



## **International Academic Research Conference**

**April 17-19, 2013**

**Scottsdale, Arizona**

### **Conference Program**



We are committed to discovery and evidence-based practice.

- Multidisciplinary academic research conferences
- Peer-reviewed journals
- Collaborative continuing education
- Meaningful professional development
- Professional membership
- Research endowment
- Coaching clinics
- Training intensives

**Center for Scholastic Inquiry**

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## SPECIAL CONFERENCE EVENTS

<p><b>Tuesday</b></p> <p><b>April 16</b></p> <p><b>4:00-5:30 PM</b></p>	<p><b>CONFERENCE EVE RECEPTION – MORIAH COURTYARD</b></p> <p>Join the CSI conference team and your fellow attendees at this casual outdoor gathering. We'll provide light refreshments and a great chance to get to know one another before the conference begins.</p>
<p><b>Wednesday</b></p> <p><b>April 17</b></p> <p><b>12:10-1:10 PM</b></p>	<p><b>SPECIAL SESSION COACHING CLINIC – BALLROOM 3 &amp; 4</b></p> <p>During this academic publishing coaching clinic, facilitated by CSI's editor-in-chief, you'll learn how to recognize and address critical pre-submission factors, properly write and format your manuscript, navigate refereeing, integrate or refute peer review feedback and recommendations, read and respond to the decision letter, and make a compelling case to the editor.</p>
<p><b>Wednesday</b></p> <p><b>April 17</b></p> <p><b>6:30-8:00 PM</b></p>	<p><b>TASTE OF ARIZONA NETWORKING EVENT – COOKOUT CORRAL</b></p> <p>Enjoy an informal evening by the fire. Make contacts and exchange ideas with the CSI team and other conference participants. We'll provide a variety of southwestern hors d'oeuvres; the bar will offer several specialty cocktails and beers for purchase. Arizona will provide a spectacular sunset.</p>
<p><b>Thursday</b></p> <p><b>April 18</b></p> <p><b>12:10-1:10 PM</b></p>	<p><b>SPECIAL SESSION TRAINING INTENSIVE – MORIAH RESTAURANT</b></p> <p>During this leadership intensive, you will work with Dr. Locklear and in small teams to learn how to define your personal purpose as a leader, isolate and constructively frame the indefinites of your leadership challenge, identify and leverage your best resources to meet your leadership challenge and operationalize Dr. Locklear's approach to leadership in your particular situation.</p>
<p><b>Thursday</b></p> <p><b>April 18</b></p> <p><b>5:30 PM</b></p>	<p><b>MEMBERS'-ONLY NIGHT OUT SUPPER EVENT – FOGO DE CHÃO</b></p> <p>Attending CSI executives will treat current CSI professional members to a memorable night of collegiality, dining and entertainment at Fogo de Chão, an internationally renowned Brazilian steakhouse.</p>
<p><b>Friday</b></p> <p><b>April 19</b></p> <p><b>3:00-3:30 PM</b></p>	<p><b>AWARDS CEREMONY – BALLROOM</b></p> <p>Be sure to join us for this concluding dessert event. We'll provide a sweet treat and announce the awards for best papers and best presentations. Additionally, the drawing will be held for the CSI professional members' event scholarship.</p>

## SPECIAL SESSION QUICK REGISTRATION FORM

The Center for Scholastic Inquiry is excited to offer two additional opportunities to enhance your professional development and support your continuing education during our Scottsdale research event. If you haven't registered yet, you can complete the quick register form below to attend one or both of these special training sessions, offered during lunch. Your registration includes the training session, your meal and a special thank you gift from the Center for Scholastic Inquiry.

***SESSION 1: Lions and Tigers and Bears ... Oh, My! Avoiding the Common Pitfalls on the Yellow Brick Road of Academic Research Publication***

We'll take the dread out of the publication process by addressing the unknown and unexpected snags, snares and suspicions that can strike fear in the hearts of scholars.

During this coaching clinic, you'll learn how to

- recognize and address critical pre-submission factors
- properly write and format your manuscript
- navigate refereeing
- integrate or refute peer review feedback and recommendations
- read and respond to the decision letter
- make a compelling case to the editor

***SESSION 2: A Call to Leaders: Leveraging Moments of Tribulation to Inspire Moments of Triumph***

We are thrilled that Dr. Bruce Locklear will be facilitating an intensive to help you apply principles of leadership and change agency in your own professional setting. Come to the table with your sleeves rolled up to work together with Dr. Locklear and conference colleagues to address your biggest leadership challenge.

During this intensive, you will work with Dr. Locklear and in small teams to learn

- how to define your personal purpose as a leader
- how to isolate and constructively frame the indefinites of your leadership challenge
- how to identify and leverage your best resources to meet your leadership challenge
- how to employ Dr. Locklear's approach to leadership in your particular situation

QUICK REGISTRATION FORM	
First Name:	Last Name:
Email:	<input type="checkbox"/> CSI Member (5% Discount) <input type="checkbox"/> Non-Member
Street Address:	City, State:
Zip Code:	Phone:
Institution:	Title:
<input type="checkbox"/> Wednesday: Academic Publication Session \$75.00/\$71.25 <input type="checkbox"/> Thursday: Leadership Session \$75.00/\$71.25 <input type="checkbox"/> Both Sessions \$125.00/\$118.75	
Credit Card Information: <input type="checkbox"/> Visa <input type="checkbox"/> MasterCard <input type="checkbox"/> Discover <input type="checkbox"/> American Express Name on Card: Card Billing Address: Credit Card Number: Expiration (month/year): 3-digit Security Code:	
<b>NOTE:</b> Once Cori Ann processes your quick registration for you, this form will be shredded for your protection and privacy.	

**WEDNESDAY, APRIL 17, 2013**

7:30-8:15	<b>Meet &amp; Greet, Registration &amp; Continental Breakfast</b>			
8:15-8:30	<b>Welcome: Dr. Tanya Yerigan</b>			
8:30-9:15	<b>Keynote Address Part I: Dr. Bruce Locklear</b>			
9:15-9:25	<b>Passing Time</b>			
<b>SESSION #1 (9:25-11:55)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
9:25-9:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
9:30-10:00	<b>LEARNER-CENTERED</b> <b>Cancelled</b> <i>Dr. Marquita Walker</i>	<b>EXPLORING THE RELATIONSHIP BETWEEN MEDIA CHOICES AND ...</b> <i>Dr. Diane Hamilton</i>	<b>WORK STRESS AND RESTRUCTURING ...</b> <i>Dr. Scott Brooks</i>	<b>THE RELATIONSHIP BETWEEN CULTURAL MISTRUST AND ...</b> <i>Dr. Mavis Braxton</i>
10:00-10:30	<b>RURAL FIELD EXPERIENCES WITH URBAN PRE-SERVICE ...</b> <i>Dr. Miguel Fernández, Dr. Cynthia Valenciano, Dr. Timothy Harrington, Mark Wesolowski, Angela Logwood, Diana Carrasco</i>	<b>LEARNING STYLES OF STUDENTS ENROLLED IN COLLEGES OF BUSINESS ...</b> <i>Dr. Jerome Fischer</i>		<b>EXAMINING THE DIFFERENCES IN FACEBOOK BEHAVIORS ...</b> <i>Lizette Luevano</i>
10:30-10:45	<b>Break</b>			
10:45-11:15	<b>THE USE OF CONCEPT MAPS TO DOCUMENT IMPACT OF A VISIT TO ...</b> <i>Dr. Nicholas Bourke</i>	<b>WEB-BASED INSTRUCTIONAL DESIGN AS AN ALTERNATIVE ...</b> <i>Dr. Liang-Chen Lin, Dr. Valentin Ekiaka Nzai</i>	<b>EMPLOYER DISCRIMINATION USING</b> <b>Cancelled</b> <i>Dr. David Parker</i>	<b>THE MODERN SEX DOLL- OWNER: A DESCRIPTIVE ANALYSIS</b> <i>Sarah Valverde</i>
11:15-11:45	<b>THE USE OF DISPOSITIONAL ASSESSMENT IN ...</b> <i>Dr. Sally Creasap</i>	<b>ERROR ANALYSIS IN ENGLISH WRITTEN PRODUCTION ...</b> <i>Wuttipol Khirin</i>	<b>GENDER DIFFERENCES IN LEADING CHANGE</b> <i>Dr. Lisa Eshbach</i>	
11:45-11:55	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting
11:55-1:25	<b>Lunch (on your own)</b> <b>12:10-1:10—Special Session: How to Publish with Center for Scholastic Inquiry</b>			
<b>SESSION #2 (1:25-4:00)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
1:25-1:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
1:30-2:00	<b>TEACHING CRITICAL SKILLS: THE INFLUENCE OF A 3D VIRTUAL WORLD</b> <i>Dr. Lisa Smith</i>	<b>THE MISSING PIECE TO THE DIGITAL NATIVE ESL</b> <b>Cancelled</b> <i>Concepcion Reyna, Dr. Valentin Ekiaka Nzai</i>	<b>AN EXAMINATION OF THE RELATIONSHIP BETWEEN TEACHING PRESENCE ...</b> <i>Dr. Herbert Pollard, Dr. Lorrie McGovern, Dr. Mary Connor</i>	<b>JUVENILE RECIDIVISM IN URBAN VERSUS RURAL AREAS: A SURVIVAL ...</b> <i>Dr. Daniel Lee</i>
2:00-2:30	<b>AN INTUITIVE APPROACH FOR TEACHING THE CENTRAL LIMIT THEOREM</b> <i>Dr. Brian Huffman</i>	<b>CURRICULUM FRAMEWORK FOR EQUITY</b> <i>Dr. Lonni Gill</i>	<b>SHOULD THE POLICY GOAL BE HAPPINESS OR ECONOMIC GROWTH?</b> <i>Dr. Maria Kula</i>	<b>PERCEIVED EXERTION: A COMPARATIVE STUDY USING DIFFERENT ...</b> <i>Lindsey Liles, Kay Mailander</i>
2:30-2:45	<b>Break</b>			
2:45-3:15	<b>TEACHING ENGLISH TO BILINGUAL STUDENTS WITH SPECIAL NEEDS ...</b> <i>Dr. Liang-Chen Lin, Dr. Valentin Ekiaka Nzai</i>	<b>PRACTICE WHAT YOU TEACH: PRE-SERVICE EDUCATORS' WRITING ...</b> <i>Dr. Brooke Burks</i>	<b>DIFFUSING LEADERSHIP THROUGHOUT AN</b> <b>Cancelled</b> <i>Dr. Vikkie McCarthy,</i>	
3:15-3:45	<b>MAY I HAVE A CYBER LATTE, PLEASE? USING SOCIAL IDENTITY ...</b> <i>Dr. Kelli Fellows</i>	<b>PROBLEMS WHICH FACE PRIMARY SCHOOL PRINCIPALS IN UAE</b> <i>Dr. Ahmad Al-mashhadany</i>	<b>THE PROBLEM OF SPATIAL INEQUALITY IN THE REGIONS OF ...</b> <i>Dr. Fatih Celebioglu</i>	
3:45-4:00	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing

**THURSDAY, APRIL 18, 2013**

7:30-8:15	<b>Meet &amp; Greet, Registration &amp; Continental Breakfast</b>			
8:15-8:30	<b>Welcome: Loddie Krepps</b>			
8:30-9:15	<b>Keynote Address Part II: Dr. Bruce Locklear</b>			
9:15-9:25	<b>Passing Time</b>			
<b>SESSION #1 (9:25-11:55)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
9:25-9:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
9:30-10:00	<b>IMPACT OF CYBERLEARNING TECHNOLOGIES AND ...</b> <i>Maria Iliana Castillo, Dr. Valentin Ekiaka Nzai, Dr. Liang- Chen Lin, Monica Medina</i>	<b>PLUGGING THE HOLES: ISSUES THAT IMPACT A SUCCESSFUL AFTER ...</b> <i>Dr. Jamal Cooks</i>		<b>WHEN THE THERAPIST LOVES AND HATES</b> <i>Dr. Chris Peterson</i>
10:00-10:30	<b>FACTORS THAT INFLUENCE STUDENT TEACHING SELF-EFFICACY</b> <i>Dr. Kevin Mackin</i>	<b>THE CHILDREN'S COGNITIVE ENHANCEMENT ...</b> <i>Dr. Kenneth Kohutek</i>		<b>THE AMERICAN MALE AND FEMALE 35 YEARS LATER: BEM SEX ROLE ...</b> <i>Dr. Denise Guastello, Dr. Stephen Guastello</i>
10:30-10:45	<b>Break</b>			
10:45-11:15	<b>INSTRUCTIONAL IMPACT ON ACHIEVEMENT OF ECONOMICALLY AND ...</b> <i>Dr. Sherry Long</i>	<b>WHO SAYS WE ARE NOT ON THE SAME PAGE? LEADING SPECIAL ...</b> <i>Dr. Ted Price</i>	<b>DISSECTING THE TURTLE: AN EXAMINATION OF THE TURTLE TRADING SYSTEM</b> <i>Dr. David Rayome</i>	
11:15-11:45	<b>SOFT SKILLS' AND STUDENT TEACHING SUCCESS ...</b> <i>Dr. Sally Ingles</i>	<b>DISMISSAL FOR CAUSE</b> <i>Dr. Bradford Allison</i>	<b>A FRAMEWORK FOR SPECIFYING BUSINESS MODELS</b> <i>Dr. Brad Barbeau</i>	
11:45-11:55	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting
11:55-1:25	<b>Lunch (on your own)</b> <b>12:10-1:10 – Special Session: What's Your Leadership Capacity?</b>			
<b>SESSION #2 (1:25-4:00)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
1:25-1:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
1:30-2:00	<b>USING INQUIRY PRINCIPLES OF ART IN MATHEMATICS</b> <i>Dr. Lisa Douglass, Dr. Mathew Conley, Rachel Trinkley</i>	<b>STEPPING TO THE B SIDE: ACADEMIC EXPERIENCES OF AFRICAN ...</b> <i>Dr. Jamal Cooks</i>		<b>DOES EMOTIONAL INTELLIGENCE IMPACT AN ADOLESCENT ...</b> <i>Dr. Betsye Robinette, Dr. Betty Jane Fratzke</i>
2:00-2:30	<b>CONCEPTUAL MODEL- BASED TEACHING TO FACILITATE GEOMETRY ...</b> <i>Dr. Yan Ping Xin, Dr. Casey Hord</i>	<b>BUILDING A PATHWAY TO OPTIMAL ACADEMIC ACHIEVEMENT AND ...</b> <i>Dr. Sonja Harrington, Dr. Shirley Barnes, Dr. Dyann Bayan</i>	<b>THE INFLUENCE OF ENTERPRISE SYSTEMS ON BUSINESS AND ...</b> <i>Myles Muretta Dr. Lance Revenaugh</i>	<b>BULLYING IN THE COUNSELORS' WORKING ENVIRONMENT ...</b> <i>Kay Mailander, Lindsey Liles</i>
2:30-2:45	<b>Break</b>			
2:45-3:15	<b>CLOSING THE ACHIEVEMENT GAP: STRATEGIES TO ...</b> <i>Dr. Taik Kim</i>	<b>CURRICULUM IMPROVES ACHIEVEMENT: CASE STUDIES OF 16 DISTRICTS</b> <i>Dr. David Squires</i>	<b>BEHAVIORAL INSIGHTS REVEAL A CONSUMER OF MIXED RATIONALITY</b> <i>Dr. Paul Stock</i>	
3:15-3:45	<b>IMPROVING PRESCHOOL FAMILY/STUDENT MOTIVATION AND ...</b> <i>Bonnie Sullivan, Dr. Gilbert Dueñas, Dr. Shelly Bowden</i>	<b>BUILDING BRIDGES FOR ENGLISH LEARNERS: PROFICIENCY ...</b> <i>Dr. Debora Scheffel, Dr. Dianne Lefty</i>	<b>THE THREATS TO PHARMACEUTICAL R&amp;D FROM FREE RIDERS</b> <i>Dr. Steve Molloy</i>	
3:45-4:00	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing

**FRIDAY, APRIL 19, 2013**

7:45-8:30	<b>Meet &amp; Greet, Registration &amp; Continental Breakfast</b>			
8:30-8:45	<b>Welcome</b>			
8:45-8:55	<b>Passing Time</b>			
<b>SESSION #1 (8:55-11:25)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
8:55-9:00	Session Welcome	Session Welcome	Session Welcome	Session Welcome
9:00-9:30	<b>POSTCARDS OF THE FAMILIAR - A Cancelled MEMORIES ...</b> <i>Dr. Diane Kettle</i>	<b>CULTURALLY RESPONSIVE IDEA TRANSITION PRACTICES ...</b> <i>Dr. York Williams</i>	<b>REGULATIONS, BENEFITS AND COMPARISONS OF SEGMENT REPORTING ...</b> <i>Dr. Paul Lee</i>	
9:30-10:00	<b>THE CONFIDENCE TO REACH ALL LEARNERS</b> <i>Dr. Amy Vizenor</i>	<b>EXAMINING VARIABLES OF A QUALITY EDUCATION</b> <i>Dr. Joanna Mann</i>	<b>CHINA'S GRADUALISM APPROACH TO SYSTEMIC TRANSFORMATION ...</b> <i>Dr. Raphael Shen</i>	<b>ATTITUDES TOWARDS POVERTY REVISITED</b> <i>Charity Perry Dr. Theodore Bell Dr. Gretchen Peterson</i>
10:00-10:15	<b>Break</b>			
10:15-10:45	<b>FACULTY AND STUDENTS SPEAK OUT: WHEN TECHNOLOGY ...</b> <i>Dr. Myrna Olson, Austin Winger</i>	<b>WHAT IS THE IMPACT ON COURSE COMPLETIONS OF STUDENTS' ABILITY ...</b> <i>Dr. James DeCosta</i>	<b>SOCIAL SECURITY AND MEDICARE: EARNED ENTITLEMENTS</b> <i>Dr. Arthur Young</i>	<b>EFFICACY OF DESENSITIZATION STRATEGIES FOR TEST ...</b> <i>Dr. Margaret Kasimatis</i>
10:45-11:15	<b>A NARRATIVE STUDY OF TEACHER AND STUDENT PERCEPTIONS AND ...</b> <i>Cynthia Alvarado</i>		<b>ACTION RESEARCH CASE STUDY: SUSTAINABLE BUSINESS PROGRESS ...</b> <i>Dr. Kylee Quinn</i>	<b>DEVELOPMENT OF EMPATHY IN COUNSELING TRAINEES</b> <i>Dr. Helen Schoemaker</i>
11:15-11:25	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting
11:25-12:25	<b>Lunch (on your own)</b>			
<b>SESSION #2 (12:25-3:00)</b>	<b>CANYON A EDUCATION</b>	<b>CANYON B EDUCATION</b>	<b>CANYON C BUSINESS</b>	<b>CANYON D BEHAVIORAL SCIENCE</b>
12:25-12:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
12:30-1:00	<b>THE PROFESSIONAL EXPLORATION PROGRAM: AN ALTERNATIVE LAW SCHOOL ...</b> <i>Linda Kisabeth</i>	<b>THE NOVICE TEACHER'S EXPERIENCE IN SENSEMAKING ...</b> <i>Dr. Joan Berry</i>	<b>ENHANCING STUDENT PARTICIPATION THROUGH ...</b> <i>Dr. Barbara Lamberton</i>	
1:00-1:30	<b>URBAN CHARTER SCHOOLS AND FACTORS THAT INFLUENCE THE ...</b> <i>Dr. York Williams</i>	<b>THE PRODUCTION OF FINAL /s/ IN ENGLISH WORDS BY THAI ...</b> <i>Wuttipol Khirin</i>	<b>VISIONING BEYOND DEBITS AND CREDITS: UTILIZING APPLIED RESEARCH TO ...</b> <i>Dr. Kelli Fellows</i>	<b>DEVELOPING MULTICULTURAL AWARENESS AMONG ...</b> <i>Dr. Lucinda Woodward</i>
1:30-1:45	<b>Break</b>			
1:45-2:15	<b>SUPPORTING VALUE- ADDED CLAIMS FOR THE ACCREDITATION OF ...</b> <i>Dr. Glenn Koonce</i>	<b>THE NEUROSCIENCE OF POETRY: EXPERIENTIAL EDUCATION TO FILL...</b> <i>Reuben Chavira</i>		<b>EMOTIONAL INTELLIGENCE AMONG BLACK BELTS ...</b> <i>Dr. Chris Moser Dr. Cheri Hampton-Farmer</i>
2:15-2:45	<b>BUILDING A TRUSTING RELATIONSHIP: APPRECIATING THE ...</b> <i>Dr. Gilbert Dueñas</i>	<b>SO WHAT'S A LEARNING COMMUNITY ANYWAY?</b> <i>Cori Ann Dahlager Dr. Tanya Yerigan</i>		<b>PARENTAL INFLUENCE ON TALENT DEVELOPMENT: INTERVIEWS WITH 20 ...</b> <i>Dr. Echo Wu</i>
2:45-3:00	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing
3:00-3:30	<b>Best Presentation Awards, Best Paper Awards &amp; Membership Drawings</b>			
3:30-4:00	<b>Conference Check-Out (CEU Distribution, Name Badge Collection, Board Interest Collection)</b>			



## KEYNOTE SPEAKER: DR. BRUCE LOCKLEAR

Dr. W. Bruce Locklear is presenting a two-part keynote address for our Scottsdale academic research conference. Dr. Locklear is a dynamic and preeminent authority on a broad range of issues including leadership, evidence-based practice, technology initiatives and change agency. Dr. Locklear contributes thought leadership on regional and national platforms, including an interview on Good Morning America. Dr. Locklear's expertise is evident in his willingness to champion innovation and ability to inspire organization-wide change.

The topic for Dr. Locklear's address is leadership. His transdisciplinary keynote address will be an informative and motivational experience that delivers practical insights and realistic solutions. Dr. Locklear's high-energy, content-packed presentation will provide action principles and exciting multidisciplinary strategies applicable in any education, business or behavioral science field. Dr. Locklear will speak to conference attendees on April 17 and April 18, 2013.

Dr. Locklear currently serves as principal of one of America's top public high schools, as recognized by Siemens, US News and World Report and Newsweek. In his tenure, Dr. Locklear has been instrumental in advancing cutting edge solutions through clear messaging, knowing his stakeholders, equipping them with necessary tools and skills, empowering them with empirical evidence and persuading large-scale buy-in with visionary leadership. Previously, Dr. Locklear served as an administrator at another award-winning high school. Under his leadership, the school earned extensive state and national recognition for excellence.

Dr. Locklear also serves and leads in the Minnesota Association of Secondary School Principals, where he recently completed a term as a member of the Board of Directors. Dr. Locklear presently serves on the Board of Directors for the National Association of Secondary School Principals. In 2010, Dr. Locklear was named Minnesota Principal of the Year due, in large part, to his collaborative leadership style. During a Congressional session in 2010, Dr. Locklear was publically recognized for his leadership achievements by Representative Erik Paulsen.



## PRESENTER LIST BY PRESENTATION TITLE

**Title:** *Action Research Case Study: Sustainable Business Progress in Peru*

**Day/Track:** Friday, Business

**Summary:** In a recent tour of businesses throughout Peru with a study group I witnesses the progress Peruvians are making in key industries such as coffee and timber, to increase sustainability of their resources. They are trying to learn from Brazil's experience of too rapid development that negatively affected their rain forest resources.

**Presenter:** Kylene Quinn, Ph.D, Seattle University

**Title:** *The American Male and Female 35 Years Later: Bem Sex Role Inventory Revisited*

**Day/Track:** Thursday, Behavioral Science

**Summary:** How do we define the stereotypic male and female? Sandra Bem developed the Bem Sex Role Inventory based on the stereotypes in the 1970s. Thirty-five years later, we found that the stereotype has remained largely unchanged for one sex but has been greatly reduced in scope for the other. The personality traits once associated with this sex are no longer considered masculine or feminine. The implications for the usefulness of the androgyny concept will be discussed.

**Primary Presenter:** Denise Guastello, Ph.D, Carroll University

**Co-Presenter:** Stephen Guastello, Ph.D, Marquette University

**Title:** *Attitudes towards Poverty Revisited*

**Day/Track:** Friday, Behavioral Science

**Summary:** The presentations will be invigorating, energetic and filled with inspiration and situational application. With a working knowledge of attitudes toward poverty, regardless of the professional background, attendees will take away tools for application in their respective fields.

**Primary Presenter:** Charity Perry, M.A., California State University, Los Angeles

**Co-Presenters:** Gretchen Peterson, Ph.D, California State University, Los Angeles; Theodore Bell, Ph.D, California State University, Los Angeles

**Title:** *Behavioral Insights Reveal a Consumer of Mixed Rationality*

**Day/Track:** Thursday, Business

**Summary:** A common assumption in economics is that consumers act rationally and will maximize their utility (satisfaction) by obeying the law of demand. The authors wanted to study this assumption in more detail so they designed a survey about consumer behavior during purchase decisions. We study emotions and influence factors. Surprisingly, most consumers surveyed considered themselves to be more rational than the average consumer. What does that mean? Is the assumption that consumers act rationally valid?

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

**Title:** *Building a Pathway to Optimal Academic Achievement and Educational Attainment for Our Children: Values and Expectations of Rural African American Parents*

**Day/Track:** Thursday, Education

**Summary:** The purpose of this quantitative study was to examine the perceptions of parents' values and expectations regarding the academic achievement and educational attainment of their children attending schools in rural communities. Findings indicated that a majority of the responding parents had high academic expectations of their children at the elementary level and envisioned their children attaining at least a college degree. Other findings showed that while parents who obtained at most a high school diploma valued and expected their children to achieve similarly to those parents who attended or obtained a college degree or an advanced degree.

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

**Co-Presenters:** Shirley Barnes, Ph.D, Alabama State University; Dyann Bayan, Ed.D., Alabama State University

**Title:** *Building a Trusting Relationship: Appreciating the Linguistic and Cultural Influence of Three Hispanic Families on School Learning*

**Day/Track:** Friday, Education

**Summary:** Through the eyes of the researcher, conference attendees explore the inner household of three Hispanic households, immigrants to the United States in the past 10 years. With each succeeding slide, attendees more clearly understand the treasured, valued traditions and life experiences of these three Hispanic families. Second, attendees will sense the families' determination to instill important life lessons in their children's minds and hearts. Last, the listeners of this online session will discern a very special partnership forged between the three Hispanic families and the researcher--no longer a visitor but a trusted member of the family.

**Presenter:** Gilbert Dueñas, Ph.D, Auburn University at Montgomery

**Title:** *Building Bridges for English Learners: Proficiency, Achievement and Time*

**Day/Track:** Thursday, Education

**Summary:** This presentation discusses the impact of the influx of English learners in public school districts—specifically in Colorado and how English learners acquire and demonstrate academic proficiency in a second language over time.

**Primary Presenter:** Debora L. Scheffel, Ph.D, University of the Rockies

**Co-Presenter:** Dianne Lefly, Ph.D, Colorado Department of Education

**Title:** *Bullying in the Counselors' Working Environment: A Texas Wide Survey of Counselors*

**Day/Track:** Thursday, Behavioral Science

**Summary:** As a relatively new concept in the counseling profession, social justice is called the fourth force in counseling. This study was conducted in order to investigate

counselors' experiences of bullying in the working environment. The questions asked give indications of the type and level of bullying counselors experience and how they cope when being bullied by coworkers. Out of 14,995 LPC's in the state of Texas, 2,000 were chosen because of their affiliation with the Texas Counseling Association. Of the 600 prospective participants whom the researchers attempted to contact, 219 participated in the survey.

**Primary Presenter:** Kay Mailander, M.A., University of Mary Hardin-Baylor

**Co-Presenter:** Lindsey Liles, M.A., University of Mary Hardin-Baylor

**Title:** *The Children's Cognitive Enhancement Program: A Pilot Study*

**Day/Track:** Thursday, Education

**Summary:** This presentation will include a review of the importance of cognitive skills (referred to as the "third leg of education") enhancement in school-aged children. A review of these skills and their impact on academic and social development will be followed by describing a program designed to address those skills. Findings from recent studies, including two with pre/post-assessments, their implications and limitations, provide encouragement for additional investigation. A description of future studies will be presented.

**Presenter:** Kenneth Kohutek, Ph.D, University of Tampa

**Title:** *China's Gradualism Approach to Systemic Transformation: Successes, Challenges*

**Day/Track:** Friday, Business

**Summary:** A decade before systematic transformation became commonplace in former Communist economies of the former Soviet bloc. Pilot reform projects preceded every key domain in need of restructuring and/or reorientation. Only when successes in the experimental projects proved incontrovertible was the scope of reform permitted to widen and speed accelerate. Paralleling reform measures on the domestic front were China's proactive measures liberalizing its foreign investment and foreign trade policies. The end result is that its reform success has propelled China to being the world's second largest economy merely 30 years after reform began.

**Presenter:** Raphael Shen, Ph.D, University of Detroit Mercy

**Title:** *Closing the Achievement Gap: Strategies to Improve Mathematics Achievement of Academically Deficient Students in an Urban School*

**Day/Track:** Thursday, Education

**Summary:** The National Assessment of Educational Progress data (NAEP, 2008) indicated that the gap between White and Black students among age 9, age 13, and age 17 has not significantly changed from 1990 and 2005. Since more minorities have exposed to education after the World War II, the achievement gap between whites and non-whites has been decreased. However, there is still a noteworthy gap between White and Black students. The primary focus for this study was to describe a method of improving mathematics

achievement of academically deficient students in an urban school.

**Presenter:** Taik Kim, Ed.D., New Mexico Highlands University

**Title:** *Conceptual Model-Based Teaching to Facilitate Geometry Learning of Students Who Struggle in Mathematics*

**Day/Track:** Thursday, Education

**Summary:** Are you searching for mathematics problem-solving intervention materials that will help elementary students who are left behind in fundamental mathematical ideas? If so, please join us for this dynamic presentation! We will present an empirical study that was designed to explore the potential effect of a Conceptual Model-based Problem Solving (COMPS) instructional program that teaches elementary geometry concepts through building on fundamental mathematical idea of multiplicative reasoning. Findings will be discussed within the context of current math reform which emphasizes all students (including students with disabilities) access to higher order thinking and reasoning.

**Primary Presenter:** Yang Pin Xin, Ph.D, Purdue University

**Co-Presenter:** Casey Hord, Ph.D, University of Cincinnati

**Title:** *The Confidence to Reach All Learners*

**Day/Track:** Friday, Education

**Summary:** While a majority of teachers are Caucasian and middle class, the population of students in the U.S. is becoming increasingly diverse in many ways: learning needs, ethnicities, and socioeconomic classes. Sometimes new teachers come to the classroom with very little experience interacting with those who are different from them, and they lack the confidence to teach the range of learners in their classrooms. This lack of confidence may result in low teacher efficacy and underperformance of students. In this presentation, we will explore dual coding theory as a way to increase teacher confidence in meeting the needs of all learners.

**Presenter:** Amy Vizenor, Ed.D., Gustavus Adolphus College

**Title:** *Culturally Responsive IDEA Transition Practices: Beyond the Post Secondary Education Opportunity Gap for African American Males and Other Students from Culturally and Linguistically Diverse (CLD) Backgrounds*

**Day/Track:** Friday, Education

**Summary:** This session will highlight the importance of culturally understanding the needs of (CLD) students who have identified learning and other disabilities served under IDEA and the roles of their classroom teacher. We will also examine culturally responsive pedagogy and its relevance in the field of special education which is often driven by learning goals and not the student's unique needs beyond his or her disability. Recommendations will be offered for reaching beyond the disability category to make family collaboration and achievement work for the student with special needs who is at the nexus of instruction, delivery and design.

**Presenter:** York Williams, Ph.D, West Chester University

**Title:** *Curriculum Framework for Equity*

**Day/Track:** Wednesday, Education

**Summary:** Children deserve engaging, authentic learning activities that encourage them to develop into creative, thinking democratic citizens. This can only be achieved when students are given opportunities in classrooms that promote this type of learning. The Curriculum Framework for Equity enables teachers to design learning for all of our diverse student population.

**Presenter:** Lonni Gill, Ph.D, IUPUI Indiana University-Purdue University at Indianapolis

**Title:** *Curriculum Improves Achievement: Case Studies of 16 Districts*

**Day/Track:** Thursday Education

**Summary:** Using a variety of platforms, these 16 districts used curriculum as the central focus in their improving achievement scores. The paper summarizes the commonalities among the districts.

**Presenter:** David Squires, Ph.D, Southern Connecticut State University

**Title:** *Developing Multicultural Awareness among Psychology Students through International Service Learning Programming*

**Day/Track:** Friday, Behavioral Science

**Summary:** Students vary in their reports on the value of study abroad experiences. This presentation examines the dynamic interaction between student factors and trip factors in predicting learning outcomes following an international service learning program in Psychology.

**Presenter:** Lucinda Woodward, Ph.D, Indiana University Southeast

**Title:** *Development of Empathy in Counseling Trainees*

**Day/Track:** Friday, Behavioral Science

**Summary:** Development of an intellectual and ethical stance that includes an ability to understand and hold multiple diverse perspectives is a necessary goal in training the counselors of tomorrow.

**Presenter:** Helen Shoemaker, Ph.D, Holy Names University

**Title:** *Diffusing Leadership throughout an Organization: An Analysis of Non-Profit Organizations*

**Cancelled**

**Day/Track:** Wednesday, Business

**Summary:** The nonprofit sector in the United States has continued to grow at a rapid pace. As government resources become more limited for addressing social interests, nonprofit organizations are stepping in to do things that may "otherwise fall through the cracks." The increased importance on non profit organizations and growing resources in this sector, make the study leadership in non profits even more important. This session will discuss factors of effective leadership in nonprofit organizations.

**Presenter:** Vikkie McCarthy, Ph.D, Austin Peay State University

**Title:** *Dismissal for Cause*

**Day/Track:** Thursday, Education

**Summary:** Is it possible to dismiss a tenured teacher who intentionally puts students in harm?

**Presenter:** Brad Allison, Ph.D, California State University, Los Angeles

**Title:** *Dissecting the Turtle: An Examination of the Turtle Trading System*

**Day/Track:** Thursday, Business

**Summary:** The Turtle Trading System is one of the most popular methods of trading stocks and futures. This presentation breaks the system down to its basic components and explains how and why it works.

**Presenter:** David Rayome, Ph.D, Northern Michigan University

**Title:** *Does Emotional Intelligence Impact an Adolescent Recovery Program?*

**Day/Track:** Thursday, Behavioral Science

**Summary:** Emotional intelligence is significantly related to an adolescent's ability to develop a healthy positive internal self and may indicate that students who were less able to use emotions to impact their thinking were unable to harness their emotions for problem-solving as shown by increase in relapse rates.

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

**Co-Presenter:** Betty Jane Fratzke, Ed.D., Indiana Wesleyan University

**Title:** *Efficacy of Desensitization Strategies for Test Anxiety Management*

**Day/Track:** Friday, Behavioral Science

**Summary:** Many students identify themselves as test-anxious and consider their anxiety intractable. In fact, anxiety symptoms are quite amenable to modification, and there is a robust body of literature that supports the use of cognitive-behavioral techniques to lessen test-related symptoms and actually improve test scores. This study is the first in a series validating a four-hour, evidence-based skills-training approach for improving test performance in college students.

**Presenter:** Margaret D. Kasimatis, Ph.D, Carroll University

**Title:** *Emotional Intelligence Among Black Belts: Predictor of Success*

**Day/Track:** Friday, Behavioral Science

**Summary:** Although 20% of success may be attributed to IQ, it is emotional intelligence (EI) that distinguishes outstanding performers from average ones. This study builds upon previous studies about EI as a predictor for success and addresses a gap in the literature by examining the EI levels of individuals who have earned the rank of black belt in traditional martial arts, comparing their EI with that of the general population. Using the BarOn EQ-i assessment, researchers identified specific EI competency levels and subscales that contribute to success in the martial arts and in life.

**Primary Presenter:** Chris Moser, Ed.D., University of Findlay

**Co-Presenter:** Cheri Hampton-Farmer, Ph.D, University of Findlay

**Title:** *Enhancing Student Participation through Technology and Collaborative Learning*

**Day/Track:** Friday, Business

**Summary:** This session presents the results of quasi-experimental study that compared the effectiveness of storyboarding (with and without technology) to traditional classroom exercises in improving student participation in a management accounting class. A collaborative management technique used by many businesses, storyboarding has been proved to be an effective management technique in business. The results indicate that most students agreed or strongly agreed that storyboarding helps to establish an atmosphere that encourages everyone to participate. In terms of technology enabled storyboarding, most students felt that technology enhanced the storyboarding process and increased their mastery of accounting learning objectives.

**Presenter:** Barbara Lambertson, Ph.D, University of Hartford

**Title:** *Employer Discrimination Using Credit Reports under Title VII of the Civil Rights Act of 1964* **Cancelled** *Case of EEOC v. Kaplan Higher Education*

**Day/Track:** Wednesday, Business

**Summary:** We'll discuss employers' illegal discrimination against Black job applicants and incumbents in violation of Title VII using credit reports. In a case of first impression, the EEOC filed a complaint against Kaplan Higher Education for discriminating in the hiring and treatment of Black employees based upon information obtained in their individual credit reports. The possible impact of this case on businesses and how this case can be used to teach illegal discrimination practices under Title VII to business students will be explored. Alternate methods employers should use to determine the honesty, truthfulness, and reliability of their employees will be reviewed.

**Presenter:** David, L. Parker, J.D., James Madison University

**Title:** *Error Analysis in English Written Production of Thai University Students at an International College*

**Day/Track:** Wednesday, Education

**Summary:** This research investigates errors in written production by Thai university students at an international college. A total of 58 essays were randomly selected from the student's weekly assignment and quizzes. When analyzing the corpus, all errors from six different categories were marked and counted: word order, plural of nouns, nouns/articles, adjectives/adverbs, subject-verb agreement and prepositions. The aims of the study are to examine the frequency of the errors in the chosen categories and, if possible, explain how some common errors can be understood and explained in terms of native language transfer.

**Presenter:** Wuttipol Khirin, M.A., Burapha University International College

**Title:** *An Examination of the Relationship between Teaching Presence, Social Presence, Learner Motivation, and Self-Reported Learning among Face-to-Face MBA Students*

**Day/Track:** Wednesday, Business

**Summary:** The purpose of this study was to explore the relationship between the teaching and social presences of the Community of Inquiry (COI) framework, learner motivation, and self-reported learning. The study surveyed 126 face-to-face MBA students enrolled in MBA courses. Study results found that teaching presence and learner motivation, collectively, were significant predictors of self-reported learning. Social presence was not identified as a significant predictor of learning. However, significant differences were identified between quantitative and non-quantitative courses. These findings suggest the merit of including a student motivation dimension within the COI framework.

**Primary Presenter:** Herbert Pollard, DBA, King College

**Co-Presenters:** Lorrie McGovern, DBA, Saint Leo University; Mary Connor, DBA, King University

**Title:** *Examining the Differences in Facebook Behaviors between an Older and Younger Age Cohort*

**Day/Track:** Wednesday, Behavioral Science

**Summary:** The use of the online social networking site Facebook has grown tremendously over the years with millions of users. The presentation will discuss the observation process and the online behaviors found based on the activity shown on participants Facebook profiles. A previously developed typology was used to group certain online behaviors into different categories: Observer, Scrapbooker, Activist, Entrepreneur, and Social Butterfly. Interesting results have been found showing significant differences in online behaviors between young adult participants to that of the older adult Facebook users.

**Presenter:** Lizette Luevano, B.A., California State University, Long Beach

**Title:** *Examining Variables of a Quality Education*

**Day/Track:** Friday, Education

**Summary:** There are variables that need to be evaluated in order to have a scientific reproducible result to measure a quality education. One must examine the home environment, the student, the classroom, and the instructor. In examining historical data, soliciting informal student feedback, and documenting personal observations, I have determined that all of the aforementioned variables are required in order for a student to receive the maximum education. My presentation will address this hypothesis and detail the results that I have discovered.

**Presenter:** Joanna Mann, Ph.D, Langston University

**Title:** *Exploring the Relationship between Media Choices and Teaching Experience in Online Courses*

**Day/Track:** Wednesday, Education

**Summary:** The popularity of online education has brought attention to course content and delivery methods. While online professors may not always develop curriculum, they may have the ability to add digital and social media links within their courses. Results from a recent study may give some insight as to what online professors deem to be appropriate media to add to the online classroom. Some of the media choices considered for this study include blogs, YouTube, Facebook, Twitter, and news sites. This session will

explore the effectiveness of the media choices as well as their popularity in the online classroom.

**Presenter:** Diane Hamilton, Ph.D, University of Phoenix

**Title:** *Gender Differences in Leading Change*

**Day/Track:** Wednesday, Business

**Summary:** The presentation examines the relationship between managerial competencies associated with implementing change initiatives. Specific emphasis and focus will be on the differences of effectiveness between the genders. Are female leaders or managers more effective in implementing change than male leaders or managers?

**Presenter:** Lisa Eshbach, Ph.D, Ferris State University

**Title:** *Factors that Influence Student Teaching Self-Efficacy: Throwing Conventional Knowledge out the Window*

**Day/Track:** Thursday, Education

**Summary:** What factors really make a difference in determining the self-efficacy of student teachers, and why should we care? The author conducted research on over 300 student teachers from 13 Minnesota colleges, and the results may surprise you. Does student teaching increase or decrease self-efficacy? Do students who student teach in a graduate program have higher efficacy than undergraduates? How do age and gender impact self-efficacy? Do students with higher GPAs have higher self-efficacy than those with lower grades? Find out the answers to these questions and more. As a bonus, the presenter will close with the "efficacy rap".

**Presenter:** Kevin Mackin, Ed.D., Upper Iowa University

**Title:** *Faculty and Students Speak Out: When Technology in the College Classroom is Productive or Distractive*

**Day/Track:** Friday, Education

**Summary:** Do you text, tweet, post, or peruse the web in the classroom? If so, how is that working for you? Dare to leave your tech devices off in our session today and find out what professors and students surveyed and interviewed at the University of North Dakota have to say about the topic! Attendees can expect lively discussion of what "helps" and what "hinders" the effective use of technology for learning in college classrooms across an array of disciplines.

**Primary Presenter:** Myrna Olson, Ed.D., University of North Dakota

**Co-Presenter:** Austin Winger, B.A., University of North Dakota

**Title:** *A Framework for Specifying Business Models*

**Day/Track:** Thursday, Business

**Summary:** This presentation will present a structural framework for business models that identifies the elements of a business model and their relationship to each other. The framework extends existing writing on business models, adding organizational, financial and business development elements to the existing specifications of what is contained in a business model. The framework will be illustrated through application to varying business models from the video rental industry.

**Presenter:** Brad Barbeau, Ph.D, California State University, Monterey Bay

**Title:** *Impact of Cyberlearning Technologies and Curriculum on Female Adult Learners' English Proficiency Development in South Texas*

**Day/Track:** Thursday, Education

**Summary:** There are two ways of teaching with technologies: the automating and information or cyberlearning perspectives (Collin & Halverson, 2009; Ekiaka & Feng, 2011; November, 2010). This workshop showcases different cyberlearning workstations technologies aimed at enhancing adult ESL learning overall reading, writing, listening and speaking competences from the information learning perspective.

**Primary Presenter:** Maria Iliana Castillo, M.S., Texas A&M University-Kingsville

**Co-Presenters:** Liang-Chen Lin, Ph.D, Texas A&M University-Kingsville; Monica Medina, M.Ed., Texas A&M University-Kingsville;

**Title:** *Improving Preschool Family/Student Motivation and Achievement through Multicultural Teaching and Learning*

**Day/Track:** Thursday, Education

**Summary:** Schools across the nation face a 21st century challenge: meet the changing academic needs of an increasingly, culturally diverse classroom. Our world is now an interdependent community. We face global social, economic, and political issues. Students at all levels must learn and acquire core skills in literacy, math, science, and technology. To thrive together, children today should be encouraged to respect and embrace each other's cultural voices and knowledge. This presentation seeks to share how to construct a relevant experience that forged a meaningful, trusting partnership between parents, children, and educators.

**Primary Presenter:** Bonnie Sullivan, Ed.S., Wetumpka Elementary School

**Co-Presenters:** Gilbert Dueñas, Ph.D, Auburn University at Montgomery; Shelly Bowden, Ph.D, Auburn University at Montgomery

**Title:** *The Influence of Enterprise Systems on Business and Information Technology Strategic Alignment*

**Day/Track:** Thursday, Business

**Summary:** Major change in organizations is difficult to implement and maintain. Enterprise Resource Planning (ERP) software is a major change to any organization. This paper will discuss and suggest some key factors for successful implementation and sustained use. The domain is ERP, but the principles apply to implementing any major organizational change.

**Primary Presenter:** Myles Muretta, Montana Tech of The University of Montana

**Co-Presenter:** D. Lance Revenaugh, Ph.D, Montana Tech University

**Title:** *Instructional Impact on Achievement of Economically and Learning Disadvantaged Students at Two Ohio Middle Schools*

**Day/Track:** Thursday, Education

**Summary:** With NCLB and the Reauthorization of ESEA, teachers and administrators are being held accountable for student achievement, specifically learning-disabled and/or economically disadvantaged students. Session participants will learn about the impact of teacher-centered and student-centered teaching strategies on reading and math achievement scores in 2 Ohio middle schools as well as the implications for educators and administrators.

**Presenter:** Sherry Long, Ed.D., Alice Lloyd College

**Title:** *An Intuitive Approach for Teaching the Central Limit Theorem*

**Day/Track:** Wednesday, Education

**Summary:** Students don't get the Central Limit Theorem ... there, I said it. There isn't any threat severe enough; there isn't reward great enough ... they just don't get it. Until now...

**Presenter:** Brian Huffman, Ph.D, University of Wisconsin - River Falls

**Title:** *Juvenile Recidivism in Urban versus Rural Areas: A Survival Analysis of Large Longitudinal Data*

**Day/Track:** Wednesday, Behavioral Science

**Summary:** In 2008 juveniles accounted for 16% and 26% of all arrests for violent and property crime respectively Juvenile recidivism deserves more attention, because youths tend to be more malleable and more easily redirected into productive behavior.

**Presenter:** Daniel Lee, Ph.D, Shippensburg University

**Title:** *Learner-Centered Pedagogical Strategies: Delivery Formats Matter*

**Day/Track:** Wednesday, Education

**Summary:** The manner in which course content is delivered makes a difference in the way students access and understand material. Since students have different learning styles, it makes sense that presenting content in various formats would increase student learning outcomes. Please join me for an interactive session on why delivery formats matter in your online class.

**Presenter:** Marquita Walker, Ph.D, Indiana University-Purdue University Indianapolis

**Title:** *Learning Styles of Colleges of Business, Education, and Northwest University*

Cancelled

**Day/Track:** Wednesday, Education

**Summary:** The purpose of this study was to identify the learning styles of senior students in three academic program areas at a University in the Northwest. Instructors of three different colleges at a Northwest University were enlisted to present the measure of learning style. The Gregorc Style Delineator was used to identify the predominant learning style area from a sample of 66 students. Results indicated that concrete sequential was the dominant learning style area for students enrolled in the Colleges of Business and Engineering, and concrete random was the dominant learning style area for student enrolled in the College of Education.

**Presenter:** Jerome Fischer, Ph.D, University of Texas-Pan American

**Title:** *May I Have a Cyber Latte, Please? Using Social Identity Theory to Construct and Deliver Student Support Services to Nontraditional Adult Graduate Students through a Web-Based Cyber Café*

**Day/Track:** Wednesday, Education

**Summary:** As the technological wave continues to crest, are you trying to ride it with an ironing board instead of a surfboard? For many organizations, a multifaceted web-based presence is a staple to higher education in the present moment of time. What if this quest leaves students behind in your wake? This presentation explores the intersection of technology, nontraditional students, and academic institutions' higher education promotion and curricular delivery mechanisms. Participants will explore a myriad of theoretical, applied, and ethical dimensions regarding design and assessment of web based platforms. Surfboard optional.

**Presenter:** Kelli Fellows, Ph.D, Pfeiffer University

**Title:** *The Missing Piece ESL Curriculum Puzzle*

Cancelled

**Day/Track:** Wednesday, Education

**Summary:** In today's digital native English as Second Language (ESL) realm, many public school administrators and teachers are searching for the missing piece to ESL academic student's success. In this study, the authors systematically and intensively used digital technologies as core instruction in an afterschool setting. We postulated that use of cyberlearning technologies within a regular ESL classroom could be the "Pandora vocabulary instructional strategies" for digital native ESL elementary students.

**Primary Presenter:** Concepcion Reyna, Texas A&M University-Kingsville

**Co-Presenter:** Valentin Ekiaka Nzai, Ed.D., Texas A&M University-Kingsville

**Title:** *The Modern Sex Doll-Owner: A Descriptive Analysis*

**Day/Track:** Wednesday, Behavioral Science

**Summary:** Recently, the sex doll industry has grown from producing inexpensive novelty items to creating a multimillion-dollar global industry featuring high-quality, realistic love dolls. These dolls are designed and advertised for sexual stimulation, companionship, and creative pursuits, such as photography. Made of flesh-like silicone, modern sex dolls sell from \$3,500-\$10,000. The Media has tracked this phenomenon with great interest but the psychology community has remained mute on the subject of synthetic partners. More often than not, sex doll-ownership is portrayed as pathological. The purpose of this presentation is to increase psychology's understanding of this interesting and growing population.

**Presenter:** Sarah Valverde, M.S., Cal Poly State University

**Title:** *A Narrative Study of Teacher and Student Perceptions and Understandings of Corrective Feedback on Speech Production in English*

**Day/Track:** Friday, Education

**Summary:** Excessive corrective feedback on error can have a negative effect on motivation and teachers must be sensitive to their students' reactions to correction (Lightbown & Spada,

2006). The purpose of the study is to examine teacher and students perceptions and fill the gap within the existing literature by providing a descriptive narration of the perceptions and understandings retrieved from both teachers and students. The study is significant because teachers and administrators will witness an internalized view of perceptions from both the teachers and students, and become familiar with areas of concern that can be addressed.

**Presenter:** Cynthia Alvarado, M.A., Texas A&M University-Kingsville

**Title:** *The Novice Teacher's Experience in Sensemaking and Socialization*

**Day/Track:** Friday, Education

**Summary:** New teacher attrition is an expensive problem, both financially and academically. This session examines a research study of the differences between "stayers" and "leavers" among a group of novice teachers. The study revealed three specific strategies school administrators might utilize to retain new teachers. Suggestions for modifying the way we view mentoring programs are included, since the traditional models used in the school districts studied were not effective in promoting retention.

**Presenter:** Joan Berry, Ed.D., University of Mary Hardin-Baylor

**Title:** *Parental Influence on Talent Development: Interviews with 20 Nobel Laureates*

**Day/Track:** Friday, Behavioral Science

**Summary:** What are the most significant factors that contribute to high achievement in one's future life? What are the key factors that contribute to Nobel Prize winners' success in obtaining this sublime award in science or other areas? What is the role of parental and familial support in these eminent people's lives? This presentation will discuss the above issues with inspirational insights obtained from personal interviews with some Nobel laureates.

**Presenter:** Echo Wu, Ph.D, Murray State University

**Title:** *Perceived Exertion: A Comparative Study Using Different Forms of Distraction during Elliptical Training*

**Day/Track:** Wednesday, Behavioral Science

**Summary:** The purpose of this study was to explore how the use of different forms of distraction during cardiovascular exercise affects an individual's perception of exertion. Participants completed a total of 4 exercise sessions, one control and one with each of the methods of distraction: music, a digital game, and a positive self talk slide show. The researchers then monitored time exercised, heart rate, and rate of perceived exertion to determine if any of the treatments had a significant effect.

**Primary Presenter:** Lindsey Liles, M.A., University of Mary Hardin-Baylor

**Co-Presenter:** Kay Mailander, M.A., University of Mary Hardin-Baylor

**Title:** *Plugging the Holes: Issues that Impact a Successful After School Tutorial Program*

**Day/Track:** Thursday, Education

**Summary:** The presenter will give information about a successful urban after-school tutorial program and provide inspirational stories of students who utilized the services to become outstanding people.

**Presenter:** Jamal Cooks, Ph.D, San Francisco State University

**Title:** *Postcards of the Familiar: A Meditation on Memories, the Magical and Self-*

Cancelled

**Day/Track:** Friday, Education

**Summary:** This inquiry focused on making new meaning out of everyday experience through photographs. The combination of visual inquiry, narrative understanding and subjective meaning-making come together in this less traditional study.

**Presenter:** Diane Ketelle, DPA, Mills College

**Title:** *Practice What You Teach: Pre-Service Educators' Writing Apprehension*

**Day/Track:** Wednesday, Education

**Summary:** The Common Core State Standards have heightened writing requirements at all grade levels across the disciplines. However, some teachers who are not teachers of English may not be as confident in their writing abilities. Claypool (1980) suggests that teachers who are most apprehensive about their own writing are those who assign the least amount of writing in their classes. However, it is imperative that each teacher develop good writing habits and allow students opportunities to write. This presentation discusses pre-service educators' writing apprehension and how a required course helped to reduce that apprehension.

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

**Title:** *The Problem of Spatial Inequality in the Regions of Turkey: An Exploratory Spatial Data Analysis*

**Day/Track:** Wednesday, Business

**Summary:** The aim of this paper is to perform an exploratory spatial data analysis on the growth and development level of the 81 Turkish regions over 2003-2011. While choropleth maps indicate that the Western part of the country is significantly more developed than the East, the tools of spatial statistics reveal the presence of spatial dependence across provinces. The presence of heterogeneity is reflected in the distribution of LISA statistics. Overall, our results shed new light on the distribution of socio-economic development across Turkish regions and its relation with R&D, migration rates and human capital, three indicators of development.

**Presenter:** Fatih Çelebioğlu, Ph.D, Dumlupınar University

**Title:** *Problems Which Face Primary School Principals in UAE*

**Day/Track:** Wednesday, Education

**Summary:** The study is aimed at recognizing the problems which stand in the way of primary school principals in the United Arab Emirates (UAE). Statistics in this study indicate that there are great problems which face principals, prevent them from carrying out their jobs and dispirit them. These problems are administrative, financial, educational, social and regulatory.

**Presenter:** Ahmed Al-mashhadany, Ph.D, Abu Dhabi University

**Title:** *The Production of Final /s/ in English Words by Thai Speakers with Different English-Language Experiences at an International College*

**Day/Track:** Friday, Education

**Summary:** This research aims to study the production of final /s/ in English words in English context by Thai speakers with different English-language experiences at an international college. The hypothesis is that the subjects with low English-language experience will have more L1 transfer effect than those with high English-language experience. The analysis will show the different variants of the final /s/. The findings will also reveal a relationship between the variation of the linguistic variables and the social variables. The result will help English teachers predict the variants of Thai speakers' final /s/ production and help them correct the pronunciation.

**Presenter:** Wuttipol Khirin, M.A., Burapha University International College

**Title:** *The Professional Exploration Program: An Alternative Law School Admission Process*

**Day/Track:** Friday, Education

**Summary:** As Cooley Law School's liberal admission criteria increased, it resulted in a smaller qualified applicant pool, particularly from underrepresented populations. To allow access, Cooley developed an alternative admission program. It was internally evaluated to determine if it was effective. Applicants denied admission because of low Law School Admission Test scores or low undergraduate GPAs are invited to the program based on evaluation of their LSAT writing sample. If successful in the program, they are granted admission. Over 800 students have been admitted through the program in a ten-year period. When the program was evaluated, the success rate was 79%.

**Presenter:** Linda Kisabeth, J.D., Thomas M. Cooley Law School

**Title:** *Regulations, Benefits and Comparisons of Segment Reporting –The Differences between IFRS 8 and IAS 14*

**Day/Track:** Friday, Business

**Summary:** This presentation will offer comparisons of reporting under IFRS 8 and IAS 14.

**Presenter:** Paul Lee, Ph.D, Cleveland State University

**Title:** *The Relationship between Cultural Mistrust and African American College Students' Attitudes toward Mental Health Treatment*

**Day/Track:** Wednesday, Behavioral Science

**Summary:** This paper presentation discusses the lack of use of mental health treatment for African American college students even when suffering from significant emotional distress and with free mental health services provided through the university counseling centers.

**Presenter:** Mavis Braxton, Ph.D, California State University, East Bay

**Title:** *Rural Field Experiences with Urban Pre-Service Teachers*

**Day/Track:** Wednesday, Education

**Summary:** Urban pre-service teachers often only have experiences in schools similar to those they attended. This lack of diversity leads the pre-service teachers to see elementary education in a very limited scope. Presenters will share the results of a study conducted with urban pre-service teachers who spent one week in rural schools tutoring, observing, and teaching in order to understand the differences and similarities between urban and rural education. They were exposed to a variety of pedagogies and disciplinary measures that were new and effective. The data show that urban pre-service teachers' beliefs and practices fundamentally changed due to this experience.

**Primary Presenter:** Dr. Miguel Fernández, Ph.D, Chicago State University

**Co-Presenters:** Cynthia Valenciano, Ph.D, Chicago State University; Timothy Harrington, Ph.D, Chicago State University; Mark Wesolowski, M.S.Ed., Chicago State University; Angela Logwood, Chicago State University; Diana Carrasco, B.A., Chicago State University

**Title:** *Should the Policy Goal be Happiness or Economic Growth?*

**Day/Track:** Wednesday, Business

**Summary:** What should the focus of government policy be: the maximization of Real GDP per Capita or people's happiness?

**Presenter:** Maria Kula, Ph.D, Roger Williams University

**Title:** *Social Security and Medicare: Earned Entitlements*

**Day/Track:** Friday, Business

**Summary:** In discussions about the federal budget, we have heard about the need to reform entitlement programs such as food stamps, Social Security, Medicaid and Medicare. This paper argues that these entitlement programs should be divided up into two categories: Gift Entitlement Programs and Earned Entitlement Programs. This paper shows the very great sacrifice that people make as a result of being forced to contribute to the Social Security-Medicare System. Specifically, the paper shows how much a person's Social Security contributions would have grown to had he been able to instead invest this money in the stock market.

**Presenter:** Arthur Young, Ph.D, Tarleton State University

**Title:** *Soft Skills' and Student Teaching Success: The Predictive Validity of the Group Assessment Procedure for the Selection of Teacher Education Candidates*

**Day/Track:** Thursday, Education

**Summary:** Are you searching for research-based admission and selection criteria that are predictive of student teaching performance? Is your teacher preparation program prepared to meet the latest proposed CAEP Accreditation Standard 3.5 related to the measurement of non-academic characteristics at the time of admission? This presentation includes a brief explanation of one such valid instrument, a brief review of the literature related to its validity and reliability as a predictor of student teaching performance, and a summation of the latest research study that affirmed its validity at a small, private university in the Midwest.



**Presenter:** Sally Ingles, Ph.D, Spring Arbor University

**Title:** *Stepping to the B Side: Academic Experiences of African Americans in Doctoral Programs*

**Day/Track:** Thursday, Education

**Summary:** The presenter will share case studies of African American doctoral students who experience challenges based on their racial background. The students discuss issues of race, class, and gender focused on their academic experiences in higher education.

**Presenter:** Jamal Cooks, Ph.D, San Francisco State University

**Title:** *Supporting Value-Added Claims for the Accreditation of an Educational Leadership Program Using a Modified Solomon Four-Group Design*

**Day/Track:** Friday, Education

**Summary:** A number of accrediting agencies and commissions are applying pressure for universities to demonstrate that they actually add value to their students' educational trajectories while enrolled. Students and parents also seek a better understanding of the cost effectiveness for higher education programs where expense has recently become a major issue. We want to answer this question: To what extent does the Regent University Educational Leadership Program add value to students' competence in leading a K-12 school? This presentation explains the issue and the proposed modified Solomon Four-Group design that allows for pretest-posttest and posttest only controls to answer the question.

**Presenter:** Glenn Koonce, Ed.D., Regent University

**Title:** *Teaching Critical Skills: The Influence of a 3D Virtual World*

**Day/Track:** Wednesday, Education

**Summary:** Educational methods are changing based on learning needs of 21st century students. Educators are challenged to develop methods that address critical skills. Traditionally, students simulate skills in a laboratory setting. However, simulations can now be conducted in settings called virtual worlds. The purpose of this study was to investigate if a 3D virtual world was effective for simulating critical skills. The study explored satisfaction, self-confidence, and the importance of design with virtual world simulation. With advances in technology and expanse of distance learning, alternative methods to simulate skills will be required. Educators must look at emerging platforms for effective methods.

**Presenter:** Lisa Smith, Ph.D, Indian River State College

**Title:** *Teaching English to Bilingual Students with Special Needs through Cyberlearning Technology*

**Day/Track:** Wednesday, Education

**Summary:** This research presents how to teach English to bilingual students with special needs through cyberlearning technology for enhancing their literacy abilities. Showing practical and instrumental online resources, this research will give educators access to information about incorporating cyberlearning technology into the curriculum.

**Primary Presenter:** Liang-Chen Lin, Ph.D, Texas A&M University-Kingsville

**Co-Presenter:** Valentin Ekiaka Nzai, Ph.D, Texas A&M University-Kingsville

**Title:** *The Threats to Pharmaceutical R&D from Free Riders*

**Day/Track:** Thursday, Business

**Summary:** The paper looks at the issue of free riders, their impact on pharmaceutical R&D intensity, the inequitable distribution of R&D costs among consumers, and suggests possible solutions.

**Presenter:** Steve Molloy, Ph.D, Canisius College

**Title:** *Urban Charter Schools and Factors that Influence the Achievement of students from*

*Culturally and Linguistically Diverse (CLD) Backgrounds*

**Day/Track:** Friday, Education

**Summary:** Charter schools have become the fastest growing school reform option for many inner-city and minority students. A number of these charter schools are located in urban school communities that are identified as 'high needs' and which educate a large percentage of students with special and other needs who come from at-risk backgrounds. The latter is oftentimes complicated by the achievement gap. This analysis will elucidate some of the factors that tend to impact the mission of urban charter schools and extend the discourse around urban education reforms aimed at educating culturally and linguistically diverse (CLD) students who attend them.

**Presenter:** York Williams, Ph.D, West Chester University

**Title:** *The Use of Concept Maps to Document Impact of a Visit to a Nonformal Science Center on Students*

**Day/Track:** Wednesday, Education

**Summary:** Nonformal education providers like museums and nature centers are often criticized for their lack of quality program evaluations, partially because student participation in the evaluations is limited. In this study, concept maps created by 5th grade students before and after a field trip to a conservation education center were analyzed to determine changes in student knowledge. Additionally, interviews were conducted and analyzed with stakeholders of the center to gain their perspective on the effectiveness of concept maps as an assessment tool. We'll share student-created concept maps and our analysis of the study data.

**Presenter:** Nicholas Bourke, Ph.D, Auburn University Montgomery

**Title:** *The Use of Dispositional Assessment in Teacher Preparation Programs as a Means of Preparing Ethically Responsible Teachers*

**Day/Track:** Wednesday, Education

**Summary:** While it is often clear-cut as to whether a candidate has the knowledge and skills to become a teacher, it is much more difficult to determine if the proper dispositions exist. Even more challenging is the process involved when unacceptable dispositions surface in a candidate. Should a candidate be counseled out of the program? Can a candidate legally be removed from a program or denied licensure for dispositional issues alone? Are dispositions inborn, or can

they change with experience? This paper looks at one institution's journey in exploring these questions and ambiguities in assessing disposition of teacher education candidates.

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

**Title:** *Using Inquiry Principles of Art in Mathematics*

**Day/Track:** Thursday, Education

**Summary:** Inquiry-based learning in the mathematical world involves using children's thinking in the process of helping children discover deep conceptual mathematical knowledge. Interestingly, at the Columbus Museum of Art, these same principals of inquiry are used to discover the deeper meaning of art and improve critical-thinking skills. We integrated mathematics and art with pre-service education majors to study their development of inquiry skills.

**Primary Presenter:** Lisa Douglass, Ph.D, Ohio University

**Co-Presenters:** Matthew Conley, Ph.D, Ohio Dominican University; Rachel Trinkley, Columbus Museum of Art

**Title:** *Visioning Beyond Debits and Credits: Utilizing Applied Research to Develop Innovative Business and Accounting Graduate and Undergraduate Curriculum*

**Day/Track:** Friday, Business

**Summary:** What does  $2 + 2 = ?$  For many professionals, the answer is "Well, what do you want it to equal?" While this answer is not overtly presented in this manner, continued significant scale fraudulent activity highlights the business landscape. Often, the portrait's appearance is credited to accountants. As acclaimed artists, accountants receive heightened scrutiny while minimal attention is provided to a host of variables and individuals whose brushstrokes remain. During this presentation, participants will engage in an organizational simulation as individual decision makers with varying goals and ethics. The ultimate goal – to answer the aforementioned basic mathematical question posed.

**Presenter:** Kelli Fellows, Ph.D, Pfeiffer University

**Title:** *Web-based Instructional Design as an Alternative Strategy in Enhancing English Learning Motivation*

**Day/Track:** Wednesday, Education

**Summary:** This research aims to showcase how to design web-based instruction for stimulating English language learners' (ELLs) motivation and enhancing their literacy abilities. Overall, this research appropriately encourages teachers to navigate the endless network in an effort to integrate web-based technology into the curriculum for guiding ELLs to have fun in the language learning process.

**Primary Presenter:** Liang-Chen Lin, Ph.D, Texas A&M University-Kingsville

**Co-Presenter:** Valentin Ekiaka Nzai, Ed.D., Texas A&M University-Kingsville

**Title:** *What is the Impact on Course Completions of Students' Ability to Choose Across and Within Course Modality (OL or FTF)?*

**Day/Track:** Friday, Education

**Summary:** Persistence in online education has been an important aspect of distance education for over two decades.

This study attempts to look at this phenomenon and how it might affect students taking online courses at a private WASC-accredited institution.

**Presenter:** James DeCosta, Ph.D, Humphreys College

**Title:** *When the Therapist Loves and Hates*

**Day/Track:** Thursday, Behavioral Science

**Summary:** It can be challenging to honor the healing efficacy of loving and hateful feelings in psychotherapy. It is often the case that the therapist wants the patient to carry all of the feelings. Some might ask: Is loving the patient mutually beneficial? What is the experience of loving—for both therapist and patient—in psychotherapy? How would more awareness of loving feelings serve the therapeutic process? What gets in the way of valuing loving feelings? The same questions can be asked of hateful feelings. Clinical work exemplifies the healing potential of experiencing and expressing these feelings in therapeutically healthy ways.

**Presenter:** Chris Peterson, Ph.D, Pacifica Graduate Institute

**Title:** *Who Says We Are Not on the Same Page? Leading Special Education Programs Collaboratively: the Good News and the Bad News*

**Day/Track:** Thursday, Education

**Summary:** For the contemporary school administrator, including the superintendent, special education is not an isolated program. Rather special education programs and students are part of an integrated system of academic and social supports designed to help students with disabilities succeed. Leading collaboratively is difficult, especially when those in shared leadership roles perceive the tasks and the available resources differently. Leading collaboratively is about leadership that works together to share resources. The good news is that special education students can be served well when everyone is on the same page. The bad news is sometimes leaders are not on the same page.

**Presenter:** Ted Price, Ph.D, Virginia Tech

**Title:** *Work Stress and Restructuring: Organizational Best Practices and Demographics*

**Day/Track:** Wednesday, Business

**Summary:** Stress at work can seem ubiquitous. Especially through the recession, the pressures to do more with less have become intense. Also clear, however, is that some organizations manage better than others. Further, stress is not uniformly spread within any given organization – some employees perceive more and some less. The first study of this research program is an examination of factors associated with perceived work stress. Particularly relevant to operations in a difficult economy, aspects of major organizational change were included in this research. Following up on the first study, a second examines the relationships between organizational change and employee opinions.

**Presenter:** Scott Brooks, Ph.D, OrgVitality

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