber, University of Cincinnati

Nurturing Teacher Dispositions and Professional Identity: Culturally Relevant Pedagogy, Socially Just Teaching, and Advocacy for Every Student

K – Teaching & Teacher Education --- Paper Session

Friday, 12:40 PM to 1:50 PM --- Mt. Echo

Chair Jennifer D Olson, University of Illinois at Chicago

Discussant Jennifer Shah, North Central College

PRESENTATIONS

- An Activist Disposition: Fighting for the Rights of Children Rick Breault, Ashland University
- Complementary & Competing Beliefs about Urban Teacher Education: Teacher Educator & Teacher Candidate Perspectives on Socially Just Teaching Arthi Rao, University of Illinois at Chicago
- Educate Local: Early Engagement and Developmental Experiences for Teacher Candidates David A. Walker, Northern Illinois University
- Interrupting the Pattern: Knowing Why and Respecting Who We Teach Abstract Kristina LaVenita, Bowling Green State University; Tracy Huziak-Clark, Bowling Green State University; Kate Brodeur, Bowling Green State University; Christy Galletta Horner, Bowling Green State University
- History Teachers and Critical Views of Truth: Implications and Insights Kevin Krahenbuhl, Middle Tennessee State University

Youth Participatory Action Research as a Tool for Youth Self-Advocacy in Educational Spaces

K – Teaching & Teacher Education --- Workshop

Friday, 12:40 PM to 1:50 PM --- Amphitheater I

ABSTRACT

This workshop highlights a year-long project with youth at a local urban school. We engaged in the process of Youth Participatory Action Research (YPAR) to foster leadership, critical consciousness and social responsibility amongst youth and college students. During this workshop we, along with some of the youth who engaged in this work, will discuss the process we went through, share our collective work and lead participants through a series of activities. The goal is to engage in dialogue, reflection and activities that will prompt participants to envision research projects that are done in collaboration with youth, thus creating space for youth to advocate for justice in their schools and communities.

Division L: Research in Progress Session

L – Educational Policy & Politics --- Research in Progress Session

Friday, 12:40 PM to 1:50 PM --- Mt. Adams

Chair Shawn Quilter, Eastern Michigan University

Discussant Dorcas Ivy Oduro, University of West Florida

PRESENTATIONS

- 'Globalization', International Aid and Education in the Developing World: A Study of Education Policy Making in The Gambia Samba Bah, Ohio University
- The Interplay Of Distressing Life Events And Academic Behaviors In College Students. Tania (Nia) Nicole Harris, Northern Illinois University

Division A: Research in Progress Session

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

Friday, 2:00 PM to 3:10 PM --- Amphitheater I

Chair Daniel Quinn, Public Policy Associates, Inc.

Discussant Ann Hughes Burns, Eastern Kentucky University

PRESENTATIONS

- Completing the Circle of Trust: Do Teachers Feel Trusted by Administrators? Derek Christman Friess, University of Findlay
- Lessons From Achievers and Outsiders Within: A Call for School Principal-Counselor Collaborative Advocacy For Black Girls Kendra Lowery, Ball State University; Renae D Mayes, Ball State University
- Navigating Through the US Academic Environment: Exploring the First-Year Experience of International African Graduate Students Susan Mongalla Nwabare, Ohio University
- The Intersection of Principal Leadership Self-Efficacy and Principal Preparation Programs Katherine R. Williams, Cardinal Stritch University

ABSTRACT

This research in progress session will allow researchers to share their ongoing research into organizational leadership and administration.

Division C: Research in Progress Session

C – Learning & Instruction --- Research in Progress Session

Friday, 2:00 PM to 3:10 PM --- Mt. Lookout

Chair Angela Miller-Hargis, University of Cincinnati Blue Ash

Discussant Eric Mansfield, Western Illinois University

PRESENTATIONS

- Advocating for ELL's through Vocabulary Instruction Jacob Brown, Middle Tennessee State University
- Textual Theme in ESL Writing: A Pilot Study from the Systemic Functional Linguistic Perspective Xiao Luo, School of Education, University of Cincinnati; DETONG XIA, University of Cincinnati
- What do Multiple Vocabulary Assessments Reveal about Student Word Learning? Susan Watts-Taffe, University of Cincinnati; Lori Foote, University of Cincinnati

Division E: Research in Progress Session

E – Counseling & Human Development --- Research in Progress Session

Friday, 2:00 PM to 3:10 PM --- Mt. Adams

Chair Jon Brasfield, University of Findlay

Discussant Cynthia Campbell, Northern Illinois University

PRESENTATIONS

- Examining Career Choice Goals Among Asian International Students: Internal Locus of Control, Social Support, and Career Decision Self-Efficacy. Jiaqi Li, Wichita State University; Shuai Liang, Wichita State University; Liqiao Zhu, Wichita State University
- Students' Experiences and Perceived Adequacy of Mental Health Services in Selected Universities Dorcas Ivy Oduro, University of West Florida
- The Experiences of Parents and Caregivers at a Sensory Friendly Theatre Performance Patricia Jane Santanello, University of Findlay

Division H: Research in Progress Session

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

Friday, 2:00 PM to 3:10 PM --- Mt. Storm

Chair John Christian Gillham, University of Findlay

Discussant Xiaobin Dai, Bowling Green State University

PRESENTATIONS

- Filling in the Gaps: Descriptive Analysis of Teachers' School Climate Perceptions Audrey Conway Roberts, University of Kentucky
- Employing the Mand-Model Procedure During Family Style Dining Time to Expand the Language Expression Skills Yuyan Xia, University of Kentucky; Kelly D Bradley, University of Kentucky, College of Education, Educational Policy Studies & Evaluation; Sally Shepley, University of Kentucky
- Do No Harm? Critiquing the Beneficence of the What Works Clearinghouse's Review Standards Andrew Nelson, University of Kentucky

ABSTRACT

This session deals with research in teacher education.

Division K: Research in Progress Session

K – Teaching & Teacher Education --- Research in Progress Session

Friday, 2:00 PM to 3:10 PM --- Amphitheater II

Chair Jennifer D Olson, University of Illinois at Chicago

Discussant Rick Breault, Ashland University

PRESENTATIONS

- Early-Career Teacher Voice: Advocating for the Successful Integration of Teachers into the Profession Richard Snyder, Wartburg College
- Early Childhood Education and Instructional Ecology: A Vygotskian Approach in Teaching Early Childhood Social Studies Kwabena Ofori-Attah, Central State University, Wilberforce OH, 45384
- International Teaching Assistants' Online Teaching Experiences Chynar Amanova, Northern Illinois University; Rakez Al-Ararah, Northern Illinois University
- A Community Engaged Learning for Educators' Project: What's Next? Teresa L Young, Xavier University; Victoria L Zascavage, Xavier University; Julie L Kugler Ackley, Xavier University; Sean L Rhiney, Xavier University

Division G: Research In Progress Session

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

Friday, 3:20 PM to 4:30 PM --- Salon C

Chair Rick Breault, Ashland University

Discussant Francis E Godwyll, University of West Florida

PRESENTATIONS

- Professional Development for Explicit Improvement of Leveraging Student Voice: Impacts and Reflections Ila Marie Blevins, Middle Tennessee State University
- Educators' Use of Adinkra symbols: Hows and Whys Kwadwo Wadie, University of Illinois at Chicago
- Immigrant Advocacy & Sanctuary Schools for Ohio Amanda K Grady, Education Policy
- Examining the Experiences of Participants in a Short Study-Abroad Program for Ed.D. Students Jon Brasfield, University of Findlay; Jamie Biecheler, University of Findlay; Amanda Gensler, University of Findlay; Michele Prater, University of Findlay; Christine Weber, University of Findlay
- Parents' Involvement in Children's Emerging Literacy Outcomes Jimena Cosso, Purdue University

ABSTRACT

This section highlights four research in progress pieces that focus on different cultural experiences. Topics include use of Adirikra symbols, experiences in Study Abroad by doctoral students, immigrant advocacy and professional development in student voice.

Division I: Research in Progress Session

I – Education in the Professions --- Research in Progress Session

Friday, 3:20 PM to 4:30 PM --- Mt. Lookout

Chair Winston E Vaughan, Xavier University

PRESENTATIONS

- Exploring the Perceptions of Women Administrators about False Consciousness in a Selected University in the Southwestern United States Joan Nkansaa Nkansah, University of West Florida
- Exploring the Experiences of Student-Mothers in Selected Southeastern United States Universities Sandra Ayivor, University of West Florida

ABSTRACT

For years women have lived in subordination and have accepted the many ways in which social structures and institutions have operated contrary to their social interests. Family formation, for instance, has negative consequences for the academic and career advancement of women. From the feminist and false consciousness perspectives, these studies seek to address some of the challenges women face and overcome in the pursuit of academic and career advancement.

Division K: Research in Progress Session

K – Teaching & Teacher Education --- Research in Progress Session

Friday, 3:20 PM to 4:30 PM --- Amphitheater II

Chair Delane Ann Bender-Slack, Xavier University

Discussant Angela Miller-Hargis, University of Cincinnati Blue Ash

PRESENTATIONS

- Course-Taking and Teacher Data-Driven Decision-Making Self-Efficacy and Anxiety: A Secondary Analysis Valerie Hamilton, Northern Illinois University
- Impact of the Northern Illinois STEM Ready (NISR) Program on Teacher Content Knowledge: A Quasi-Experimental Study Todd Reeves, Northern Illinois University; Kristin Brynteson, Northern Illinois University; Mary Shafer, Northern Illinois University; Sally Blake, Northern Illinois University; Anji Garza, Northern Illinois University
- Supporting Students' Scientific Practices Through a Citizen Science Social Media Site Janet Zydney, University of Cincinnati; Lauren Angelone, Xavier University; Erin Rumpke, University of Cincinnati

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