



## **International Academic Research Conference**

**April 9-11, 2019**

**Kissimmee, Florida**

### **Conference Program**



# Who are we?

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

## RESEARCH CONFERENCES

### ATTEND:

- Cutting Edge Research Presentations
- Networking Opportunities

### PRESENT:

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

## ACADEMIC JOURNALS

### JOURNALS:

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

### EDITING SERVICES:

- General Editing
- APA Editing

## SERVICE OPPORTUNITIES

### PEER REVIEW:

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

### FACILITATOR:

- Conference Sessions (board & members only)

### BOARD SERVICE:

- Advisory
- Editorial

## PROFESSIONAL MEMBERSHIP

### PROFESSIONAL VISIBILITY

### RESEARCH SCHOLARSHIPS

### MEMBERS-ONLY SPECIAL EVENTS

### MEMBERSHIP CERTIFICATE

### SPECIAL CSI DISCOUNTS

### MUCH, MUCH MORE



## SPECIAL CONFERENCE EVENTS

<p><b>Tuesday</b> <b>April 9</b> <b>4:00-5:30-PM</b></p>	<p><b>CONFERENCE EVE RECEPTION—Grande Veranda</b></p> <p>Join the CSI conference team, CSI board members, and your fellow attendees at this casual gathering. We'll provide light refreshments, a great chance to get to know one another before the conference begins, and early registration check in.</p>
<p><b>Wednesday</b> <b>April 10</b> <b>11:15-12:00 PM</b></p>	<p><b>SOUTHERN STYLE BBQ LUNCH BUFFET — Forte Restaurant</b></p> <p>CSI will treat you to a Southern Style BBQ. Join CSI in the Forte Restaurant for some time to unwind and visit about the great morning research sessions.</p>
<p><b>Wednesday</b> <b>April 10</b> <b>7:00-8:00 PM</b></p>	<p><b>TASTE OF KISSIMMEE NETWORKING EVENT— Grande Veranda</b></p> <p>Enjoy an informal evening of networking. Make connections and exchange ideas with the CSI team, board members, and other conference participants. We will provide light refreshments highlighting a few of Kissimmee's favorites.</p>
<p><b>Thursday</b> <b>April 11</b> <b>1:15-2:00 PM</b></p>	<p><b>PROFESSIONAL MEMBER &amp; BOARD MEMBER LUNCHEON—Osceola Room</b></p> <p>Attending CSI team members will meet with current CSI professional members, advisory board members, and editorial board members for a memorable event of collegiality and dining. Members Only--Advanced RSVP &amp; Professional Membership and/or Board Membership required.</p>



<b>Key</b>
Blue=Education
Yellow=Behavioral Science
Tan=Business
Green=Multidisciplinary
V=Virtual Presentation

WEDNESDAY APRIL 10, 2019

7:15-8:00	<b>MEET &amp; GREET</b> <b>REGISTRATION &amp; CONTINENTAL BREAKFAST</b> GRANDE D FOYER				
8:00-8:15	<b>WELCOME</b> GRANDE D				
8:15-8:30	<b>PASSING TIME</b>				
<b>SESSION #1</b>	<b>GRANDE A</b>	<b>GRANDE B</b>	<b>GRANDE C</b>	<b>DAVENPORT</b>	<b>OSCEOLA</b>
8:30-11:15	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>
8:30-9:00	<b>24-HUMAN-ANIMAL INTERACTIONS &amp; HUMAN DEV.</b> <i>Clarissa M. Uttley</i>	<b>1-SCHOOL DISTRICT &amp; RESEARCH PRACTICE</b> <i>Sharon Wilbur Sharon Dean Tyler Bridges</i>	<b>36-BECOMING A TEACHER</b> <i>Brooke A. Burks</i>	<b>45-RETAINING ONLINE MILLENNIAL LEARNERS</b> <i>Robin R. Davis</i>	
9:15-9:45	<b>10-CALMING THE STORM</b> <i>Lainey Sandberg Alesha Bates</i>	<b>4-NEUROSCIENTIFIC FINDINGS &amp; EDUCATIONAL PRACTICES</b> <i>Kourtland Robert Koch</i>	<b>52-MODERATED MEDIATION &amp; TEACHER PERCEPTION</b> <i>Theodore Kaniuka</i>	<b>61-ARABIC PROVERBS &amp; TEACHING ARABIC-SPEAKING STUDENTS</b> <i>Ernest Biktimirov</i>	
10:00-10:30	<b>28-SERVICE-LEARNING &amp; SCIENCE ED</b> <i>Barbara S. Spector Debbi Stone</i>	<b>11-CHALLENGES IN MEASURING K-12 STUDENT LEARNING</b> <i>Caryn M. King</i>	<b>38-MULTIUSE TRAILS &amp; RURAL ECONOMIC DEVELOPMENT</b> <i>Peter H. Hackbert</i>	<b>65-AVOIDING STATISTICS, MATH, &amp; FINANCE-RELATED CLASSES</b> <i>Spence Tower</i>	<b>64-VUCA WORLD &amp; GLOBAL HIGHER EDUCATION</b> <i>Robert E. Waller</i>
10:45-11:15	<b>40-STRESS, ANXIETY, &amp; DEPRESSION &amp; THERAPEUTIC INVENTION</b> <i>Joni A. Koegel</i>	<b>62-PHOTO VOICE RESEARCH &amp; CRITICAL THINKING</b> <i>Courtney Wiest Rhondda Waddell</i>	<b>60-INTERNSHIPS: THE WORLD OF SCHOOL &amp; WORK</b> <i>Barbara Carl</i>	<b>32-DUAL LANGUAGE IMMERSION &amp; STUDENT LITERACY</b> <i>Rita O'Sullivan</i>	<b>44-RESILIENT SCHOOL LEADERS</b> <i>Robert E. Waller</i>
11:15-12:00	<b>LUNCH (Southern Style Buffet)</b> FORTE RESTAURANT				
<b>SESSION #2</b>	<b>GRANDE A</b>	<b>GRANDE B</b>	<b>GRANDE C</b>	<b>DAVENPORT</b>	<b>OSCEOLA</b>
12:15-3:00	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>	<b>SESSION WELCOME</b>
12:15-12:45	<b>23-HIGH SCHOOL INTRODUCTION TO NEUROSCIENCE</b> <i>Kenneth J. Kohutek</i>	<b>19-FACTORS INFLUENCING SELECTION OF MAJORS &amp; MINORS</b> <i>Paul A. Stock</i>	<b>59-RELATIONSHIP BASED PARTNERSHIPS WITH PARENTS</b> <i>Valerie Ritland</i>	<b>21-GLOBALIZATION OF STUDENT ACHIEVEMENT</b> <i>Sonja Harrington Weston</i>	<b>35-GENDER EFFECTS &amp; STUDENT PERFORMANCE</b> <i>Anamitra Shome</i>
1:00-1:30	<b>26-COMP &amp; PRESERVICE TEACHER CANDIDATES</b> <i>Terry A. Silver</i>	<b>43-MINDFULNESS MEDITATION, STRESS REDUCTION, &amp; PRODUCTIVITY</b> <i>Michelle Beach</i>	<b>2-ADMINISTRATOR PERSPECTIVES OF INCLUSION IN PRESCHOOL</b> <i>LeAnne Syring</i>	<b>27-IMPLEMENTING, MEASURING, AND IMPROVING BLENDED LEARNING</b> <i>William Swart</i>	<b>57-GLOBAL HIGHER EDUCATION</b> <i>Robert E. Waller</i>
1:30-1:45	BREAK	BREAK	BREAK	BREAK	BREAK
1:45-2:15	<b>14-DYSLEXIA...NOW WHAT?</b> <i>Jameha S. Gardner Finee' Downing</i>	<b>56-THIRTY YEAR STUDY OF GIFTED STUDENTS</b> <i>Patricia Hoehner Jude Matyo-Cepero</i>	<b>6-PROCREATION &amp; THE DISCOURSE CONCERNING LGBT</b> <i>Brian J. Cowley Laurie DiPadova-Stocks</i>	<b>17-EMBEDDING CONCEPTUAL UNDERSTANDING INTO INSTRUCTION</b> <i>Joseph Spadano</i>	<b>42-RELATIONSHIP OF TECHNOLOGY &amp; LEARNING</b> <i>Robert E. Waller</i>
2:30-3:00	<b>8-BOOK CLUBS &amp; READING ACHIEVEMENT</b> <i>Robert Ingram Kelly Kingsley Gina Bittner</i>	<b>25-HUMAN RESOURCE MANAGERS' PERCEPTIONS OF WORKERS WITH LD</b> <i>Jason Styles Lisa Knowles</i>	<b>39-PHOTOVOICE ACROSS CURRICULUM</b> <i>Keya Mukherjee Rhondda Waddell Courtney Weist Holly Atkins</i>	<b>30-INVENTION CONVENTION</b> <i>Tracey Huddleston</i>	
3:00	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>
7:00-8:00	<b>NETWORKING RECEPTION</b> GRANDE VERANDA				





**THURSDAY APRIL 11, 2019**

7:15-8:00	<b>MEET &amp; GREET</b> <b>REGISTRATION &amp; BREAKFAST BUFFET</b> GRANDE C FOYER			
8:00-8:10	<b>WELCOME</b> GRANDE C FOYER			
8:10-8:15	<b>PASSING TIME</b>			
<b>SESSION #1</b>	<b>GRANDE A</b>	<b>GRANDE B</b>	<b>GRANDE C</b>	<b>DAVENPORT</b>
8:15-1:15	<b>SESSION WELCOME</b>			
8:15-8:45	<b>15-FOSTERING THE GLOBAL MINDSET &amp; INTRO TO BUSINESS</b> <i>Andrew Pueschel</i> <i>Mary Tucker</i>	<b>48-SNAPPING &amp; STUDENT ENGAGEMENT</b> <i>Cara Peters</i> <i>Jane Thomas</i>	<b>31-INVESTIGATING KINDERGARTNERS' EARLY NUMERACY &amp; LITERACY SKILLS</b> <i>Insook Chung</i> <i>Katherine Higgs-Coulthard</i>	<b>54-TEACHERS ALL TOGETHER: MENTORS &amp; SUPPORT NETWORK</b> <i>Catherine Stierman</i>
9:00-9:30	<b>13-COLLEGE FRESHMEN PERCEPTIONS OF TEXTBOOKS &amp; ASSIGNMENTS</b> <i>Gina G. Berridge</i>	<b>58-TRANSFORMATIONAL TRAVEL &amp; TRENDS</b> <i>Betsy Hunter Robinette</i>	<b>22-GLOBAL LEARNING IN SHORT-TERM STUDY ABROAD</b> <i>Mary L. Tucker</i>	<b>49-COLLEGE STUDENTS &amp; SOCIALLY RESPONSIBLE LEADERSHIP DEVELOPMENT</b> <i>Kristin Kovar</i>
9:45-10:15	<b>16-ELEMENTS OF CULTURAL PROFICIENCY &amp; MULTICULTURE INSTRUCTIONAL APPROACH</b> <i>Franklin Thompson</i>	<b>41-RELATIONSHIP BETWEEN CLASSICAL MUSIC &amp; READING COMPREHENSION</b> <i>Evelyn Falcon</i> <i>Susan R. Massey</i>	<b>50-STUDENT PERCEPTIONS OF SYNCHRONOUS TECHNIQUES</b> <i>Jodi A. Lamb</i> <i>Lin B. Carver</i>	<b>12-A CHARTER SCHOOL LEADERSHIP PROGRAM</b> <i>Dennis Lamb</i> <i>Tanya Yerigan</i>
10:15-10:30	<b>BREAK</b>			
10:30-11:00	<b>33-CLASSROOM REDESIGN WITH KINESTHETIC LEARNING EQUIPMENT</b> <i>Gilbert Duenas</i> <i>Erin Klash</i>	<b>55-TEST ANXIETY &amp; CLASSICAL MUSIC</b> <i>Evelyn Falcon</i> <i>Susan R. Massey</i>	<b>5-ATTITUDES OF ENTITLEMENT &amp; STUDY ABROAD STUDENTS</b> <i>Terrence McCain</i>	<b>29-INTERNATIONAL KNOWLEDGE SPILLOVERS &amp; U.S. INDUSTRY</b> <i>Gerald Simons</i>
11:15-11:45	<b>37-PATIENT-CENTRIC MARKETING STRATEGIES</b> <i>Dennis Pitta</i>	<b>63-MILLENNIAL RETENTION &amp; DIFFERENT TRAINING MODALITIES</b> <i>Norine R. Carroll</i> <i>Rachelle Disbennett Lee</i>	<b>46-ONLINE GRADUATE READING CAPSTONE</b> <i>Ryan R. Kelly</i>	<b>53-TEACHER PERCEPTIONS &amp; BULLYING IN THE K-12</b> <i>Laura Erhard Fiorenza</i>
12:00-12:30	<b>20-THE FUTURE OF THE AMERICAN ADMINISTRATIVE STATE</b> <i>Donald Brand</i>	<b>7-STUDENT TEACHERS IMPLEMENTING INQUIRY-BASED INSTRUCTION</b> <i>Paul Sylvester</i>	<b>34-MINDFULNESS GOES TO WORK, SCHOOL &amp; PRISON</b> <i>Sally A. Creasap</i>	<b>18-RELATIONSHIPS AMONG GRIT, SELF-EFFICACY, &amp; GOAL ORIENTATION</b> <i>Andrew Pueschel</i> <i>Mary Tucker</i>
12:45-1:15	<b>3-RETIREMENT AFTER A FIRST RESPONDER CAREER</b> <i>Debra Mims</i> <i>Karin May</i>	<b>9-PROGRAM DESIGN &amp; STUDENT ENGAGEMENT ENHANCEMENT TECHNIQUES</b> <i>Nicole Diggs</i> <i>Toni E. Fogarty</i>	<b>51-STUDENT PERSPECTIVES ON EFFECTIVE FACILITATORS</b> <i>John Engstrom</i>	<b>47-SELF-PRAXIS, PERSPECTIVE TAKING, &amp; INTERCULTURAL COMMUNICATION</b> <i>Sharon E. Sellers-Clark</i>
1:15	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>	<b>Best Presentation Card</b>
1:15	<b>CONFERENCE CHECK-OUT</b>			
1:15-2:00	<b>EXECUTIVE BOARD &amp; PROFESSIONAL MEMBER LUNCHEON</b> OSCEOLA <i>Private Event-Advanced Registration Required</i>			

**Best Presentation Awards will be announced on our website Friday, May 3<sup>rd</sup>.**

*These awards are based on ratings obtained from peer review rubrics.*

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*All abstracts are published as submitted, other than limiting length due to space constraints.*

## PRESENTER LIST

### **1** *Absorptive Capacity of School Districts in a Research-Practice Partnership*

**Day/Track:** Wednesday, 8:30 a.m., Education

**Summary:** Absorptive capacity is defined as the ability to recognize the value of new information, assimilate it, and apply it to established goals (Zou, Ertug, & George, 2018). Absorptive capacity has been determined to be crucial to Research-Practice Partnerships (RPPs) because once the practitioner organization ceases investing in its absorptive capacity, it may never assimilate and fully utilize new information from the research organization, regardless of the value of that information (Cohen & Levinthal, 1990). This case study is grounded in the theoretical frameworks of Leadership for Learning and Absorptive Capacity. The study focuses on the absorptive capacity of one school during its first three years of a five-year strategic planning partnership with a university-based research organization to identify leadership strategies for change. The research questions guiding the study are: 1. What leadership strategies were utilized by the district to increase absorptive capacity?

2. What leadership strategies were utilized by the external research organization to increase absorptive capacity?

**Presenter:** Sharon Wilbur, Ph.D., University of Oklahoma, OK

**Co-Presenter:** Sharon Dean, MS, University of Oklahoma, OK

**Co-Presenter:** Tyler Bridges, MA, University of Oklahoma, OK

**Contact:** [swilbur@ou.edu](mailto:swilbur@ou.edu)

### **2** *Administrator's Perspectives of Inclusion in Preschool*

**Day/Track:** Wednesday, 1:00 p.m., Education

**Summary:** Inclusion classrooms incorporate students with special education needs participating with their nondisabled peers within the same classroom. In spite of research documenting benefits of inclusion classrooms for children with special education needs and their typically developing peers, less than 40% of preschoolers with special education needs attend preschool in an inclusion setting. The purpose of this study was to examine why, despite the federal mandate that directs school districts provide preschool children with special education needs classroom placement in free, appropriate public education in the least restrictive environment, the majority of preschool students with special education needs are not placed in inclusive preschool classrooms. Administrators' perspectives were studied and results will be shared, along with recommendations for administrative training and further research recommendations.

**Presenter:** LeAnne Syring, Ph.D., Southwest Minnesota State University, MN

**Contact:** [LeAnne.Syring1@smsu.edu](mailto:LeAnne.Syring1@smsu.edu)

### **3** *Aftermath: Life after Retirement from a First Responder Career*

**Day/Track:** Thursday, 12:45 p.m., Behavioral Science

**Summary:** The career of a first responder can be worthwhile and fulfilling while also challenging and demanding. First responders – law enforcement personnel, emergency dispatchers, firefighters, and EMTs are exposed daily to human suffering, tragedy, life and death situations, and risk of personal harm or death. Day after day, month after month and year after year of exposure to such stress can take a toll on a first responders' mental and physical health. For first responders, this constant exposure can increase the vulnerability and risk of substance abuse and addiction. In an effort to better assist former first responders in re-entering civilian life this research looked at retired first responders in an effort to identify stress prevention and management and secondary traumatic stress for first responders prior to and after leaving a first responder career.

**Presenter:** Debra Mims, DBA., Saint Leo University, FL

**Co-Presenter:** Karin May, DBA., Saint Leo University, FL

**Contact:** [debra.mims@saintleo.edu](mailto:debra.mims@saintleo.edu)

### **4** *Are Neuroscientific Findings Being Properly Applied to Best Educational Practices: Is There a Cause for Concern?*

**Day/Track:** Wednesday, 9:15 a.m., Behavioral Science

**Summary:** Advances in neuroscience during the past ten years have yielded important insights into mental functioning, but their implications for the field of education have remained largely unexplored. This is perhaps due to a lack of dialogue between neuroscientists and educators, which to this point has proven to be a most difficult and yet needed endeavor.

Although the potential significance of these insights to education is enormous, so far this potential has proved to be difficult to realize in educational practice. Education and neuroscience have remained on the opposite sides of the playing field, each afraid to cross the 50-yard line of difference.

**Presenter:** Kourtland Robert Koch, Ph.D., Ball State University, IN

**Contact:** [krkoch@bsu.edu](mailto:krkoch@bsu.edu)

### **5** *Attitudes of Superiority: "Are Study Abroad Students Entitled?"*

**Day/Track:** Thursday, 10:30 a.m., Education

**Summary:** This presentation will focus on the attitudes and behaviors of study abroad students in relation to their international hosts. I have developed several study abroad programs and have witnessed a variety of student attitudes and behaviors. It is my experience that students who participate in study abroad programs where English is not the common language often assume that they really don't need to learn the language or anything about the culture. This of course could be due to many factors. They may believe that their language and culture are more sophisticated. They may believe that everyone should be able to speak English. They may assume that the population has sufficient English speakers to meet their needs. Do the students who participate in these programs carry a sense of entitlement and cultural superiority with them? Do they impose this view on their international hosts? I will discuss these questions in this presentation.

**Presenter:** Terrence McCain, Ph.D., Central Washington University, WA

**Contact:** [mccaint@cwu.edu](mailto:mccaint@cwu.edu)

**6** *Be Fruitful and Multiply: How Procreation Influences the Discourse Concerning LGBT Issues*

**Day/Track:** Wednesday, 1:45 p.m., Multidisciplinary

**Summary:** This is an analysis about how the directive to “Be Fruitful and Multiply and Fill the Earth” that has been accepted in the account of the Jewish and Christian religion has had a major influence on the cultural dialogue about those who identify as LGBT. This investigation will include how such notions influence public policy. Finally, an alternative narrative will be posited.

**Presenter:** Brian J. Cowley, Ph.D., Park University, MO

**Co-Presenter:** Laurie DiPadova-Stocks, Ph.D., Park University, MO

**Contact:** [brian.cowley@park.edu](mailto:brian.cowley@park.edu)

**7** *Beyond the Gradual Release of Responsibility – Obstacles and Opportunities for Student Teachers Implementing Inquiry-Oriented Instruction*

**Day/Track:** Thursday, 12:00 p.m., Education

**Summary:** Objective / Research questions: The objective of this interactive session is to understand student teachers’ perspectives regarding the obstacles and opportunities for planning instruction that is inquiry-oriented rather than using the prevalent gradual release of responsibility (“I do, we do, you do”) format. While the gradual release of responsibility (GRR) is recognized as an efficient method for teaching discrete skills, it is problematized for being –by definition– designed to have students to copy the teacher rather than to develop creativity or skills for non-routine problem solving. Method /Data sources. This study uses a phenomenological approach to understand the emic perspectives of student teachers.

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

**Contact:** [psylvester@wcupa.edu](mailto:psylvester@wcupa.edu)

**8** *Book Clubs-The Power of Choice: What’s the Impact on Reading Achievement?*

**Day/Track:** Wednesday, 2:30 p.m., Education

**Summary:** In our research study, we addressed the impact of weekly book clubs on student achievement in literacy. Our study centered on a grade-five book club for girls and a grade-five book club for boys. Both book clubs were operated in the same elementary building and we met with students approximately 40 minutes during each session. Students were given the choice to participate in the book clubs, the choice to select titles collaboratively with the members of their book club, and the choice of what they would do with the books they owned after reading them during book club. We believe that inviting students to choose their own books to read has a profound positive effect on both motivation and comprehension. Our presentation will include our findings, as

well as, strategies to consider with gender-based book clubs which include student choice, and a correlation between membership in book clubs and improved reading achievement.

**Presenter:** Robert Ingram, Ph.D., Peru State College, NE

**Co-Presenter:** Kelly Kingsley, Ed.D., Peru State College, NE

**Co-Presenter:** Gina Bittner, Ph.D., Peru State College, NE

**Contact:** [ringram@peru.edu](mailto:ringram@peru.edu)

**9** *Building Student Engagement Enhancement Techniques into Program Design: The Case of the Alameda County MPA Program*

**Day/Track:** Thursday, 12:45 p.m., Education

**Summary:** The presentation will provide definitions of student engagement, define three dimensions of engagement (cognitive, affective, and behavioral), discuss the benefits of engagement, and review techniques to enhance engagement. Engagement has been defined as the degree of interest, attention and curiosity that a student demonstrates when the student is learning or being taught, which in turn affects the degree of effort and energy a student will expend in the pursuit of learning. Engagement is associated with academic success, increased student attention and focus, a reduction in classroom disruptions, higher retention and graduation rates, increased utilization of higher-level critical thinking skills, and improved class attendance. Three dimensions of engagement are cognitive engagement, behavioral engagement, and affective engagement.

**Presenter:** Nicole Diggs, Ph.D., Cal State East Bay, CA

**Co-Presenter:** Toni E. Fogarty, Ph.D., Cal State East Bay, CA

**Contact:** [nicole.diggs@csueastbay.edu](mailto:nicole.diggs@csueastbay.edu)

**10** *Calming the Storm*

**Day/Track:** Wednesday, 9:15 a.m., Education

**Summary:** Do your students struggle with Emotional Regulation, Task Initiation, and Flexibility within your classroom? Through extensive research, this action plan was put into place due to the amount of observable lack of executive functioning skills in students within the classroom setting. Our research indicates by implementing multiple social skills strategies, student behaviors and academics will be positively influenced. Come discover our strategies that work!

**Presenter:** Lainey Sandberg, M.Ed., Aitkin Public Schools, MN

**Co-Presenter:** Alesha Bates, M.Ed., Brainerd Public Schools, MN

**Contact:** [asandberg@isd1.org](mailto:asandberg@isd1.org)

**11** *Challenges in Measuring K-12 Student Learning*

**Day/Track:** Wednesday, 10:00 a.m., Education

**Summary:** National accreditation for teacher education programs require preparers to present evidence that teacher candidates have a positive influence on K-12 student learning. However, some states do not report K-12 student achievement back to teacher education programs. Being in one of those states, we’ve designed a solution to measure the impact of teacher candidates on K-12 student learning during a clinical experience. Data from over 600 teacher candidates

collected over an academic year indicate these teacher candidates did have a significant difference in the learning of their K-12 students. This presentation will explain the assignment required of teacher candidates as well as the statistical test used to measure effect sizes.

**Presenter:** Caryn M. King, Ph.D., Grand Valley State University, MI

**Contact:** [Kingc@gvsu.edu](mailto:Kingc@gvsu.edu)

## **12** *Charter School Leadership – Charting a New Course*

**Day/Track:** Thursday, 9:45 a.m., Multidisciplinary

**Summary:** As research indicates, the demand for charter school leaders is rising. Estimates in Minnesota put the number of charter leaders needed over the next five years at over 800. There are currently 164 Charter Schools in Minnesota, serving approximately 57,000 students K-12. Currently, Minnesota does not require Charter School leaders to be licensed by the state as administrators. Come and learn about how a new program is being developed to serve this need.

**Presenter:** Dennis Lamb, Ed.D., Southwest Minnesota State University, MN

**Co-Presenter:** Tanya Yerigan, Ph.D., Southwest Minnesota State University, MN

**Contact:** [Dennis.Lamb@smsu.edu](mailto:Dennis.Lamb@smsu.edu)

## **13** *College Freshmen Perceptions of Textbook Readings and Assignments in their First Semester at a University*

**Day/Track:** Thursday, 9:00 a.m., Education

**Summary:** To investigate the perceptions of college freshman in a mid-western university on textbook reading assignments and preference, the authors' surveyed 1735 college freshman one month after their first semester had begun. Using an online survey, students answered questions about whether they preferred to read the assignment online or printed, when they read a textbook assignment, if faculty had provided any guidance on reading the textbook in their discipline, and how prepared they felt for the type and level of textbook reading needed to be successful. Results indicated that students preferred a printed textbook to an online format, were guided by faculty on how to read the textbook in their discipline and were held accountable through exams and quizzes.

**Presenter:** Gina G. Berridge, Ph.D., University of Southern Indiana, IN

**Contact:** [ggberridge@usi.edu](mailto:ggberridge@usi.edu)

## **14** *Dyslexia...Now What?*

**Day/Track:** Wednesday, 1:45 p.m., Education

**Summary:** Dyslexia is a growing issue among many children, as well as adults. Research states that on an average 10-15% of the population is dyslexic. A growing concern is how to address this epidemic. In this workshop, you will learn strategies that are designed to support the dyslexic student.

**Presenter:** Jameha S. Gardner, Ph.D., Athens State University, AL

**Co-Presenter:** Finee' Downing, Ed.S., Athens State University, AL

**Contact:** [jameha.gardner@athens.edu](mailto:jameha.gardner@athens.edu)

## **15** *The Effects of Fostering the Global Mindset into the Introduction to Business Undergraduate Curriculum*

**Day/Track:** Thursday, 8:15 a.m., Business

**Summary:** Rapidly changing technology is impacting organizations and businesses, allowing employees to conduct business at any time and any location. Ironically, at the same time, the rise in isolationism is impacting the levels at which young adults engage both locally and cross-culturally. In an educational environment that prepares students for future success, it is imperative that students are encouraged to accept a global-mindset so that they can take advantage of opportunities that arise throughout their professional journey. One way of fostering the global mindset may be to introduce international business concepts into the introduction to business curriculum. This study discusses the impact of the inclusion of global interventions within the undergraduate introduction to business curriculum. Results state the positive enhancements of the student knowledge base specific to international business. It also challenges the notion that lecture may or may not be the most effective way to introduce international business into the undergraduate introduction to business curriculum.

**Presenter:** Andrew Pueschel, Ph.D., Ohio University, OH

**Co-Presenter:** Mary Tucker, Ph.D., Ohio University, OH

**Contact:** [pueschel@ohio.edu](mailto:pueschel@ohio.edu)

## **16** *Elements of Cultural Proficiency: Adopting a Critical Multicultural Instructional Approach*

**Day/Track:** Thursday, 9:45 a.m., Education

**Summary:** The purpose of this study is to identify instructional strategies and practices that help promote lifelong learning in the area of multicultural education. In addition to conducting a review of research aimed at uncovering those practices, this study also seeks to identify a few authentic instructional pieces that are not traditionally found in the literature. Utilizing a 9-point Likert Scale, education majors (N=1085) gave strong support for a multi-disciplinary brand of instruction called Critical Multicultural Instruction (CMI) that enhanced student overall personal diversity awareness and skill level (M=7.11, SD=1.58). Today's students want multi-disciplinary, dynamic, and creative multicultural instruction that teaches all sides of a debate and pushes them to think about how we think, while also giving them the final say of what to keep and what to throw away.

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

**Contact:** [ftompson@unomaha.edu](mailto:ftompson@unomaha.edu)

## **17** *Embedding Conceptual Understanding into Instruction*

**Day/Track:** Wednesday, 1:45 p.m., Education

**Summary:** Teaching methodology often focuses on addressing students' procedural knowledge. This study investigated methodologies that emphasize conceptual understanding. The research examined the effects of building



conceptual understanding activities into classroom learning experiences. Thirty-eight undergraduate and three graduate students enrolled in university teaching-methods courses participated in a qualitative study to examine and analyze teaching methodologies that focused instruction on conceptual development. Research data were collected through reflective writings that analyzed and critiqued pedagogical decisions used in classroom learning experiences. The data indicated that, when properly developed, conceptual understanding influences instruction and supports learning.

**Presenter:** Joseph Spadano, Ed.D., Rivier University, NH

**Contact:** [jspadano@rivier.edu](mailto:jspadano@rivier.edu)

## 18 *Exploring Grit: Relationships Among Grit, Self-Efficacy, and Goal Orientation*

**Day/Track:** Thursday, 12:00 p.m., Multidisciplinary

**Summary:** Students, especially those preparing to enter the workforce, should be primed for long-term success in order to decrease the gap between their self-perception of employee readiness and the reality of their future employers' expectations. One possible addition to the undergraduate curriculum to help bridge this gap could be the concept of Grit. Introduced by Angela Duckwork as a possible driver of success, Grit is defined as a combination of passion and long-term perseverance to achieve established goals. While recent writings have challenged Grit and the impact it can have on education, this study explores the relationships among grit, self-efficiency, and goal orientation in undergraduate students. Should Grit be included in the undergraduate curriculum to help influence academic achievement? Results suggest that the constructs and their sub-components are related yet independent. The paper concludes by providing suggested areas of impact where educators and employers alike can engage through the developmental learning process.

**Presenter:** Andrew Pueschel, Ph.D., Ohio University, OH

**Co-Presenter:** Mary Tucker, Ph.D., Ohio University, OH

**Contact:** [pueschel@ohio.edu](mailto:pueschel@ohio.edu)

## 19 *Factors that Influence a College Student's Choice of an Academic Major and Minor*

**Day/Track:** Wednesday, 12:15 p.m., Business

**Summary:** This study examines the decision by undergraduate students at the University of Mary Hardin-Baylor in Belton, Texas to choose an academic major and/or minor. A total of 386 students in the McLane College of Business were surveyed in this study. They were asked to provide the top five factors that influenced their decision of an academic major and minor. The survey also collected data on how frequently students changed their major or minor. The results of the study are also analyzed by demographic variants such as age, gender, academic major, academic minor, and class standing (i.e. freshman, sophomore, junior, or senior).

**Presenter:** Paul A. Stock, Ph.D., University of Mary Hardin Baylor, TX

**Contact:** [pstock@umhb.edu](mailto:pstock@umhb.edu)

## 20 *The Future of the American Administrative State*

**Day/Track:** Thursday, 12:00 p.m., Behavioral Science

**Summary:** The death of Justice Antonin Scalia and the appointment of two new justices (Neil Gorsuch and Brett Kavanaugh) to the Supreme Court may presage a fundamental shift in American administrative law. Justice Scalia, who as a law school professor wrote extensively on administrative law, had long supported *Chevron U.S.A., Inc v. Natural Resources Defense Council, Inc*, arguably the most important administrative law precedent in the modern era. *Chevron* established the principle of judicial deference to administrative agencies when agencies interpreted the statutes authorizing their regulatory activities. *Chevron* deference encouraged judicial restraint when administrative agencies were challenged in court. Scalia's prominence for conservative jurists notwithstanding, conservative like Gorsuch and Kavanaugh (along with Justice Thomas) have suggested that the judiciary should become more active in restricting activist administrative agencies, which could imply a reexamination of *Chevron* deference. My presentation will explore the significance of *Chevron* deference and the potential implications of heightened judicial scrutiny of administration.

**Presenter:** Donald Brand, Ph.D., College of the Holy Cross, MA

**Contact:** [dbrand@holycross.edu](mailto:dbrand@holycross.edu)

## 21 *The Globalization of Student Achievement: A Comprehensive Comparison of Alabama's Youth to Their National Peers*

**Day/Track:** Wednesday, 12:15 p.m., Education

**Summary:** The purpose of this research was to examine the state of education in Alabama, in comparison to its national peers. Over ten years of data from the Alabama State Department of Education, the National Center for Education Statistics, the National Center for Education Statistics School District Demographics 2000, and the United States Census Bureau, were gathered and analyzed to give an account of the educational state of students in schools throughout the state of Alabama. In addition, assessment data from NAEP was collected to present a comprehensive examination of the economic and academic achievement position of Alabama's youth, compared to their national peers.

**Presenter:** Sonja Harrington Weston, Ph.D., Alabama State University, AL

**Contact:** [sharrington@alasu.edu](mailto:sharrington@alasu.edu)

## 22 *Global Learning in Short-Term Study Abroad: Assessing Business Students after Global Consulting Program*

**Day/Track:** Thursday, 9:00 a.m., Business

**Summary:** Business schools are increasingly conducting study abroad programs as a way to build students' knowledge and skills to enhance intercultural communication, to expand global knowledge, and to instill multicultural awareness as well as an appreciation for diversity. With the increase in short-term abroad programs and the belief that such programs have great benefits for students, assessing the learning is important to assure students are gaining the knowledge and skills to be more proficient in this global

arena. The results of the correlation analysis suggest strong correlation among related learning outcomes.

**Presenter:** Mary L Tucker, Ph.D., Ohio University, OH

**Contact:** [mary.tucker@ohio.edu](mailto:mary.tucker@ohio.edu)

### **23** *A High School Level Introduction to Neuroscience Class on a Shoe String Budget*

**Day/Track:** Wednesday, 12:15 p.m., Multidisciplinary

**Summary:** College majors, as well as career options, in the neurosciences provide vast opportunities in today's work place as well as the future. Unfortunately, high school students have little opportunity to be exposed to this area. Reasons might include having to fit a required curriculum into the number of hours of a school day, limited staff as well as the fact there are no available textbooks for high school. The purpose of this presentation is to present a pilot program on the high school level. The availability of material and a strategy for keeping current will be included in the presentation.

**Presenter:** Kenneth J. Kohuttek, Ph.D., St. Dominic Savio Catholic High School, ST

**Contact:** [kkohuttek@saviochs.org](mailto:kkohuttek@saviochs.org)

### **24** *Human-Animal Interaction: Opportunities to Improve Human Development Outcomes*

**Day/Track:** Wednesday, 8:30 a.m., Behavioral Science

**Summary:** Increasingly, people are relying on animals for emotional, physical, cognitive, and behavioral health support. Relationships with animals have been found to assist humans across the lifespan (young children through elderly populations), in various environments (educational settings, prisons), and through multiple delivery methods (i.e., companion animals, visiting therapy pets, and service animals). This paper (and presentation) will present a brief overview of the history of humans and pets (pet relationship dates back at least 14,000 years!); several case studies of how animals are included in the development of human (such as classroom pets and inmate rehabilitation programs); challenges when including animals in educational or therapeutic settings (cleanliness in nursing homes and hospitals); and the research that is being conducted in the field of Human-Animal Interaction (including the ethics of working with animals).

**Presenter:** Clarissa M. Uttley, Ph.D., Plymouth State University, NH

**Contact:** [cmuttley@plymouth.edu](mailto:cmuttley@plymouth.edu)

### **25** *Human Resource Managers' Perceptions of Workers with Learning Disabilities*

**Day/Track:** Wednesday, 2:30 p.m., Business

**Summary:** In this qualitative research, a phenomenological research method design utilizes a cross-sectional industry approach investigating information gleaned from human resource professionals' views on the impact of individuals with learning disabilities in public and private work environments in Nassau, New Providence Bahamas. Learning

disabilities are a global phenomenon, and due to globalization, organizations are being forced to interact with individuals from diverse cultures, beliefs, and backgrounds more than ever before. Furthermore, for an organization to accomplish success, leadership is crucial to implementing and promoting diversity policies to attain disability equality with efficient and effective job performance. To retrieve this information, in-depth interviews with open-ended questions utilize data collection from ten (10) senior human resource professionals with a minimum of ten (10) years of experience in the workforce. Overall the findings of this study shed light on the phenomenon of learning disabled workers in Bahamian society from human resource managers' emic perspective.

**Presenter:** Jason Styles, Ph.D. Candidate, Regent University, FL

**Co-Presenter:** Lisa Knowles, Ph.D., St. Thomas University, FL

**Contact:** [jason.styles@ub.edu.bs](mailto:jason.styles@ub.edu.bs)

### **26** *Impact of COMP on PreService Teacher Candidates*

**Day/Track:** Wednesday, 1:00 p.m., Education

**Summary:** This session will present research associated with the effects of adding Classroom Management and Organizational Program (COMP, developed by Dr. Carolyn Evertsen) into a Classroom Management Course for PreService Teacher Candidates at the University of Tennessee at Martin. Multi-year data will be presented which includes Pre/Post survey results on candidate perceptions of classroom management techniques.

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

**Contact:** [tsilver@utm.edu](mailto:tsilver@utm.edu)

### **27** *Implementing, Measuring, and Improving Blended Learning - A Workshop*

**Day/Track:** Wednesday, 1:00 p.m., Business

**Summary:** This workshop presents blended learning as a strategy to improve student learning. During the workshop, the knowledge accumulated during four years of hands-on experience in implementing this strategy in university classes will be shared. We will cover the selection of ingredients for blending your course. These include out-of-class and in-class learning materials, learning spaces, the appropriate role of the student and instructor, and appropriate technologies. The unique opportunity presented by blended learning to concurrently develop teamwork abilities and subject matter knowledge will be illustrated. A framework for the continual improvement of learning that uses Michael G. Moore's Theory of Transactional Distance to measure learning outcomes will be presented. These measures of learning outcomes will be the basis for implementing Deming's PDSA cycle of continual improvement.

**Presenter:** William Swart, Ph.D., East Carolina University, NC

**Contact:** [swartw@ecu.edu](mailto:swartw@ecu.edu)

## 28 *Integrating Service-Learning and Informal Science Education in a Science Methods Course for Prospective Teachers: A Case Study*

**Day/Track:** Wednesday, 10:00 a.m., Education

**Summary:** This was a retrospective case study of a science methods course for prospective teachers in middle schools to which a service-learning initiative was added. An informal science education institution (ISEI) identified its needs. Students were tasked with using core principles of the way middle school youngsters learn science to design products of their own choosing to meet the ISEI's needs. Course procedures required students to shift paradigms from didactic teaching to the 3-dimensional learning of the Next Generation Science Standards. Products developed were varied, high quality, and usable in the professional setting. Students expressed enthusiasm for using ISEIs as resources for future teaching. Addition of this service-learning model surfaced conflict between internal and external motivation as a driver for prospective teachers' learning; highlighted the way grading in higher education limits learners' risk taking, inhibits creativity while engaging in open-ended inquiry consistent with doing scientific research, and restrains autonomous learning.

**Presenter:** Barbara S. Spector, Ph.D., University of South Florida, FL

**Co-Presenter:** Debbi Stone, M.S., Florida Aquarium, FL

**Contact:** [spector2@usf.edu](mailto:spector2@usf.edu)

## 29 *International Knowledge Spillovers in the U.S. Pharmaceutical Industry*

**Day/Track:** Thursday, 10:30 a.m., Business

**Summary:** Production in the global pharmaceutical industry is gradually shifting to low income countries. The traditional product cycle models view North countries as innovators and South countries as imitators. Over time, though, innovation can shift South. One indicator of how firms view competitors is if they learn from them. We measure such knowledge spillovers with patents held by U.S. pharmaceutical manufacturers that cite foreign patents or have a foreign inventor. Controlling for R&D and pharmaceutical imports, we evaluate if U.S. manufacturers learn from rivals in the South. We find evidence of South-North technology transfers, contradicting standard views of innovation and imitation.

**Presenter:** Gerald Simons, Ph.D., Grand Valley State University, MI

**Contact:** [simonsg@gvsu.edu](mailto:simonsg@gvsu.edu)

## 30 *Invention Convention: Uncovering Changes and Impact upon Students Over the Years*

**Day/Track:** Wednesday, 2:30 p.m., Education

**Summary:** In recent years, an increase in STEM or STEAM programs have emerged across the nation. One opportunity for such an activity in the middle Tennessee area is the annual Invention Convention. After many years of collecting data from the Invention Convention, three questions were asked: (1) Has there been an increase in female participation over the last ten years? (2) Did participating in the Invention

Convention influence their career choices? Last, (3) is there any correlation between teacher practices and success rate at the convention?

**Presenter:** Tracey Huddleston, Ed.D., Middle Tennessee State University, TN

**Contact:** [Tracey.huddleston@mtsu.edu](mailto:Tracey.huddleston@mtsu.edu)

## 31 *Investigating Kindergartners' Early Numeracy and Literacy Skills Using a Data Collection Performance Task*

**Day/Track:** Thursday, 8:15 a.m., Education

**Summary:** Various research studies suggest that early numeracy and literacy skills are related to and predictors of children's academic success in later school years. This study will examine kindergartners' early numeracy and literacy skills. The specific objectives of this study are to investigate how kindergartners are able to 1) count the quantity of each concrete object after grouping them according to object, 2) record the quantity of each group of objects, and 3) organize the data in a worksheet. The subjects of this study will be approximately 40 public school kindergartners selected by a convenient sampling. A researcher-made open-ended performance task will be employed to assess the skills. Qualitative and quantitative data from the children's responses to both the performance task and the researchers' observations of the children performing the task will be analyzed to accomplish the objectives of the study. The results will be discussed based on the children's ability levels (low, average, & high).

**Presenter:** Insook Chung, Ed.D., Saint Mary's College, IN

**Co-Presenter:** Katherine Higgs-Coulthard, Ed.D., Saint Mary's College, IN

**Contact:** [ichung@saintmarys.edu](mailto:ichung@saintmarys.edu)

## 32 *Investigation of How Teachers' Use of Bridging in Dual Language Immersion Programs (Mandarin/English and Spanish/English) Can Help Strengthen Student Literacy in Grades 3-5: Interim Report*

**Day/Track:** Wednesday, 10:45 a.m., Education

**Summary:** The recent growth of Dual Language Immersion programs in the United States for students in pre-Kindergarten through 12th grade is in direct response to two trends in public education: 1) the growing numbers of students whose first language is not English and 2) the ever-increasing recognition that global awareness is essential for citizens of the 21st century. This paper presents the Interim Report findings of a three-year U.S. Department of Education funded project to investigate instructional bridging activities that occur in dual language classrooms. The research project involves three schools with Dual Language Programs (DLP) (two in Spanish and one in Mandarin) in the same school district.

**Presenter:** Rita O'Sullivan, Ph.D., University of North Carolina - Chapel Hill, NC

**Contact:** [fasavi@live.unc.edu](mailto:fasavi@live.unc.edu)

**33** *Learning in Motion: The Significance and Effect of a Third Grade Teacher's Classroom Redesign with Kinesthetic Learning Equipment*

**Day/Track:** Thursday, 10:30 a.m., Education

**Summary:** The objective of this qualitative, five-month study at a K-5 elementary school in the Southeast United States was to explore the following research questions via informal conversations with select classroom teachers: (1) How does one, third grade classroom utilize kinesthetic equipment in a general education setting? What kinesthetic equipment does the classroom teacher use and what is the rationale behind the selection of those pieces. What are the benefits and challenges of facilitating a kinesthetic classroom? From a mixture of observations, semi-structured interviews, field notes, photographs, both researchers collected and analyzed the data to report results on a teaching practice with limited literature and research available on kinesthetic equipment in the classroom.

**Presenter:** Gilbert Duenas, Ph.D., Auburn University Montgomery, AL

**Co-Presenter:** Erin Klash, Ph.D., Auburn University Montgomery, AL

**Contact:** [gduenas@aum.edu](mailto:gduenas@aum.edu)

**34** *Mindfulness goes to Work, School...and Prison*

**Day/Track:** Thursday, 12:00 p.m., Multidisciplinary

**Summary:** On a daily basis, people find themselves in a multitasking turbulence of activity. We are always doing something, but rarely just being in the moment. While most see this ability to multitask as a strength; the truth is that it makes people less productive, less effective and more likely to experience burnout (Michie). The need for mindfulness training and education is ever growing in the 21st century technology-driven world. Brain research reveals many important benefits of mindfulness practices such as meditation. These include physiological benefits like lowering high blood pressure, helping treat heart disease, boosting immunity, slowing aging and promoting good sleep.

**Presenter:** Sally A. Creasap, Ph.D., Capital University, OH

**Contact:** [screasap@capital.edu](mailto:screasap@capital.edu)

**35** *Neutralizing Gender Effects on Student Performance on A Hybrid Online Course: A Canadian Study*

**Day/Track:** Wednesday, 12:15 p.m., Multidisciplinary

**Summary:** This study was conducted at a mid-sized Canadian university to investigate whether the ex-ante attitudes displayed by students enrolled in a blended course on advanced cost accounting could be influenced through the way the course was structured. Specifically, students' gender was investigated as a predictor of academic success, as well as of different academic goals and estimates of study time for reaching those goals. Students were split into two groups based on their gender. No significant differences in academic performance were found between the two groups, but there were significant differences between the groups in students' ex-ante course grade goals as well as assessments of study time.

**Presenter:** Anamitra Shome, Ph.D., Brock University, Ontario, Canada

**Contact:** [ashome@brocku.ca](mailto:ashome@brocku.ca)

**36** *On Second Thought, I WILL Become a Teacher*

**Day/Track:** Wednesday, 8:30 a.m., Education

**Summary:** In today's society, children who say they want to grow up to be teachers are often discouraged from following that vocation. Yet, 20 years into the future, those who mocked education as a profession are turning to second careers in education. This study, which is currently ongoing, is seeking to determine the factors that attract "late education bloomers" into the field.

**Presenter:** Brooke A. Burks, Ph.D., Auburn University at Montgomery, AL

**Contact:** [bburks1@aum.edu](mailto:bburks1@aum.edu)

**37** *Patient-Centric Marketing Strategies: A Shift in Market Orientation for the Pharmaceutical Industry*

**Day/Track:** Thursday, 11:15 a.m., Business

**Summary:** The objective of this exploratory study is to examine the shift in market orientation in the pharmaceutical industry called patient centricity. This shift has been identified as significant to the industry because of its central focus on the patient. A preliminary investigation of the websites for 10 leading pharmaceutical companies were searched using select keywords identified through an extensive literature review. The findings suggest that leading pharmaceutical companies mention the use of patient centric strategies to varying degrees. These strategies include the use of digital monitoring devices, patient engagement, drug access programs, data transparency, and changes in organizational structure.

**Presenter:** Dennis Pitta, Ph.D., University of Baltimore, MA

**Contact:** [lea.katsanis@concordia.ca](mailto:lea.katsanis@concordia.ca)

**38** *Personas of Visitors and Residential Users of Multiuse Trails: An Application of Rural Economic Development*

**Day/Track:** Wednesday, 10:00 a.m., Multidisciplinary

**Summary:** This paper first, summarizes the research literature on the factors that contribute to the success of multiuse trails as rural tourism attractions and highlight factors that support what a successful trail might be. The City of Berea Trail Town in Kentucky and its certified trail system is offered as a model destination. Second, applying ethnographic face-to-face observation and engagement in the form of Design Thinking (user-centered empathy design principles) personas are proposed to better understand and represent key customer user segments.

**Presenter:** Peter H. Hackbert, Ph.D., Berea College, KY

**Contact:** [hackbertp@berea.edu](mailto:hackbertp@berea.edu)

**39** *Photovoice Across the Curriculum*

**Day/Track:** Wednesday, 2:30 p.m., Multidisciplinary

**Summary:** This presentation will discuss the premise and use of Photovoice, a community-based participatory research methodology, by faculty at a four-year university with

undergraduate and graduate students to engage them with action research with an intention of establishing meaningful connections between course curriculum and experiential learning. The presenters will describe the use of Photovoice methodology being used in several projects where students are using photography to capture and understand the lived experiences of members in schools and other community places. The premise is for students to learn about social injustice and a method of empowerment to address needs in the community.

**Presenter:** Keya Mukherjee, Ph.D., Saint Leo University, FL  
**Co-Presenter:** Rhondda Waddell, Ph.D., Saint Leo University, FL  
**Co-Presenter:** Courtney Weist, Ed.D., Saint Leo University, FL  
**Co-Presenter:** Holly Atkins, Ph.D., Saint Leo University, FL  
**Contact:** [keya.mukherjee@saintleo.edu](mailto:keya.mukherjee@saintleo.edu)

#### **40** *Receptiveness of Healthcare Workers with Stress, Anxiety, or Depression to Use a Web-Based MBCT Therapeutic Intervention*

**Day/Track:** Wednesday, 10:45 a.m., Business

**Summary:** Workplace absenteeism and presenteeism have become pervasive and costly to United States (U.S.) businesses (Bonner, 2016). Workplace absenteeism is defined as not attending work or an unplanned leave of absence (Yıldız, Yıldız, Zehir, & Aykac, 2015; Rhone & Collins, 2015). Presenteeism is attendance at work while ill or distracted (Rhodes & Collins, 2015; Yıldız et al., 2015). The term “presenteeism” originated from the word “presented” as used by Mark Twain in 1892 when referring to workers attending work while ill or distracted (Miraglia & Johns, 2016).

**Presenter:** Joni A. Koegel, DBA, Cazenovia College, NY  
**Contact:** [jakoegel@cazenovia.edu](mailto:jakoegel@cazenovia.edu)

#### **41** *The Relationship Between Background Classical Music and Reading Comprehension on 7th and 8th Grade Students*

**Day/Track:** Thursday, 9:45 a.m., Education

**Summary:** The purpose of this study was to examine if there is any relationship on reading comprehension proficiency when background classical music is played in the classroom setting of 7th and 8th students. Reading scores were calculated using a reading comprehension test from the Item Bank and Test Platform from Miami Dade County Public School. The participants for this research study consisted of a sample of 40 7th grade students and 52 8th grade students. The research question asked if there was an effect on reading comprehension scores of participants with classical background music (experimental group) versus the students with no music (control group). Data from the t-test showed incongruent results. The data showed that 7th grade students had no significant difference in reading comprehension, while 8th grader students did show a significant difference in reading comprehension scores.

**Presenter:** Evelyn Falcon, Ed.D., SLAM! North, FL  
**Co-Presenter:** Susan R. Massey, Ph.D., St. Thomas University, FL  
**Contact:** [efalcon@slamnorth.com](mailto:efalcon@slamnorth.com)

#### **42** *Relationship of Technology and Learning*

**Day/Track:** Wednesday, 1:45 p.m., Education

**Summary:** Current technology clearly provides the means for acquiring greater amounts of data with more efficiency than ever before. Data and information are more readily available and more quickly accessible today, but that does not mean they are used more. Technological learning environments are often used for the delivery of instruction. According to many researchers, the current influx of data is primarily due to the continued development of computer technology, applications and the Internet and as a direct result, educators are often overwhelmed. 'Knowledge' is a collection of 'data' and 'information' items. It is also one's understanding of 'data' and 'information' using experience and familiarity with data and information and adding this to one's current knowledge base.

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

**Contact:** [waller\\_robert1@columbusstate.edu](mailto:waller_robert1@columbusstate.edu)

#### **43** *Research-based Mindfulness Meditation as a Catalyst to Decrease Stress and Improve Productivity*

**Day/Track:** Wednesday, 1:00 p.m., Multidisciplinary

**Summary:** Mindfulness meditation has become a popular alternative therapy in recent years. Mindfulness has been increasingly adopted by the public to ease a variety of stresses such as anxiety and depression. Despite its increasing popularity, there appeared to be a dearth of well-designed studies to support its use and effectiveness to treat learning, mental, or physical health issues. A recent literature review by Johns Hopkins University in Baltimore, MD, however, found 47 trial studies out of the 19,000 researchers reviewed that did address study limitations of bias and met the criteria for well-designed studies. The result of the findings affirm that mindful meditation may be effective to help ease psychological stresses like anxiety, depression, and poor attention and performance. This presentation will discuss the research findings and offer examples of how the research can be applied to treat stress and performance in classrooms and workplaces.

**Presenter:** Michelle Beach, Ph.D., Southwest Minnesota State University, MN

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#### **44** *Resilient School Leaders: The Need, The Demand, The Challenges*

**Day/Track:** Wednesday, 10:45 a.m., Education

**Summary:** School leadership researchers suggest school leadership “is second only to teaching among factors as an influence student learning. Today’s educational leaders are faced with continually evolving reform; principals are expected to be visionary leaders; to manage personnel, students, and parents; and to guide instruction. Resilient educational leaders are those who cannot imagine not doing what they do, challenge what is taken for granted, imagine many ways to accomplish what needs to be done and envisioning multiple answers to problems. Managing change is a critical; today’s educational leaders have to be positive, organized, and flexible. Resilience describes an individual’s ability to persist by



responding and adapting to changes, both internal and external. The basic tenet of resilience theory is that change is personal, perpetual and inevitable. The key to managing it successfully is to acknowledge it and prepare insightful, thoughtful and adaptive individuals to respond. Resilience requires individuals to look for ways to adapt and survive irreversible changes.

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

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#### **45** *Retaining Online Millennial Learners in Higher Education*

**Day/Track:** Wednesday, 8:30 a.m., Multidisciplinary

**Summary:** According to Ludwig-Hardman and Dunlap (2003), a learner support services program is a critical component to retaining online learners at universities. The purpose of the study was to understand how institutions of Higher Education could be more effective in retaining “Millennial Learners” in the online platform environment. The researcher wanted to explore what was relevant today to help retain Online Millennial Learners. The millennial group currently has a half-million more people, than the 74.9 million living baby boomers (Pew Research Center, 2018). The goal of the study was to uncover the most effective or innovative processes that universities need to implement; in order, to retain “Millennial Learners” in the online educational environment.

**Presenter:** Robin R. Davis, Ph.D., Claflin University, SC

**Contact:** [rodavis@claflin.edu](mailto:rodavis@claflin.edu)

#### **46** *Rigorous Results from Rigorous Data in an Online Graduate Reading Capstone Course*

**Day/Track:** Thursday, 11:15 a.m., Education

**Summary:** Some see migrating a graduate program to an online format as a process decreasing program rigor—which is not at all the case. Yet, any ongoing effort to increase program rigor must be data driven, and rigorous data informs such decisions in online graduate level coursework. This session will examine multiple cycles of data sets gathered from a major capstone course in an online MSE Reading program with the objective of examining the connections between candidate effort on their course field project, results on course assessment, and candidate impact

**Presenter:** Ryan R. Kelly, Ph.D., Arkansas State University, AR

**Contact:** [rkelly@astate.edu](mailto:rkelly@astate.edu)

#### **47** *Self-Praxis, Perspective Taking, and Intercultural*

*Communication: How About This as a Process?*

**Day/Track:** Thursday, 12:45 p.m., Multidisciplinary

**Summary:** This presentation will illustrate how the use of self-praxis in an intercultural communication course aids students in being able to view and understand the perspectives of others. Communication is a common denominator between the behavioral sciences and education and presents an opportunity to develop multidisciplinary and interdisciplinary approaches to learning.

**Presenter:** Sharon E. Sellers-Clark, Ph.D., College of Coastal Georgia, School of Arts and Sciences, GA

**Contact:** [sclark@ccga.edu](mailto:sclark@ccga.edu)

#### **48** *Snapping to Engage Students*

**Day/Track:** Thursday, 8:15 a.m., Multidisciplinary

**Summary:** Estimates suggest that 83% of 12-17 year olds use Snapchat for social purposes (eMarketer, 2017). Additionally, some professors have reported that 98 percent of their students use Snapchat on a regular basis (Cardenas, 2017). While some professors may not see value in using Snapchat in the classroom, others advocate meeting their students “where they are at” and utilizing Snapchat as a teaching and learning tool. This presentation will provide an overview of how Snapchat works, the potential issues or pitfalls with using the medium, and some ideas for how Snapchat can be used in the classroom. Examples will also be provided.

**Presenter:** Cara Peters, Ph.D., Winthrop University, SC

**Co-Presenter:** Jane Thomas, Ph.D., Winthrop University, SC

**Contact:** [petersc@winthrop.edu](mailto:petersc@winthrop.edu)

#### **49** *Socially Responsible Leadership Development in College Students*

**Day/Track:** Thursday, 9:00 a.m., Education

**Summary:** The purpose of this study was to examine factors impacting college student leadership development within a college of agriculture at the University of Missouri. This study employed descriptive relational survey methods to examine the impact of involvement factors (participation in organizations, community service and leadership education) on college student leadership development. The target population was all junior and senior students in the College of Agriculture, Food and Natural Resources at the University of Missouri (N=1,124). Out of the calculated sample size (n=287), 107 participants completed the online instrument (37.3%). In the examination of the leadership outcomes, the greatest mean was reported for the outcome of commitment and the lowest mean was reported for the outcome of change. Most students were involved with two to five different organizations during their college career.

**Presenter:** Kristin Kovar, Ph.D., Southwest Minnesota State University, MN

**Contact:** [kristin.kovar@smsu.edu](mailto:kristin.kovar@smsu.edu)

#### **50** *Student Perceptions of Synchronous Session Techniques*

**Day/Track:** Thursday, 9:45 a.m., Education

**Summary:** The number of students taking online courses has increased significantly. Helping students be successful in this format is very important. Previous studies have attempted to identify the difficulties that have hindered student academic progress the online environment. Adding a synchronous component to an online course is one method that has been discussed as a way to help students be more successful in online courses. This study sought to answer two research questions: 1. How important do students feel synchronous sessions are to their mastery of online content? and 2. What

activities within the synchronous sessions do students feel are the most beneficial?

**Presenter:** Jodi A. Lamb, Ph.D., Saint Leo University, FL

**Co-Presenter:** Lin B. Carver, Ph.D., Saint Leo University, FL

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## 51 *Student Perspectives on Effective Facilitators*

**Day/Track:** Thursday, 12:45 p.m., Multidisciplinary

**Summary:** The Master of Science in Education Learning Community Program at a Midwestern university has been designed to meet the professional development needs of educators. The program is delivered in a non-traditional format in off-campus cohorts (learning communities) over the course of two academic years. At, or near, the end of the program, a questionnaire was administered to gather students' perspectives on various traits, knowledge, and skills related to the professor's facilitation of the cohort. This session will focus on student-reported importance of these characteristics to effective leading of a graduate cohort.

**Presenter:** John Engstrom, Ed.D., Southwest Minnesota State University, MN

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## 52 *Teacher Perception of Empowerment, Roles, and School Leadership and the Effect on Commitment to Stay using a Moderated Mediation Model*

**Day/Track:** Wednesday, 9:15 a.m., Education

**Summary:** Teacher working conditions have been examined in North Carolina on a bi-annual basis since 2002 to address teacher turnover and recruitment concerns. In previous research teachers' perceptions of school administrators, empowerment, and the roles teachers assume in schools has been presented as important aspects of the professional lives of teachers. Consequently, in many states, school administrators have been required and evaluated on the degree to which they empower teachers and the roles administrators place teachers in. This study uses the results from the 2016 North Carolina survey of over 85,000 teachers in a moderated mediation model and found that 1) the perception of school leadership by teachers has a direct effect on teacher commitment to stay, 2) perception of school leadership has a conditional indirect effect on teacher commitment, and 3) when elementary, middle and high school teachers are compared the results vary according to grade span. Suggestions for school leadership are provided to support teacher leadership.

**Presenter:** Theodore Kaniuka, Ed.D., Fayetteville State University, NC

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## 53 *Teachers' Perceptions of Teacher Bullying in K-12 Schools*

**Day/Track:** Thursday, 11:15 a.m., Education

**Summary:** The purpose of this qualitative multi-case study is to examine the phenomenon of teacher bullying as perceived by K-12 teachers. There is a dearth of research pertaining to teacher bullying as an aspect of school bullying. A convenience sample of 11 educators in urban, suburban, rural,

public, and parochial schools in southeastern Pennsylvania responded to a researcher-designed Teacher Bullying and School Climate Questionnaire and participated in semi-structured interviews with the researcher. Teacher bullying behaviors were identified in most schools as isolated incidents. Urban schools and schools with non-participative, authoritarian administrators had a greater prevalence of teacher bullying. Examples of teacher bullying were linked to teachers asserting their power when disciplining students. Some participants expressed concern about labeling teacher bullying without knowing the teacher's intention for the behavior. All participants expressed an increased awareness of teacher bullying practices in their schools. Participating in the study initiated self-reflections about teacher-to-student interactions.

**Presenter:** Laura Erhard Fiorenza, Ed.D., West Chester University of Pennsylvania, PA

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## 54 *Teachers' "Stew": We are All in this Together!*

**Day/Track:** Thursday, 8:15 a.m., Education

**Summary:** Stansbury and Zimmerman (2000) emphasize that providing new teachers with not just an individual mentor, but an entire support network, is what is truly critical when attempting to train and retain teachers. The purpose of this study was to determine if that is indeed the case, and if so, which individuals or systems play the most crucial role(s). Through a series of interviews, three middle school science teachers created a visual "bull's eye" map of their support networks. An array of the data, a technique created by Abramson & Dohan (2015), a method for displaying data that is based upon a microarray, was then created. The results showed a strikingly resemblance to that of the business world as documented by Kram and Isabella (1985): teachers rely heavily on "special peers" and "collegial peers" – not administrators or instructional coaches – for every day support.

**Presenter:** Catherine Stierman, EdD., Clarke University, IA

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## 55 *Test Anxiety: Can listening to Classical Background Music a Reprieve for Middle School Students?*

**Day/Track:** Thursday, 10:30 a.m., Education

**Summary:** Many students from elementary to university levels experience test anxiety to the degree of diminishing academic performance. Using a theoretically-driven rationale, we compared two groups of randomly assigned at-risk 7th and 8th-grade students to different treatments which were compared to evaluate the treatment of test anxiety through a self-reported survey. The experimental group listened to classical background music during reading comprehension testing while the control completed the test with typical classroom sounds. Within groups t-test reported notably different results. The 8th -grade experimental group reported significant improvement in reducing text anxiety levels with music while the 7th-grade experimental group demonstrated no decrease in test anxiety levels without music. Between

groups, independent t-test reported similar results. Test-anxiety scores decreased after listening to music. There was no significance reported in both grade-level control groups.

**Presenter:** Evelyn Falcon, Ed.D., SLAM North, FL

**Co-Presenter:** Susan R. Massey, Ph.D., St. Thomas University, FL

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## **56** *A Thirty-Year Study of Identification Procedures and Program Options for Junior High/Middle School Gifted Students in Nebraska*

**Day/Track:** Wednesday, 1:45 p.m., Education

**Summary:** "The 2014-2015 State of the States in Gifted Education report provides a glimpse into a system where many high ability and high-achieving learners must fend for themselves, leaving success to chance." 2014-2015 State of the States in Gifted Education. (n.d.). Retrieved from <https://www.nagc.org/resources>. Lack of funding and attitude are major deterrents to providing an appropriate curriculum. Respondents of the 1989 survey were the sample of the 2019 survey and questions from the original survey were not changed in order to determine the changes over the past thirty years in gifted identification and program options.

**Presenter:** Patricia Hoehner, Ed.D., University of Nebraska at Kearney, NE

**Co-Presenter:** Jude Matyo-Cepero, Ph.D., University of Nebraska, Kearney, NE

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## **57** *Through A Looking Glass: A Challenging Future for Global Higher Education*

**Day/Track:** Wednesday, 1:00 p.m., Multidisciplinary

**Summary:** There are major debates concerning the environment of global higher education. The trends are obvious: those countries with the most vibrant higher education systems are those that are most productive. Both the social and economic future of countries depends heavily on the educational attainment of their population and the quality of their higher education institutions. Economic and cultural internationalism have ushered in a new era in global higher education. Higher education institutions are being asked to focus on objective measures of performance without consideration for the social values of a degree. Financing for global institutions is shrinking and demands for productivity are increasing.

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

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## **58** *Transformational Travel: Emerging Trends*

**Day/Track:** Thursday, 9:00 a.m., Behavioral Science

**Summary:** As educators, we are always seeking efficacious methods to transform students' narrow view of Psychology and the world so that they will graduate with more than just knowledge. This year we added an international travel class, "The History of Psychology in Europe" to aid in this goal. Sixteen students, (3 male and 13 female) and 2 professors went to Europe in May of 2018 to study some of Psychology's origins. Before departure, each participant took the

Intercultural Effectiveness Scale (IES). "The Intercultural Effectiveness Scale (IES) was developed specifically to evaluate the skills critical to interacting effectively with people who are from cultures other than our own. The IES focuses on three dimensions of intercultural effectiveness that are combined to generate an Overall Intercultural Effectiveness Score: Continuous Learning, Interpersonal Engagement and Hardiness" (Kozai Group, 2018).

**Presenter:** Betsye Hunter Robinette, Ph.D., Indiana Wesleyan University, IN

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## **59** *Transformative Education; Relationship Based Partnerships with Parents*

**Day/Track:** Wednesday, 12:15 p.m., Education

**Summary:** Over forty years of research on parent/teacher partnerships have affirmed that when teachers partner with parents, students do better academically and socially. If evidence substantiates the positive outcomes for not only students, but parents and teachers as well, what are we willing to do to develop the parent/teacher partnership? Joyce Epstein has identified six types of parent involvement. According to my research project, there is some evidence that most teachers only focus on three of the six areas of involvement. Armed with this insight, this presentation will focus on how to address all six areas of involvement.

**Presenter:** Valerie Ritland, Ph.D., Minnesota State University Moorhead, MN

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## **60** *Undergraduate Internships: Best Practices in Building the Bridge Between the World of School and the World of Work*

**Day/Track:** Wednesday, 10:45 a.m., Behavioral Science

**Summary:** All you have to do is turn on the nightly news and you know that higher education is under fire. The costs of tuition continue to rise, and many students are earning degrees that are not translating into jobs that will provide them with adequate salaries. In fact, in 2016, the employment rate for those with a bachelor's degree or higher was 88% (U.S. Department of Education, 2017). It has been shown that "one major obstacle that graduates encounter is lack of real-world work experience, which is a vital component. However, many positions require several years of experience" (Hurst, Thye, and Wise, 2014, p 58). So what can we in higher education do? An internship program can help students bridge the world of academia with the world of work (Lopez-Martin, A., et al, 2015).

**Presenter:** Barbara Carl, Ph.D., The Pennsylvania State University, PA

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## **61** *Using Arabic Proverbs for Teaching Finance to Arabic-Speaking Students*

**Day/Track:** Wednesday, 9:15 a.m., Multidisciplinary

**Summary:** This paper proposes the use of Arabic proverbs for teaching finance to Arabic-speaking students. Arabic proverbs

facilitate teaching by appealing to Arabic students' cultural background, by introducing ideas in a succinct and unique way, and by creating a friendlier classroom atmosphere. Arabic proverbs also help English-speaking instructors overcome language barriers and establish a trusting relationship with students. In addition, Arabic proverbs benefit English-speaking students by promoting cross-cultural literacy and foreign language fluency. The article provides a brief description of each financial concept, a phonetic and literal translation of the Arabic proverb, and an equivalent English proverb. Strategies for the effective use of Arabic proverbs in the classroom are suggested as well.

**Presenter:** Ernest Biktimirov, Ph.D., Brock University, Canada

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## **62** *Using Photo Voice Research to Engage Social Work Students in Critical Thinking*

**Day/Track:** Wednesday, 10:45 a.m., Multidisciplinary

**Summary:** This presentation will discuss the premise and use of Photovoice, a community-based participatory research methodology, by faculty at a four-year university with undergraduate and graduate students to engage them with action research with an intention of establishing meaningful connections between course curriculum and experiential learning. The presenters will describe the use of Photovoice methodology being used in several projects where students are using photography to capture and understand the lived experiences of members in schools and other community places. The premise is for students to learn about social injustice and a method of empowerment to address needs in the community.

**Presenter:** Courtney Wiest, Ed.D., St. Leo University, FL

**Presenter:** Rhondda Waddell, Ph.D., St. Leo University, FL

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## **63** *Variance in Knowledge Retention Amongst Millennial's when using different Training Modalities*

**Day/Track:** Thursday, 11:15 a.m., Education

**Summary:** By the year 2025, 75% of the workforce will consist of Generation Y (Kim, 2017). With the major shift in the workforce, organizations must consider the different learning styles and expectations of the Y generation, as compared to the previous, dominant generations (Tulgan, 2009). In order to determine if there is a difference in short-term and long-term retention levels when deploying two different modalities of training within an organizational training program specific to the Y Generation, a quantitative quasi-experimental study was used. The study consisted of 40 subjects who were administered pretest, immediate post and long-term posttests in conjunction with a training module. The findings from this study demonstrate that although knowledge retention decreases over time, knowledge retention scores were higher on the short-term assessments compared to the scores on the long-term assessments.

**Presenter:** Norine R Carroll, Ph.D., Colorado Technical University, CO

**Co-Presenter:** Rachele Disbennett Lee, Ph.D., University of the Rockies, CO

**Contact:** [reneecarrollmclcd@yahoo.com](mailto:reneecarrollmclcd@yahoo.com)

## **64** *The VUCA World of Global Higher Education*

**Day/Track:** Wednesday, 10:00 a.m., Multidisciplinary

**Summary:** Change is here, and more is coming for higher education. Leading in a VUCA world is difficult, challenging and uncertain. The changes demanded by a global environment only exacerbates the change demanded. Higher education leaders are needed who can survive and thrive in this new knowledge economy. VUCA, volatility, uncertainty, complexity, ambiguity, terms coined for the military world also describes today's higher education world. VUCA pronounces today's chaotic, turbulent, and rapidly changing education environment, which Shields (2013) suggests is the new educational normal. Globalization with changes in the world's economy, increasing diversity, and the ubiquitous use of technology is directly affecting higher education. In this push to be globally competitive, every country, large or small, is tackling innovation and change.

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

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## **65** *Why Are Our Students Avoiding Statistics, Math, and Finance-Related Classes?*

**Day/Track:** Wednesday, 10:00 a.m., Education

**Summary:** If you are an academic-type that likes to see theories that truly help solve real problems, this session is for you. We will initially use several motivation theories to clarify why so many of our students are resistant to crucial statistics, math, and finance-related topics. Second, we will brainstorm numerous tactics to overcome the many barriers identified; finally, from these various tactics, we will develop a set of activities and an action plan tailored to your situation.

The ability to anticipate resistance allows the establishment of a coherent approach to the introduction of something 'different'. This session's topics and discussions will generate tactics that can be transformative at both the individual and cultural levels.

**Presenter:** Spence Tower, Ph.D., Ferris State University, MI

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