



**CENTER FOR  
SCHOLASTIC  
INQUIRY**

**RESEARCHING PROFESSIONAL PRACTICE**

## **International Academic Research Conference**

**Mini Conference Series**

**March 26, 2021**

**Conference Program**

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Garrett McCoss  
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# 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

## SERVICE OPPORTUNITIES

### PEER REVIEW:

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

### FACILITATOR:

- Conference Sessions (board & members only)

### BOARD SERVICE:

- Advisory
- Editorial

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### PROFESSIONAL VISABILITY

### RESEARCH SCHOLARSHIPS

### MEMBERS-ONLY SPECIAL EVENTS

### MEMBERSHIP CERTIFICATE

### SPECIAL CSI DISCOUNTS

### MUCH, MUCH MORE



## ONLINE CONFERENCE PREPARATION

We have prepared this handout to assist you with preparing for your mini conference presentation next week. Please know, we have done everything possible to prepare for a successful conference event. In the event there is an internet failure, we will have the conference back online as quickly as possible. We will be using our homepage to provide a direct link to the most up-to-date program (including room links).

PLEASE NOTE...there will be a room moderator in each breakout room. We will do our best to assist you with the technical details of presenting online. You can improve your chance of a smooth and seamless presentation by practicing both your presentation and utilizing Zoom prior to the event. Below, we have some tasks for you to review. Please let us know if you need any further assistance.

### **BEFORE THE CONFERENCE:**

- Download Zoom at <https://zoom.us/download>. You will want to use the first one listed.
- Create a space for your presentation. Make sure the lighting is good and the background noise is minimal.
- Test your audio (speakers and microphone) and video (webcam) equipment and make sure it works. You can do this right within Zoom. Using video during the conference will be your option.
- If you are a presenter, practice using screen share.
- Submit your PPT to the CSI link for your breakout room. This was previously provided to you via email in the presenter checklist. In the event you can't display your presentation, we will be able to share it from our screen and you will be able to talk through it.
- Check your internet connection at [www.speedtest.net](http://www.speedtest.net). Your download speed should be around 5. If it is not, you may want to consider not using your video during the event.
- Below are a few Zoom videos that may be of interest to you.
- How to join a meeting:  
[https://www.youtube.com/embed/vFhAEoCF7jg?rel=0&autoplay=1&cc\\_load\\_policy=1](https://www.youtube.com/embed/vFhAEoCF7jg?rel=0&autoplay=1&cc_load_policy=1)
- Meeting Controls:  
[https://www.youtube.com/embed/4w\\_pRMBEALE?rel=0&autoplay=1&cc\\_load\\_policy=1](https://www.youtube.com/embed/4w_pRMBEALE?rel=0&autoplay=1&cc_load_policy=1)

## **STARTING THE CONFERENCE:**

- Log into the conference by clicking on the provided link. When logging into your session, please note that unless you are the first presenter of the day or after a break, there will be someone else presenting.
- When attending a session, all attendees will be asked to mute their microphones. This will reduce the possibility of feedback.
- 

## **GENERAL INFORMATION:**

- As an attendee, look over the schedule and select the presentations you wish to attend.
- To join a session, you just need to click on the link within the program for that specific room.
- If your PDF reader does not allow you to open the general session or breakout room links from within the electronic program, the links are live on our homepage at [www.csiresearch.com](http://www.csiresearch.com). Sometimes, you have to hold the ctrl button while clicking on the link. Be patient, as it may take a few seconds to open.
- As an attendee, you can move freely between breakout rooms. We ask that when you leave a breakout room, you click the “leave meeting” button. You are then free to click the link to the breakout room of your choice.

## **PRESENTERS:**

- Make sure to share your presentation visually by utilizing screen share. If you plan just to talk without a visual, please disregard this.
- At the beginning of your presentation (even before your introduction), we will make sure the audience can hear you, see you (if you choose to be on video), and see your screen. Further, we will remind everyone to mute their microphones.
- During your presentation, if you need anything, please ask your room moderator.
- When you have five minutes remaining, the moderator will notify you that it is time to take questions.
- At the end of your session, you may stay for the next presentation. The moderator will cancel your screen share and ask you to mute your mic (or they will do it for you).



FRIDAY, MARCH 26, 2021

8:45-9:00	<b>WELCOME</b>	
	Join Opening Session: Computer - <a href="https://zoom.us/j/95618241722">https://zoom.us/j/95618241722</a> or Phone - 312-626-6799 (Meeting ID: 95618241722) (Passcode: 695249)	
SESSION #1 9:00-11:00	Select the presentation you'd like to attend and click the link for that room. By using the room links, you can go between breakout rooms.	
	<b>BREAKOUT ROOM #1</b>	<b>BREAKOUT ROOM #2</b>
	Join Zoom Breakout Room Link: <a href="https://zoom.us/j/95618241722">https://zoom.us/j/95618241722</a>	Join Zoom Breakout Room Link: <a href="https://zoom.us/j/83098542103">https://zoom.us/j/83098542103</a>
9:00-9:30	<b>#1-A Student Perspectives on Video Lectures in Online Learning</b> <i>Terry Silver</i>	
9:30-10:00	<b>#2- Resilience and Self-Care During Covid-19</b> <i>Heather Dye</i>	<b>#3-Developing Global Students</b> D. Lance Revenaugh
10:00-10:30	<b>#4-The Role of Mathematic Manipulatives in the Preschool Classroom</b> <i>Donna Sanderson</i>	<b>#5-Covid-19 &amp; Multimedia Discussion Forums: A Radical Change</b> <i>James Dovel</i> <i>Jaime Davis</i>
10:30-11:00	<b>#6-STEM in an Elementary Classroom</b> <i>Lisa Douglass</i> <i>David Pownell</i>	<b>#7-Gender Inequality within Firms: Underrepresentation of Women in Upper-Level Positions</b> <i>Sheree Corkern</i> <i>V. Brooks Poole</i> <i>Sara B. Kimmel</i>
11:00-11:30	<b>NOON BREAK</b>	
SESSION #2 11:30-3:15	<b>BREAKOUT ROOM #1</b>	<b>BREAKOUT ROOM #2</b>
	Join Zoom Breakout Room Link: <a href="https://zoom.us/j/95618241722">https://zoom.us/j/95618241722</a>	Join Zoom Breakout Room Link: <a href="https://zoom.us/j/83098542103">https://zoom.us/j/83098542103</a>
11:30-12:00	<b>#8-LGBTQ Sexting</b> <i>Elizabeth Englander</i>	<b>#9-Lifestyle Discrimination: Exploring Social and Psychological Factors in the Modern Landscape</b> <i>Daniel Warwick</i>
12:00-12:30	<b>#10-Higher Education Industry Beyond Covid-19</b> <i>Prema Nakra</i>	<b>#11-A Case Study in Emergency Remote Teaching and SEL for Teachers and Children</b> <i>Lynn Stasiak</i> <i>Kathleen McLaughlin</i> <i>Megan Barlow</i>
12:30-1:00	<b>#12-Overcoming Blind Spots: Finding True Pragmatism in Education Research</b> <i>Christopher Bendetti</i>	<b>#13-A Focus on Incarcerated Youth and Adults with Traumatic Brain Injury: How Can They be Better Served?</b> <i>Kourtland Koch</i>
1:00-1:30	<b>#14-Taking the Reins: Mentoring Pre-service Teachers in Early Childhood Classrooms</b> <i>Donna Sanderson</i>	<b>#15-Answering the Question, "Why", and Developing Conceptual Understanding</b> <i>Joseph Spadano</i>

<b>1:30-1:45</b>	<b>AFTERNOON BREAK</b>	
<b>1:45-2:15</b>	<b>#16-Can Study Abroad Programs Survive in the Age of Covid?</b> <i>Terrence McCain</i>	<b>#17-Learning to Teach Science in Preservice Teacher Preparation</b> <i>Rosemarie Michaels</i>
<b>2:15-2:45</b>	<b>#18-Growing Self Efficacy, Strengthening Resiliency in a Culture of Uncertainty</b> <i>Darolyn Seay</i>	<b>#19-Economic Implications of COVID-19 for Global Higher Education</b> <i>Robert E. Waller</i>
<b>2:45-3:15</b>	<b>#20-Lessons in Flexibility: Using the HyFlex Model During a Pandemic</b> <i>Erin F. Klash</i> <i>Gilbert Duenas</i> <i>Shelly H. Bowden</i>	<b>#21-Using Mindfulness to Decrease Stress in a COVID World</b> <i>Michelle Beach</i> <i>LeAnne Syring</i>
<b>3:15</b>	<b>Daily Closing</b>	<b>Daily Closing</b>



**2021 MINI CONFERENCE SERIES**

**MARCH PRESENTATION SUMMARIES**

*All abstracts are published as submitted.*



## **Presentation 1: *Student Perspectives on Video Lectures in Online Learning***

**Time:** 9:00 a.m., Education

**Summary:** Since the pivot from traditional face to face instruction to emergency remote instruction, novice remote instructors struggled to find ways to connect teaching and learning. One common way has been through Video Lectures. This study sought to identify and measure student perceptions on the impact of video lectures in their online learning experience in education courses.

- **Presenter:** Terry Silver, Ed.D., The University of Tennessee at Martin, TN  
**Email:** tsilver@utm.edu

## **Presentation #2: *Resilience and Self-Care During COVID-19***

**Time:** 9:30 a.m., Multidisciplinary

**Summary:** This conceptual presentation will present and explore the constructs of resilience theory and the capacity of “systems” an individual depends on to be successful during challenging times of COVID-19. Through the use of metaphors, participants will learn about the process of building resilience, having surge capacity (resilience bank account), and surge depletion (resilience deflation). Participants will be able to apply these new constructs to the current challenges of the pandemic and engage in self-awareness regarding their own level of self-care.

- **Presenter:** Heather Dye, Ph.D., East Tennessee State University, TN  
**Email:** dyehl1@etsu.edu

### **Presentation #3: *Developing Global Students***

**Time:** 9:30 a.m., Multidisciplinary

**Summary:** In today's international world, our workforce must be trained to handle the challenges of business globally. This research examines the Montana higher education system from the point of view of what opportunities students have to prepare themselves for the globalized world. A comparison is made between Montana schools and select out of state and international schools on their international efforts. An action plan is then to be presented on how Montana schools can improve.

- **Presenter:** D. Lance Revenaugh, Ph.D., Montana Tech University, MT  
**Email:** LRevenaugh@mtech.edu

### **Presentation #4: *The Role of Mathematic Manipulations in the Preschool Classroom***

**Time:** 10:00 a.m., Education

**Summary:** The use of mathematics manipulatives is common in preschool and there's an unchallenged assumption that the use of manipulatives is advantageous and a key to learning about mathematic concepts, while simultaneously enhancing young students engagement. Child development theorists have supported the use of manipulatives and purport that preschoolers "learn through doing" and a hands-on approach to learning is developmentally appropriate. This paper reports on a survey that explored key issues in the use of mathematic manipulatives used in preschool. Data was gathered on what types of manipulatives are used, frequency of usage, and in what ways they were used to support and teach mathematical concepts. Issues pertaining to hinderances/disadvantages of manipulative were explored and results provide useful information in regards to planning effective, hands-on math activities supplemented with manipulatives in an effort to stimulate student learning.

- **Presenter:** Donna Sanderson, Ed.D., West Chester University, PA  
**Email:** dsanderson@wcupa.edu

### **Presentation #5: *Covid-19 & Multimedia Discussion Forums: A Radical Change***

**Time:** 10:00 a.m., Education

**Summary:** Covid-19 has radically changed the educational landscape from face to face to online and hybrid teaching modalities. Combine this with individuals rapidly adopting various internet platforms and practices, like selfies, YouTubers, and numerous other online formats; there is an urgent need to adopt new educational platforms and methods. This presentation includes a literature review and preliminary practical research into the use of multimedia discussion boards/forums, specifically Flipgrid, in undergraduate hybrid and online education.

- **Presenter:** James Dovel, DBA., Shepherd University, WV  
**Email:** jdovel@shepherd.edu
- **Presenter:** Jaime Davis, Ed.D., Center for Excellence in Higher Education, WY  
**Email:** jaime.davis@collegeamerica.edu

### **Presentation #6: *STEM in an Elementary Classroom***

**Time:** 10:30 a.m., Education

**Summary:** This session provides an opportunity for the participants to learn a pedagogical approach while immersed in it. We have transformed our math and science methods classes into a STEM methods class. You will participate in one of our STEM units, in which we integrate literature, science, mathematics and technology.

- **Presenter:** Lisa Douglass, Ph.D., Washburn University, KS  
**Email:** lisa.douglass@washburn.edu
- **Presenter:** David Pownell, Ph.D., Washburn University, KS  
**Email:** david.pownell@washburn.edu

## **Presentation#7: *Gender Inequality within Firms: Underrepresentation of Women in Upper-Level Positions***

**Time:** 10:30 a.m., Business

**Summary:** The research question of this study is “Why are women underrepresented in upper-level positions within CPA firms?” This research contributes to extend accounting literature by exploring a pressing issue of practice within CPA firms--gender inequality in upper-level management positions. Studies have found gender inequality persists within CPA firms in recent years, as females are underrepresented in upper-level management positions. This research explores academic and professional literature for repeated themes evidencing factors that potentially affect female inequality in these positions and offers proposed recommendations to foster gender equality within the CPA firm. This study offers practical information to human resource departments and partners of CPA firms to promote social justice and equitable treatment of women within upper-level positions within CPA firms. As a practical matter, CPA firms can benefit by understanding factors causing female employees to exit public accounting as they reach upper-level eligibility in order to foster better retention of women in upper-level accounting positions within CPA firms.

- **Presenter:** Sheree Corkern, Ph.D., Mississippi College, MS  
**Email:** corkern@mc.edu
- **Presenter:** V. Brooks Poole, CPA., Mississippi College, MS  
**Email:** vpoole@mc.edu
- **Presenter:** Sara B. Kimmel, Ph.D., Mississippi College, MS  
**Email:** kimmel@mc.edu

## **Presentation #8: *LGBTQ Sexting***

**Time:** 11:30 a.m., Behavioral Science

**Summary:** This presentation will address the psychological, sexual, and emotional impacts of sexualized digital behaviors. The complexity of such behaviors has largely evaded scrutiny. These behaviors are often all treated alike; yet, clothed-but-sexually-suggestive images are plainly different from “hook up” apps used by teens and adults, or from viewing of pornography. Further, different types of youth (younger versus older; LGBTQ vs non) may show very different risks and responses.

- **Presenter:** Elizabeth Englander, Ph.D., Bridgewater State University, MA  
**Email:** eenglander@bridgew.edu

### **Presentation #9: *Lifestyle Discrimination: Exploring Social and Psychological Factors in the Modern Landscape***

**Time:** 11:30 a.m., Multidisciplinary

**Summary:** While employment discrimination based on race, color, religion, sex, national origin, and disability is illegal, “lifestyle discrimination” based on characteristics such as smoking, physical appearance, or social media usage is legal in most jurisdictions. Ten years ago, the authors conducted a study regarding the attitudes of college students toward lifestyle discrimination. This paper will explore possible psychological theories explaining these attitudes and consider how a decade of rapid social change might impact students’ attitudes today.

- **Presenter:** Daniel Warwick, Ph.D., Arkansas Tech University, AR  
**Email:** [dwarwick@atu.edu](mailto:dwarwick@atu.edu)

### **Presentation #10: *Higher Education Industry Beyond Covid-19***

**Time:** 12:00 p.m., Business

**Summary:** As people and businesses around the world enter the new year, businesses, economists, policy makers and risk management specialists begin to develop a list of existing and new sources of global risks. Ringing in “Year 2020” was no different. Some of the sources of global risks identified included: global warming, national security threats, demographic deficit among many others. But the possibility that in a globalized world we live in, a virus would turn into global pandemic did not make the list. The World Health Organization (WHO) labeled the new virus labeled COVID-19 a pandemic in the beginning of year 2020.

- **Presenter:** Prema Nakra, Ph.D., Marist College, NY  
**Email:** [prema.nakra@marist.edu](mailto:prema.nakra@marist.edu)

### **Presentation #11: *A Case Study in Emergency Remote Teaching and SEL for Teachers and Children***

**Time:** 12:00 p.m., Education

**Summary:** The pandemic has forced significant changes in our approach to instruction. Emergency Remote Teaching has resulted in various methods to incorporate best practices. Beyond navigating digital instruction, research indicates now more than ever, educators must align elements of applied learning theories with social emotional support when teaching students in a remote environment. This presentation shares one preservice educator's experience working with a learning pod of students in a remote setting and highlights valuable insights for future practice.

- **Presenter:** Lynne Stasiak, Ph.D., Endicott College, MA  
**Email:** lstasiak@endicott.edu
- **Presenter:** Kathleen McLaughlin, Ed.D., Endicott College, MA  
**Email:** kmclaugh@endicott.edu
- **Presenter:** Megan Barlow, Student, Endicott College, MA  
**Email:** mbarl773@mail.endicott.edu

### **Presentation #12: *Overcoming Blind Spots: Finding True Pragmatism in Education Research***

**Time:** 12:30 p.m., Education

**Summary:** Education researchers increasingly see themselves as pragmatic with a philosophical desire to understand a studied phenomenon by the best means possible. However, being truly pragmatic requires some sacrifices, including being in opposition to personal beliefs and values to reach the desired discoveries. This presentation explores pragmatism through the consciousness competence model to identify opportunities and challenges (i.e. "blind spots") to true pragmatism. Suggestions for practice and application will be provided.

- **Presenter:** Christopher Bendetti, Ph.D., Plymouth State University, NH  
**Email:** cjbenedetti@plymouth.edu

**Presentation #13: *A Focus on Incarcerated Youth and Adults with Traumatic Brain Injury: How Can They be Better Served?***

**Time:** 12:30 p.m., Multidisciplinary

**Summary:** The intent of this presentation is to discuss services and supports not often associated with incarcerated individuals with developmental and psychological disabilities. The discussion related to TBI will focus on outlining the difficulties in accurately estimating the percentage of individuals with TBI and the challenges of identifying TBI among incarcerated youth and adults. The final discussion will center on the need to screen, assess, and treat individuals with TBI receiving services within the correctional system.

- **Presenter:** Kourtland R. Koch, Ph.D., Ball State University, IN  
**Email:** krkoch@bsu.edu

**Presentation #14: *Taking the Reins: Mentoring Pre-Service Teachers in the Early Childhood Classroom***

**Time:** 1:00 p.m., Education

**Summary:** Pre-service teacher education programs play an important role in the development of beginning teacher's self-efficacy and identity. Research suggests this development is influenced by the "apprenticeship of learning" and that the support they receive while completing their practicum courses is viewed as essential in helping beginning teachers. This study examined the results of a survey completed by preschool cooperating teachers and explores strategies used to help alleviate the teacher candidates' fears & concerns related to their practicum experience. Findings suggest that cooperating teachers used multiple strategies to calm their pre-service teacher candidates and prepare them for a successful practicum experience.

- **Presenter:** Donna Sanderson, Ed.D., West Chester University, PA  
**Email:** dsanderson@wcupa.edu

### **Presentation #15: *Answering the Question, "Why", and Developing Conceptual Understanding***

**Time:** 1:00 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. The data indicated that, when developed, conceptual understanding influences instruction and supports learning.

- **Presenter:** Joseph Spadano, Ed.D., Rivier University, NH  
**Email:** jspadano@rivier.edu

### **Presentation #16: *Can Study Abroad Programs Survive in the Age of Covid?***

**Time:** 1:45 p.m., Education

**Summary:** Our Study Abroad Program takes Teaching English as a Second Language (TESL) pre-service teachers to the countries of Honduras and Belize. With this program, they get more than a language experience. They participate in cross cultural and international education in addition to language activities.

International travel restrictions have created a particular challenge to study abroad programs. We will address how we can accomplish a successful study abroad program in this age of travel restrictions.

- **Presenter:** Terrence McCain, Ph.D., Central Washington University, WA  
**Email:** mccaint@cwu.edu



### **Presentation #17: *Learning to Teach Science in Preservice Teacher Preparation***

**Time:** 1:45 p.m., Education

**Summary:** University faculty members created a course to prepare education majors to teach science when they are elementary teachers. The course embeds the Next Generation Science Standards (NGSS) and California's Teacher Performance Expectations (TPEs) as a focus for understanding and teaching science. A mixed method design was used to collect data to answer the research question: How does a Teaching Science course facilitate the development of preservice teachers' pedagogical knowledge, specifically the NGSS science practices and TPEs?

- **Presenter:** Rosemarie Michaels, Ed.D., Dominican University of California, CA  
**Email:** rosemarie.michaels@dominican.edu

### **Presentation #18: *Growing Self Efficacy, Strengthening Resiliency in a Culture of Uncertainty***

**Time:** 2:15 p.m., Education

**Summary:** This session further examines the recommendation in identifying teaching strategies that would support students in reaching their full potential when considering social, emotional, and academic success. Dialogue will be encouraged as we identify several internal and environmental factors that impact student learning while offering suggestions and ways to encourage resiliency. Increasing the ability to be intuitive and aware of others' needs will create a more supportive learning environment where all students will feel a much better sense of belonging, a identify relevance and purpose. Helping students understand multiple perspectives will help them gain a better picture of their circumstance, while learning to focus on personal goals and grow self-efficacy. Modeling ways to work through challenging circumstances while allowing students to see "mirrors" of kindness will help build self-concept.

- **Presenter:** Darolyn Seay, Ed.D., Nebraska State College System, NE  
**Email:** dseay@peru.edu

### **Presentation #19: *Economic Implications of COVID-19 for Global Higher Education***

**Time:** 2:15p.m., Education

**Summary:** Modern society in most countries is rapidly moving toward globalization. Most of the elements of society, particularly higher education, are struggling with COVID-19 across cultures and around the world. The globalization of education places a new emphasis on both the content and process of education coupled with global ramifications for delivery. Consequently, global higher education is increasingly viewed as a major engine of economic development that is being severely challenged by the economic ramifications of COVID-19. Globalization implies a need for content and process that has educational and employment relevance. Traditionally, universities and colleges, particularly in the West have taken a more parochial view and have emphasized a Western canon that may or may not be relevant to needs in the East and in emerging nations.

- **Presenter:** Robert Waller, Ed.D., Columbus State University, GA  
**Email:** waller\_robert1@columbusstate.edu

### **Presentation #20: *Lessons in Flexibility: Using the HyFlex Model During a Pandemic***

**Time:** 2:45 p.m., Education

**Summary:** Three instructors at a regional institution used the HyFlex model of instruction during Fall, 2020, due to the coronavirus pandemic. Each instructor enacted HyFlex in various ways to meet the needs of their students, but flexibility was key in navigating this new mode of instruction. Upon analyzing data, it was noted that flexibility was demonstrated in at least three ways: access to instructional delivery, use of technology, and in adapting to meet student needs.

- **Presenter:** Erin F. Klash, Ph.D., Auburn University Montgomery, AL  
**Email:** eklash@aum.edu
- **Presenter:** Gilbert Dueñas, Ph.D., Auburn University Montgomery, AL  
**Email:** gduenas@aum.edu
- **Presenter:** Shelly H. Bowden, Ph.D., Auburn University Montgomery, AL  
**Email:** shudsonb@aum.edu

## **Presentation #21: *Using Mindfulness to Decrease Stress and Improve Productivity in a COVID World***

**Time:** 2:45 p.m., Education

**Summary:** Even before COVID-19, stress was identified as a major issue for Americans. Stress can have a negative impact on physical and emotional health and decrease achievement and work production. The impact of COVID-19 on stress is well documented. Public health actions, such as social distancing and working remotely, are necessary to reduce the spread of COVID-19, but increase feelings of isolation, stress, and anxiety. This presentation will discuss research findings and offer examples of how current research can be applied to diminish COVID-19- related stress and performance in classrooms and workplaces.

- **Presenter:** Michelle Grace Beach, Ph.D., Southwest Minnesota State University, MN  
**Email:** michelle.beach@smsu.edu
- **Presenter:** LeAnne Syring, Ph.D., Southwest Minnesota State University, MN  
**Email:** leanne.syring1@smsu.edu

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