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Conference Presentation Portfolio

All presentations are original & printed as submitted.
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Student Perceptions on Video Lectures in Online Courses

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TOPIC

Student perceptions
on the impact of video lectures in their online learning experience in education courses

Problem Statement

Traditionally F2F courses were transitioned to online courses in the spring and fall of 2020 due to COVID.

Course delivery in an online asynchronous format was of concern to students.

Objective

To identify and measure student perceptions on the impact of video lectures on their online learning experience in education courses.

SoTL

To provide instructors with insight on student perceptions on the impact of video lectures as a substitute for in-class instruction

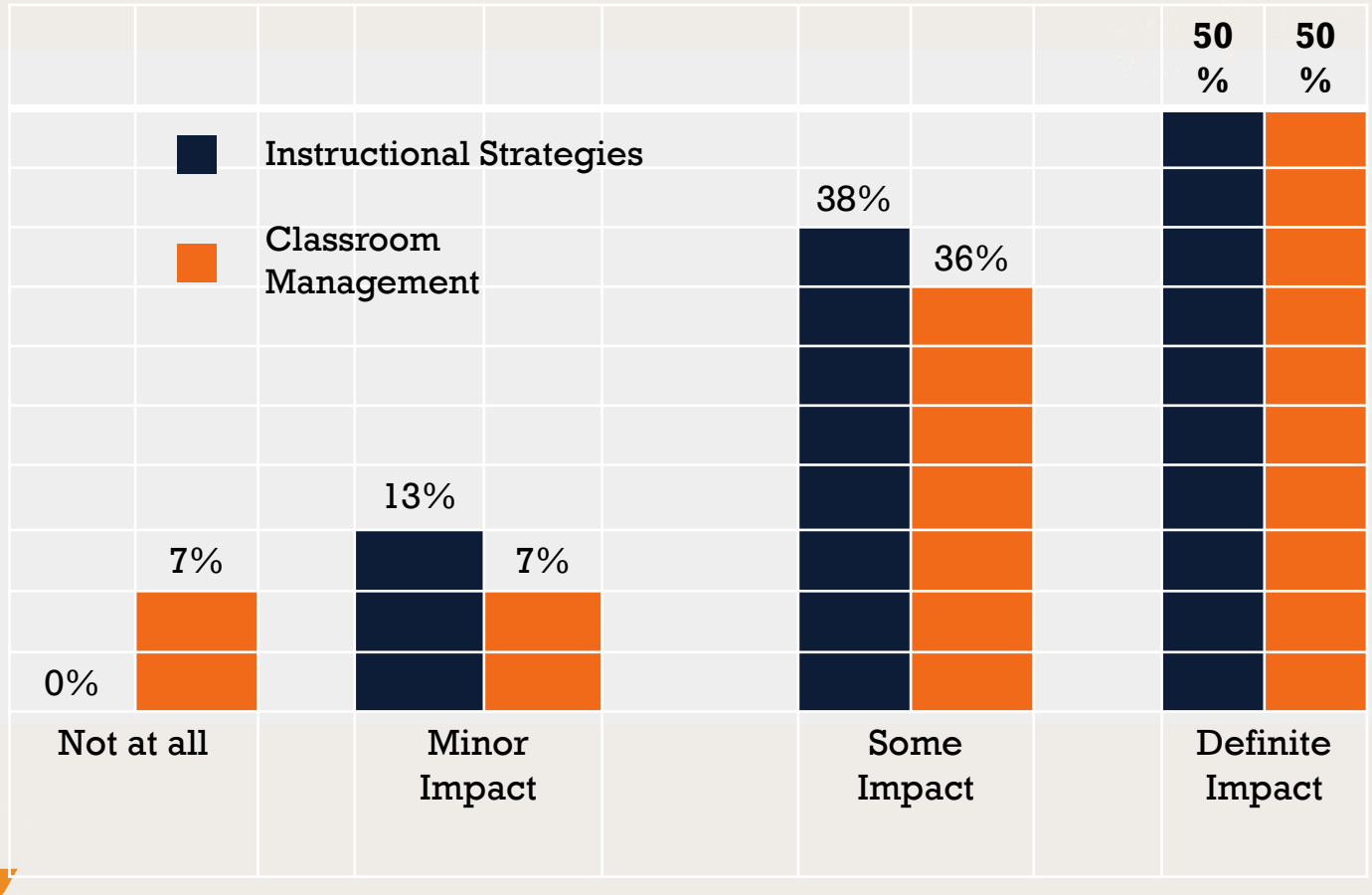
Review of Literature

- 68.5% of students using videos said they helped to understand course content and prepare for midterm exam, 72.2% said videos helped them to complete homework and prepare for weekly exams; 24.2% of students without video use failed the course Brecht, H. & Ogilby S (2008)
- No statistical difference between sections with and without access to tutorials with respect to academic performance ~ DeVaney (2009)
- Students gave higher course evaluations of the instructor in non-video courses – Evans, Heather (2014)
- Hybrid courses may lead to decreases in overall student effort - Scott, Jensen (2011)
- Perceived usefulness, attitude, and internet self-efficacy had a direct effect on the video usage, Learning satisfaction was directly influenced by learner-learner interaction, perceived ease of use, and learning performance; video usage had a significant effect both on learning performance and on learning satisfaction – Nagy, Judith (2018)
- Students' satisfaction with VL had a strong relationship with positive overall learning experience and perception of impact of video on learning. VL can enhance a feeling of engagement with content because of learners' control of the media and instructors' presence – Scagnoli,Choo, & Tian (2019)

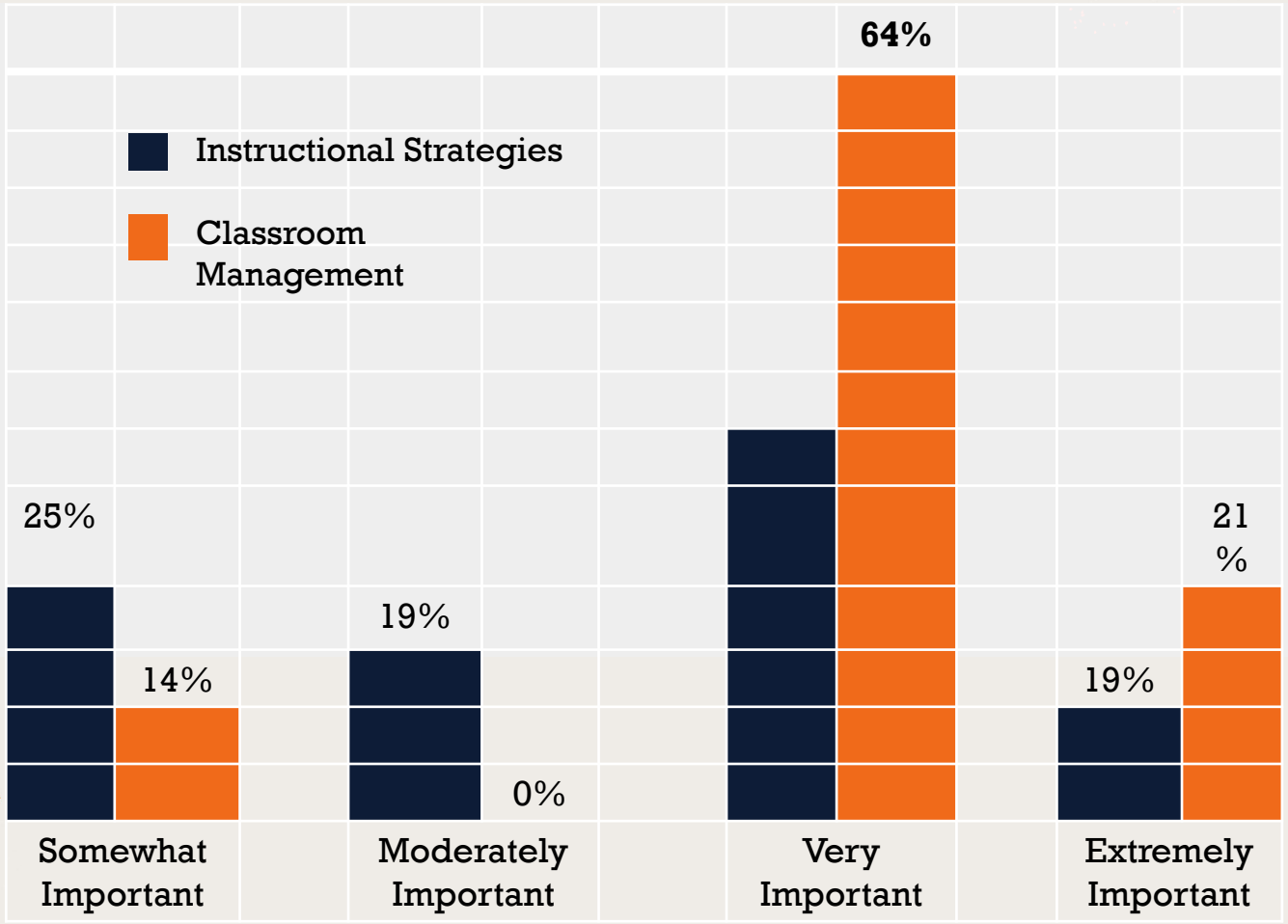
Methodology

- Week 12 Survey on Student Perceptions in Online Courses on Video Lectures (VL)
- (Education): 32 Students in Instructional Studies & 30 Students Classroom Management
- Descriptive statistical techniques with frequency distribution charts
- Student Comments grouped by theme

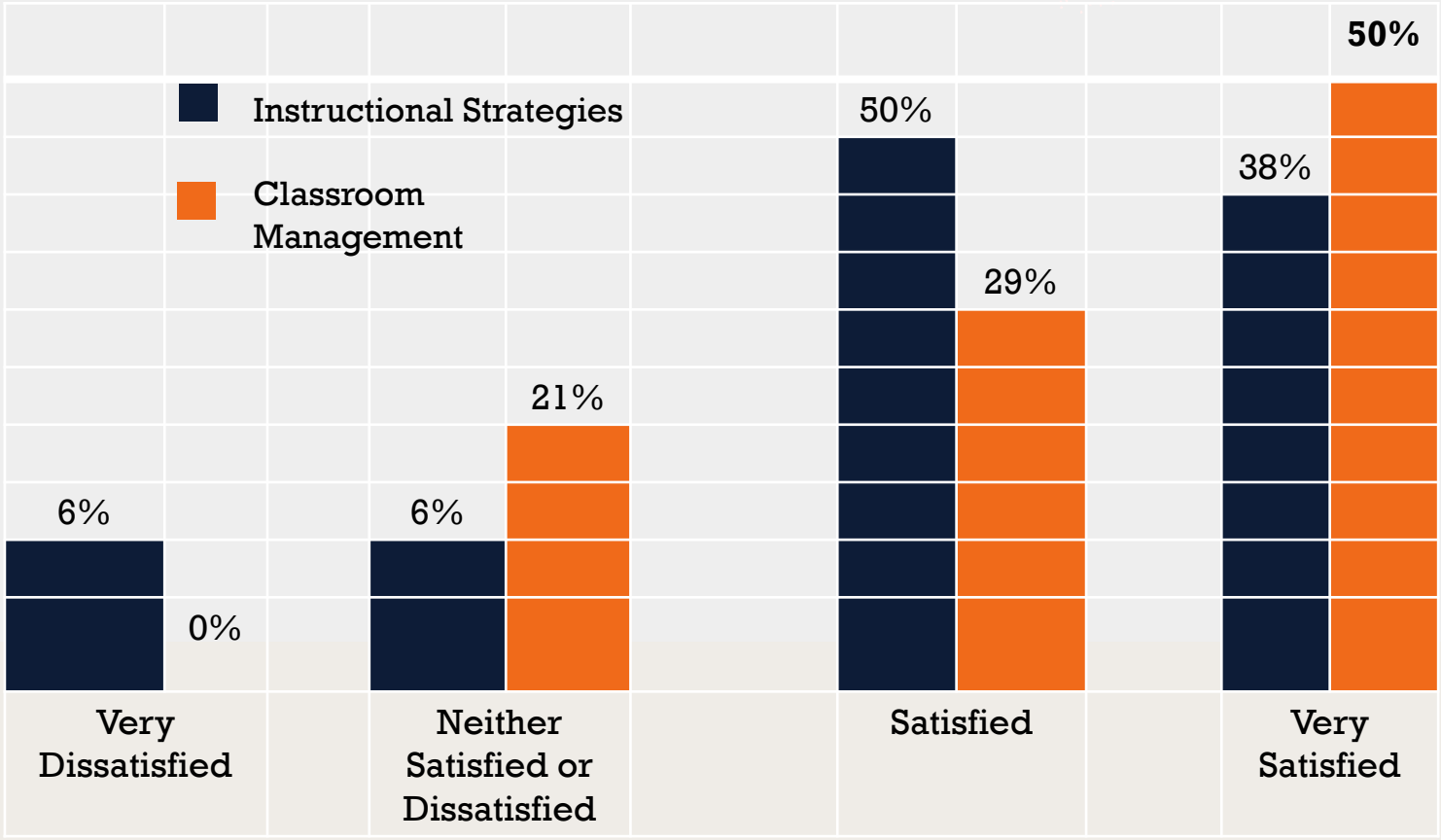
Impact on Learning Experience



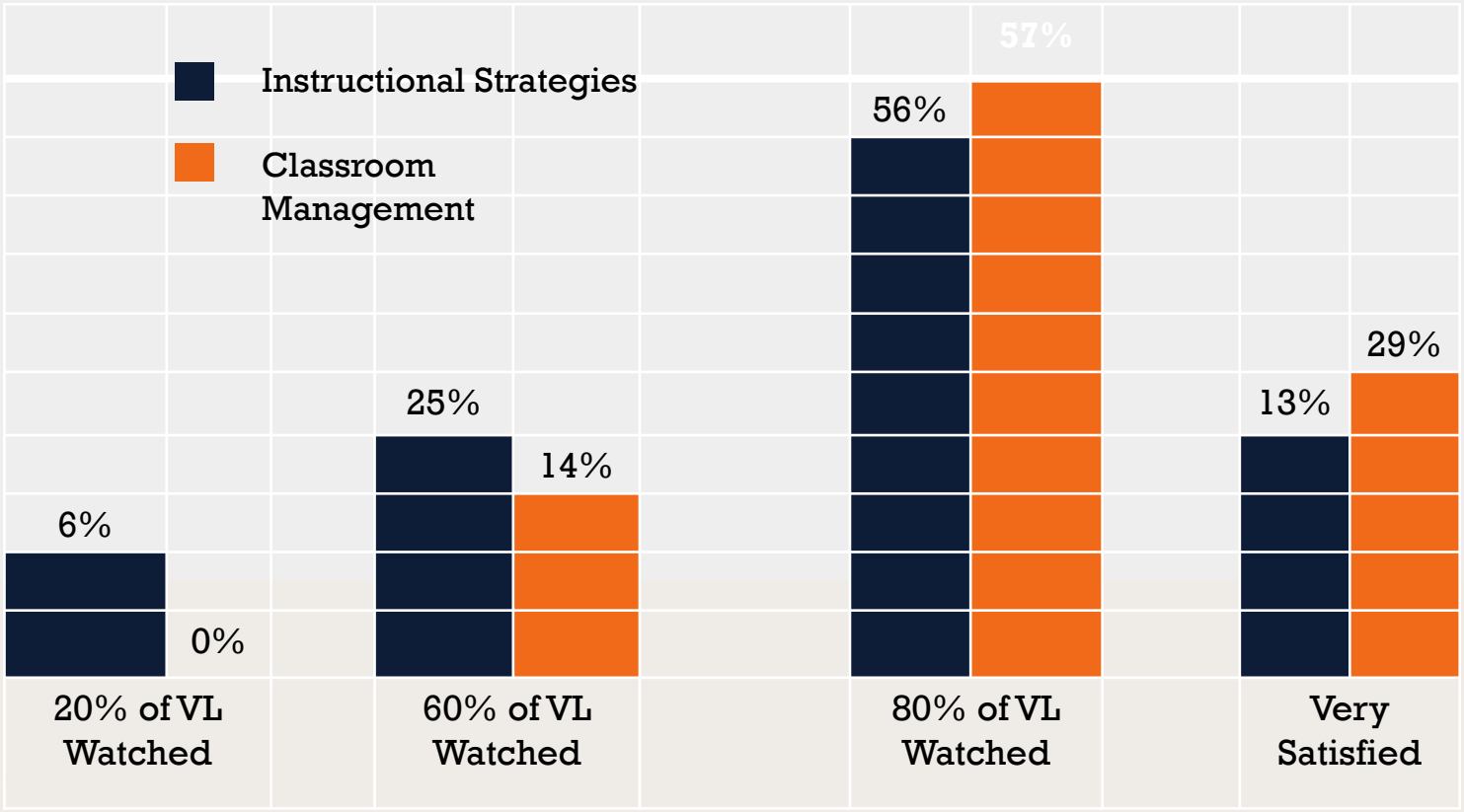
Importance of Video Lectures



Satisfaction Ratings of Videos



Percent of Students – Watched Video Lectures



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Questions

Thank you!

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Resiliency & Self-Care During COVID-19

Dr. Heather Dye, LCSW, CSAC

Dr. Heather Dye, LCSW, CSAC
Assistant professor with ETSU

- Teach broadly across both, the BSW and MSW, program curriculums
- Been a clinician for over 12 years.
- Licensed Clinical Social Worker (LCSW) and Certified Substance Abuse Counselor (CSAC) in Virginia
- Currently enrolled at University of Tennessee to complete the Veterinarian Social Work Certificate Program
- Trained in Eye Movement Desensitization and Reprocessing (EMDR) therapy, Intensely Trained Dialectical Behavioral Therapist (DBT), Moral Reconation Therapy (MRT), Motivational Interviewing (MI)
- Publications & ongoing research in the areas of eating disorders, early childhood trauma, self-care and burnout, animal assisted interventions

Learning Objectives

- To understand Resilience Theory and the important role "systems" play
- To discuss the process of building resiliency
- To identify and explain the difference between surge capacity and surge depletion and apply to COVID-19
- To discuss and analyze grief and loss in relation to COVID-19
- To understand, identify, and implement positive self-care strategies to re-fill our surge capacity

What is Resilience?

Dr. Norman Garmezy, a clinical psychologist, at the University of Minnesota, known as the pioneer of Resilience theory. He published research in the late 1980's and early 1990's about resilience

- Resilience, according to most definitions, is the ability to recover quickly from difficulties
- The ability to adapt successfully and bounce back from adversity, failure, conflict, frustration and misfortune.

Dr. Ann Masten

Professor in the Institute of Child Development at the University of Minnesota; has spent her career studying risk and resilience in children and families whose lives are threatened by disaster (war, natural disasters, poverty, homelessness, and migration).

- Dr. Ann Masten refers to resilience as the capacity of a system (a person, a family, an economy, community) to adapt successfully to challenges that threaten it's functioning or survival.

How do we develop Resilience?

- Resilience is protective factor that is developed and nurtured throughout our lives, from education and our own experiences.

- Biological Factors
- Personality Traits
  - Coping Skills
  - Emotional Regulation
- ALL + SUPPORT SYTEMS
  - Spirituatlity

Balancing Act for Building Healthy Resilience

What's the difference between a natural disaster and COVID-19

NATURAL DISASTER

COVID-19

What is Surge Capacity ?

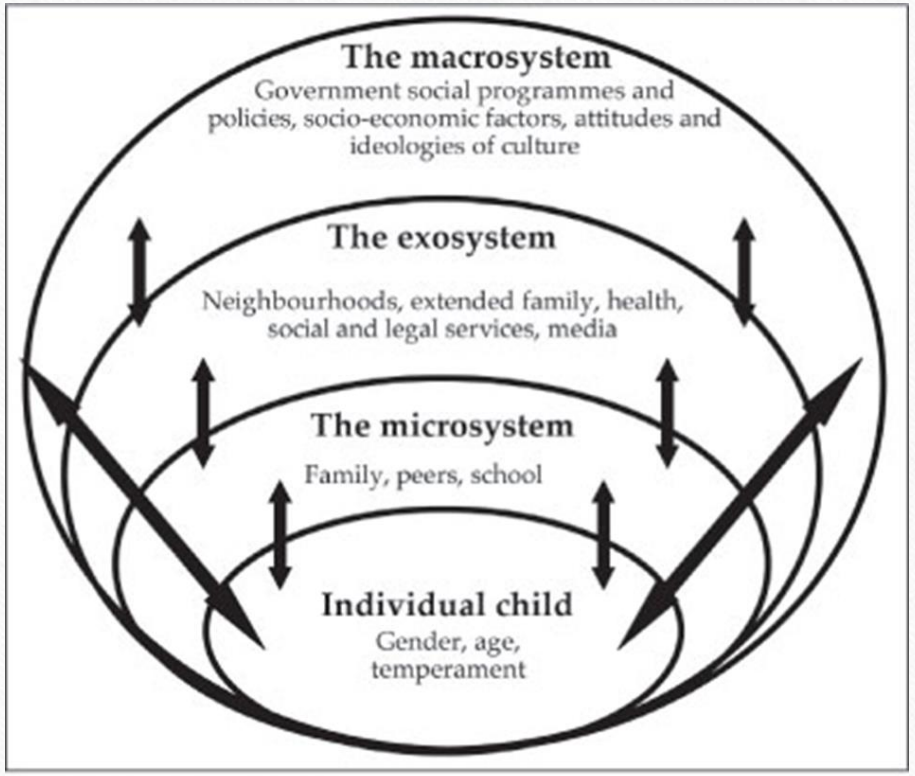

Fig. 1. The ecological model.

- Surge Capacity is a term mostly used in health care.
- According to Dr. Ann Masten, surge capacity is a collection of adaptive systems- mental and physical- that humans draw on for short-term survival in acutely stressful situations
  - It is renewable

(Haelle, 2020).

Dr. Michael Maddaus is a retired surgeon and a professor at the University of Minnesota

Reserved Bank Account

Depleted Capacity

- Deflated
- Exhausted
- Depressed
- Limited Motivation
- Limited Concentration
- High Anxiety and Stress

The Center for Disease Control and Prevention released a report in August 2020 titled "Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic—United States, June 24-30, 2020."

- 40% of respondents reported at least one adverse mental or behavioral health condition since COVID
- 25.5% report symptoms of anxiety disorder (3x more than in 2019)
- 24.3% report symptoms of depressive disorder (4x more than in 2019)
- 26.3% report symptoms of a trauma-and stressor-related disorder (TSRD)
- 13.3% started or increased substance use to cope with stress or emotions
- 10.7 % of respondents reported having seriously considered suicide in the 30 days before completing the survey

The Healthy Minds Network, in collaboration with the American College Health Association surveyed 18,764 students who were randomly selected on 14 campuses from late March through May 2020.

- 86% report concerns about their personal safety and security.
- 65% reported being very or extremely concerned about how long the pandemic will last.
- 60% of students indicated it was more difficult to access mental health care
- 64% reported being very or extremely concerned about people they care about contracting the virus.
- 66% report that the pandemic has resulted in more financial stress
- 69% of students report that their campus administration has been supportive during the pandemic.
- 78% perceived their professors as being supportive

Understanding

Grief and Ambiguous Loss

According to Dr. Ann Masten, "I think we may be underestimating how severe the adversity is and that people may be experiencing a normal reaction to a pretty severe and ongoing, unfolding, cascading disaster."

- Any loss that is unclear and lack resolution
  - Physical
  - Psychological
  - Routine
  - Rituals

(Haelle, 2020).

What are some losses for you due to the pandemic?

Self-Care

- **<u>Increase surge capacity</u>**
  - Recharges battery
  - Renews and increases energy
  - Improves mood
  - Helps focus & concentration
  - Healthier outlook
- **<u>Builds Resiliency</u>**
  - Having a sense of humor
  - Ability to accept circumstances that cannot be changed
  - Ability to develop realistic goals and to move toward them
  - Having meaningful connections with others

What are some activities you do for self-care?

Tips for Self-Care during COVID-19

- Assess where you are
- Recognize and accept that life is different and there is a new normal
  - "..not resisting or fighting reality so that you can apply your energy elsewhere." – Michael Maddaus, MD
- Have realistic expectations/Give yourself Grace
  - "..we're grieving multiple losses while managing the ongoing impact of trauma and uncertainty." – Ann Masten, PhD
  - It is difficult to function at full capacity while we're dealing with so much.

(Haelle, 2020).

Tips—Continued

- Accept your emotions and grief
- Find enjoyable activities to engage in
  - Many of our typical self-care activities have been taken. Expand our thinking to what we can use as self-care.
- Maintaining and strengthening relationships
- Take care of yourself physically through sleep, nutrition, exercise, etc.

(Haelle, 2020).

https://www.youtube.com/watch?v=sKpBJjsZ7EE

Weebles wobble but they keep getting back up!

"Life doesn't get easier or more forgiving, we get stronger and more resilient."

— Steve Maraboli, The Mind Fool

Thank you so much for attending this presentation.

Any questions or comment?

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Teachers use of Mathematic Manipulatives in Preschool

Donna R. Sanderson

West Chester University

Center for Scholastic Inquiry, March 26, 2021

Introduction

- Professor, Department of Early & Middle Grades Education for 20+ years at West Chester University
- Worked extensively in early childhood and elementary classrooms through courses taught at WCU
- Focus last ten years:
  - EGP 322 Prekindergarten Method & Fields course
  - Sabbatical in Spring 2020

Background/Research Focus

- Interested in manipulatives and their role in early childhood learning. Much work on creating and bringing Cap Kits into schools/home began an program at WCU that has gone internationally.
- Sabbatical focus looked at preschoolers usage of math manipulatives to assist with gaining emergent math concepts.
- As preliminary work in Fall 2019 – surveyed preschool teachers who were cooperating teacher to gather their view on math manipulatives in preschool.

Literature Review

- Much of the literature I looked at was by **Perry & Howard (1997)** who investigated how manipulative aids were being used in primary math classrooms in Australia. Surveyed 249 primary teachers looking at the what and the how manipulatives were being utilized.
- Eleven years later **Swan & Marshall (2008)** did a similar research study in Australia and found similar results. Both studies noticed "teachers reported a decrease in manipulative use as the grade levels increased."
- Eleven years later, focusing just on the preschool years I decide to research just preschool teachers use of manipulatives, albeit on a much smaller scale.

Research Questions

- Survey designed to explore key issues in the use of mathematic manipulatives materials in preschool.
  - 1. What types of manipulatives are used to teach mathematics and what skills are being taught with them?
  - What are the teachers' perceptions of manipulatives and their efficacy in enhancing preschool children's learning of math skills?
  - Are their any specific hinderances or roadblocks when using math manipulatives in preschool?

Methodology

Research Sites:

- Eight private child care centers in the western suburbs of Philadelphia, clean & well kept single family homes and some apartment buildings in middle to upper class communities.
- Directors report high parent involvement and support.

Methodology

Participants:

- Eighteen out of nineteen preschool teachers participated (95% completion rate)
- Taught children between the ages of 3-5 years old in both half & full day programs in private schools
- Average years in teaching profession = 21 (range 4 to 40 years)
- Average years teaching preschool = 18 (range 4 to 40 years)

Data Collection & Analysis

- Four page survey hand delivered in September 2019 with self addressed stamped envelope provided.
- Responses to each question were organized according to the survey question numbers for all surveys.
- Charts were created to gather and analyze data by question. Simple numerical data was gathered as well as support data in the form of written comments and open-ended written answers.

Finding #1: What types of manipulatives are used to teach mathematics and what skills are being taught with them?

- Wide variety of manipulatives were used to teach multiple skills across the 5 preschool math standards: highest being Numbers & Operations, Patterning, Geometry)
- Frequency of usage: 15 (83%) use daily, 2 (11%) use several times a week, 1 (6%) once a week.

Manipulative	Number &Percentage of teachers utilizing them	Math concepts manipulatives being taught/how and when they were utilized
Counting bears	18/18 100%	Patterns, counting with scale, ABAB, color recognition, counting with number line, making sets, number recognition, sort by color and size, more than/less than games
Pattern blocks	18/18 100%	Building puzzles relating to themes, shape recognition, patterns, sorting, stamp art, creating pictures
Multilink cubes	16/18 89%	Measuring, counting, patterns, teaching more or less than, colors, sorting, graphing, comparing

Finding #2: What are the teachers' perceptions of manipulatives and their efficacy in enhancing preschool children's learning of math skills?

- 100% of teachers surveyed viewed manipulative usage as an important benefit in teaching math concepts.
- Increase student's math skills primarily in the areas of **beginning number sense, counting, patterning and learning shapes.**
- Provide **concrete concepts, tactile and visual models**. Manipulatives **connect ideas, grab attention and keep the child engaged** in learning.
- They **improve concentration** and **bring meaning to the written symbol**.

Finding #2: What are the teachers' perceptions of manipulatives and their efficacy in enhancing preschool children's learning of math skills?

- "Having something tactile really enhances children's learning. Children learn by doing and enjoy being able to "touch" what they are learning through visual representations. They make for a more rewarding educational experience."
- "Children learn by seeing and handling and experimenting with manipulative materials. They improve a child's sense of spatial awareness. Children learn how things fit or don't fit together through hands-on manipulatives; they promote problem solving and are highly engaging for preschoolers."
- "Manipulatives highly enhance learning since the visual aids help students understand concepts that seem abstract."

Finding #3: Are their any specific hinderances or roadblocks when using math manipulatives in preschool?

Student behavior & noise level

Lack of knowledge in how to use them to support teaching math concepts

Time constraints

Perceived Hinderance of using mathematical manipulatives	Number & Percentage of teachers who perceived as a hinderance	
1. Student Behavior	18/18	100%
1. Noise level	18/18	100%
1. Lack of knowledge in how to use them effectively to support the teaching of mathematical concepts.	16/18	89%
1. Time constraints	16/18	89%
1. Management issues (packing up, lost pieces, sorting sets)	8/18	44%
1. Organization (borrowing, returning)	7/18	39%
1. Lack of ample storage space	6/18	33%
1. Lack of space in the physical room	5/18	28%
1. Availability	2/18	11%
1. Cost/money	2/18	11%
1. Parental expectations	0/18	0%
1. Students dislike of manipulative use	0/18	0%

Implications

1. The use of a wide variety of manipulatives is definitely supported by all preschool teachers as a way to help teach mathematical concepts.

2. Teachers use manipulatives because they believe they are developmentally appropriate and beneficial to preschool students' learning.

Implications

3. Management issues and time constraints are viewed as challenging when using manipulatives in preschool.

4. Teachers see the merit in using manipulatives, BUT lack training in their usage. Many would like professional development in best practices of math manipulative usage.

Conclusions

- This study mirrors the findings of Perry & Howard (1997) and Swan & Marshall (2010) particularly, **"manipulatives benefit the learning and teaching of math an their is strong teacher support for manipulative use in the early grades."**
- Management, timing & lack of training area all areas schools/educational systems could assist by providing sustainable training to help teachers feel more confident in their current knowledge of effective manipulative instruction.
- Could have budgetary, organizational and professional development implications for schools.
- In 2021, further research on this topic might explore the use of not only traditional hand-held manipulative, but digital manipulatives.

STEM in Elementary Education

DRS. CHERRY STEFFEN, LISA DOUGLASS & DAVID POWNELL
WASHBURN UNIVERSITY EDUCATION DEPARTMENT

Why STEM in Elementary Education?

- Learning across contexts
  - Multiple contexts for learning
  - Different lenses through which to explore the content
- Increased Passion
  - Foundation for future passion
  - Course work and careers
- 21st Century Careers
- Engaging - STEM is FUN

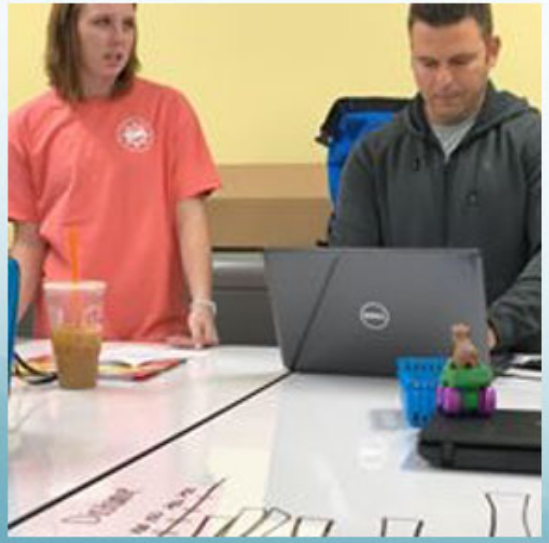
(Flannigan, 2018)

Why Elementary STEM (cont.)

- Research shows:
  - By the 4th grade students with limited exposure to STEM education lack key mathematics and science knowledge and skills. (STEM Smartbrief, 2011; National Academy Press 2011, 2014)
  - By the 4th grade there is a decline in interest in STEM.
    - Linked to:
      - Lack of focus on science content and science content literacy in early grades (Gibbons, 2002)
      - Instructional methods that do not build on exploration and curiosity (Kang & Pantoya, 2012)

STEM at WU

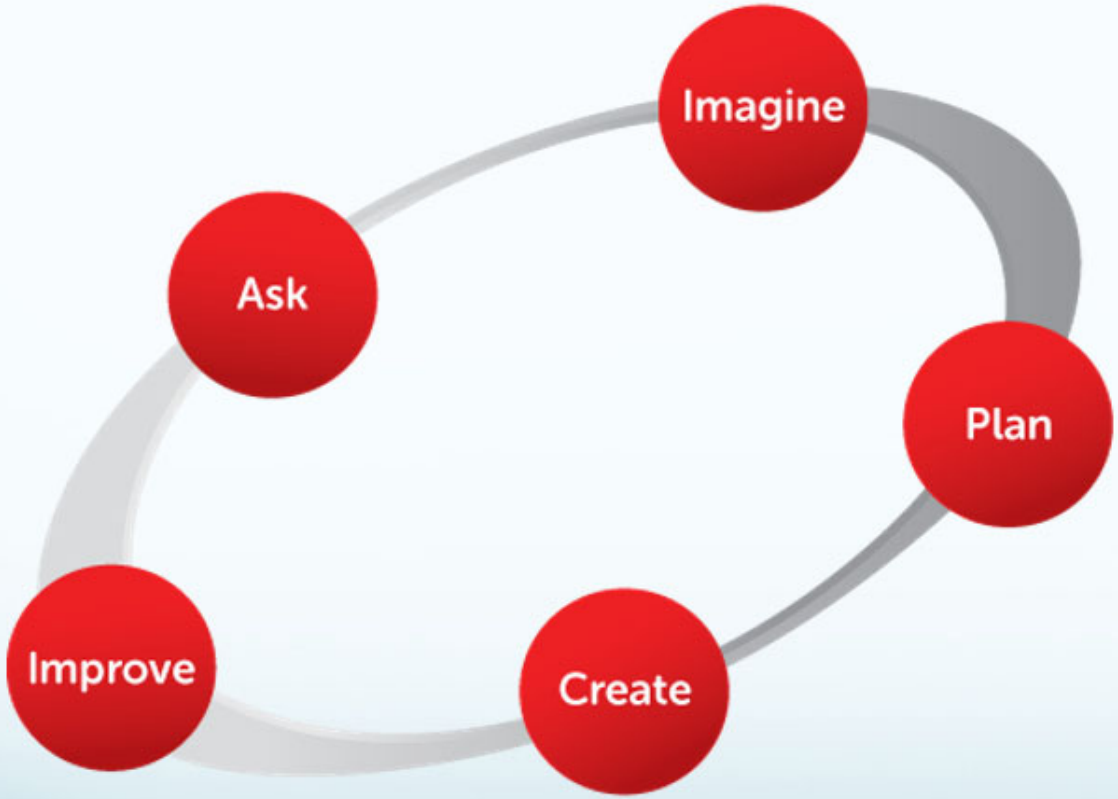
- Math methods – 3 cr
- Science methods – 3 cr
- Practicum – 1 cr
- Technology



STEM at WU

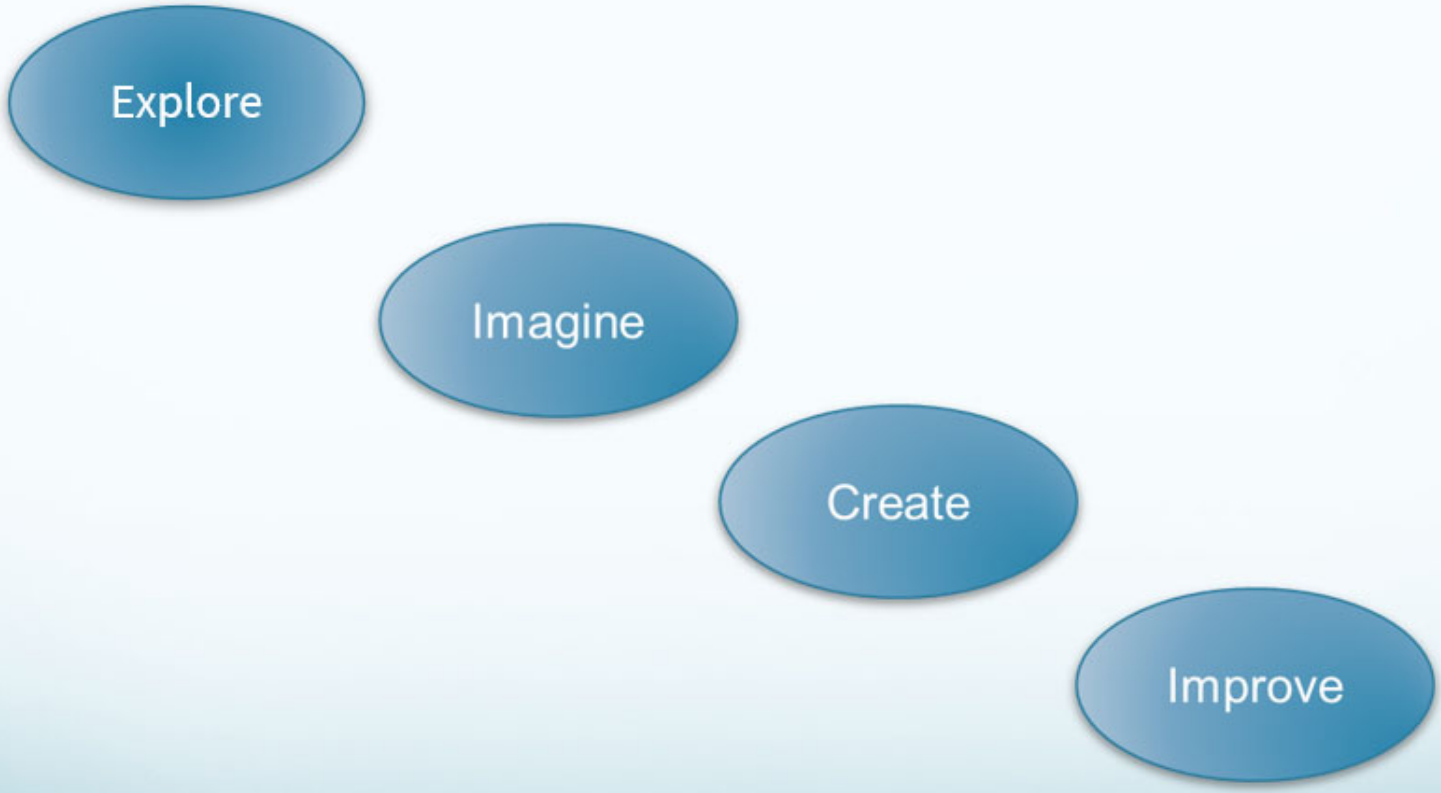
- Elementary education majors (in Kansas pre-K through 6th grade)
- Focus on integrating STEM in the curriculum (all lessons have a literacy component)
- Help our future teachers realize and practice what STEM in the classroom looks like at all grade levels.
- Use the 5Es model (BSCS) for lesson planning and the Engineering Design Process for providing all students with a blueprint for solving problems.

Engineering Design Process



https://www.eie.org/overview/engineering-design-process

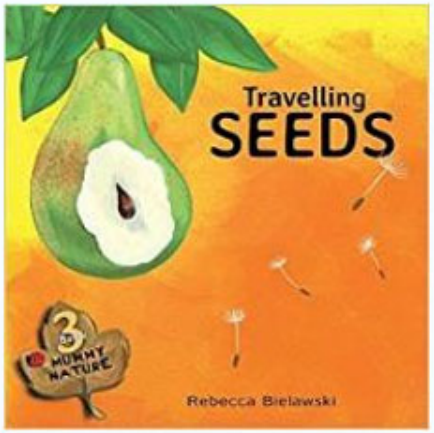
Engineering Design Process

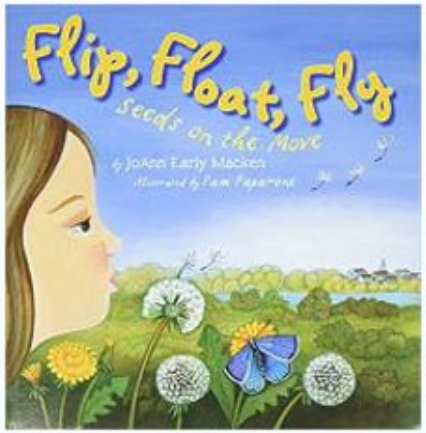


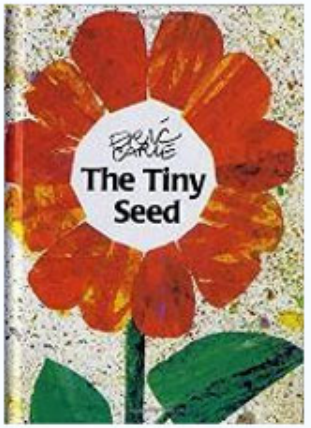
Example STEM Lesson: Seed Dispersal

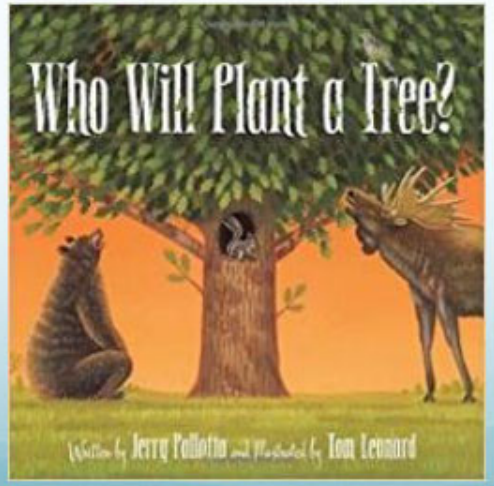
- **Science** – basic needs and life cycle (take a look at the standards)
- **Technology** – "Picture This" app
- **Math** – patterns in nature
- **Literature** – "Miss Maple's Seeds"
- **Science** – plant life and seed dispersal
- **Science / Engineering**– design seed dispersal mechanism
- **Math** – measure and graph results
- **Technology** extension with pollination – "We-Do" Robots
- Discussion of activity and the integration of STEM across multiple content areas

Other Literature

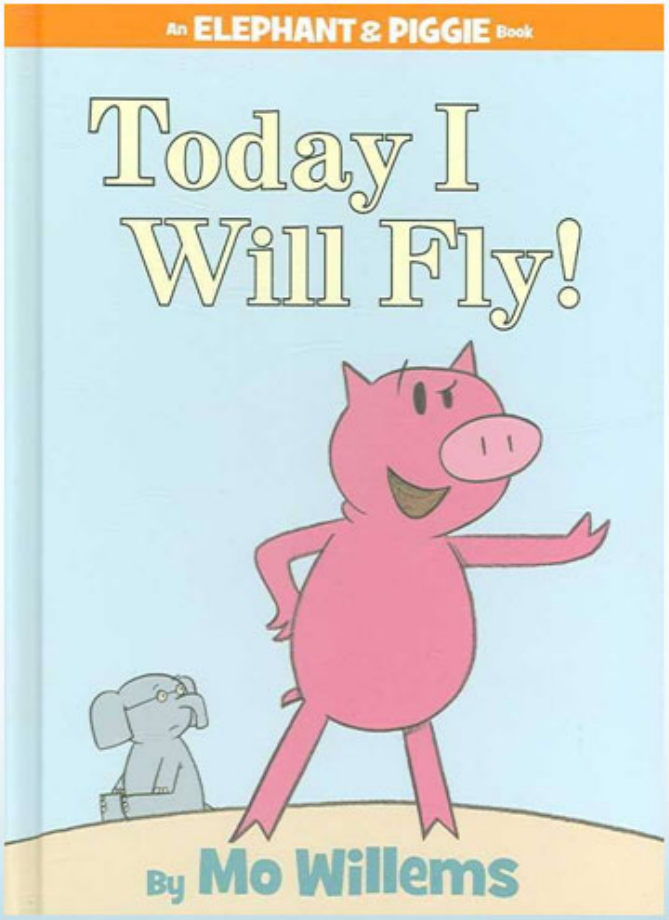








Build the "BEST" Paper Airplane

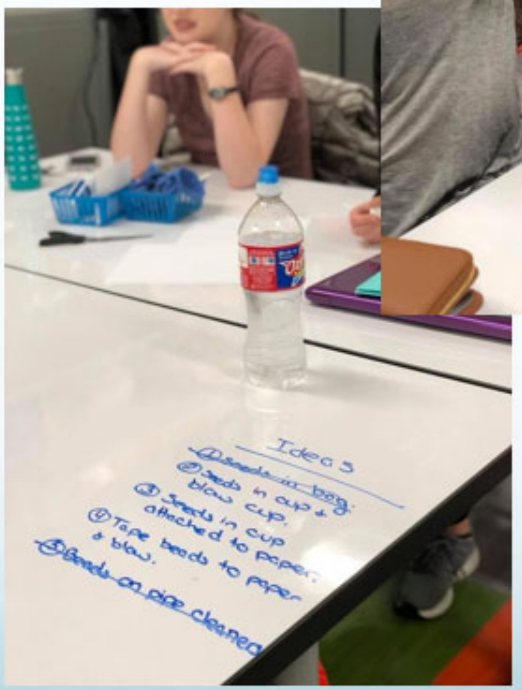


Help to Solve the Problem

- Design the “best” paper airplane. First, decide what “best” means to you. Then, using the EDP, design and test, and then redesign.

- Fold’N Fly - https://www.foldnfly.com/

What this looks like in our classroom



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Lifestyle Discrimination

Exploring Social and Psychological Factors in the Modern Landscape

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ARKANSAS TECH UNIVERSITY

Study Authors

- Stephen Jones, Ph.D.
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  Department of Behavioral Sciences

Overview

- Discrimination:
  Productive, Harmful, Legal and Illegal, Conscious and Unconscious
- Challenges for Employers, Human Resources Departments, Employees, and Customers
- ‘Lifestyle Discrimination’ as a kind of legal, but potentially harmful, feature of the workplace
- Changing social norms and cultural landscape invite revisiting

The Impact of 'Negative Lifestyle Characteristics' (NLC's)

- Bias is often invisible
- Aggregate statistics can make it difficult to ascertain
- 'Priming' can shift perspective from 'Threat-focused' to 'Growth', *and vice versa*

Unexpected Results…

- Students were asked to indicate any NLC's they identify with and were also asked to state the degree to which they would be 'offended' by hiring or work discrimination…

Table 1. Self-Reported Life Characteristics	
Life Characteristics	Percent Reporting (N=391)
I drink alcoholic beverages.	58.1
I engage in legal gambling activities (such as playing Bingo, betting on horse races, or buying lottery tickets).	45.0
I have a body piercing or tattoo.	38.4
I smoke or use tobacco products.	21.5
I am overweight.	20.7
I have a poor credit rating.	10.5

Understanding, Empathy, and Threat

- People with "Fewer Negative Characteristics" (FNC's) might be expected to be less tolerant of lifestyle discrimination than people with "Higher Negative Characteristics" (HNC's)…

Table 3. Reported Negative Life Characteristics (NLCs) Per Respondent							
# of Reported Chars.	0	1	2	3	4	5	6
Respondents (n)	59	90	120	74	34	13	1
% of Total (N=391)	15.1	23.0	30.7	18.9	8.7	3.3	0.3
Designation	FNC		HNC				

Different like me…

- Differentiating by self-perception showed stronger bias not revealed by aggregate results:

Self-perception isn't always accurate…

- Despite broad evidence to the contrary in the general population, most students didn't identify as "overweight" and most (~85%) thought they were "of at least average or better attractiveness".

- Cultural contexts have changed, as has the perceived threat environment:
  - #metoo
  - Qanon
  - Pandemic Job Loss

Current and Future Directions

- Priming Matters
  - Reminding employees of employment contingency may *exacerbate* underlying biases
  - Reminding management of improved performance from *secure* employees may *mitigate* tendencies towards “Theory X”

- Anonymous feedback is critical to identifying systemic and environmental/cultural discrimination
  - Confirmation bias leads us to “see what we want to believe”

Questions and Follow-Up

- My contact information:

Dan Warwick
dwarwick@atu.edu

Higher Education Industry Beyond COVID-19

Prema Nakra, Ph.D.
Professor of Marketing
School of Management
Marist College

Higher Education Industry Beyond

Who am I?

- Professor of marketing. Marist College
- Ph.D. in Economics. MBA in Marketing, MA in Economics
- Research interests Country Studies (BRICS)
- Current issues in International Business and Higher Education

We Celebrated *Little did we know!!*

Higher Education Industry Beyond COVID-19

- *Began exploring the topic after March 2020 when the gravity of the COVID-19 issue began to sink in.*
- *World Health Organization declares it a pandemic.*
- *Colleges and universities scramble with the question "What do we do now"?*
- *College administrators, presidents, provosts (all asking the same question)*
- *Faculty members tenured and non-tenured, as well part time faculty have the same question?*
- *"What direction will the industry take?"*

Background and Methodology?

- Higher education industry background
  - *Industry governance*
  - *Revenue model*
  - *Role of endowments*
  - *Fee structure*
  - *Importance of globally mobile students*
  - Published reports – current events – analysts projections

Information Sources (Selected List)

- American Council Of Education Reports (ACE)
- National Center For Education Statistics (NCES)
- Deloitte Center For Higher Education
- McKinsey Reports
- Association of Public & Land Grant Universities
- Hanover Research

Higher Education Industry Pre- COVID-19

- Industry was threatened by financial strain
- Demographic deficit
- International students seeking other destinations
- Rising labor costs
- Falling public funding
- Suppressed tuition revenues
- Declining national birth rate – and college age population

HIGHER EDUCATION

Students are...

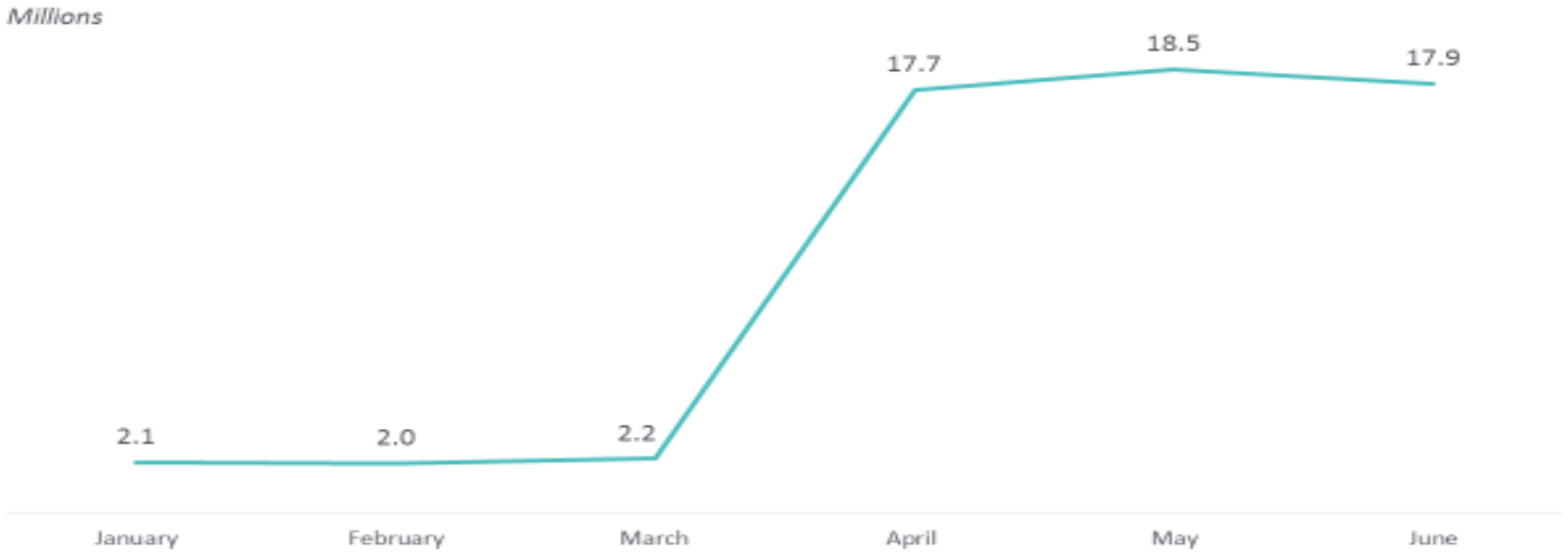
less interested in traditional degree programs

more price-conscious than last year (and their concerns are only growing!)

placing significant importance on a program or school's perception and reputation in the job market

Exhibit 1

Number of Unemployed Workers, January–June 2020



Note: Unemployed workers are defined as individuals who have filed and been determined eligible for unemployment benefits, have experienced at least one week of unemployment, and have filed a "continued claim" for unemployment benefits in a subsequent week.

Data: U.S. Department of Labor, Employment and Training Administration, Office of Unemployment Insurance, *ETA 203 – Characteristics of the Insured Unemployed* (DOL, n.d.).

The Commonwealth Fund

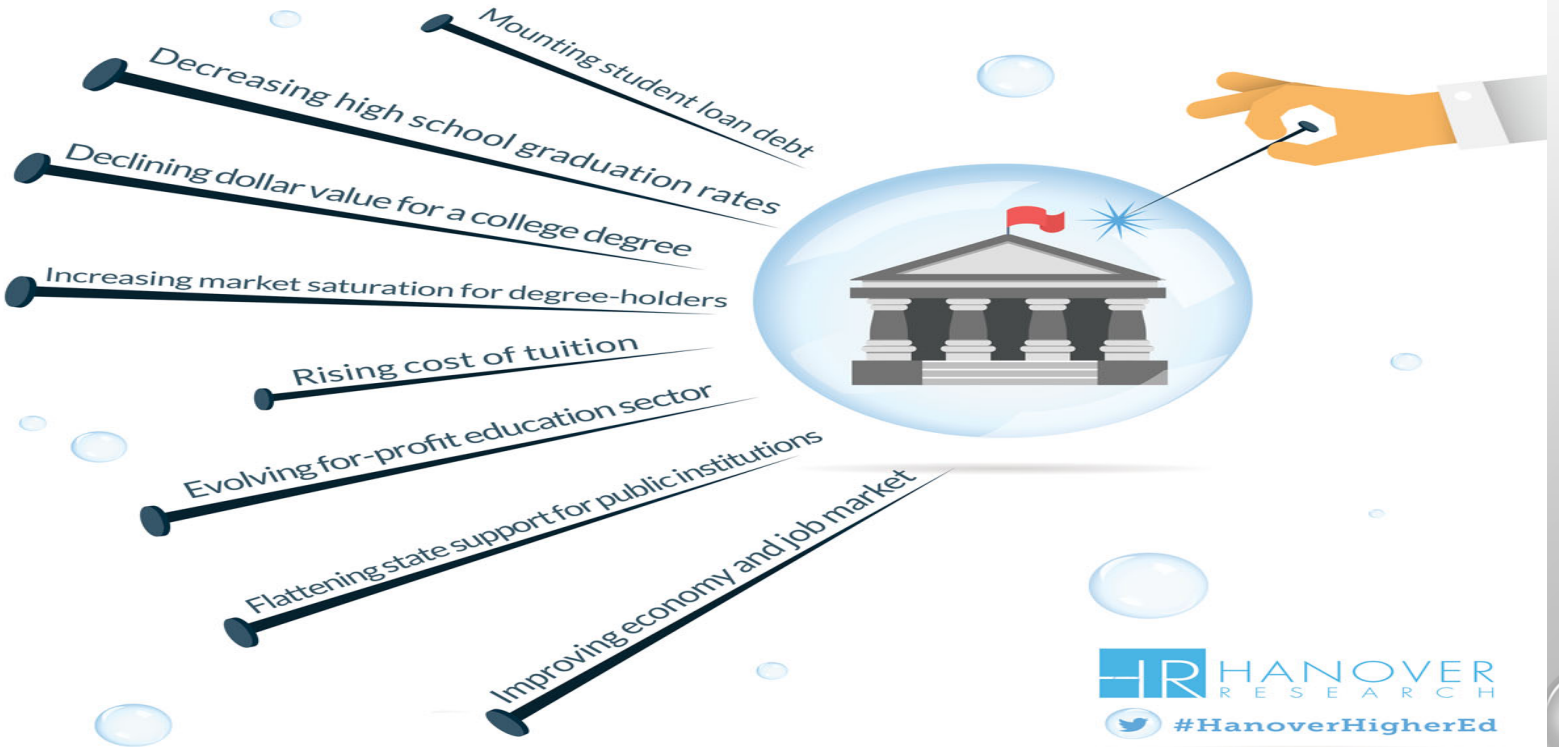
Source: Paul Fronstin and Stephen A. Woodbury, *How Many Americans Have Lost Jobs with Employer Health Coverage During the Pandemic?* (Commonwealth Fund, Oct. 2020).

HIGHER EDUCATION'S ENROLLMENT BUBBLE:

A TRENDS ANALYSIS

The recent declines in overall student enrollment pose serious problems for certain higher education institutions with regard to short-term revenues and long-term viability.

If higher education is a "bubble," what factors may cause it to burst?



HANOVER RESEARCH

#HanoverHigherEd

Shape of Things to Come!!

- Financial impact of COVID-19
  - Moody's Projections – 87% of small private colleges and 74% of medium sized private universities will see decline in net tuition revenues in 2021.
  - Closures, mergers and or acquisitions
  - Those with strong reputational capital will emerge strong contenders.

Shape of Things to Come!!

- Overall international student enrollment at US universities fell by 16% in Fall 2020.
  - Colleges and universities with established partnerships and strategic alliances will be unable to take advantage of collaboration (as per Institute of International Education – IIE).
- State Funding and Federal Relief
  - States have been scrambling to deal with higher health care costs while receiving lower tax revenues.
  - State revenues will fall by as much as $200 billion by the end of 2020 (Urban Institute projections)


VERIFIED
MARKET RESEARCH
Global Higher Education Market,
2020-2027
$117.95
Billion by 2027
CAGR – 8.25%
$65.40
Billion in 2019
2027 (P)
2020 (E)

Strategic Transformation Imperatives

- Reevaluate Strategic Plans
  - Most higher education institutions develop comprehencive strategic planning initiatives every 3-5 years
  - It is time to reevaluate these plans to succeed in the emerging environment.

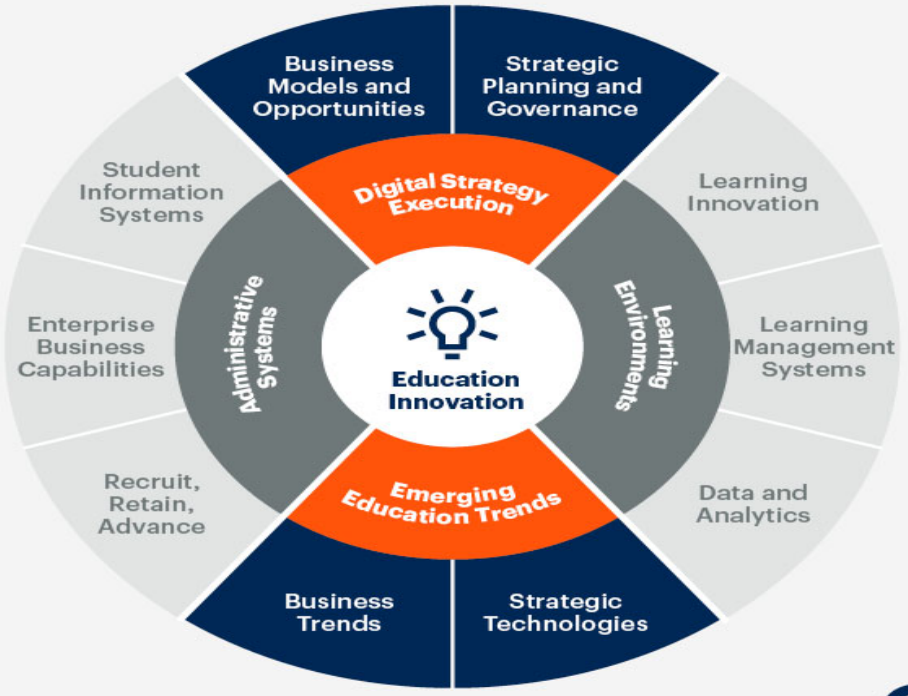
Reevaluate Strategic Plans

- Time to review the academic programs and modify or eliminate those that are non-essential to core mission
- Moody Investors service indicates that hybrid, non-degree programs are growing at rapid rate
- Need to offer technological skill based programs in collaboration with private corporations (Coursera, Bloomberg Philanthropies, IBM, Facebook, Google and Microsoft

Strategic Transformation Imperatives

- Information technology must take center stage
  - Artificial intelligence and machine learning have been adopted by most industry sectors.
  - Robotic automation is also gaining acceptance by innovative leaders.
  - Higher education is no exception
  - Redesigning academic programs to enhance student learning experiences

Education digital transformation and innovation



Source: Gartner

Gartner®

Strategic Transformation Imperatives

- Operational Efficiencies
- Short term steps like hiring freezes, pay cuts, furloughs or lay-offs of term and adjunct facilities …..
- Deferral of sabbaticals for faculty members are all tactics not strategies.
- These tactics will not put a dent
- Seriously engage in cost-benefit analysis before taking these measures.
- Administrative bloat is still alive and well and must be reduced.

Strategic Transformation Imperatives

- At the end of 2019 ESPN disclosed the salaries of head coaches of NCAA athletic programs.
- They were highest paid employees in 40 out of 50 states of the United States
- The salaries of 37 head coaches hired by state universities ranged between $1 million and $9.3 million each. Nine of these head coaches eared more than $6 million each
- *It is time to seriously question the logic of seven figure salaries of football coaches and assistant coaches.*

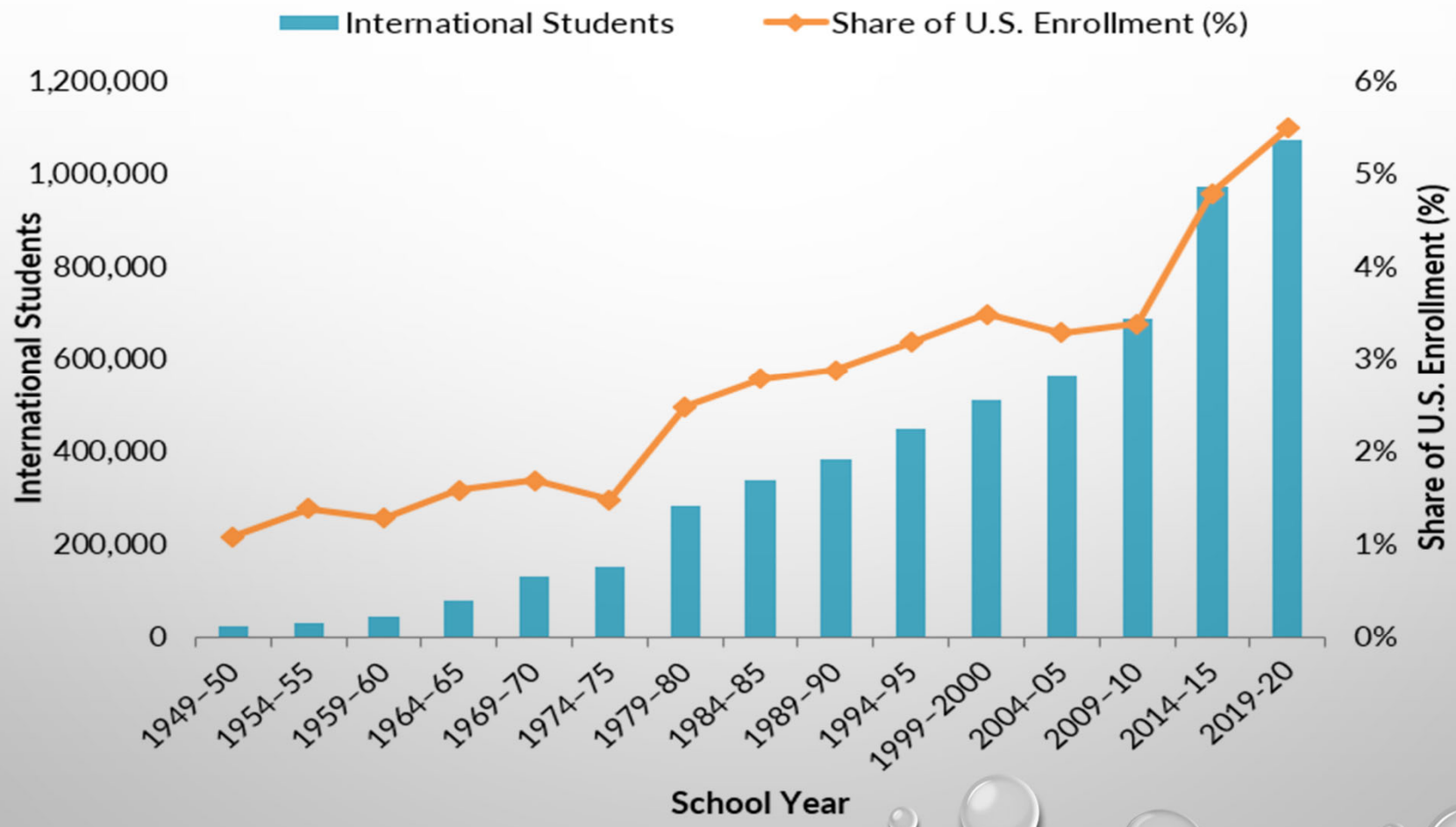
FINAL THOUGHTS

- It is difficult to predict with certainty how the next chapter in the battle against COVID-19 Will unfold or…
- … What its legacy will be.
- However, the choices the industry leaders make today will redefine the face of higher education industry for generations to come.

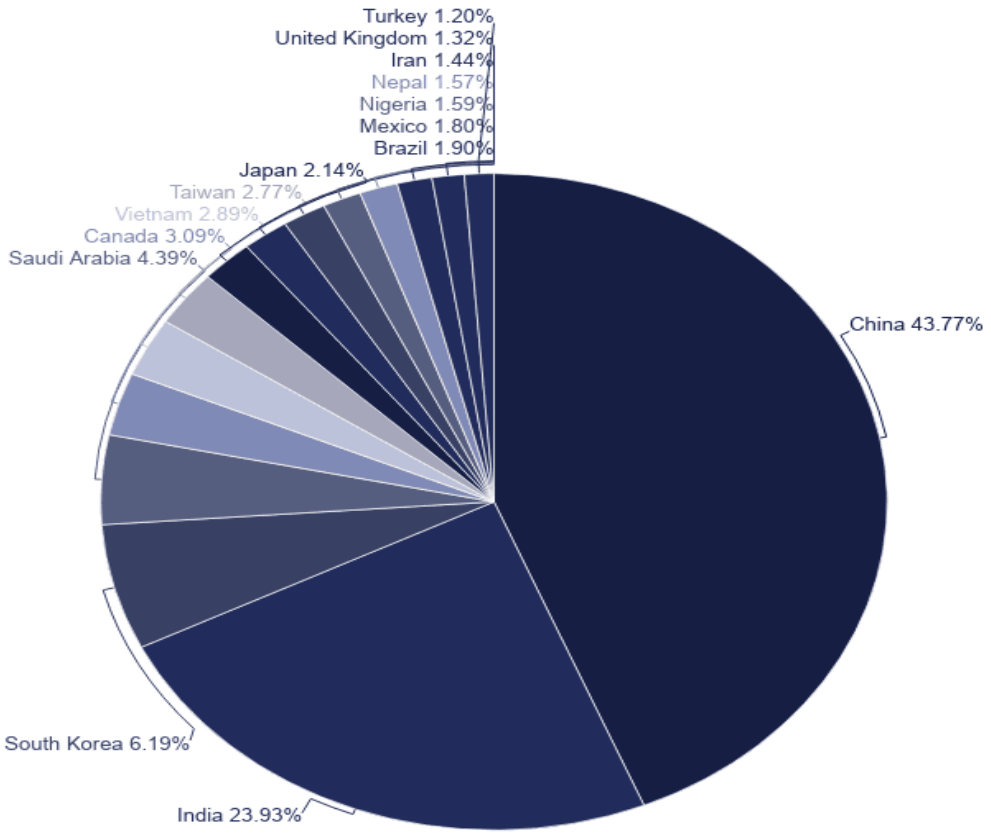

Thank you!

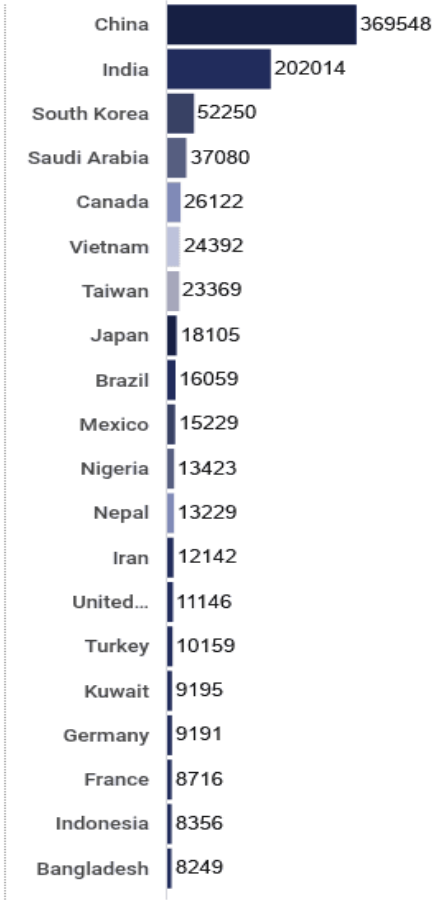
•December 2, 2020

Enrollment By International Students In U.S. Colleges Plummets
NPR December 2020


International Students
Share of U.S. Enrollment (%)
1,200,000
1,000,000
800,000
600,000
400,000
200,000
0
International Students
6%
5%
4%
3%
2%
1%
0%
Share of U.S. Enrollment (%)
1949–50
1954–55
1959–60
1964–65
1969–70
1974–75
1979–80
1984–85
1989–90
1994–95
1999–2000
2004–05
2009–10
2014–15
2019–20
School Year

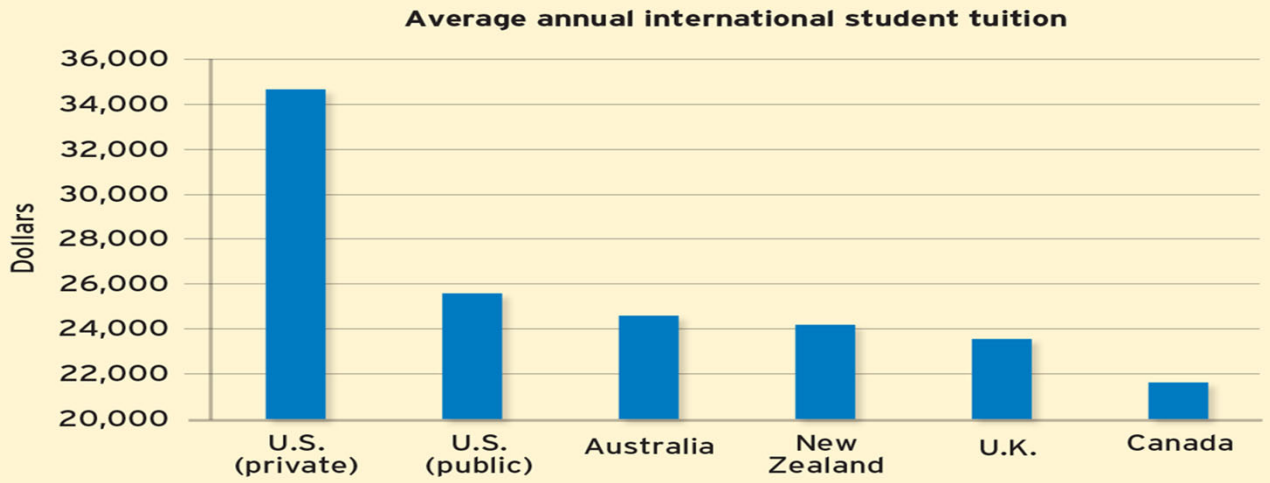
Number of International Students Studying in the US by Country of Origin, 2018-2019





U.S. Private Universities Are the Most Expensive Option for International Students (Figure 3)

Public institutions in the United States are priced similarly to those in other countries, but tuition at U.S. private institutions is significantly higher than elsewhere.

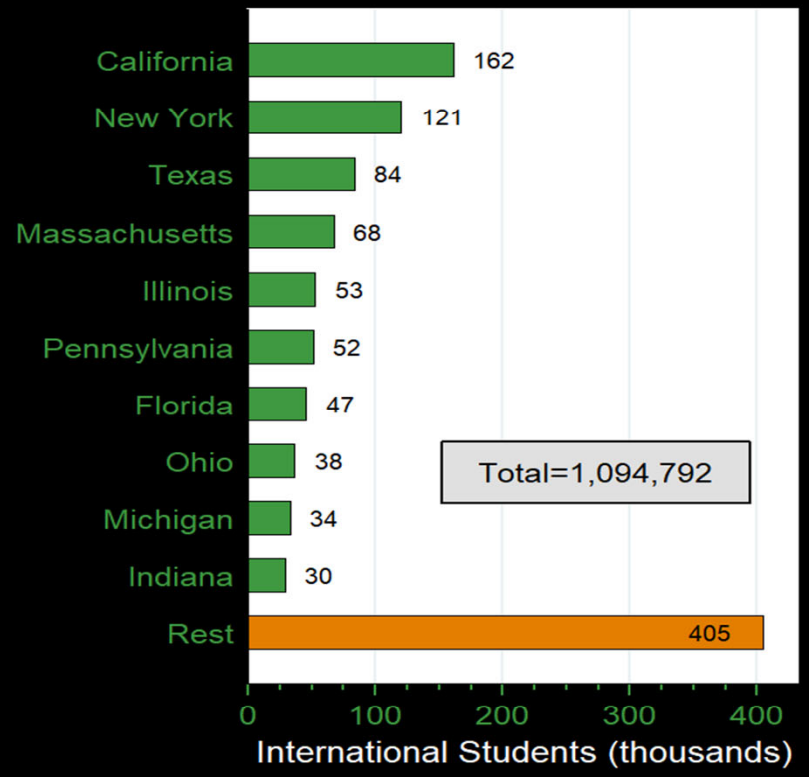


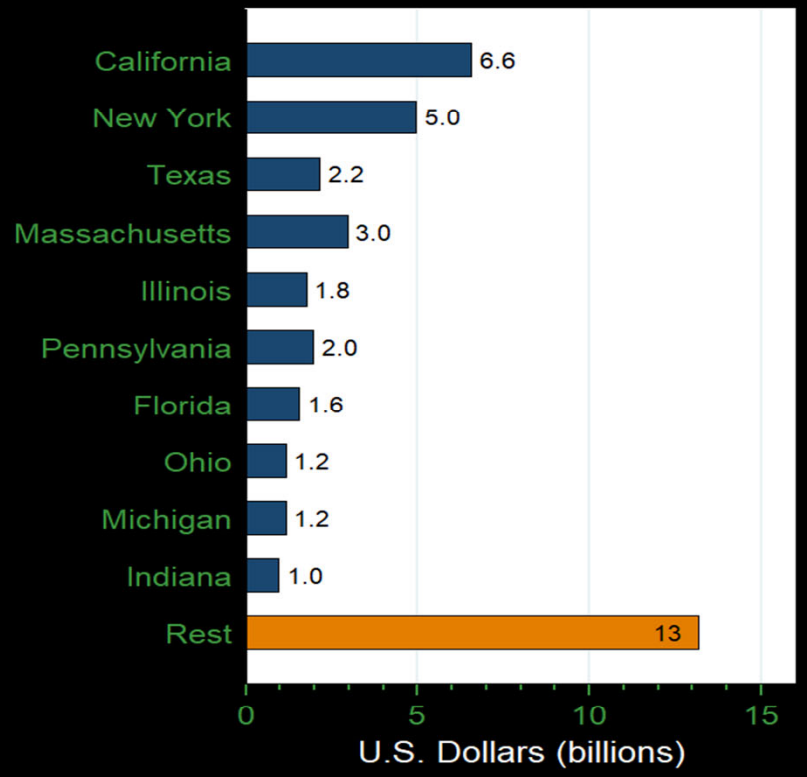
NOTE: Values for U.S. competitor countries are expressed in American dollars at April 2019 exchange rates.

SOURCE: U.S. Private: College Board; U.S. Public: Top Universities; Australia: Study Move; Canada: Statistics Canada; UK: The Complete University Guide; New Zealand: institutional websites

International Students and their Economic Contribution (Top 10 States)

Students enrolled in academic year 2017-18, including students on optional practical training





Source: NAFSA International Student Economic Value Tool & Open Doors Report

Econofact econofact.org

Note: The Open Doors Report calculates the economic value of an international student as tuition and fees, plus annualized room and board, plus derived miscellaneous expenses figured at 50 percent of annualized room and board, less any U.S. support.

- The U.S. Has historically been a top destination for international students. At last count there were more than a million.
- They're attracted by the high-tech facilities and opportunities for research; the easy, nonhierarchical interaction between faculty and students; and the open, social environment on campuses.

International Students in USA

- Before the pandemic, international students contributed about $44 billion a year to the U.S. Economy (NAFSA).
- These students contribute more than money, bringing social and cultural diversity to U.S. Campuses.
- They pay full tuition and they keep the colleges and universities financially viable.

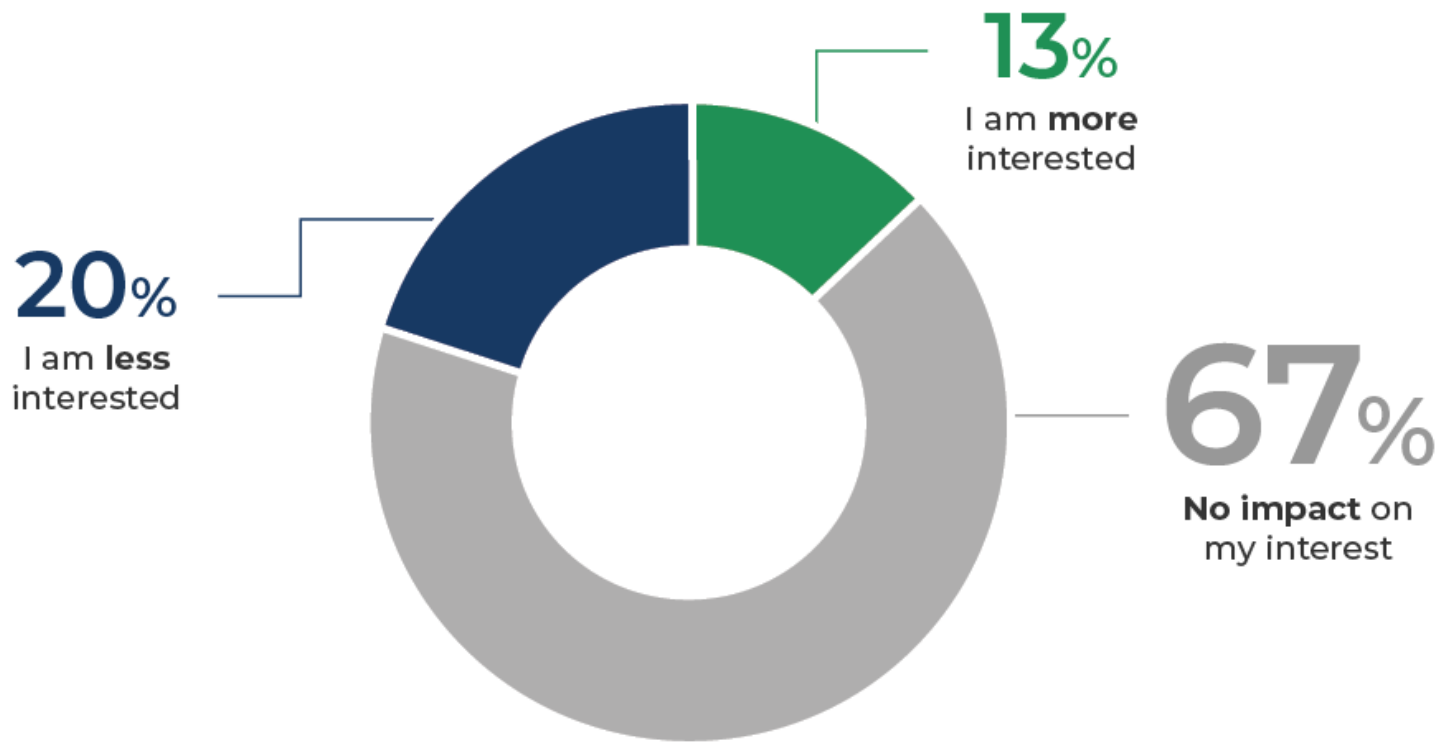
State	International Students		Total Immigrant Population	
	Number	Share of U.S. Total (%)	Number	Share of U.S. Total (%)
United States	**1,079,000**	**100.0**	**43,739,300**	**100.0**
California	157,000	14.5	10,677,700	24.4
New York	118,000	11.0	4,536,100	10.4
Texas	85,000	7.9	4,729,900	10.8
Massachusetts	63,000	5.8	1,123,900	2.6
Illinois	52,000	4.8	1,783,500	4.1
Pennsylvania	51,000	4.7	870,900	2.0
Florida	46,000	4.2	4,236,500	9.7
Ohio	39,000	3.6	513,600	1.2
Michigan	34,000	3.2	662,300	1.5
Indiana	31,000	2.8	349,200	0.8
Other States	403,000	37.3	14,255,700	32.6

- But this year, in a survey of more than 700 colleges and universities, the institute of international education found total international enrollment plummeted 16% between fall of 2019 and fall of 2020.
- Statistics on new international students was even grimmer — a 43% drop.
- Tens of thousands have deferred enrollment.

US: TIME FOR POLICY CHANGES

- A recent survey of 500 U.S. University officials found several reasons for fewer international students, including the visa process and high tuition costs as well as the political climate and feeling "unwelcome."
- In stark contrast to the U.S. Declines over the past few years, the U.K., Canada and Australia have seen enrollment spikes.

Impact of COVID-19 on Interest in Studying in the U.S.



N = 615
Q: How has COVID-19 influenced your interest in studying in the U.S.?

Immigration Policies

- The U.K., America's biggest competitor for international students, is also trying hard to recruit more, with an ambitious goal of 600,000 students by 2030.
- As part of its study UK effort, officials have relaxed policies so students can stay and get more work experience after they graduate.

Taking the Reins: Mentoring Pre-service Teachers in the Early Childhood Classroom

Center for Scholastic Inquiry
Virtual Conference
March 26, 2021
Donna R. Sanderson, Ed. D.
West Chester University

Introduction

- Professor, Department of Early & Middle Grades Education for 18+ years at West Chester University
- Worked extensively in early childhood and elementary classrooms through courses taught at WCU
- Focus last eight years
  - EGP 322 Prekindergarten Method & Fields course
  - Theory on campus plus 66 hours of field work
  - How to improve……

Research Focus

- My major current research focus is the enhancement of the professional experience partnership between our university and schools.
- In particular I am interested in promoting quality mentoring relationships to achieve effective outcomes for all partners.

The Background

- The success of professional experience for preschool pre-service teacher learning is valued and based very much on the personal experiences they encounter in the preschool classroom environment. From teaching the preschool methods & field course and informally conversing with my students, I noticed that the field-based experience in a preschool classroom is a great cause for concern and stress for many pre-service students. While I believe moderate stress helps students prepare for the unique challenges of fieldwork, excessive stress can inhibit both teaching and learning

The Background & Research Question

- Listening to students' stories prompted me to take action and was the basis for this study. Much research on teaching has focused on the perspectives of the students as opposed to those of the mentor teachers. This study focuses on the mentor teachers and asks the research question…

- …What particular strategies are you using to help your pre-service WCU students during their preschool practicum experience?

Question Importance & Benefit

- Why is this question important?
  - Seeks to help students assimilate into the classroom and alleviate fears and concerns
  - Hope to build an understanding of how to help pre-service teachers in the field
  - Adds positively to students' teaching experiences
- Who will benefit from this study?
  - University pre-service teaching students
  - Cooperating/mentor teachers
  - University supervisor
  - Preschool students
  - Larger educational community

The Background/ Literature Review

- To fully understand my topic I looked at the work of:
  - (Conant, 1963; Johnson, 1982; Holmes Group, 1986) document that the "field-based experiences" are viewed as the most important experiences in the professional preparation of teachers.
  - (Clement, 1999; Enz, 1997, Schwebel, 1992) asserted that field-experience courses are the most stressful experiences of their college preparation.

The Background/ Literature Review

- (Justice, 1998, and Swick, 1989) researched the unique challenges of fieldwork and excessive stress which can "inhibit both teaching and learning" and if left untreated many eventually lead to physical problems.
- Much research on teaching has focused on the perspectives of the students as opposed to those of the cooperating teachers, (Rikard & Veal, 1996)
- **Based on this review of literature I wanted to research the perspectives of the cooperating teachers and see what strategies they were utilizing to support pre-service teachers in the field.**

Methodology

- **What, who, when, where?**
- **What: 1.** Created a two-page open ended **survey** for cooperating teachers asking questions related to:
  - What areas are practicum students more in need of preparation?
  - What personal and professional traits do you look for in a pre-service practicum student?
  - *What are the cooperating teachers perceptions of the fears and anxieties preschool practicum students experience?
  - *What strategies do cooperating teachers use to help alleviate these fears and concerns for the university practicum students?

Methodology

- What: 2. Conducted in-class **observations** in the pre-school rooms. Twenty-five 30 minute observations on the general classroom noting the cooperating teacher and practicum students interactions.

- What: 3. Conducted cooperating teacher **interviews**. Twenty-five twenty minute interviews were conducted asking teachers about how they mentor their university practicum students. This allowed them to expand on their answers from the survey.

Methodology

- **Who:** Twenty-five cooperating teachers with varying years of experience. The cooperating teachers taught preschoolers anywhere from three to five years of age.
- **When:** Over the course of three semesters: fall 2018, spring 2019, fall 2019
- **Where:** Ten different child care centers in the suburbs of Philadelphia, PA in close proximity to West Chester University

Data Collection & Analysis

- Although much information was gleaned from the data this research concentrates specifically on the strategies used by the cooperating teachers to effectively mentor their pre-service, practicum students & provide for a successful preschool practicum experience.

- 2) Analysis did not happen in a linear manner – but rather recursively. As surveys were collected, interviews were transcribed, and observation notes were written up they were continually reviewed, organized and categorized as the data was triangulated.
- A) Read and reread documents in an effort to uncover themes and patterns within the open ended responses.

  B) During reading time I took analytic memos in order to develop tentative ideas about categories and relationships.

  C) Overall the data were collected, analyzed and coded according to salient themes that arose through the three forms of information

Findings

Major themes of findings were broken down into four categories:

1) In the Beginning….

2) Communicating: Keeping an Open Dialogue

3) Assimilation: When and How?

4) A Good Co-op Always….

In the Beginning…

- Meet BEFORE the experience begins
- Discuss expectations
- Observing
- Prepare the Class & Proper Introductions

Communicating: Keeping an Open Dialogue

- It's such a lonely word….HONESTY
- Ask questions
- Personal Connections & Compassion

Assimilation: When & How?

- Jumping in the big pool
- Wading in the baby pool
- Co-op as opportunity creator
- Modeling

A Good Cooperating Teacher Always...

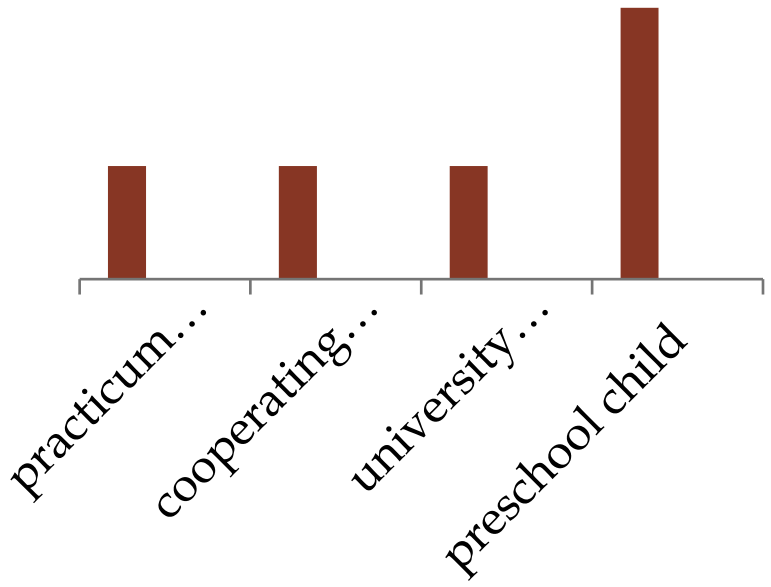
- It's in the small things…
- Two sides of observation
- Journaling
- And in the end, what's the main focus…

Implications

Who does this research impact?

- What does this research mean for the university practicum students?
- What does this research mean for the cooperating teachers?
- What does this research mean for the university supervisors?

Everybody wins



Embedding Conceptual Understanding Into Instruction

Center for Scholastic Inquiry

International Conference

March 26, 2021

Joseph W. Spadano, Ed.D.

Embedding Conceptual Understanding Into Instruction

What did I study?

The Teaching Methodology of Conceptual Understanding.

Who was involved in the study?

38 undergraduate students *Teaching Elementary and Middle School Mathematics in Grades 4-8,* and

3 graduate students *Teaching Secondary Mathematics.*

Why did I conduct this research?

To investigate essential characteristics of procedural and conceptual understandings and explore their respective methodologies.

Joseph W. Spadano, Ed.D., Associate Professor Rivier University
Division of Education/Department of Mathematics

Embedding Conceptual Understanding Into Instruction

The National Council of Teachers of Mathematics Vision for School Mathematics

- High quality, engaging mathematics instruction
- Learn important mathematical concepts and procedures

Embedding Conceptual Understanding Into Instruction

The Purposes of this Research

- Investigate and promote the importance of conceptual understanding on learner ownership of understanding.
- Examine the use of methodology that focuses on conceptual learning and provide valid inferences about how the methodology influences teaching and supports learning.
- Advance students' knowledge, skills, and behaviors surrounding methodology that is heavily influenced by concepts (big ideas).

Embedding Conceptual Understanding Into Instruction

Methodology

- Qualitative Investigative Inquiry
- 38 Undergraduates and 3 Graduate Methods Students
- Teacher as Researcher
- Emergent Design
- Hunan-as-Instrument
- Mutually Shaped Data
- Grounded Theory

Embedding Conceptual Understanding Into Instruction

Methodology

Teachers as Researchers: (Office 365 Collaborative PPt)

- Research/Share the meaning of Conceptual Understanding.
- Investigate/Share Conceptual Understanding Resources.
- Search for Common Themes. (Reduce to basic elements)
- Examine the Practice of Teaching and Learning for Conceptual Understanding. (Reflective Writing Assignments)

Embedding Conceptual Understanding Into Instruction

Methodology

Data =

- The phenomena surrounding the research of conceptual understanding. (Meaning and Methodology)
- Students' efforts from classroom learning experiences, reflective writings that analyzed the use of conceptual understanding methodology, and classroom discussions.

Embedding Conceptual Understanding Into Instruction

Methodology

The Focus of Inquiry

Students' understanding of conceptual understanding and its place in classroom instruction.

Embedding Conceptual Understanding Into Instruction

A Perceived Need for a Focused Emphasis on Conceptual Understanding Pedagogy

Knowledge, Skills, and Behaviors surrounding the importance of methodology on learner outcomes.

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Division of Education/Department of Mathematics

Embedding Conceptual Understanding Into Instruction

Data Collection and Analysis

Identify broad categories, common themes, and fundamental characteristics of a Conceptual Understanding Classroom.

Go to Office 365 PPt

Joseph W. Spadano, Ed.D., Associate Professor
Rivier University Division of Education/Department of Mathematics

Embedding Conceptual Understanding Into Instruction

Results

Pre-service teachers …

- Identified fundamental characteristics of Conceptual Understanding and Methods of Instruction.
- Communicated precisely about teaching and learning in a Conceptual Understanding Classroom.

Embedding Conceptual Understanding Into Instruction

Results

Broad Categories and Fundamental Characteristics of the Conceptual Understanding Classroom.

Connections, Communication, Problem Solving, Reasoning, and Representation

Embedding Conceptual Understanding Into Instruction

A Perceived Need for a Focused Emphasis on Conceptual Understanding Pedagogy

Knowledge, Skills, and Behaviors surrounding the importance of methodology on learner outcomes.

Joseph W. Spadano, Ed.D., Associate Professor
Rivier University Division of Education/Department of Mathematics

Embedding Conceptual Understanding Into Instruction

Further Discussion:

How do you assess Conceptual Understanding?

Embedding Conceptual Understanding Into Instruction

Further Discussion:

Where in real-life does this apply? (connections)

How did you solve the problem? (communication, reasoning, problem solving)

Explain your answer. (communication and reasoning)

Draw a picture of the problem. (representation)

Explain, "Why?" (reasoning)

Embedding Conceptual Understanding Into Instruction

Further Discussion:

Where, in real life, do you divide by a fraction?

For example, give me a real story related to …

3 divided by 1/2.

Why do I multiply by the reciprocal when dividing a fraction by a fraction?

Embedding Conceptual Understanding Into Instruction

Further Discussion:

Where, in real life, do you multiply a positive by a negative?

For example, give me a story related to …

3 multiplied by -5.

Why is the product of a positive number and negative number = a negative number?

Embedding Conceptual Understanding Into Instruction

Further Discussion:

Where, in real life, do you multiply a negative by a negative?

For example, give me a story related to …

-3 multiplied by -5.

Why is the product of a negative number and negative number = a positive number?

Embedding Conceptual Understanding Into Instruction

Further Discussion:

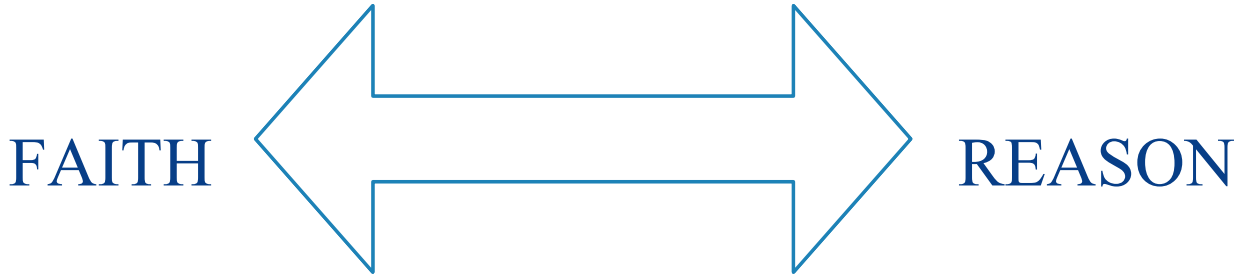
Why can't I divide by zero?

When I multiply 1.4 and .3, why do I move the decimal point two places?

If I build a rectangular enclosure with a fixed perimeter, why can the area change?

Embedding Conceptual Understanding Into Instruction

Further Discussion:



Embedding Conceptual Understanding Into Instruction

Further Discussion:

Do you have conceptual understanding without being able to answer the question, “Why?”

Embedding Conceptual Understanding Into Instruction

Further Discussion:

Teaching Elementary Mathematics is not Elementary.

Embedding Conceptual Understanding Into Instruction

Thank You!

Questions—Comments—Concerns

Joseph W. Spadano, Ed.D., Associate Professor
Rivier University Division of Education/Department of Mathematics

AUBURN MONTGOMERY

COLLEGE OF EDUCATION

Lessons in Flexibility - Using the HyFlex Model During a Pandemic

By Drs. Erin Klash, Gil Dueñas, and Shelly Bowden

Image retrieved from: https://www.rotary.org/en/educating-in-a-pandemic-and-beyond

Introduction and Background

Image retrieved from: https://www.wccbcharlotte.com/news/education/

Literature Review

Image retrieved from: https://www.shu.edu/technology/hyflex-classroom-technology.cfm

Research Question

- How did three university instructors exhibit flexibility through use of the HyFlex model while teaching during the coronavirus pandemic?

Methodology

- Setting
  - M1 university located in the southeastern United States
  - College of Education face-to-face and hybrid designated courses
    - Required to use HyFlex for courses with the above designations
  - Fall, 2020
- Participants
  - 3 College of Education faculty
    - 2 Professors, 1 Assistant Professor
      - Shelly – 39 years of teaching experience (14 ECHE; 25 College)
      - Gil – 16.5 years of teaching experience (7.5 ELEM; 9 College)
      - Erin – 11.5 years of teaching experience (7 ELEM; 4.5 College)
    - Each facilitating hybrid and/or face-to-face courses
    - Courses taught include Early Childhood, Elementary, and Foundations of Education and include both pre-professional education and professional education students in courses

Methodology

- Data Collection
  - Instructor journaling
    - Periodically throughout semester (after class meetings, weekly, bi-weekly, other)
    - Experiences with teaching using HyFlex model
    - Reflections on areas of strength and struggle
- Data Analysis
  - Organized data by instructor and journal number
  - Unit of analysis – sentence, then paragraph
  - Read and reread data
  - Coded and developed priori and emergent themes

Results

Lessons Learned: Emergent Themes

*Use of technology

- Unexpected technical 'glitches' such as remote learners without Internet, audio limitations, and video limitations; remote learners using phone vs. computer; learning curve with Zoom features

* Variations in modality of instructional delivery – and resulting implications on planning for instruction

- Realization learning modalities vary between face-to-face & remote learners
- On the spot improvisation, more intentional, reflective instructional planning

* Adapting to meet students' needs

- Discovery of how powerful real-time "chats" informed face-to face discourse
- Simultaneous instruction for both types of learners: variety of communities

Use of Technology

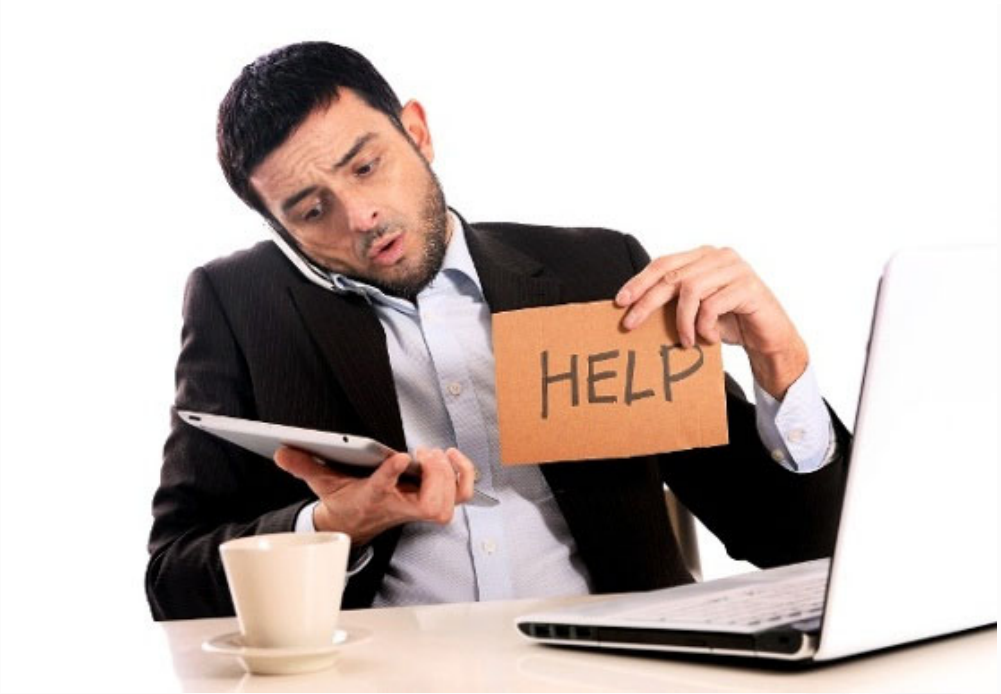


Image retrieved from: http://www.cohesiveglobal.com/blog/video-conferencing-problems-troubleshooting-tips/

Variations in Modality of Instructional Delivery

Image retrieved from: https://www.discovermagazine.com/mind/how-the-coronavirus-pandemic-is-warping-our-sense-of-time

Adapting to Meet Students' Needs

Image retrieved from: https://www.techiexpert.com/how-effective-is-the-evolving-online-learning-environment-for-the-current-generation/

Discussion

Image retrieved from: https://community.chronicle.com/news/2126-the-holy-grail-of-class-discussion

Implications

Image retrieved from: https://www.coursera.org/learn/future-education

Conclusion

Image retrieved from: www.bing.com

Q&A

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Research-based

Using Mindfulness to Decrease Stress and Improve Productivity in a CoVid World

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Purpose of presentation

- The purpose of this presentation is to discuss the viability and application of the utilization of mindfulness in our schools and workplaces.

DEFINITION OF MINDFULNESS

According to Mayo Clinic….

Meditation is an umbrella term for a variety of thinking-based strategies used to achieve a relaxed state of emotional being.

BACKGROUND

- Mindfulness meditation has become a popular alternative therapy in recent years

Research analysis

- Johns Hopkins reviewed over 19,000 studies regarding the efficacy of mindfulness
- 47 studies met criteria- meta-analysis

1. EMOTIONAL WELL BEING

- **Eases psychological stresses like:**
  - Anxiety
  - Depression
  - Poor attention and
  - Poor performance.

2. NEUTRALIZES INFORMATION OVERLOAD

- **PARTICIPANTS WERE ABLE TO:**
  - Gain a new perspective on stressful situations
  - Build skills to manage stress
  - Increase self-awareness
  - Focus on the present
  - Reduce negative emotions
  - Increase imagination and creativity
  - Increase patience and tolerance

3. HELPS TO MANAGE HEALTH CONDITIONS

- Anxiety
- Asthma
- Cancer
- Chronic pain
- Depression
- Heart Disease
- High Blood Pressure
- Irritable bowel syndrome
- Sleep problems
- Tension headaches

4. PROMOTES DEVELOPMENT OF EXECUTIVE FUNCTION

Areas of Executive Function that showed improvement of skills:

- Attention
- Impulse control
- Working memory
- Cognitive flexibility and
- Emotion regulation.

5. Increased Worker productivity

- Part of a growing body of research suggests that mindfulness training in the workplace improves job satisfaction, rational thinking, and emotional resilience.

Harvard business school research results:

- **Most effective business tools:**
  - Meditation
  - Intuition

Assists workplace performance by

- Teaching clarity and focus
- Increasing employee loyalty
- Improving communication
- Decreased absenteeism
- Increased productivity

Applications in educational settings

- Reduces anxiety.
- Helps reduce and/or manage stress.
- Improves attention and ability to focus.
- Manages their emotion reactivity.
- Increases self-awareness and **self-regulation**.
- Encourages ability to calm themselves and regulate emotions.
- Improves executive function and higher-order abilities (i.e., planning, strategic thinking).
- Decreases test anxiety through enhancing memory and concentration and reducing mind-wandering/daydreaming.
- Mitigates or reduces ADHD symptoms.

Educational system applications

- Integration of programs for students with special needs
- Behavior challenges
- Locus of Control

Psychology applications

- Positive psychology curriculum
- Group therapy
- Dialectical
  - Behavioral therapy- mindfulness (borderline personality disorder)

How does this apply during CoVid?

- Multi-tasking
- Modalities
- Stress and Anxiety increased with CoVid
- Can be used as a “Stop and Think” strategy
- Apple watch app- 1 minute breathing

Applications- training of the mind

Three minute breathing space

- How am I doing right now?
- Focus on feelings, thoughts, and sensations that arise and trying to give these words and phrases

Minute 2

- Keep awareness on your breath, only.
- As your mind wanders, gently push away errant thoughts and pull focus back to breath.

Minute 3

- Expand focus of attention from breath to feeling the breath go in and out and what your body feels like in response to breaths.

Conclusions

- Grab your pen. Write down one way you could apply this in your life.

- Turn to your shoulder partner and share what you wrote.

Questions….

- Thank you for joining us!

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