

# MWERA

**MID-WESTERN EDUCATIONAL RESEARCH ASSOCIATION**

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*Annual Meeting and Conference*



**Supporting Teachers through  
Educational Research**

October 18-20, 2023

The Graduate Hotel and 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 2023 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 2023 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: **Supporting Teachers through Educational Research**. 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 in consideration of the needs of teachers in the current educational context.

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,  
Lauren Angelone, Ph.D.  
MWERA Vice President and 2023 Annual Meeting Program Chair

## Annual Meeting Important Information

### MWERA Registration Desk: Conference Level

- Wednesday, October 18th: 11:30AM - 6:00PM
- Thursday, October 19th: 7:30AM - 6:00PM
- Friday, October 20th: 7:30AM - 11:30AM

### 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 Lauren Angelone. 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.
- **MWERA Presidential Address:** Hosted by President Teresa Young.
- **Opening Night Presidential Reception:** Hosted by the MWERA Board members. All our welcome to enjoy a cold beverage, appetizers, and quality conversation while browsing our poster presentations!

### Thursday: Important Events

- **Continental Breakfast:** All conference participants are welcome!
- **MWERA Association Council and Division Chair Business Luncheon:** For Council and Chairs only.
- **Thursday Snack:** Sponsored by the University of Kentucky
- **MWERA Poster Reception:** All our welcome to enjoy a cold beverage, appetizers, and quality conversation while browsing our poster presentations!

### Friday: Important Events

- **Continental Breakfast:** All conference participants are welcome!
- **MWERA General Business Meeting and Division Business Meetings:** 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.
- **Keynote Speaker and Luncheon:** See details below.

## **Friday Luncheon Keynote Address**

### **Future-Proofing Education: Adapting to and Thriving Amidst Current Challenges Soroya Smith and Marcie Blamer, Mason City Schools**



Our luncheon keynote address will feature Soroya Smith and Marcie Blamer, both teachers from Mason City Schools in Mason, Ohio, a northern suburb of Cincinnati.

Soroya Smith serves as the Diversity, Equity, and Inclusion Learning Experience Designer for Mason City Schools. In this role she provides strategic leadership in the area of Inclusive Excellence for the district, proactively integrating diversity, equity, and inclusion into decision making, learning experiences, and implementation of district goals. Serving Mason for fifteen years as an educator, has been instrumental in Soroya's function as a cross-curricular, district-wide team member who supports administrators, Teacher Leaders and teachers in creating equitable, inclusive school communities that reflect the Inclusive Excellence principles of Diversity, Equity, Inclusion and Justice. She believes all humans are deserving of equitable and safe spaces of belonging where they can experience joy, make connections, engage in rigorous authentic learning experiences and grow in creativity. She also serves as an Adjunct Professor for Xavier University and serves as a member of the Xavier Presidential Diversity and Inclusion Advisory Council. Soroya is married to her best friend and together they have daily adventures, making memories with their four children.

Marcie Blamer has been teaching at the high school level for 18 years as an English teacher and Teacher Academy instructor. She has taught in Lakota Schools, North College Hill, and Mason City Schools; she also serves as an adjunct instructor in the School of Education at Xavier University. Marcie spends her days educating our future teachers and is committed to ensuring that her high school and college students are prepared for the ever changing and evolving world of education.

Keynote address: Friday, October 20th, at 12:00PM in Fountain Square

## **General Conference and Hotel Information**

The 2023 Annual Meeting of the Mid-Western Educational Research Association will be held from Wednesday, October 18th, to Friday, October 20th, at the Graduate Hotel and 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 2023 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 2023 MWERA Annual Meeting name tag, which must be worn at all times during the conference. Those planning to attend 2023 MWERA Annual Meeting are strongly encouraged to pre-register for the conference and to make hotel reservations as soon as possible. On-site registration and packet pick-up will be available at the registration desk on the ground floor (foyer area) of the Graduate Hotel and Conference Center at the following times:

Wednesday, October 18: 11:30 PM - 6:00 PM

Thursday, October 19: 7:30 AM - 6:00 PM

Friday, October 20: 7:30 AM - 11:30 AM

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 2023.

### **Presenter Expectations**

All persons, including graduate students, presenting at the 2023 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.

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 2023 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.

### **Address and Directions to Graduate Hotel and Conference Center**

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

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

### **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: 10 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 paper poster or digital 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.

**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 small 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>).

## 2023 MWERA Leadership

### Board Members

Immediate Past President: Nicole Schilling, [nicole.schilling@findlay.edu](mailto:nicole.schilling@findlay.edu)

President: Teresa Young, Xavier University, [youngt3@xavier.edu](mailto:youngt3@xavier.edu)

President Elect: Rashmi Sharma, Western Illinois University, [r-sharma@wiu.edu](mailto:r-sharma@wiu.edu)

Vice President: Lauren Angelone, Xavier University, [mweraconference@gmail.com](mailto:mweraconference@gmail.com)

Vice President Elect: Rick Breault, Ashland University, [rbreault@ashland.edu](mailto:rbreault@ashland.edu)

Secretary: Angela Miller, University of Cincinnati, [millai@ucmail.uc.edu](mailto:millai@ucmail.uc.edu)

Member-at-Large: Daniel Quinn, Public Policy Associates, [dquinndan@gmail.com](mailto:dquinndan@gmail.com)

Executive Director (ex officio): Sharon Stevens, Western Illinois University, [sr-stevens2@wiu.edu](mailto:sr-stevens2@wiu.edu)

Historian (ex officio): Gordon Brooks, Ohio University, [mwera.ed@gmail.com](mailto:mwera.ed@gmail.com)

Webmaster (ex officio): Thomas Smith, Northern Illinois University, [tjsmith@niu.edu](mailto:tjsmith@niu.edu)

MWER Editors: Christy Galletta Horner, Bowling Green State University, [cgallet@bgsu.edu](mailto:cgallet@bgsu.edu); Sherri Horner, Bowling Green State University, [shorner@bgsu.edu](mailto:shorner@bgsu.edu)

### Association Council

#### 2021-2023

- Rick Breault, Ashland University
- Kathleen Cripe, Youngstown State University
- Grace Huang, Cleveland State University
- Todd Reeves, Northern Illinois University
- Nina Adanin, Northwest Missouri State University
- Leigh Settlemore, Oakland University
- Ximena Burgin, Northern Illinois University
- David Walker, Northern Illinois University

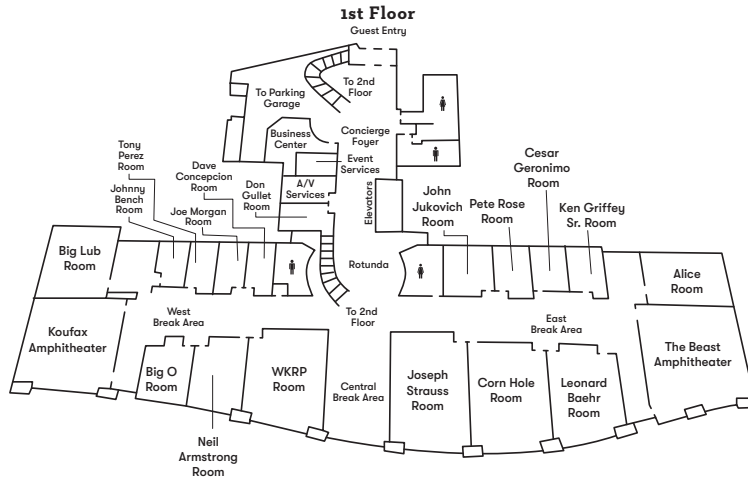
#### 2022-2024

- Cynthia Campbell, Northern Illinois University
- Kathleen Cripe, Youngstown State University
- Holly Endres, Liberty University
- Winston Vaughan, Xavier University
- Francis Godwyll, Illinois State University
- Kristie Fetty, University of Findlay
- Sandra Ayivor, West Virginia University



# EVENT SPACE

## floor plans



MEETING ROOM	SQ. FOOTAGE	LxWxH	THEATER	SCHOOLROOM	CONFERENCE	USHAPE	RECEPTION	BANQUET
<b>1st Floor - Conference Level</b>								
The Beast Amphitheater	1600	40x40x10	-	60	-	-	-	-
Koufax Amphitheater	1600	40x40x10	-	60	-	-	-	-
Joseph Strauss Room	1380	30x46x10	100	56	32	36	80	80
Corn Hole Room	1200	30x40x10	100	56	32	36	80	80
WKRP Room	1036	28x37x10	92	50	24	26	80	80
Leonard Baehr Room	936	26x30x10	75	40	24	20	70	50
Big Lub Room	900	30x30x10	70	32	32	24	75	50
Alice Room	700	35x20x10	70	30	28	22	60	50
Big O Room	380	21x28x10	28	18	14	14	-	-
Neil Armstrong Boardroom	380	19x20x10	24	-	16	-	-	-
Cesar Geronimo Room	300	15x20x10	24	12	12	10	-	10
Ken Griffey Sr. Room	300	15x20x10	30	12	12	10	-	10
John Jukovich Room	280	14x20x10	30	10	12	10	-	10
Pete Rose Room	280	14x20x10	28	10	12	10	-	10
Don Gullet Room	240	12x20x10	28	10	12	10	-	10
Joe Morgan Room	240	12x20x10	24	10	12	10	-	10
Dave Concepcion Room	240	12x20x10	24	10	12	10	-	10
Tony Perez Room	240	12x20x10	24	10	12	10	-	10
Johnny Bench Room	204	12x17x10	20	10	10	10	-	10
Concierge Foyer	3200	-	-	-	16	-	200	150
Rotunda	1680	-	-	-	-	-	-	-
Central Break	900	-	-	-	-	-	-	-
East Break	1275	-	-	-	-	-	-	-
West Break	1275	-	-	-	-	-	-	-

Capacities of the rooms may vary depending on function and set-up.



### LOCATION

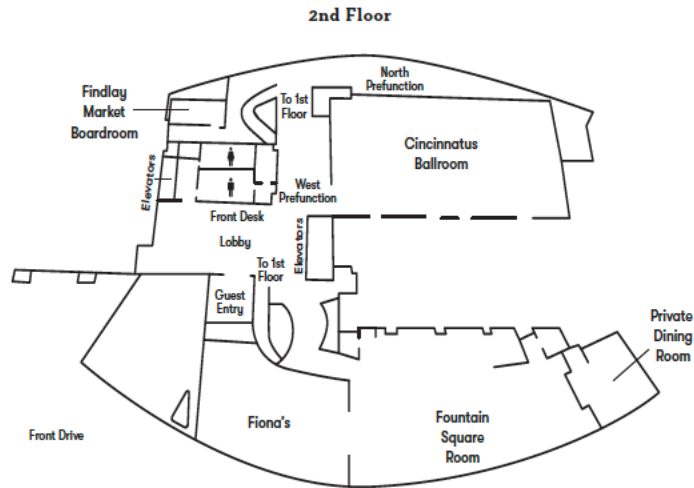
151 Goodman Dr  
Cincinnati, OH 45219

### CONTACT

sales@graduatecincinnati.com  
graduatehotels.com/cincinnati

# EVENT SPACE

## floor plans



MEETING ROOM	SQ. FOOTAGE	LxWxH	THEATER	SCHOOLROOM	CONFERENCE	USHAPE	RECEPTION	BANQUET
<b>2nd Floor - Lobby Level</b>								
Cincinnatus Ballroom	5355	105x51x14	540	250	-	-	500	360
Salon A	1785	35x51x14	160	90	50	54	175	110
Salon B	1785	35x51x14	160	90	50	54	175	110
Salon C	1785	35x51x14	160	90	50	54	175	110
North Prefunction	1955	23x85x10	-	-	-	-	100	50
West Prefunction	1219	23x53x10	-	-	-	-	75	-
Findlay Market Boardroom	352	16x22x10	-	18	16	16	44	20
Fountain Square Room	3400	82x52x12	200	121	-	-	290	160
Private Dining Room	-	-	-	-	20	20	40	35

Capacities of the rooms may vary depending on function and set-up.



**LOCATION**  
151 Goodman Dr  
Cincinnati, OH 45219

**CONTACT**  
sales@graduatecincinnati.com  
graduatehotels.com/cincinnati

# Graduate

## CINCINNATI

### **Nearby Dining**

\*Local Favorites

- Chipotle: Build-your-own Mexican
- Zoup: Soups, Salads, & Sandwiches
- Gold Star Chili: Cincinnati Chili
- Dunkin Donuts: Grab & Go Breakfast
- Jimmy John's: Sandwiches
- Mecklenburg Gardens: German-Bavarian
- Cactus Pear: Southwestern
- Corinthian Restaurant: Greek & Pizzas

### **Short Vine Dining**

- Alabama Que: BBQ
- Caribe: Caribbean Carryout
- Hangover Easy: Modern Diner
- Meatball Kitchen: Italian
- Martino's: Italian/Hoagies
- Which Which: Sandwiches
- \*Taste of Belgium: Belgian Bistro
- Ladder 19: American Bar & Grill
- Cock & Bull: English Pub
- Mio's: Pizza

### **University Square Dining**

- Keystone: American Pub
- Mr. Sushi: Japanese, Chinese & Korean
- Highway 55: 50s Retro Diner
- DiBella's: 40s NY-Style Sandwiches
- Elephant Walk: Ethiopian & Indian
- Panera: Soups, Salads & Sandwiches
- Buffalo Wild Wings: Sports Bar
- King Wok: Traditional Chinese
- \*Adriaticos: Pizza & Sports Bar
- Jimmy John's: Sandwiches
- \*Drunken Bento: Japanese & Korean
- Cilantro: Vietnamese
- French Fry Heaven: Loaded Spuds
- Canes: Chicken Tenders

### **Ludlow Avenue Dining**

- J. Gumbo: Cajun
- \*Skyline Chili: Cincinnati Chili
- Dewey's: Gourmet Pizza
- Biagio's Bistro: Classic Italian
- Ambar India: Northern Indian
- Amol Indian: Indian
- Harvest: Fresh Modern American
- Habanero: Latin American
- Proud Rooster: Diner
- Marrakech: Moroccan
- Lost Portillos: Mexican
- Brueggers: Bagels & Sandwiches

## 2023MWERA Division Chairs

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

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

Chair: Andrew Benson  
University of Cincinnati  
[bensoanag@mail.uc.edu](mailto:bensoanag@mail.uc.edu)

Co-Chair: Arun Muthusamy  
University of Cincinnati  
[muthusar@mail.uc.edu](mailto:muthusar@mail.uc.edu)

### **B – Curriculum Studies**

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

*See Division G*

### **C – Learning & Instruction**

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

*See Division K*

### **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: Patrick Yang  
University of West Florida  
[pyang@uwf.edu](mailto:pyang@uwf.edu)

Co-Chair: Ximena Burgin  
Northern Illinois University  
[xrecald1@niu.edu](mailto:xrecald1@niu.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.

*See Division I*

### **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](mailto:kevin.krahenbuhl@mtsu.edu)

Co-Chair: Leanne Kang  
Grand Valley State University  
[kangl@gvsu.edu](mailto:kangl@gvsu.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: Holly Endres  
National Heritage Academies-Orion  
Ambitious Leaders Outreach  
[57.hendres@nhaschools.com](mailto:57.hendres@nhaschools.com)

Co-Chair: Wen Juan Mo  
West Virginia University  
[wm0018@mix.wvu.edu](mailto:wm0018@mix.wvu.edu)

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

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

Chair: Fawn Schulz  
Indian Lake Schools

Co-Chair: Audrey Roberts  
Bowling Green State University

[schulzf@findlay.edu](mailto:schulzf@findlay.edu)

[audrobe@bgsu.edu](mailto:audrobe@bgsu.edu)

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

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

Chair: Deborah Williams  
University of West Florida  
[deborah.m.williams@fscj.edu](mailto:deborah.m.williams@fscj.edu)

Co-Chair: Joseph Moylan  
Cardinal Stritch University  
[jcmoylan1@stritch.edu](mailto:jcmoylan1@stritch.edu)

### **J – Postsecondary Education**

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

Chair: Emily Creamer  
Bowling Green State University  
[ecream@bgsu.edu](mailto:ecream@bgsu.edu)

Co-Chair: Leigh Dzwik  
Oakland University  
[settlemo@oakland.edu](mailto: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](mailto:jolson21@uic.edu)

Co-Chair: Arthi B. Rao  
University of Illinois at Chicago  
[arao6@uic.edu](mailto:arao6@uic.edu)

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

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

Chair: Yohanna Agyei  
Western Illinois University  
[y-agyei@wiu.edu](mailto:y-agyei@wiu.edu)

Co-Chair: Vacant



2023 MWERA Annual Meeting

mwera.org

MWERA website, online store, & journal ([www.mwera.org](http://www.mwera.org))  
|| Facebook || Twitter || Instagram ||

**Sponsorship**

*Thank you so very much  
for your support and contributions to MWERA.*

Department of Research Methods in Education  
College of Education  
University of Kentucky  
<https://education.uky.edu/epe/>



Nina B. Hollis Institute of Educational Reform

# Voices of Reform

**Educational Research to Inform and Reform**

## CALL FOR PAPERS

Voices of Reform is a double-blind, peer reviewed journal. We are looking for scholarly pieces for our upcoming 5th issue between 3500-7500 words. If you have any specific questions on whether your article qualifies, please contact Lou Sabina at [lsabina@stetson.edu](mailto:lsabina@stetson.edu) or check out the journal.

## RESEARCHERS

If you think your paper adds to the conversation regarding educational reform, we'd like to hear from you. We are looking to bridge the gap between university research and educational practice by creating a journal that informs pedagogy, policy, and practice.

## JOURNAL INFORMATION

We are a highly successful journal in its 5th year of operation. We are fully listed in ERIC, provide DOI numbers for all articles, and yield a 45-55% acceptance rate. We welcome your submissions and your interest in our journal!

Lou Sabina, Editor-in-Chief  
Anna Peters, Managing Editor

<https://www.voicesofreform.com>



*Thank you so very much for your support and contributions to MWERA.*



Wednesday, October 18 2023

**W.1200.TH MWERA New Member and First-Time Attendee Welcome**  
MWERA --- Special Event  
Wednesday, 12:00 PM to 1:00 PM --- The Beast Amphitheater

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 here.

**W.0120.CO Leading Through Trauma: Strategies for School Leaders in Times of Tragedy**  
A – Administration, Organization, & Leadership --- Alternative Session  
Wednesday, 1:20 PM to 2:30 PM --- Corn Hole Room

PRESENTATION

- Leading Through Trauma: Strategies for School Leaders in Times of Tragedy Abbie Morris, murray state university; Stephanie D Sullivan, Murray State University; Patrica Greer, Kentucky Center for School Safety

ABSTRACT

School leaders are often called upon to navigate their communities through times of crisis and tragedy. This presentation will provide individuals with an overview of the key strategies and concepts that school leaders need to understand when dealing with tragedy in a school setting. The improvement of practice within educational organizations can be enhanced through this session's sharing of best practices gleaned from the Kentucky Center for School Safety and lived experience from a school administrator during a time of school tragedy. Through a chapter study and practical examples this presentation will explore multiple roles that school leaders must inhabit through various phases of a traumatic event, including crisis communication, emotional support, and community engagement. Participants will leave with a better understanding of the unique challenges that arise in times of crisis and practical strategies for leading through trauma in schools.

**W.0120.LE Scale and Test Development: Using Jamovi for Item and Scale Analyses**  
D – Measurement & Research Methodology --- Workshop  
Wednesday, 1:20 PM to 2:30 PM --- Leonard Baehr Room

Presenters Hoan Do, Clinical Outcomes Solutions; Yuqing Liu, Ohio University; Frank Agyemang Oppong, Ohio University; Nina Adanin, Northwest Missouri State University; Gordon Brooks, Ohio University

ABSTRACT

The primary purpose of this workshop will be to present a sweet, easy-to-use, and powerful statistical program for use in the test or scale development process called jamovi (see [jamovi.org](https://www.jamovi.org)). The free jamovi program provides both researchers and students easily accessible tools for statistical analyses—and jamovi is FREE. Workshop participants will learn to use jamovi for the applied statistical analyses often used in the scale development process. Workshop participants are encouraged to download and install the latest version of jamovi prior to attending the workshop (at <https://www.jamovi.org/download.html> for Windows, Mac, or Linux).

**W.0120.TH Collaborative Online International Learning**  
G – Social Context of Education --- Best Practices Forum  
Wednesday, 1:20 PM to 2:30 PM --- The Beast Amphitheater

PRESENTATION

- Collaborative Online International Learning: Maximizing Virtual Exchanges for Intercultural Learning Delane Bender Slack, Xavier University; Margaret Martin, Xavier University

ABSTRACT

Intercultural experience positively affects students' adaptability, increases cultural awareness, and contributes to personal growth and leadership skills. Online intercultural learning experiences are one way to promote global engagement. Collaborative Online International Learning (COIL) partnerships give students and faculty opportunities to learn, interact and create in intercultural teams. This session will provide best practices for implementing effective and successful COIL exchanges. Participants will engage in guided individual reflection and group discussion about how to maximize learning in their own contexts using these best practices for virtual exchange.

**W.0120.WK Advising and Mentoring for Student Success: Perspectives from an Administrator, Faculty, and Student**  
L – Educational Policy & Politics --- Alternative Session  
Wednesday, 1:20 PM to 2:30 PM --- WKRP Room

## PRESENTATION

- Advising and Mentoring for Student Success: Perspectives from an Administrator, Faculty, and Student Francis Ebenezer Godwyll, Illinois State University; Rashmi Sharma, Western Illinois University; Guofang Wan, Loyola University, Chicago; Yohanna Agyei, Western Illinois University; Monika M Jaiswal-Oliver, Columbia College Chicago

## ABSTRACT

This alternative session focuses on sharing with participants the context that gave rise to the implementation of a Dual Model of Advising in a southeastern university in the United States of America to meet the needs of students as a result of rapid student enrollment to ensure student success. The central thesis of the session is that advising and mentorship of graduate students are key ingredients for student success. The specific objectives are to explore the literature on the importance of advising and mentoring and explain the Dual Advising Model. Additionally, the session is designed to provide insights into the unique roles of a professional adviser and a faculty mentor. The four presenters- an administrator, two faculty members, and a student will also share reflections from their perspectives. All the presenters participated in the Dual Advising model, in their respective roles. Hence their reflections will serve as a benchmark for lessons learned and recommendations for future practice.

### **W.0120.JO Inter-Organizational Collaboration: Process of Creating a Joint Statement for Collaborative IEP Goal Writing**

L – Educational Policy & Politics --- Symposium/Panel Presentation

Wednesday, 1:20 PM to 2:30 PM --- Joseph Strauss

Chair Ning Guo, Saint Louis University

## PRESENTATION

- Inter-Organizational Collaboration: Process of Creating a Joint Statement for Collaborative IEP Goal Writing Amy Schlessman, Tufts University

## ABSTRACT

**BACKGROUND:** Students with disabilities benefit from a team-based approach to support their needs. Individuals from occupational therapy, physical therapy, and speech-language pathology partnered to form an interprofessional (IP) workgroup to address student-centered collaborative goal writing in school-based practice. **METHOD:** This IP workgroup engaged in a collaborative process centered around a shared goal which integrated discussion surrounding barriers to teaming, collaborative goal writing, and summarizing best practices from special education literature. **RESULTS:** The workgroup process created a consensus document, the Joint Statement on Interprofessional Collaborative Goals in School-Based Practice, to provide guidance for school-based practitioners to support student success. Following inter-organizational expert review, the statement was endorsed by three professional organizations and disseminated to practitioners via their organizational websites. **CONCLUSIONS:** This presentation outlines the innovative process used by an inter-organizational workgroup to develop and disseminate a consensus document outlining practical guidelines for IP teams working in the educational setting.

### **W.0240.WK Educators' Response to COVID- Then and Now**

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

Wednesday, 2:40 PM to 3:50 PM --- WKRP Room

## ABSTRACT

Back by popular demand, this alternative session is the follow up to a 2022 workshop. 'Educators Response to COVID-Then and Now' captures the current experience of educators and the current state of schools since the pandemic. In a survey that collected both quantitative and qualitative data researchers share educator responses and compare them to responses that were shared in Spring/Early Summer 2020. During this alternative session, presenters will share survey data collected May 2023-August 2023 and compare it to survey data collected May 2020-August 2020 regarding Educators' Responses to COVID. Perkins & Sommervold present the results of their study, while engaging the audience to draw conclusions and make predictions about how to best support educators. This alternative session operates from a constructivist framework and ends with a call to action regarding support for educators at many levels, especially during times of crisis.

### **W.0240.JO The Secret of My Success: Hidden Barriers and the Multiple Facets of Success in STEM Gateway Coursework**

J – Postsecondary Education --- Symposium/Panel Presentation

Wednesday, 2:40 PM to 3:50 PM --- Joseph Strauss

Chairs Amy Nichole Farley, University of Cincinnati; Christopher M Swoboda, University of Cincinnati

Discussant Bryan Smith, University of Cincinnati

#### PRESENTATIONS

- How College Students in Calculus 1 Seek Institutional Supports for Success. Andrew Benson, University of Cincinnati; Amy Nichole Farley, University of Cincinnati; Christopher M Swoboda, University of Cincinnati; Elisabeth Nichole Faller, University of Cincinnati
- Quantitative Analysis of URM Academic Support Program Use & Relationship to DFW Danielle Graham, University of Cincinnati; Christopher M Swoboda, University of Cincinnati; Amy Nichole Farley, University of Cincinnati
- Do I Belong? An Analysis of How Black Women Develop a Sense of Belonging in STEM Michelle R Johnson, University of Cincinnati; Amy Awtrey, University of Cincinnati; Amy Nichole Farley, University of Cincinnati; Christopher M Swoboda, University of Cincinnati
- Psychological Power Distance and Academic Help-Seeking Among First-Year STEM Students Amy Awtrey, University of Cincinnati; Amy Nichole Farley, University of Cincinnati; Christopher M Swoboda, University of Cincinnati

#### ABSTRACT

This session will present results from four papers stemming from a deep research-practice partnership between faculty at the University of Cincinnati and scholar-practitioners in Learning Commons, the student support services center, and the Center for the Enhancement of Teaching and Learning (CET&L). Results are drawn from two distinct scopes of work, including: (a) an initial mixed-method sequential explanatory study of the impacts of academic support programs on student outcomes and in introductory STEM courses with high rates of students earning Ds, F,s, or withdrawals (DFWs), and (b) a follow-up longitudinal mixed-methods pilot study that follows first-time, first year students enrolled in one or more high-DFW course for two years to identify how DFW risk is related to conceptions of academic help-seeking and understand the institutional-, course-, and student-level factors that obstruct/enable academic support use. Taken together, these paper provide insights into the long-term consequences of the relationship between student success, academic support program utilization, and academic help-seeking.

#### **W.0240.TH Comic Book Conversations: Youth E-cigarette Education Provided Through Novel Comic Book Format and Lesson Plans**

K – Teaching & Teacher Education --- Workshop

Wednesday, 2:40 PM to 3:50 PM --- The Beast Amphitheater

#### ABSTRACT

With the increase in e-cigarette use among youth, innovative communication strategies to convey the risks associated with this health crisis are lacking. By utilizing more engaging materials that resonate with youth, like comic books, connected conversations can support the discussion of health issues relevant to youth. Attendees of the workshop will: 1) Understand the current e-cigarette landscape, 2) Identify short term and long term health consequences of using e-cigarettes, 3) Develop and enhance communication skills when speaking to youth who currently use e-cigarettes, and 4) Be prepared to hold in-class discussions with students about e-cigarettes and vaping products by using the provided comic book and lesson plan outline. By engaging with and preparing educational leaders for these discussions, we can expect to further the reach of e-cigarette education all across the Midwest, and reduce e-cigarette use among youth.

#### **W.0420.TH MWERA Presidential Address: MWERA Research - Impact Then and Now**

MWERA --- Special Event

Wednesday, 4:20 PM to 4:50 PM --- The Beast Amphitheater

#### ABSTRACT

Join us for the presidential address from Teresa Young, MWERA President. Teresa Young is an associate professor at Xavier University in the Reading/TESOL programs and is currently the Co- Director of the School of Education. She also serves at Director of Faculty Programs in the Center for Mission and Identity. She has many years of experience working with preservice and graduate students in the areas of teacher preparation, early childhood education, and literacy. She earned her Ed.D from the University of Cincinnati in Literacy. Prior to earning her doctorate, she was a teacher for elementary students. She has published as well as presented in the areas of literacy, children's literature, and teacher development. She continues to focus her interests on the education of students in literacy and early childhood.

#### **W.0500.CO MWERA President's Reception**

MWERA --- Special Event

Wednesday, 5:00 PM to 6:00 PM --- Concierge Foyer

ABSTRACT

Join us for the President's Reception and enjoy the company of your colleagues in addition to music, appetizers, and a cash bar.

Thursday, October 19 2023

**T.0630.CE MWERA Continental Breakfast (Thursday Morning)**

MWERA --- Special Event

Thursday, 6:30 AM to 8:00 AM --- Central and East Break Area

ABSTRACT

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

**T.0800.AL Virtual International Session**

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

Thursday, 8:00 AM to 9:10 AM --- Alice Room

Chair Gordon Brooks, Ohio University

Discussant Nina Adanin, Northwest Missouri State University

PRESENTATIONS

- Teaching Research Methods and Statistics across Cultures Pornchanok Ruengvirayudh, Chiang Mai University
- Women Educating [liberating] Women: Examination of the Experiences of Women Educational Leaders during Armed Conflict in Aceh, Indonesia Elizarni Elizarni, Independent Researcher

**T.0800.JO Changes in Curriculum Studies: Adding New Ideas to Curriculum**

B – Curriculum Studies --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Joseph Strauss

Chair Holly Endres, NHA/Liberty University

Discussant Francis Godwyll, Illinois State University

PRESENTATIONS

- Analyzing ChatGPT-3 as a Curriculum Artifact in 2023 Palak Shah, University of Cincinnati
- Gender Representation in ELT Textbooks in Primary and Secondary Education Apala Biswas, University of Cincinnati
- High Achieving Black Students' Mathematics Identities in the High School to College Transition in STEM Elizabeth Ottie Ayisi, Ohio University; Sara L Hartman, Ohio University
- Wading through the Muddy Ground of Critical Thinking and Critical Literacy: Toward an Accessible Framework of Critical Literacy Cheu-jey Lee, Purdue University Fort Wayne
- The Ohio Blended Collaborative: A Mixed-Methods Examination of Its Impact on Teachers and Students Gary Herman, University of Findlay

ABSTRACT

This session discusses gender representation in literature, using technology and ChatGPT, getting student to achieve higher in math and applying critical literacy. These papers aim to improve curriculum studies and provide new ideas in the area of curriculum so that student experiences are enhanced.

**T.0800.LE Applications of Statistical Methodology, Psychometrics, and Research-in-Progress**

D – Measurement & Research Methodology --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Leonard Baehr Room

Chair Hongwei Yang, University of West Florida

Discussants Ximena Burgin, Northern Illinois University; Hongwei Yang, University of West Florida

PRESENTATIONS

- Comparing Item Parameter Recovery of the Compensatory MIRT Model by MH-RM and MML across Model Structures and Numbers of Latent Traits Hoan Do, Clinical Outcomes Solutions; Gordon Brooks, Ohio University
- Design Parameter Values for Multilevel Mediation Studies of Teacher Development Amota Ataneka, University of Cincinnati
- The Effects of Cultural Exposure on Openness Towards Other Cultures: The Moderating Effect of Perspective-Taking Pei-Chen Hsia, Northern Illinois University; Thomas J. Smith, Northern Illinois University
- Understanding How Higher Ed Faculty View Their Role in Helping At-Risk Students: An Interpretive Phenomenological

Approach Jennifer Melton, Lake Land College; Nina Zimmermann, Maryville University

- Understanding Social and Emotional Learning Curriculum for Secondary Students: A Quantitative Inquiry Shaunte Nannette Butcher, Seven Oaks Elementary School; Hongwei Yang, University of West Florida; Rashmi Sharma, Western Illinois University

#### ABSTRACT

This session consists of applications of statistical methodology, psychometrics research, and research in progress.

#### **T.0800.KO Leveraging Technology for Effective Classroom Assessment and Instructional Practices**

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

Thursday, 8:00 AM to 9:10 AM --- Koufax

Chair Audrey Conway Roberts, Bowling Green State University

Discussant Stephen Croffie-Djan, Legacy Girls College

#### PRESENTATION

- All Ohio Literacy On-line PD: Opportunities and Challenges Aimee Howley, WordFarmers Associates; Jennifer Ottley, University of Cincinnati, Systems Development & Improvement Center; Samantha Giammarco, University of Cincinnati, Systems Development & Improvement Center

#### **T.0800.WK Teacher Professional Development and Collaboration**

K – Teaching & Teacher Education --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- WKRP Room

Chair Arthi Rao, University of Illinois at Chicago

Discussant Arthi Rao, University of Illinois at Chicago

#### PRESENTATIONS

- Only Teacher Professional Collaboration in Lessons Predicts Job Satisfaction Olha Ketsman, Northern Illinois University; Todd Reeves, Northern Illinois University
- Reflective Processes During and Reflections After Teachers' Professional Development Sessions Chynar Amanova, Northern Illinois University; Kristin Brynteson, Northern Illinois University
- The Effect of Professional Development on Teachers' Culturally Responsive Teaching Self-efficacy and Multicultural Teaching Competency Olukemi Olubunmi Kolawole, University of Kentucky; Shannon Sampson, University of Kentucky

#### **T.0800.TH Teaching and Learning in the Middle Grades**

K – Teaching & Teacher Education --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- The Beast Amphitheater

Chair Rick Breault, Ashland University

Discussant Rick Breault, Ashland University

#### PRESENTATIONS

- Identifying, Diagnosing, and Addressing Middle Graders' Barriers to Civic Readiness Razak Kwame Dwomoh, Northern Illinois University
- The Effect of Hybrid Learning on 6th Grade Students' Outcomes and Social Emotional Well-Being Through the Lens of Teachers Nicolle Wheeler, University of Findlay
- Working Together?: Middle School Principal and Teacher Perceptions of Curriculum, Culture, and the Middle School Concept Shawn Faulkner, Northern Kentucky University; James Ryan Alverson, Northern Kentucky University; Mike DiCicco, Northern Kentucky University; Chris Cook, Appalachian State University

#### **T.0800.CO Current Issues in Education- Content, Support, and Dilemma**

L – Educational Policy & Politics --- Paper Session

Thursday, 8:00 AM to 9:10 AM --- Corn Hole Room

Chair Yohanna Agyei, Western Illinois University

Discussant Francis Ebenezer Godwyll, Illinois State University

#### PRESENTATIONS

- Informed Consent in Relation to the Working Conditions of International Graduate Students in the USA Adeola Funmilayo Oladeji, University of Kentucky; Eric Thomas Weber, University of Kentucky
- Supporting Students with Foster Care Backgrounds in Post-Secondary Education Michelle R Johnson, University of

Cincinnati

- The Paradox of Charter Schools: Kentucky Embraces Unproven Reform Andrew Benson, University of Cincinnati
- Forced Democracy: Using Kentucky House Bill 126 to Advocate for Justice in K-12 Educational Policy DeWana Hadder, Student; Amanda U. Potterton, University of Kentucky; Kelly D Bradley, University of Kentucky

**T.0920.TH MWERA Isadore Newman Dissertation Award Presentations**

MWERA --- Special Event

Thursday, 9:20 AM to 10:30 AM --- The Beast Amphitheater

Presenter Lisa Journell, Wright State University

**T.0920.CO Leadership Strategies to Support Improved Instruction**

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

Thursday, 9:20 AM to 10:30 AM --- Corn Hole Room

Chair Andrew Benson, University of Cincinnati

Discussant Francis Ebenezer Godwyll, Illinois State University

**PRESENTATIONS**

- An Analysis of Teaching Support Provided on K-12 School District Websites in the Early Outbreak of COVID-19 Using Professional Capital Model Yuchieh Wu, University of Hawaii at Manoa; Yi-jung Wu, University of Wisconsin-Madison; Grace Leung, University of Wisconsin-Madison
- High School Teachers' Perspectives on Co-Teaching Challenges: Considerations for Administrators Jane M Leatherman, Purdue University Fort Wayne; Sierra G. Miranada, PFW and Fort Wayne Community Schools
- It's About Time: The Relationship Between Extended Class-period Time and Indirect Instructional Strategies in Secondary Schools Karl Heidrich, Lourdes University

**ABSTRACT**

Abstract: Four studies explore strategies for administrators to support improved teaching strategies by using technology for research and for remote learning and by shaping the use of staff and time by enhancing co-teaching and extended class periods.

**T.0920.LE Advancement of Statistical Methodology**

D – Measurement & Research Methodology --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Leonard Baehr Room

Chair Tuba Gezer, The Ohio State University

Discussant Todd Reeves, Northern Illinois University

**PRESENTATIONS**

- A Comparison of Models for Predicting Zero-inflated Count Outcomes Thomas J. Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Cornelius M. McKenna, Chana, IL
- “Everything Old Is New Again”: Human-friendly Scheffé contrasts and “All That Jazz” Frank Agyemang Oppong, Ohio University; Yuqing Liu, Ohio University; Nina Adanin, Northwest Missouri State University; Gordon Brooks, Ohio University
- Un-Boxing MANOVA: Confronting a long-held belief that Pillai's Trace is more robust Yuqing Liu, Ohio University; Frank Agyemang Oppong, Ohio University; Nina Adanin, Northwest Missouri State University; Gordon Brooks, Ohio University

**ABSTRACT**

This session consists of five presentations on the advancement of statistical methodology.

**T.0920.KO Diversity in Education: CRT and Ethics**

G – Social Context of Education --- Paper Session

Thursday, 9:20 AM to 10:30 AM --- Koufax

Chair Palak Shah, University of Cincinnati

Discussant Holly Endres, NHA/Liberty University

**PRESENTATIONS**

- Critical Race Theory: A Lexical Analysis of the Issues Laura M Harrison, Ohio University; Gabriela M Castañeda, Ohio University
- Dialoguing with STEM Teaching Assistants about Culturally Responsive Instruction Sheila Coli, Northern Illinois University; Ximena Burgin, Northern Illinois University; Mayra Daniel, Northern Illinois University

• Grade Inflation and Academic Capitalism: Applied Ethics for Higher Education Ted Nilsson, University of Kentucky  
ABSTRACT

This session focuses on diversity going beyond CRT and including culturally responsive teaching.

**T.0920.JO International and Social Impacts on Education**

G – Social Context of Education --- Paper Session  
Thursday, 9:20 AM to 10:30 AM --- Joseph Strauss

Chair Winston Vaughan, Xavier University  
Discussant Francis Godwyll, Illinois State University

PRESENTATIONS

- The Internationalization of Higher Education: International Graduate Students' Perspectives on How to Enhance University Stakeholders' Glocal Competence Kristin Diki, Ohio University
- The Use of Self-Directed Learning Among Hispanic Entrepreneurs in Indiana Luis Eduardo Orozco, Ball State University; Regina Giraldo-Garcia, Ball State University
- The Social Impact of an Inclusive Elementary School Dance Program Robin Schulz, University of Findlay
- Parental Perception of Influence of Premature Love on Chinese Teenagers Yanning He, Miami University; Su Jin, Miami University; Xiaoxi Li, Dalian Foreign Language University; YUANSHAN HU, Miami University, Ohio; Yuyu Yang, Miami University; Aimin Wang, Miami University

ABSTRACT

This session examines the social and global impacts on education in the field of diversity.

**T.0920.WK Early Childhood and Elementary Education Experiences and Practices**

K – Teaching & Teacher Education --- Paper Session  
Thursday, 9:20 AM to 10:30 AM --- WKRP Room

Chair Roland Popurdavood, Cleveland State University

PRESENTATIONS

- Beyond Elkonin Boxes: Using Multisensory Strategies to Master Decodable High Frequency Words with First Graders Kelle DeWine, Beaver Creek City School District; Hannah H Chai, Wright State University
- Early Science Attitudes, Beliefs, and Practices within an Early Childhood Education Alternative Licensure Program David Banzer, University of Illinois Chicago; Kathleen Sheridan, University of Illinois Chicago
- STEM Your Classrooms: 4th and 5th Grade Teachers' Instructional Experiences Roland Popurdavood, Cleveland State University; Meng Yan, the School of Education Indiana University Kokomo.
- The Effects of Orthographic Mapping and Flashcards on Students' Sight Word Reading and Spelling Laura Simons, Celina City School District; Hannah H. Chai, Wright State University

**T.1040.KO Self Efficacy and Reflection on Teaching**

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

Chair Palak Shah, University of Cincinnati  
Discussant Palak Shah, University of Cincinnati

PRESENTATIONS

- Academic Motivation: Self-efficacy, Emotion, and Identification with Academics, with Urban, Alternative High School Students John L Rausch, John Carroll University
- Examining the Efficacy of Academic Hope for Traditional Probationary and Non-Traditional Students Curtis Kachur, Bowling Green State University
- Teaching across Cultural Lens: Improving Faculty's Teaching Practice for Historically Marginalized Students in Higher Education Huanshu Yuan, Marshall University
- Student Agency and Ungraded Classrooms Linda Feldstein, Fort Hays State University; Janet Stramel, Fort Hays State University; Robyn Hartman, Fort Hays State University

**T.1040.LE Strengthening Education Ecosystems: Insights and Opportunities**

H – Research, Evaluation, & Assessment in Schools --- Paper Session  
Thursday, 10:40 AM to 11:50 AM --- Leonard Baehr Room

Chair Patrick Oston Ampong, African Institute of Mathematical Sciences/ACG Jakarta

Discussant Sherrie Wisdom, Lindenwood University

#### PRESENTATIONS

- Perceptions of School District Personnel and Childcare Providers Regarding Preschool Partnerships James Ryan Alverson, Northern Kentucky University; Jaesook Gilbert, Northern Kentucky University
- Exploring Dual Enrollment Opportunities in Michigan Charter Schools Kiel Michael McQueen, Basis Policy Research; Matthew Missias, Grand Valley State University
- Determining the difference in the relationship between social influence, vaping behaviors and susceptibility across grade levels Raphael Adesiyani, University of Kentucky; Odunayo Oluwatoyin Omotilewa, University of Kentucky; Melinda Ickes, University of Kentucky

#### **T.1040.JO Trendy Techies Interactive Workshop: How to Create an Interdisciplinary Learning Community that Explores New Classroom Tools**

I – Education in the Professions --- Workshop

Thursday, 10:40 AM to 11:50 AM --- Joseph Strauss

Presenters Julie Oestreich, University of Findlay; Jason Guy, University of Findlay; Nicole Schilling, University of Findlay

#### ABSTRACT

This workshop will describe the Trendy Techies program—an interdisciplinary and cross-college faculty learning community focused on the integration of new technology in the classroom. As part of this discussion, attendees will identify their own technology personality and consider recommendations for optimizing the strengths and weaknesses of their individual TechType. Audience members also will actively participate in the session through polling, practice knowledge questions, and an exit ticket reflection describing plans for personal development and/or creation or adaptation of a current program. The objectives of this workshop include: 1) identify the key characteristics of a quality faculty learning community and potential measures of success, 2) describe different technology personalities of faculty in the classroom, and 3) discuss the implementation of a new technology learning community.

#### **T.1040.AL After College: Loans, Salary, and Transferable Skills**

J – Postsecondary Education --- Paper Session

Thursday, 10:40 AM to 11:50 AM --- Alice Room

#### PRESENTATIONS

- Do Community College Students Save Money? An Opportunity Cost Analysis Between Loans and Salary Matthew Paul Ison, Ohio University; Kim E. Bullington, Old Dominion University; Jing Li, Harvard; Estela Lopez, UW-Madison
- Exploring Transferable Skill Development in Higher Education Angie Miller, Indiana University Bloomington; Toni Bacigalupa Albaum, Indiana University Bloomington

#### ABSTRACT

Division J papers: Do community college students save money? An opportunity cost analysis between loans and salary? Exploring Transferable Skill Development in Higher Education. Individual versus Shared Responsibility for Student Loan Debt.

#### **T.1040.CO Work Smarter, Not Harder: Optimizing Graduate Work for Publication**

J – Postsecondary Education --- Alternative Session

Thursday, 10:40 AM to 11:50 AM --- Corn Hole Room

#### PRESENTATION

- Work Smarter, Not Harder: Optimizing Graduate Work for Publication Renee L. Bowling, The Ohio State University

#### ABSTRACT

The purpose of this alternative session proposal is for the presenter, a final year PhD candidate, to share with fellow graduate students knowledge, tips, and hacks to transform graduate work students are already doing into presentations and publications. The session will function as an interactive mini-workshop with the presenter sharing what she and colleagues have learned and put into practice, followed by individual and shared opportunities for attendees to consider their own writing topics and research agendas. The aim is to build in practices that will help students achieve their own career goals and desired impact on education practice. Attendees will leave with the beginnings of a plan to turn graduate work into proposals.

#### **T.1040.TH Building Capacity to Promote Equity and Opportunity in Urban Education in a Post-COVID Era**

K – Teaching & Teacher Education --- Paper Session



Thursday, 10:40 AM to 11:50 AM --- The Beast Amphitheater  
Chair Winston Vaughan, Xavier University  
Discussant Winston Vaughan, Xavier University

PRESENTATIONS

- Considering Perspectives and Assumptions about Urban Youth: The Intersection of Culture and Pedagogy in Field Experiences Jennifer D Olson, University of Illinois at Chicago; Arthi Rao, University of Illinois at Chicago; Marlon I Cummings, Governor State University
- Do Teachers Practice in Cultural Sensitive Teaching (CRT) Influenced Children's Awareness about Diversity? Sham'ah Md-Yunus, Eastern Illinois University; Mei Ling Li, Eastern Illinois University
- Recognizing Ideological Habits: Pre-Service Teachers Reflections on Urban Classrooms Terry Stockton, Grand Valley State university
- The Value of Mentorship for Teacher Candidates Committed to Teaching in Under-Resourced Schools Tiffany Renee Rowland, The University of Toledo; Ruslan Slutsky, The University of Toledo; Katherine Delaney, The University of Toledo; Victoria Pope, The University of Toledo

**T.1040.WK Exploring Teachers' Beliefs & Everyday Practices**

K – Teaching & Teacher Education --- Paper Session  
Thursday, 10:40 AM to 11:50 AM --- WKRP Room

Chair Shawn Quilter, Eastern Michigan University  
Discussant Shawn Quilter, Eastern Michigan University

PRESENTATIONS

- My Teaching Process of Voice and Stance Lakmini Grant Ranpati Devayalage, University of Cincinnati
- Selective Instructional Perceptions: Examining Teacher Educators' Perceptions of Instructional Technology Infusion across a Teacher Preparation Kate Shively, Ball State; Janet Jenkins, Ball State University
- Supporting Teachers to "Hold Students Able": The Development of a Coach Mindset Among High School Educators Kendra Lowery, Ball State University

**T.1200.AL MWERA Association Council and Division Chair Business Meeting**

MWERA --- Business Meeting  
Thursday, 12:00 PM to 1:30 PM --- Alice Room

ABSTRACT

This is an invitation only event.

**T.0140.CO How to Disseminate Your Research: Presentations and Publications**

MWERA --- Special Event  
Thursday, 1:40 PM to 2:50 PM --- Corn Hole Room

Presenter Nicole Schilling, University of Findlay

ABSTRACT

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

**T.0140.KO Issues Surrounding International Students Here and Abroad**

A – Administration, Organization, & Leadership --- Paper Session  
Thursday, 1:40 PM to 2:50 PM --- Koufax

Chair Arunkumar Muthusamy, University of Cincinnati  
Discussant Palak Shah, University of Cincinnati

PRESENTATIONS

- Academic and Social Challenges Undermining International Students' Sense of Belonging at a Mid-Western University. Naomi Tetteh-Batsa, Western Illinois University
- Survival and Health Trade-off: Slums' Activities, implications on the Environment and Health in Ghana Anthony Nkrumah Agyabeng, University of Professional Studies, Accra (UPSA)

## ABSTRACT

Abstract: Three studies examine issues affecting education for students in Ghana and Indonesia and the ability of international students in the U.S. to develop a sense of belonging in higher education.

### **T.0140.JO      Big Questions in History and Education**

F – History & Historiography --- Paper Session  
Thursday, 1:40 PM to 2:50 PM --- Joseph Strauss

Chair                Rick Breault, Ashland University  
Discussant        Rick Breault, Ashland University

#### PRESENTATIONS

- Remember When Big Questions Mattered? The KDP Lectures (1929-39) Rick Breault, Ashland University
- One School, Two Eras: Pandemic, Parents Rights, Curricular Bans, Race, Religion, and Reform in the 1920s and the 2020s at a High School in Middle America Nicholas Brake, Western Kentucky University
- History Teachers, Truth, and Teacher Identity Kevin Krahenbuhl, Middle Tennessee State University

## ABSTRACT

Historical work and learning provides a unique opportunity to explore ideas and their impact. This session includes historical inquiries of over a century ago in education as well as well as comparing historical curricular impacts and responses in the context of current debates. Additional work explores how history educators consider big ideas in their role of educating. Explore these big questions that lay at the heart of historical inquiry.

### **T.0140.TH      College Success and Student Belonging**

K – Teaching & Teacher Education --- Paper Session  
Thursday, 1:40 PM to 2:50 PM --- The Beast Amphitheater

Chair                Holly Endres, NHA/Liberty University  
Discussant        Holly Endres, NHA/Liberty University

#### PRESENTATIONS

- A Secondary Home: The Three Cs of Student Emotion and Success within Institutions of Higher Education Kathryn Mattingly Flynn, University of Kentucky
- Black and Brown Brothers Teaching (B3T) Initiative: An inquiry into Challenges and Successes of first cohort Jeniece Marie Fleming, University of Illinois-Chicago; Decoteau J Irby, University of Illinois Chicago
- Building a Hub for Educator Innovation & Professional Learning: Analyzing the Cleveland Teaching Collaborative Molly Buckley-Marudas, Cleveland State University
- College Student Perceptions of Belonging: The Road to Belonging-Based Pedagogies and Recommendations Eric R. Junco, Northern Illinois University; David A. Walker, Northern Illinois University

### **T.0140.WK      Multicultural Education and Global Competencies**

K – Teaching & Teacher Education --- Paper Session  
Thursday, 1:40 PM to 2:50 PM --- WKRP Room

Chair                Rashmi Sharma, Western Illinois University

#### PRESENTATIONS

- Changing Africa's Instruction Framework through Science, Technology, Engineering and Mathematics (STEM) with Information Technology: Challenge and opportunity Stephen Croffie-Djan, Legacy Girls College; Patrick Oston Ampong, African Institute of Mathematical Sciences/ACG Jakarta; Francisca Boakye Ampong, University of Cape Coast/The Trust Hospital Company Limited
- Investigating Teachers' Participation in High-Mountain Environmental Monitoring of Tropical Glaciers in Colombia and Understanding Climate Change Impact Nina Adanin, Northwest Missouri State University; Lina Zuluaga, Programa la gran cuenca del río Teusacá, Acueducto Progresar ESP, Colombia; Heidi Sevestre, The Last Tropical Glaciers; Jorge Luis Ceballos, IDEAM
- Promoting Multicultural Teacher Education in China: A Pathway to Educational Excellence and Equity Huanshu Yuan, Marshall University
- The Global Read Aloud for Global Competence Lauren Angelone, Xavier University

### **T.0140.LE      Mental Health, Student Loan, and Board Responsibilities**

L – Educational Policy & Politics --- Paper Session

Thursday, 1:40 PM to 2:50 PM --- Leonard Baehr Room  
Chair Ning Guo, Saint Louis University  
Discussant Rick Breault, Ashland University

PRESENTATIONS

- “Half the Teacher I Once Was”: Ohio Early Childhood Educators Describe Their Mental Well-Being During the First Year of the COVID-19 Pandemic Tiffany Renee Rowland, The University of Toledo; Amy Wolfe, Ohio University; Jennifer Blackburn, Blooming View Montessori Academy
- Where is My Lane? An Autoethnography of a School Board Member Shawn Quilter, Eastern Michigan University

**T.0300.CO How to Publish a Manuscript: Advice from the Editors of the Mid-Western Educational Researcher**  
MWERA --- Special Event  
Thursday, 3:00 PM to 4:10 PM --- Corn Hole Room

Presenters Christy Galletta Horner, Bowling Green State University; Sherri Horner, Bowling Green State University

ABSTRACT

The 90-minute session will be interactive throughout with the presenters providing some information about the publishing process, with the participants being able to ask questions at any time point. It will also involve applied activities. We will share techniques and materials that can help participants as they go through the publishing process. An example of a technique we will share is several ways to structure a response to reviewers while revising and resubmitting a manuscript. Possible materials are sample decision letters. Sample manuscripts and reviewers' feedback will be available so that participants, either by themselves or in small groups, can practice how to give effective feedback as manuscript reviewers or analyze reviewers' feedback to determine how to respond as an author.

**T.0300.KO Navigating Educational Challenges in a Post-COVID-19 Era**  
H – Research, Evaluation, & Assessment in Schools --- Paper Session  
Thursday, 3:00 PM to 4:10 PM --- Koufax

Chair Elizabeth Ottie Ayisi, Ohio University  
Discussant Shawn Quilter, Eastern Michigan University

PRESENTATIONS

- Validity of REDS Measures and Predicting Educational Progress of Students During the COVID-19 Disruption Tuba Gezer, The Ohio State University; Alexandra Shelton, Johns Hopkins University
- Examining Academic Achievement in Michigan Charter Schools: Exploring the Continued Impact of the COVID-19 Pandemic Kiel Michael McQueen, Basis Policy Research; Matthew Missias, Grand Valley State University

**T.0300.KO Research in Progress Division A: Shortages, Burnout, and Capacity of Administrators**  
A – Administration, Organization, & Leadership --- Research in Progress Session  
Thursday, 3:00 PM to 4:10 PM --- Koufax

Chair Heather Cowherd, University of Kentucky  
Discussant Andrew Benson, University of Cincinnati

PRESENTATIONS

- School Business Official Burnout in the Land of Lincoln Nicole Schilling, University of Findlay; Nathan Schilling, Lansing School District #158; Kristie Marie Fetty, Malone University; Taylor Nicole Pawliski, University of Findlay; Anna Hall, University of Findlay
- Understanding the Vicious Cycle of Teacher Shortages in a Mid-Western High School. Gloria Osei, WIU

ABSTRACT

This Research in Progress session examines leadership issues when education systems break down, from addressing the vicious cycle of teachers shortages, to the burnout of school business officials, to the systems setup to mentor principals.

**T.0300.LE Health, social development issues, and technology integration in education**  
I – Education in the Professions --- Paper Session  
Thursday, 3:00 PM to 4:10 PM --- Leonard Baehr Room

Chair Holly Endres, NHA/Liberty University  
Discussant Eric Dimmitt, Cardinal Stritch University

PRESENTATIONS

- Engaging Kentucky Youth in Tobacco Prevention and Advocacy Through a Statewide Workshop Griffin Nemeth, #iCANendthetrend - University of Kentucky; Melinda Ickes, University of Kentucky
- Mental Health Symptoms on Vaping and Susceptibility among Middle and High School Students Odunayo Oluwatoyin Omotilewa, University of Kentucky; Melinda Ickes, University of Kentucky
- Exploring the Factors that Impact the Successful Integration of Mobile Devices in Teaching Elementary Reading Joan Nkansaa Nkansah, Western Illinois University
- Recruitment and Retention of Teachers of Color in K-12 Education through Artificial Intelligence (AI) for Enhanced Diversity and Inclusivity Soheila Sadeghi, UIW; Chunling Denise Niu, Instructor for Quantitative Methods

**T.0300.TH Critical Literacy & Disability Studies**

K – Teaching & Teacher Education --- Paper Session  
 Thursday, 3:00 PM to 4:10 PM --- The Beast Amphitheater

Chair Francis Godwyll, Illinois State University

Discussant Francis Godwyll, Illinois State University

**PRESENTATIONS**

- A Grounded Theory Study on High Function Autism Among Adolescents and Young Adults John L Rausch, John Carroll University
- Confidence and Competence for Evidence-Based Reading Instruction Among Teachers of Students with Visual Impairments Nosheen Gul, Northern Illinois University; Lindsay Harris, Northern Illinois University; David A. Walker, Northern Illinois University
- Empowering Literacy Teachers as Novice Coaches Hannah H Chai, Wright State University
- Making Critical Literacy and Foundational Literacy Skills Accessible to Emergent Literacy Learners Cheu-jei Lee, Purdue University Fort Wayne

**T.0300.AL Ohio Teacher of the Year- University Faculty Partnership: Collaborative Action Research as a Learning Space to Support Teacher’s Professional Growth and Promote Student Learning and Engagement**

K – Teaching & Teacher Education --- Alternative Session  
 Thursday, 3:00 PM to 4:10 PM --- Alice Room

**PRESENTATION**

- Ohio Teacher of the Year- University Faculty Partnership: Collaborative Action Research as a Learning Space to Support Teacher’s Professional Growth and Promote Student Learning and Engagement Grace Huang, Cleveland State University; Jeff Karem, Cleveland State University; melissa Kmetz, Lakeview Elementary; Kathy Pugh, STEAMM Academy @ Hartford; Rick Breault, Ashland University; Tia Haynes, Cleveland State University; Lily McDevitt-Bayless, Campus International High School; Allison Welch, Campus International High School; Molly Buckley-Marudas, Cleveland State University

**ABSTRACT**

The proposed Best Practice Forum will present an effective individualized professional development (PD) initiative that features practitioner-driven collaborative action research (CAR) highlighting a K-12 school-university partnership. Partnered with university faculty, this innovative effort engaged 2023 Ohio Teachers of the Year for State Board Districts and Cleveland teachers in the development and conduct of CAR projects focused on improving teaching and student learning. Launched in 2013, over 180 action research projects have been conducted. This year, twelve K-12 teachers collaborated with ten university faculty to complete the CAR projects. In this session, we will briefly introduce this model, feature three action research projects conducted by Ohio Teachers of the Year and Cleveland teacher teams, discuss K-12 teacher researchers’ experiences, and engage the audience by discussing lessons learned, challenges encountered, and implications for using teacher-driven action research as a meaningful and effective model as a successful model for PD.

**T.0300.WK Research in Progress Division K: Teacher Identity Development**

K – Teaching & Teacher Education --- Research in Progress Session  
 Thursday, 3:00 PM to 4:10 PM --- WKRP Room

Chair Palak Shah, University of Cincinnati

Discussant Palak Shah, University of Cincinnati

**PRESENTATIONS**

- Exploring Pre-Service Culturally Responsive Competencies Colleen Elizabeth Finucane, University of Illinois at Chicago;

Phillip Boda, University of Illinois at Chicago

- Supporting Diverse Teacher Candidates: A Collaborative Autoethnographic Case Study Shahinaz Abdul Halim, Wright State University; Alexys Barfield, Wright State University; Jazmine Reeves, Wright State University; Romena M Holbert, Wright State University
- The Moment I Knew: Preservice Teachers Identification of When They Knew They Wanted to be a Teacher Suzanne Porath, Kansas State University; Kimberly Tavaghoe, Kansas State University

**T.0300.JO Academic and Professional Pursuit: International Students in the US**

L – Educational Policy & Politics --- Symposium/Panel Presentation

Thursday, 3:00 PM to 4:10 PM --- Joseph Strauss

Chair Guofang Wan, Loyola University, Chicago

Discussants Francis Ebenezer Godwyll, Illinois State University; Rashmi Sharma, Western Illinois University; Monika M Jaiswal-Oliver, Columbia College Chicago

**ABSTRACT**

This proposal is primarily designed for international students; however, new faculty international members can also join. This symposium is designed to provide international students with the essential skills and strategies necessary to excel academically and professionally in a foreign environment. It aims to empower students with the knowledge and tools to overcome challenges and make the most of their educational experience. The purpose of the symposium is to share tools and strategies to navigate academic as well as professional life in US higher education. The presenters, currently serving across three Midwestern universities, will share strategies, ideas, and suggestions from their decade-long experience. The two primary presenters have more than two-decade-long experience as faculty and administrator. The symposium will cover a range of topics including effective study habits, cross-cultural communication, networking, career planning, and personal development. Through a combination of discussion, interactive activities, and resources, students will gain practical insights and resources to thrive in their academic and professional pursuits.

**T.0420.CO How to Write a Book: Pursuing the Process of Publishing**

MWERA --- Special Event

Thursday, 4:20 PM to 5:30 PM --- Corn Hole Room

**ABSTRACT**

The purpose of this workshop is to motivate participants and explain the process of writing an academic book and getting published, whether you would like to be sole author or an editor collaborating with multiple authors. From establishing a relationship with an editor to creating an index, and all the steps in between, the presenter will guide you through the skills and strategies you will need to reach your writing goals. The objectives of this workshop are for the participants to 1) locate a publisher, 2) write an effective proposal 3) manage people and timelines, 4) organize work and maintain deadlines, and 5) market your work.

**T.0420.WK Understanding the Roles and Strategies to Improve Leadership**

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

Thursday, 4:20 PM to 5:30 PM --- WKRP Room

Chair Jane M Leatherman, Purdue University Fort Wayne

Discussant Jane M Leatherman, Purdue University Fort Wayne

**PRESENTATIONS**

- Emotional Dilemma, Leadership and Motivation in an Organization Change Process Bankole Kumolu-Johnson, Bowling Green State University
- Linkages between Leadership Aspirations, Leadership Responsibilities, Quality of Leadership, Gender, and Years of Teaching Experience John Rugutt, Illinois State University; Caroline C Chemosit, Lincoln College, Illinois, USA; Mohamed K Nur-Awaleh, Illinois State University
- Spiritual Leadership in Early Intervention Practice Dr. Jo Lynn McCray, Triton College
- ChatGPT for Qualitative Research: Exploratory Study with Doctoral Students Rashmi Sharma, Western Illinois University

**ABSTRACT**

Abstract: This session focuses on understanding leadership in schools and effective strategies to being a better leader of educators. Papers explore leading an organization change process, spiritual leadership, supports for educators' well-being, and understanding leadership better.

**T.0420.LE Research in Progress Division C**  
C – Learning & Instruction --- Research in Progress Session  
Thursday, 4:20 PM to 5:30 PM --- Leonard Baehr Room

Chair Francis Godwyll, Illinois State University  
Discussant Francis Godwyll, Illinois State University

**PRESENTATIONS**

- Exploring the Impact of Collaborative Storytelling Technology in Early Childhood Education on Multiple Intelligence Development Jacqueline Marie Diaz-Mewes, The Chicago School of Professional Psychology
- Fulfilling the Promise of Relational Reasoning for Transfer of Science, Technology, Engineering and Math Content Jasmine Ledell Duran, Wright State University; Valerie Shalin, Wright State University
- Grammarly with Gamification: A Design to Enhance Students' Self-Reflection Mazid Ul Hasan, University of Cincinnati
- Seventh-Grade Students' Outlook About Peer Conflicts During Math Groupwork Palak Shah, University of Cincinnati; Anna Fricano DeJarnette, University of Cincinnati

**T.0420.TH Diversity, Critical Pedagogies, and Social Justice Education**  
K – Teaching & Teacher Education --- Paper Session  
Thursday, 4:20 PM to 5:30 PM --- The Beast Amphitheater

Chair Jennifer D Olson, University of Illinois at Chicago  
Discussant Jennifer D Olson, University of Illinois at Chicago

**PRESENTATIONS**

- Addressing the Shortage of Black Male Teachers: Comparing Motivation to Teach and Educational Experiences Jeniece Marie Fleming, University of Illinois-Chicago
- Social Justice and Teacher Education: A Critical Analysis of Preservice Teachers' Beliefs and Attitudes Winston Vaughan, Xavier University
- Teaching and Learning Mathematics and Science Through a Social Justice Lens Roland Popurdavood, Cleveland State University; Meng Yan, the School of Education Indiana University Kokomo.
- Teaching without Banisters: Hannah Arendt and Preparing Teachers for an Active Life Rick Breault, Ashland University

**T.0420.KO Fusing Literacy and Ecology: Re-Envisioning a Summer Reading Camp**  
K – Teaching & Teacher Education --- Symposium/Panel Presentation  
Thursday, 4:20 PM to 5:30 PM --- Koufax

**PRESENTATION**

- Fusing Literacy and Ecology: Re-Envisioning a Summer Reading Camp Tammy Zilliox, Xavier University; Lauren Angelone, Xavier University; Delane Bender Slack, Xavier University; Teresa L. Young, Xavier University; Lauren Martin, Xavier University

**ABSTRACT**

For decades, the reading department at our university has offered a small summer reading camp to selected communities as a fulfillment for a graduate-level practicum course. However, as global engagement, ecology, and equity have become a growing part of our mission in the School of Education, the reading camp has been critically analyzed, restructured, and expanded to be more inclusive. In this symposium, faculty in the School of Education will share how their cross-disciplined collaboration motivated them to create a community-oriented summer reading camp with the goals of improving literacy using the themes of ecology and sustainability. Also, they will share their reflections on the reading camp changes and recommendations for future endeavors.

**T.0540.JO MWERA Poster Reception**  
MWERA --- Paper Session  
Thursday, 5:40 PM to 7:00 PM --- Joseph Strauss

**PRESENTATIONS**

- Disproportionality of Educational Placement of Black Students Holly Endres, National Heritage Academies/Liberty University; Ashley Prugh, Xavier; Tori Zascavage, Xavier University; Leigh Anne Prugh, Xavier
- Challenges Facing African International Students at Research Universities in the United States Bismark Wiafe Bimpong, Ohio University
- Pandemic Yields: A Quasi-Experimental Investigation of Test-Optional Admissions Policies Molly McAndrew, University of Kentucky

- The Impact of Social Maladjustment: Current Practices of Ohio School Psychologists Shana Stober, University of Findlay

Friday, October 20 2023

**F.0630.CE MWERA Continental Breakfast (Friday Morning)**  
 MWERA --- Special Event  
 Friday, 6:30 AM to 8:00 AM --- Central and East Break Area

ABSTRACT

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

**F.0800.CO Research in Progress Division B: Curriculum Studies**  
 B – Curriculum Studies --- Research in Progress Session  
 Friday, 8:00 AM to 9:10 AM --- Corn Hole Room

Chair Palak Shah, University of Cincinnati  
 Discussant Rick Breault, Ashland University

PRESENTATIONS

- Education and Experience that may Decrease Small Business Failure Carla Marie Treadway, The University of Findlay
- Integrating and Combining Grammar–Translation Teaching Methods with Biography-Driven Instruction: A Case Study  
 Chen Han, Kansas State University

ABSTRACT

These papers are all presented as research in progress. Topic range from education experience needed for business successes to multi-cultural impact in education.

**F.0800.JO Research in Progress Division G: Educational Changes**  
 G – Social Context of Education --- Research in Progress Session  
 Friday, 8:00 AM to 9:10 AM --- Joseph Strauss

Chair Holly Endres, NHA/Liberty University  
 Discussant Holly Endres, NHA/Liberty University

PRESENTATIONS

- A Comparison of the Regulatory Frameworks for School-Based Sexual Education in Ghana, Peru, Guatemala, and Kenya  
 Patrick Oston Ampong, African Institute of Mathematical Sciences/ACG Jakarta; Stephen Croffie-Djan, Legacy Girls College; Francisca Boakye Ampong, University of Cape Coast/The Trust Hospital Company Limited
- Fostering Democratic Learning with Generative AI as an Instructional Technology Artifact in K-12 Education Anthony Clemons, Northern Illinois University
- Emotion Vocabulary in Leaders' Reflections on the Emotional and Relational Demands of School Leadership Kristina Nell LaVenia, Bowling Green State University; Christy Galletta Horner, Bowling Green State University; Meg Vostal, Bowling Green State University

ABSTRACT

This is a research in progress session focusing on comparison of sexual education framework and generative AI.

**F.0800.WK Research in Progress Division H**  
 H – Research, Evaluation, & Assessment in Schools --- Research in Progress Session  
 Friday, 8:00 AM to 9:10 AM --- WKRP Room

Chair Heather Cowherd, University of Kentucky  
 Discussant Audrey Conway Roberts, Bowling Green State University

PRESENTATIONS

- Analyzing Equity in Teachers' Perceptions of Social and Emotional Learning Chastity Owens, University of Illinois Chicago
- Student Cohesiveness, Teacher Support and Academic Literacy: Disclosures from PISA on US Fifteen-year-olds  
 Olumuyiwa Moses Desmennu, University of Kentucky; Olukemi Olubunmi Kolawole, University of Kentucky; Adeyimika T Desmennu, University of Kentucky; Michael Akinsola Metibemu, University of Ibadan, Ibadan

**F.0800.LE College Aspirations, Enrollment, and Student Success**  
 J – Postsecondary Education --- Paper Session  
 Friday, 8:00 AM to 9:10 AM --- Leonard Baehr Room

Chair Francis Godwyll, Illinois State University  
 Discussant Matthew Paul Ison, Ohio University

## PRESENTATIONS

- College Aspirations and Enrollment: Longitudinal Patterns for a Diverse Group of Ohio Adolescents Audrey Conway Roberts, Bowling Green State University; Margaret Z Booth, Bowling Green State University
- First-Generation Status, Academic Factors, and First-Year Success of Bachelor of Science in Nursing Students Susannah Townsend, The Ohio State University
- Benefits of Cultural Studies Programs at Minority Serving Institutions Laura Rafaj, Northern Illinois University

## ABSTRACT

Division J: three presentations: (a) College Aspirations and Enrollment: Longitudinal Patterns for a Diverse Group of Ohio Adolescents (b) First-Generation Status, Academic Factors, and First-Year Success of Bachelor of Science in Nursing Students (c) Benefits of Cultural Studies Programs at Minority Serving Institutions

### **F.0800.TH Research in Progress Division K: Preservice Teachers' Perceptions of Teacher Education**

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

Friday, 8:00 AM to 9:10 AM --- The Beast Amphitheater

Chair Jennifer D Olson, University of Illinois at Chicago

Discussant Jennifer D Olson, University of Illinois at Chicago

## PRESENTATIONS

- An Embedded Field Experience Project: Family Feedback Tammy Zilliox, Xavier University; Teresa L. Young, Xavier University
- Noticing in Early Mathematics: A Study of Preservice Teachers' Field Notes Tiffany Nicole Berman, University of Cincinnati; Colleen Maas, University of Cincinnati
- Teacher Candidate Perceptions of their Experiences in an Embedded Teacher Preparation Program Shawn Faulkner, Northern Kentucky University; Mike DiCicco, Northern Kentucky University

### **F.0920.JO Counseling and Human Development**

E – Counseling & Human Development --- Paper Session

Friday, 9:20 AM to 10:30 AM --- Joseph Strauss

Discussant Rashmi Sharma, Western Illinois University

## PRESENTATIONS

- Counseling University Students with Shyness Using Computer Mediated Communication John L Rausch, John Carroll University
- Ber Anena's Vagina Diaries An African Student's Encounter with the American Health System. A Review Akua Agyeiwaa A Manieson, University of Nebraska, Lincoln
- Identifying Factors of Effective Mentoring Relationships Between Adults and Elementary Students in Urban Settings Antonio Davis, The University of Findlay

### **F.0920.CO Research in Progress Division G: Diversity in Education**

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

Friday, 9:20 AM to 10:30 AM --- Corn Hole Room

Chair Holly Endres, NHA/Liberty University

Discussant Francis Godwyll, Illinois State University

## PRESENTATIONS

- Well-Being In Schools: Programming to Support Safety, Connection, & Communication Kristina Nell LaVenia, Bowling Green State University; Marlise Lonn, Bowling Green State University
- African American Male Reluctance in Teacher Education Michael Laneer Williams, Chicago State University
- Is The Missing Piece Found? Charter Schools and Culturally Relevant Teaching Practices To Address Disproportionality In Special Education: A Transcendental Phenological Approach Holly Endres, NHA/Liberty University

## ABSTRACT

This session is a research in progress session regarding diversity in education such as reluctance of African American males to education fields and culturally responsive teaching.

### **F.0920.WK Research in Progress Division J: Exploring Papers on Foster Youth Support, Philanthropic Partnerships, Aspirations, and Latinx Student Motivation**

J – Postsecondary Education --- Research in Progress Session



Friday, 9:20 AM to 10:30 AM --- WGRP Room

Chair Palak Shah, University of Cincinnati

Discussant Matthew Paul Ison, Ohio University

#### PRESENTATIONS

- An Appreciative Inquiry of Campus-Based Support Programs for Former Foster Youth Pursuing Postsecondary Education in Ohio Faustina Mensah, Ohio University
- Corporate and University Partnerships: A Path Toward a Sustainable Multi-Year Philanthropic Relationship for Student Success Alina C Nosal, University of Cincinnati Foundation
- Factors Influencing Undergraduates' Educational and Career Aspirations: Individual, Environment, and Research Engagement Junnan Liu, Shanghai Jiaotong University
- The Academic Motivation of Latinx Students through the lens of Aspirational and Familial Capital at a Community College Derrick W Wyman, The Ohio State University

#### ABSTRACT

Papers titled: (a) An appreciative inquiry of campus-based support programs for former foster youth pursuing postsecondary education in Ohio (b) Corporate and university partnerships: A path toward a sustainable multi-year philanthropic relationship for student success (c) Factors influencing undergraduates' educational and career aspirations: individual, environment, and research engagement, (d) The Academic Motivation of Latinx Students through the lens of Aspirational and Familial Capital at a Community College

#### **F.0920.TH Research in Progress Division K: School Culture, Belonging, and Inclusivity**

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

Friday, 9:20 AM to 10:30 AM --- The Beast Amphitheater

Chair Arthi Rao, University of Illinois at Chicago

Discussant Arthi Rao, University of Illinois at Chicago

#### PRESENTATIONS

- A Critical Content Analysis of Main Characters in Schneider Family Award-winning Picture books From 2013 to 2023 Terry Husband, Illinois State University
- Education Inclusive of LGBTQ+ Students: Through Their Eyes Anna Hall, University of Findlay

#### **F.0920.LE Research in Progress Division K: Teacher Professional Development and Practice**

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

Friday, 9:20 AM to 10:30 AM --- Leonard Baehr Room

Chair Sandra Ayivor, West Virginia University

#### PRESENTATIONS

- A teacher's reward is no more in heaven: Impact of the teacher shortage, particularly on schools experiencing high poverty Patrick Oston Ampong, African Institute of Mathematical Sciences/ACG Jakarta; Stephen Croffie-Djan, Legacy Girls College; Francisca Boakye Ampong, University of Cape Coast/The Trust Hospital Company Limited
- Impact of Professional Development Sessions on Teachers Juhi Maheshwari, DePaul University
- Interrogating an Implementation Filter: What Constrains Changes in Teacher Practice in Response to Professional Development Olha Ketsman, Northern Illinois University; Kara Kennedy, Northern Illinois University; Todd Reeves, Northern Illinois University; Mary Sanderson, Northern Illinois University; Akosua Birago Poku, Northern Illinois University

#### **F.1040.FO MWERA Business and Division Meetings**

MWERA --- Business Meeting

Friday, 10:40 AM to 11:50 AM --- Fountain Square Room

#### 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.

#### **F.1200.FO MWERA Keynote Speaker and Luncheon**

MWERA --- Special Event

Friday, 12:00 PM to 1:30 PM --- Fountain Square Room

#### ABSTRACT

Join us for our Keynote Speaker and Luncheon. Our keynote speakers are two local teachers from Mason City

Schools who will be pointing us to the theme of the conference this year, "Supporting Teachers Through Educational Research." Soroya Smith serves as the Diversity, Equity, and Inclusion Learning Experience Designer for Mason City Schools. In this role she provides strategic leadership in the area of Inclusive Excellence for the district, proactively integrating diversity, equity, and inclusion into decision making, learning experiences, and implementation of district goals. Serving Mason for fifteen years as an educator, has been instrumental in Soroya's function as a cross-curricular, district-wide team member who supports administrators, Teacher Leaders and teachers in creating equitable, inclusive school communities that reflect the Inclusive Excellence principles of Diversity, Equity, Inclusion and Justice. She believes all humans are deserving of equitable and safe spaces of belonging where they can experience joy, make connections, engage in rigorous authentic learning experiences and grow in creativity. She also serves as an Adjunct Professor for Xavier University and serves as a member of the Xavier Presidential Diversity and Inclusion Advisory Council. Soroya is married to her best friend and together they have daily adventures, making memories with their four children. Marci Blamer has been teaching at the high school level for 18 years as an English teacher and Teacher Academy instructor. She has taught in Lakota Schools, North College Hill, and Mason City Schools; She also serves as an adjunct instructor in the School of Education at Xavier University. Marci spends her days educating our future teachers and am committed to ensuring that her high school and college students are prepared for the ever changing and evolving world of education.

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