The logo for the Eastern Educational Research Association (EERA) is located in the top left corner. It consists of the letters 'EERA' in a large, bold, light blue font. The 'E' is partially cut off by the left edge of the image. The background of the logo area is a gradient from light blue to dark blue.

Eastern Educational Research Association

**45th Annual Conference
Eastern Educational Research Association
Sheraton Sand Key Resort
Clearwater, Florida
February 2-4, 2022**

Schedule at a Glance

Wednesday, February 2

- 3:00 – 4:00 EERA Executive Board/Hotel Staff Meeting
- 4:00 – 5:00 EERA Board of Directors Meeting
- 5:30 – 7:00 Registration

Thursday, February 3

- 8:00 – 5:00 Registration
- 8:30 – 9:50 Concurrent Session 1
- 9:50 – 10:00 Morning Snack Break
- 10:00 – 10:45 Opening Keynote Session
- 11:00 – 12:20 Concurrent Session 2
- 12:20 – 1:45 Break for Lunch
- 1:45 – 3:05 Concurrent Session 3
- 3:15 – 4:35 Concurrent Session 4
- 4:35 – 4:45 Afternoon Snack Break
- 4:45 – 6:00 Birds of a Feather Social

Friday, February 4

- 8:00 – 4:00 Registration
- 8:45 – 10:05 Concurrent Session 5
- 10:05 – 10:20 Morning Snack Break
- 10:20 – 11:40 Concurrent Session 6
- 11:40 – 1:00 Break for Lunch
- 1:00 – 2:20 Concurrent Session 7
- 2:30 – 3:50 Concurrent Session 8
- 3:15 – 4:10 Afternoon Snack Break
- 4:10 – 5:00 EERA Annual Business Meeting
- 5:00 – 6:00 Poster Presentations
- 6:00 – 8:00 President's Reception

Instructions for EERA Conference Session Chairs

To those who have graciously agreed to serve as a Session Chair at the upcoming EERA conference- **THANK YOU!** You play an important role in the conference, and in many situations, are helping a new generation of faculty members come to understand and appreciate how academic exchanges occur.

Your primary activity as a Session Chair is to introduce the session and the presenters, and to monitor the time allocated for each presenter. To do this, you will need to determine how many presentations are in your session (typically 3-4, but in some cases five), and you will need to moderate the time each presenter is allocated. You are also responsible for keeping track of time and conveying this to the presenters. You should also save time, if possible, at the end of your session to allow for a discussion among audience members and fellow presenters.

Please plan on arriving to the session you are chairing at least five minutes before the session begins, and please convey to the presenters the order in which they will be speaking (which, unless an issue arises, should be the order listed in the program). Remember, for some new faculty members or graduate students, this may be their first presentation and they might be quite nervous.

In some rare circumstances, there may be a limited audience attending the session you are chairing. Please work with the presenters to be reasonable about this. Some session chairs in past years have pulled chairs into a circle and allowed for a more informal discussion and presentations; others have asked the presenters their preferences, etc.

Additionally, there are some presenters who will cancel their presentation at the last minute, miss a flight, or have some other event that prevents them from attending the conference. You will be asked to think on your feet as you handle these types of challenges!

Please do everything you can to keep your session on time, as rooms are scheduled back-to-back. When you conclude your session, please be certain to thank the presenters for their work!

Special Instructions for Poster Presenters

Each poster presenter has been assigned a presentation board number (see listing of presentations in schedule) and will have a standalone tri-fold display to attach your materials. Please plan accordingly when organizing your materials and presentation for display.

Keynote Speaker



Susanne Peña
SMP Education Consulting, LLC

Susanne Peña is the lead education consultant at SMP Education Consulting, LLC. She currently serves on the Executive Board for the Florida Association for Bilingual Education. Ms. Peña has been an educator in the K-20 setting for over 19 years. She started her career as a teacher in Title I schools in the New York City Department of Education. Ms. Peña has served as District Coordinator for ESL, Bilingual Program & World Languages for the Amityville Union Free School District. In addition to monitoring the implementation of regulations, she supervised and assisted teachers (grades K-12) to align curriculum and instruction to meet the rigor of the CCLS (Common Core Learning Standards) and Bilingual Common Core Language Arts Progressions. She has also served as an instructional coach, supervisor, and evaluator of bilingual and ENL (English as a New Language) teachers at Amityville School District and was the Dual Language Program Coordinator (PK through 8th grade) at PS/IS 180M in Harlem, NY. Ms. Peña has also held the position of Adjunct Instructor at Brooklyn College for Bilingual and Multicultural Education.

She has also held the Director/Project Manager position for the Dual Language STEPS (Support Through Technology Enhanced Programs and Strategies) Grant at the University of Central Florida.

Remembering Michael P. Brady, Ph.D.

May 24, 1954 - Dec. 16, 2021

Dr. Michael P. Brady served as chair of the Florida Atlantic University Department of Special Education (formerly known as the Department of Exceptional Student Education) for 21 years. He was a son of the late M. Sgt. Donald E. Brady and Elizabeth D. Brady. Raised in New Jersey, Michael later lived in Hawaii, American Samoa, Tennessee, Texas, and Florida. He earned both a Bachelor's and Master's degree from the University of Hawaii and Doctorate in Special Education from Vanderbilt University-George Peabody College. Dr. Brady taught at The Community College of Micronesia, University of Houston and Florida International University prior to joining the faculty of Florida Atlantic University (FAU) in 2000.

Dr. Brady's scholarly record is long and prestigious. He published over 120 articles and made 160 professional presentations during her his career. He exhibited rewarding grantsmanship, garnering over 4 million dollars to support teacher preparation of educational opportunities for adults with intellectual disabilities. In 2016, Dr. Brady and others started the Academy for Community Inclusion (ACI), a college certificate program for adult students with intellectual and developmental disabilities. He also worked extensively to promote graduate education in special education, with a special emphasis on doctoral education. During his career, he chaired and/or served on 49 dissertation committees (25 at FAU). Dr. Brady was voted the University Scholar of the Year in 2018 at FAU and the Senior Scholar by the Eastern Educational Research Association (EERA) in 2020. EERA was one of Dr. Brady's favorite conferences, and he attended almost every year. He brought many doctoral students to EERA to engage in scholarly conversations, presentations, and other academic activities in a friendly and welcoming environment.

However, Dr. Brady's work was not confined to academics. He was an avid diver, widely known as a highly skilled scuba instructor, and certified by the National Association of Underwater Instructors (NAUI). He also served as FAU's scuba diving club advisor, and was recognized as Club Advisor of the Year in 2008. Most memorable, is Dr. Brady's strong advocacy for people with the most severe disabilities, his student-centered approach to any issue, and the fervor with which he approached mentoring many in his field. Mike is survived by his long-time partner Dawn Furlan, brother, Donald E. Brady, Jr. (Laura Marshall) of Maryland, aunts, an uncle, cousins and a host of professional colleagues, and friends. Needless to say, his absence will be mourned by his family, friends, and colleagues near and far.

In lieu of flowers, you may donate to the *Dr. Michael P. Brady Memorial Scholarship for Doctoral Education in Special Education*, which will support the education of students who share Dr. Brady's passion for the education and treatment of folks with disabilities across the lifespan.

Learn more about donating to the scholarship here:
<https://www.fau.edu/education/faculty/brady/memorial/>.

2022 EERA Conference Schedule

Wednesday, February 2

3:00 – 5:00 EERA Board Meeting

5:00 – 7:00 Registration

Thursday, February 3

8:30 – 9:50 Session 1

Beach Room (Paper Presentation)

Coaching and mentoring during a pandemic: Coaches' perspectives of self-efficacy, self-care, and teacher-coach relationships

Jackie Mania, Amber Stokes, Mariah Warren, and Dawn Pearce

Development of the Charter School Teacher Development Inventory

John Murray

A Status of New Teacher Support Systems: A Narrative Inquiry

Philip Corr

Teacher Education Students' Implicit Racial Attitudes and Interpersonal Attribution of Racialized Student Behavior

Nicole Lorenzetti

Gulf Room (Paper Presentations)

Session Chair: P. Mark Taylor

Creating Authentic Experiences for Teacher Candidates through Informal Learning Spaces

Jacqueline Van Schooneveld

Integrating Teaching Inclusivity Competence within Teacher Preparation Programs: Measuring Social Justice Beliefs of Teacher Candidates

Lea Herbert, Mary Little, and Christine Destefano

Building Teacher Candidates' Classroom Management Practices and Self-Confidence through Authentic Experiences

Jacqueline Van Schooneveld and Michael Ryan

Teacher Candidates, Race, and Reality: A Systematic Review of the Literature

Nicole Williams

Palm Room (Paper Presentations)

Leadership Actions of Superintendents when Leading During a Crisis: DEFENSE
Jodie Brinkmann and Carol Cash

Elementary Principal Writer Identities and Instructional Leadership in Writing
Jennifer VanSlander

Pursuing Equitable Student Outcomes Through Effective Teacher Hiring Practices
Laurie Kimbrel

Curriculum Alignment in Gateway Courses between Community Colleges and a University: Does it Matter?
Harrison Oonge, Marino Nader, and Teresa Dorman

Bay Room (Paper Presentations)

Session Chair: Juhee Kim

Covid-in-Context: Undergraduate Students' Experiences of Covid-Related Circumstances within and Beyond the Educational Environment
Jodi Sindlinger

Symmetries (and Asymmetries) in Political Bias on Campus
Jason Giersch

Unpacking the Complexity of Korean PhD Students' Shame Experiences
Juhee Kim and Jeannine Turner

Island II (Roundtable Presentations)

COVID 19 and its Impact on Education in West Africa
Diarrassouba Nagnon

Supporting Social-Emotional Student Needs in the College Setting (Trauma-Informed Practice)
Regina Rahimi and Deloris Liston

Is Emergency Remote Teaching and Learning Blessing or Curse?
Maha Alfaleh, Kizito Mukini, Douglas Asante, and Ahmed Almutairi

Pandemic Paradigm shift: Parent Reasons for Choosing Virtual Over Traditional Schooling
Jeana Partin and Mary Lynne Derrington

Comparing the Quality of Peer Feedback of Secondary Math Lessons for Differentiation
Kristin Harty and Dawn Turkovich

The juggling act: Providing effective, meaningful, and constructive feedback without killing the instructor

Jessica Bucholz and Kenda Grover

9:50 – 10:00 Morning Snack Break – Coffee and Donuts

10:00 – 10:45 Opening Keynote Session – Beach Room

11:00 – 12:20 Session 2

Beach Room (Paper Presentations)

Session Chair: Jennifer Sughrue

Impact of the COVID-19 Pandemic on Faculty: Policies and Practices in Higher Education

Ronda Sturgill and Ron Childress

The Politicization of Academic Freedom

Jennifer Sughrue and M. David Alexander

Increasing U.S. History Scores Through Purposeful Teacher Recruitment and Retention

Lou Sabina, Danell Tills, Anna L. Peters, and Jesika Butler

Gulf Room (Paper Presentations)

Session Chair: Jill Channing

New Teacher Organizational Socialization Process

Stephen Benigno

Developing Science Cultural Capital: Preservice teachers in a synchronous science method Course in Covid-19 Pandemic

Rupam Saran

On becoming a reformed physics teacher: A discourse analysis

Marsha Simon

Examining Congruence in Parent and Student Perceptions of Remote Science Instruction

Dina Rosen and Arlene Bloom

Palm Room (Paper Presentations)

Session Chair: Sharon Valente

Online English Teaching in Times of COVID: A Case Study of Student-Centered Curricular Innovation in China

Yifan Liao

A Case Study of the Effect of Student-Centered Active Learning on Geospatial Education and Student Engagement

Terence Cavanaugh and Chris Baynard

Island II (Roundtable Presentations)

The Efficacy of Direct and Indirect Unfocused Written Corrective Feedback on Different Proficiency Levels
Claudia Kim

Notion - The Dream App for Educational Professionals

Bryce Platt Kayanuma, Nikita Reis, and Glen Holmes

Transformation of Instructional Design Competencies in the Post-Covid-19 Era: A metasynthesis

Ghadah Almutairy, Helen Ajao, Lumbini Barua, Gabriel Adeneye, and Rebecca Clark-Stallkamp

Blurring Boundaries: Moving beyond Mandated School/University Collaboration

Holly Thornton

Teaching English Language Learners: A Quantitative Study of Teachers Perceptions & Best Practice Strategies regarding English Language Learners

Marie Jasmin

Cardita Room (Panel Discussion)

Retention in the College of Education: Connections with Faculty and Peers

Sara Tours, Monique Alexander, Laura Kelley, Enoch Nkana, Amy Orville, Paige Bucha, Morgan Daniszewski, Lindsey Matthews, Carly Rhome, and Julianna Ellis

Conch Room (Panel Discussion)

Walls, Boundaries, and Barricades: Oral Histories of Miami's Segregation Walls

Ruth Ban, Danny Fernandez, Caroline Gillingham-Varela, Reem Juraid, Ryan Small, Lindsay M Syeh, Brooke Whitfield-Fattovich

Graduate Student Workshop Bay Room

Publishing in a Journal & Job Hunting Skills

Mahmoud Abdel-Rahman

Director of Student Services, EERA

12:20 – 1:45 Lunch on Your Own

1:45 – 3:05 Session 3

Beach Room (Paper Presentations)

Session Chair: Laura Levi Altstaedter

Predicting Student Performance on a State-Mandated Social Studies Accountability Test
Kenneth Vogler and Susan Schramm

A Focus on the Variables Instructional Time Configuration, Gender and Race on Student Performance
Kenneth Vogler and Susan Schramm

Does Professional Development for Teachers Impact Student Behavior Utilizing the Class-Wide Function-Related Intervention Teams?
April Phillips, Reesha Adamson, Ximena Uribe-Zarain, James Sottile, and Jon Turner

Identifying Possible Systemic Indicators of Recruitment Practices for Educators Crossing Over from Prior Undergraduate Studies and Career Paths
Leontyne Mason, Lou Sabina, Rajni Shankar-Brown, and Debra Touchton

Gulf Room (Paper Presentations)

Assessing Systems Thinking in a Transdisciplinary Studio Course
Amy Arnold

A Meta-analysis on the effects of remote instruction on student outcomes during the Covid-19 Pandemic
Christine Destefano, Xueying Gao, Michelle Paul, and Khalilah Louis Caines

Exploring the Academic Impact and Implications of COVID-19 within an Indiana School Corporation
Michael Shaffer, Elizabeth DeYoung, and Jim White

Palm Room (Paper Presentations)

"We don't have a Choice:" Mixed-Reactions on the impact of COVID-19 Among Black African International Graduate Students in STEM in the United States
Johnny Woods Jr., Homero Murzi, Aanoulwapo Ojelade, and Amy Nelson

Mathematics Anxiety and Exceptional Educational Preservice Teachers
Gina Gresham

The Impact of Education Levels and Household Income on Entitlement
Priva Fischweicher and Emilie Ney

Cardita Room (Panel Discussion)

Data Novice to Data Experts - Adding School Counselors to the Conversation
Gena Surgener and Lisa Davies

Bay Room (Roundtable Presentations)

Young children reading with dogs: Community partnerships, informal learning environments,
and social-emotional skills
Melissa Rodriguez-Meehan, Kaitlyn Brown, and Nate Turcotte

Issues Related to Writing Online Questionnaires
Roofia Galeshi

Boards of Education Under Siege: A Proposed Study of School Board Member Burnout
John Gillham and Nicole Williams

Island II (Roundtable Presentations)

Supporting Young DLL/ELL Children's Language Development: A Case Study in Culturally
Responsive Practice
Laura Strong and Erik Amodei

Teacher Job Satisfaction and the Impact of the Pandemic
Dori Hargrove and Jason Allen

Teacher-Led Think Aloud Reading Instruction: Examining the Relationship between Teacher
Efficacy and Students' Reading
Sarah Woods

What's in a Name? An Integrative Literature Review of Studies of the Learner Flow Experience in
the Digitally-Based Games for Learning Environment Over the Last Ten Years
Sharon Stidham

3:15-4:35 Session 4

Beach Room (Paper Presentations)

Session Chair: Jay Feng

It Starts in the Classroom: Teacher Education Students' Decisions About Classroom Disciplinary
Referral
Nicole Lorenzetti

Cyberbullying and Social Media Platforms: An Analysis of Rate of Incidents and Preferred Platforms

William Williams, Anita Deck, and Jon Littlefield

Investigating the Disproportionate Representation of Ethnic Minorities in Education Majors

Carol Watson

Gulf Room (Paper Presentations)

Session Chair: Jennifer Sughrue

School Culture, Reality, Perceptions or Illusion

Stephen Benigno and Elisabeth Krimbill

Changes and challenges to human resources practices in schools as a result of COVID-19

Laurie Kimbrel and Jean Ruffin

Fear and Threat School Shootings and Violence

Stephen Benigno and Elisabeth Krimbill

Examining Fiscal Policies in 4 U.S. Territories Compared to the United States

Lou Sabina and Anna L. Peters

Palm Room (Paper Presentations)

Session Chair: Shawn Fitzgerald

Leadership and Faculty Morale at Small Colleges

Cristina Haverty

Upward Transfer from a Rural Community College

Duane Akroyd and Drew Goodson

Doctoral Program Evaluation via Analysis of Dissertations

P. Mark Taylor

Cheating and Academic Dishonesty in Higher Education Over Time

George Watson, James Sottile, Grace Liang, and Bonni Behrend

Bay Room (Roundtable Presentations)

Advisor Perceptions of Technology in Academic Advising

Kandice Rowe, Thelma "Sissy" Isaacs, Alysha Nichols, and Amanda Preece

Predicting Taiwanese Citizens' Attitudes Towards Public Involvement in Decisions about Science and Technology

Thomas Smith, Huann-shyang Lin, Yi-Ting Pan, Zuway-R Hong, and Wei-Chen Hung

Agency in Public Education and Curriculum Control

Ahzin Bahraini

Active Learning Strategies on the Zoom Format

Cheng Hsien Wu

Using Diffusion of Innovation Theory to Explore Faculty Adoption of Research Management Systems

Barbara Lockee, Glen Holmes, Bryce Platt Kayanuma, and Leo Chen

Island II (Roundtable Presentations)

Translanguaging in mainstream classrooms: Exploring mainstream teachers' perceptions of translanguaging pedagogy

Refika Turgut and Rebecca Mueller

Designing and Implementing Effective Professional Development

John Murray

Addressing the Needs of Millennial Counseling Students in the Wake of COVID-19

Lauren Nehilla-Lynch and Jessica Moore

Applying educational succession-planning lessons to higher education

Christopher Parfitt, Afsaneh Farhadi, Patricia Ottow, and Anique Falconer

Developing Early Childhood Teachers' Technology Skills: The Relationship Between Personality Traits and Professional Development

Dina Rosen and Arlene Bloom

All Learning Need Not Be Lost: Forming Rural Education Collaboratives to Minimize Interruptions to Literacy Instruction

Wendy Snow and Tammy Parlier

Cardita (Panel Discussion)

What ELSE About this Job: Teaching Employment Skills to Young Adults with Intellectual and Developmental Disabilities through a Mnemonic

Kelly Kearney, Ayse Torres, Michael Brady, and Saurym Quezada

4:35-4:45 Afternoon Snack Break

Assorted hot and cold teas, assorted sodas, tea sandwiches: smoked salmon and chive, ham, brie, and green apple, pate and sour cherry, goat cheese, heirloom tomato, and pickled red onion, assorted French macarons, mini hot dogs, sweet potato French fries, truffle tater tots, and caramel corn.

4:45-6:00 Birds of a Feather (Island II Room)

Doctoral Programs Study Group
P. Mark Taylor

Global Education in a Pandemic---Leading, Assessing and Teaching
Ted Price

Unmet needs of foster youth in higher education spaces
Jarrett Pratt and Karen Keptner

From Technology Integration to Technology Evaluation: What is the Difference and Why Do We Need Both?
Jennifer Jackson

Engagement, Connection, and Innovation
Matthew Strittmatter

Supervisor Role Call!
Jodi Sindlinger

Athletic's Place in Academic Curriculum
Zachary Basso

Ideas for Choice-Based Assessment in a Classroom
Eric Hogan

Interpreting Martin Buber's "I and Thou" for student understanding
Thomas Peterson

Teaching While Asian: Racial/Ethnic Identity and Implicit Biases
Jay Feng

International Students _Higher Education
Kim Jones

Students have 99 problems, but with strategies solving them will not be one of them:
Instructional strategies leveraging problem types.
Rebecca Clark-Stallkamp and Ghadah Almutairy

Designing and Delivering Customized Approaches to Promote Equitable Practices in P-12 Schools
and Districts
Monica Smith-Woofter, Mark Rumley, and Nancy Barbour

Friday, February 4

8:45 – 10:05 Session 5

Beach Room (Paper Presentations)

The Impact of story: One preschool program's experiences using story cubes as an oral language
strategy
Laura Strong and Michelle Amodei

Expanded Notions of What "Counts": Benefits of A Teacher Professional Development Course on
Culturally Responsive Literacy Practices
Laura Szech

Developing Immigrant Youths' Self-esteem and Self-efficacy through Positive Youth
Development Programs
Tham Tran

Gulf Room (Paper Presentations)

Supporting Young Children's Social and Emotional Development During the COVID-19 Pandemic
Raquel Plotka and Ruth Guirgus

Associations Between Teacher Child Relationships and Teacher Child Interactions in Preschool
Classrooms
Ithel Jones and Meral Oren

Implementing Nature-Based Teaching Practices in Inclusive Early Childhood Classrooms
Sylvia Collazo and Rangasamy Ramasamy

Failing by making all "A's"
Thomas Peterson

Palm Room (Paper Presentations)

A Survey of Faculty Perceptions of Community College Career and Technical Education
Thomas Gauthier

Effectiveness of Video Simulation Training on Anticipation Timing for Law Enforcement Officers
Andrew Shim, Elisabeth Mundy, Robert Lockie, and Mary Smith

Proposal for a Liberative Education Curriculum in Correctional Institutions
Yasukiyo Sugimoto

The Relative Contributions of Self-Efficacy, Self- Regulation, Effort Regulation and Testing Anxiety in Predicting College Students' Academic Entitlement
Yan Dai

Bay Room (Roundtable Presentations)

The Intersection of Culturally Responsive Teaching and Global Competencies: A Feminist Conceptual Analysis
Delane Bender-Slack

Instructors and Candidates' Perceptions of the Effectiveness of Online Support Modules for Enhancing Academic Performance
Regina Rahimi, Lina Soares, and Amanda Glaze

Connecting theory with practice: What do preservice teachers experience when field experiences are integrated into a methods course?
Dawn Turkovich

Recruiting, Developing, and Retaining Florida Educators Amidst Global Education Realities: UCF School of Teacher Education and Florida High Schools Collaborative Model
Roberta Ergle, Marni Kay, and Shane Trenta

Scale Development of a Bilingual Education Perspective: Investigating Attitudes towards Bilingualism
Burhan Ozfidan

Island II Room (Roundtable Presentations)

Cognitive Load Measurement of Using Interactive Virtual Reality Google Cardboard in Learning English Vocabulary as a Second Language
Maram Khayyat

Learner-Centered, Culturally Responsive, Art-Centered Practice: An A/R/Tographic Inquiry
Delane Ingalls Vanada

Answering the Call: Student Teachers Fill Critical Shortage During Pandemic
Amanda Preece, Kandice Rowe, Thelma "Sissy" Isaacs, and Alysha Nichols

Assessing the Therapeutic Alliance of Counselors in Training to Clients
Bonni Behrend

The Influence of Social Media on Academic Performance
Dixie Powers

Cardita Room (Panel Discussion)

Universities Collaborative Actions to Improve Kentucky Principal Preparation Programs
Ann Burns, Stephanie Sullivan, Joseph "Rocky" Wallace, and Eve Proffitt

10:05-10:20 Morning Snack Break

Donuts, coffee, mason jar berry salads, rosemary almond shooters, everything "bagel", stuffed avocado, dried fruit and cashew salad, lemon and ginger shots.

10:20-11:40 Session 6

Beach Room (Paper Presentations)

Session Chair: Shawn Fitzgerald

The role of gender and degree level on online learning readiness and interaction among online statistics students

Sangah Lee, Hyeon Jean Yoo, and Chih-hsuan Wang

Exploring the Impact of Online Learning Experiences on Chinese College Students' Technology Acceptance of Using LMS

Yan Dai and Xi Lin

"I guess the main difference is that it doesn't feel like school": Student Experiences of Residential Liberal Arts College Culture in the Transition to Remote Learning

Sara Clarke-De Reza, Morgan Absher, and Devyn Daugherty

Black Women Doctoral Students in Engineering & Computer Science and their Mental Wellness
Marjorie Shavers, Sharnnia Artis Aishwarya Joshi, and Chantel Ely

Writing Away Stereotypes: Using Electronic Correspondence Projects to Gain Insight, Understanding, and Empathy

Angela Williams and William Williams

Gulf Room (Paper Presentations)

Session Chair: Roberta Ergle

Parents' Perspectives of School Choice: Application of Rasch Measurement as an Alternative to Multiple Regression

Katherine Robershaw, Michael Peabody, and Kelly Bradley

Teacher Retention within the First 3-5 Years

Patricia Cells, Deb Touchton, Lou Sabina, and Rajni Shankar-Brown

Culturally Responsive Education in Mathematics: A Study of the Dual Language Model

Lesline Russell, Rajni Shankar-Brown, Deb Touchton, and Lou Sabina

Palm Room (Paper Presentations)

Session Chair: Sharon Valente

Becoming Antifragile Early Childhood Mathematics in COVID-19 environment: Pre-Service Teachers' Use of Digital Artifacts in a Synchronous Math Method Course

Rupam Saran

A Process for Re-Designing Assessment Rubrics to Align with Standards While Improving Teaching and Learning Using the AFI Rubric Format

Carolyn Gischel and Judy Wilkerson

Comparisons of Results and Perceptions across Degree Levels and Assignment Complexity Using the AFI Rubric Feedback Technique

Carolynne Gischel, Steve Lang, and Judy Wilkerson

Bay Room (Paper Presentations)

Session Chair: Jennifer Sughrue

Investigation of Pre-Service Mathematics Teachers' Covariational Reasoning
Onder Koklu

Transparently Authentic: The Student E-Portfolio and Assessment of Learning/Teaching

Mark Malisa, Thelma Missedja, and Wisdom Mensah

Sample Size Determination for Cluster Randomized Trials: An Empirical Review of Power Analysis Calculators

Janet Holt and David Newman

Effect of a Method Course: Improving Prospective Elementary Teachers' Abilities to Create Addition and Subtraction Word Problems

Onder Koklu

Island Room II (Roundtable Presentations)

Session Chair: Patricia Willems

Powerful Practice: Equitable Grading as a Key Lever

Liz Bergeron and Beth Boesche-Taylor

Cultivating EdD Practitioner-Scholars: The Metaphors We Teach By

Matthew Kruger-Ross

The Rise of Ungrading: Pandemic Insights and Future Directions toward Meaningful Learning Assessment

Nikita Reis and Barbara Lockee

What does equity and inclusion in education look like now? The Critical Race Theory

Controversy

Jill Channing

Designing for Uncertainty: Argumentation as a Pedagogical Tool to Manage Uncertainty in Ill-Structured Problem Solving

Rebecca Clark-Stallkamp

Scaffolding Reflection and Revisiting Cases in Online Learners Through the Use of Case Study Instruction

Patricia Willems, Alyssa Gonzalez-DeHass, Jilliam Powers, and Ann Musgrove

11:40-1:00 Lunch on Your own

1:00-2:20 Session 7

Beach Room (Paper Presentations)

Session Chair: Laura Levi Altstaedter

Grounded Theory Approach to Building Anti-Racism cultures in Undergraduate Medical Education

T'keyah Vaughan, Cherie Edwards, Deborah DiazGranados, Katherine Donowitz, Meagan Rawls, Nastassia Savage, and Priyadarshini Krishnaku Pattath

Implications from a HBCU and PWI Teacher Candidate (TC) Exchange

Carrie Rogers, Adrienne Stuckey, Pamela Buskey, Kellee Watkins, Karlin Burks, and Kimberly Bunch-Crump

Addressing improvement challenges from divergent experiences: A collaborative autoethnography

Christopher Parfitt, Afsaneh Farhadi, Patricia Ottow, and Anique Falconer

Authentic Learning for Student and Faculty in Community of Practice

Bryce Platt Kayanuma, Glen Holmes, Alicia Johnson, and Abbot L. Packard

Gulf Room (Paper Presentations)

Session Chair: Mahmoud Abdel-Rahman

Building resilience: Encouraging Advanced Academic Students to Take Risks and Accept Processover Grades.

Michael Portnoy

The Impact of Instructional Modality on Student Academic Performance

Michelle Paul

Changing the “face” of education: How do perceptions, attitudes, and academic outcomes differ between online and F2F education?

Robyn Fusaro, Dejah Oertwig, Dan Spencer, and Chris Willis

Initial Psychometric Evaluation and Cross-Cultural Generalization of the Resilience Evaluation Scale (RES)

Yan Dai, Jessica Petri, and Jill Salisbury-Glennon

Palm Room (Paper Presentations)

Session Chair: P. Mark Taylor

Application and Analysis of the ETQ2 (Experiential Teaching Questionnaire-2) and ETQ2 Short Form for Assessment of Dispositions Using a Modified Krathwohl Scale

Steve Lang, LaSonya Moore, and Judy Wilkerson

Investigating a New Approach to Performing Course Evaluations

Sharon Valente and Susan Ramlo

Reading Motivation Factors and Latent Profiles among Teachers

Robert Griffin and Diana Mindrila

Helping Preservice Teachers Learn About Code of Ethics Through Case Studies

Zafer Unal and Aslihan Unal

Bay Room (Paper Presentations)

Session Chair: Jennifer Sughrue

Trust through a colored lens: Exploring the COVID-19 Vaccine Hesitancy of Black Indigenous People of Color (BIPOC)

Anse Daniel

Promoting Cultural Dialogue via Mobile Texting on Study Abroad

Kevin Oliver, Rob Moore, and Joshua Rosenberg

Taking PBL virtual – early insights from going remote in 2020-21

Liz Bergeron

The Legal Rights of Transgender Students in Schools

Michael Alexander and Jennifer Sughrue

Island II (Roundtable Presentations)

The Cost of Online Higher Education

Sarah Denison and Andrew VanLew

Teachers' Perception of Their Ability to Implement Differentiated Instruction

Aslihan Unal, Zafar Unal, and Yasar Bodur

Preservice Teachers' Self-Efficacy: Evidence of Resilience during a Pandemic

Dawn Turkovich and Philip Kanfush

PreK Access: One School District's Work to improve and increase access for local families

Michelle Amodei and Sydney Wise

Cardita Room (Panel Discussion)

Racism in School Exclusionary Suspensions: Through the lens of African American middle and high school students, their family, and community members

Brenda Walker, Saundra Johnson-Austin, Dana Thompson Dorsey, LaSonya L. Moore, Samuel L. Wright, Marquis Holley, Alexandria Andrade, Lisa Knight, Gwendolyn C. Webb

Conch Room (Panel Discussion)

Instead of asking for a seat, build the table: Designing professionalization service-learning opportunities in academia

Sharon Stidham, Rebecca Clark-Stallkamp, Kelli Fleming, and Alicia Johnson

2:30-3:50 Session 8

Beach Room (Paper Presentations)

Session Chair: Shawn Fitzgerald

Establishing Community of Inquiry in Newly Remote Courses: A College-Wide Self Study
Kevin Oliver and Cansu Tatar

Designing Flipped Classroom Lessons with The Use of a Reliable Evaluation Rubric
Zafer Unal and Asliham Unal

Using Technology to Improve Rubric-Driven Data Analysis: Canvas and the AFI Rubric
Judy Wilkerson, Carolynne Gischel, and Steve Lang

Gulf Room (Paper Presentations)

Session Chair: Jennifer Sughrue

Parenting Stress and Children's Mental Health: A Moderated Mediation Model of Parent-Child Interaction and Grandparent Co-Parenting
Gen Li and Tony Tan

"Could that be play?": Pre-service teachers' perceptions of play in kindergarten
Melissa Rodriguez-Meehan

Schooling, Social Studies Education, and Black Learners
Clarence Walker

Palm Room (Paper Presentations)

Session Chair: Jill Channing

Social Media in the College Classroom
Melanie Fowler

The Influence of COVID-19 on Low Socioeconomic Status Postsecondary Enrollment
Lauren Davis, Kayla Johnson, and Jean Bennett

Reactions of Resident Assistants Working as Essential Personnel During the COVID-19 Shut-Down
Amy Korstange and Jill Channing

Assessing the Effectiveness of the ACT, SAT, and PSAT in Predicting Success on the Algebra 1 End-of-Course Exam in Florida
Elionexis Rodriguez Perez, Anna Peters, Lou Sabina, Rahni Shankar-Brown, and Deb Touchton

Island II (Roundtable Presentations)

Addressing the Research to Practice Gap in Inclusive Postsecondary Programs
Kaley Adams, Diana Valle-Riestra, and Michael Brady

Two heads are better than one: Co-teaching as a form of professionalization in higher education
Rebecca Clark-Stallkamp and Alicia Johnson

Recruitment and Retention of Highly Qualified Teachers in Marginalized School Communities
Maxine Cameron

Deconstructing educators' beliefs about reading disabilities, giftedness, and acceptance of students through an equity lens
Katrina Hall and Hope Bess Wilson

Contextualizing Why Black University Students Prefer to Utilize Off-Campus Mental Health Resources: What is lacking from university resources?
Alexis Franklin and Marie Boursiquot White

Considering students' mental health and self-determination in online asynchronous courses
Annah Hill

Preservice Teachers' Concerns and Challenges About Teaching Science in the Early Grades
Ithel Jones, Hye Ryung Won, and Insook Huh

Cardita Room (Panel Discussion)

Utilizing Graduate Students to Enrich Traditional Academic Collaborations
Glen Holmes, Alicia Johnson, Bryce Platt-Kayanuma, and Abbot L. Packard

3:50-4:10 Afternoon Snack Break

Sparkling and infused waters, artisan breads with imported and infused oils and vinegars with marinated olives, and chef's selection of meats and cheeses

4:10-5:00 EERA Business Meeting (Bay Room)

5:00-6:00 Poster Presentations (Beach/Gulf)

Culturally-Based Interpretations of Students' Self-Efficacy, Goal Orientations, and Learning Strategies: Differences Between America and Korea
Hyun Sung Jang, Yan Dai, and Jill Salisbury-Glennon

The Implications of eBooks versus Traditional Books with Elementary Students
Mallie Littman

Drama-Based Pedagogy in Early Childhood Classroom
Hey Ryung Won, Ithel Jones, and Ye Eun Bae

Failing Forward: Preparing Teachers in an Alternative Licensure Program Virtually during COVID-19
David Marshall and Deja Trammell

Examining STEM Undergraduate students' academic experiences during COVID-19
Jamie Carney, Jessica Tyler, David Shannon, Joanna Collins, and Madeline LaPolla

Teaching Transitions Through the New Normal Transformation
Joy D'Andrea and Rebecca Wooten

Color Coding the Writing Process
Rachael Nizialek

Preparing Secondary Teachers to Teach Students with Learning Disabilities How to Write Effectively
Alycia Taylor

Exploring Dynamic Changes in Novice Heritage Language Writing
Mariana Joos

Exploring the Social Networking Effect on Academic Engagement Among International College Students
Jianwei Dong, Sangah Lee, Chih-hsuan Wang, and David Shannon

Help or hindrance? Teachers' use of the first language in multilingual countries
Seol Lim and Sungkyum Kim

Assessing the Status of Professional Learning Opportunities in Charter Schools
John Murray

The Effect of the Parallel Classroom
Devon Viola

Investigating Beginning Language College Students' Motivation
Laura Levi Altstaedter and Ana Galvez Poveda

Does Planning Matter in Foreign Language Writing?
Hyejin An

International Students & Social Identity Theory
Kim Jones

South Korean Teachers' Perceptions of Student Intrinsic Motivation and Creativity
Kyeonghyeon (Eileen) Park

Building on the Family to Support STEM Interests and Career Aspirations
Melissa Jones, Katherize Chesnutt, Megan Ennes, Daniel Macher, and Manuela Paechter

Investigating Faculty Perception of Hybrid Teaching
Roneet Merkin

A Case Study of Preparing Teacher Candidates for SEE-KS: A Social-Emotional Engagement
Framework for Including All Children
Katy Green, Chelsea Morris, Jacqueline Towson, Lauren Rollins, and James Schwab

Mentoring Undergraduate Student Research
Michelle Amodei, Laura Strong, Erik Amodei, and Sydney Wise

Does Specifications Grading Increase Middle School Students' Motivation in Mathematics?
Sarah Morris and Alison Barton

Supervision in Counseling: Application of Natural Family Systems Theory
Vanessa Elias

6:00 – 8:00 President's Reception & Awards Presentation (Outside or Beach/Gulf Room if inclement weather)

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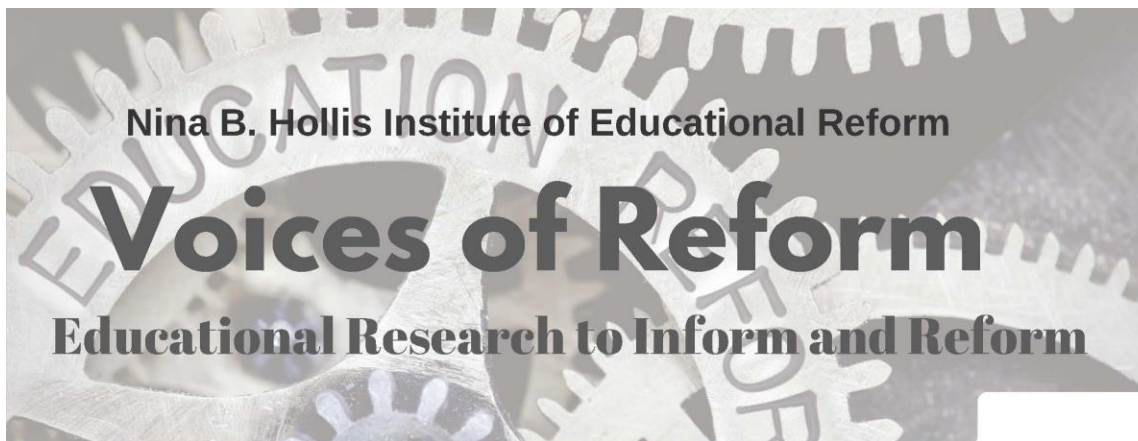
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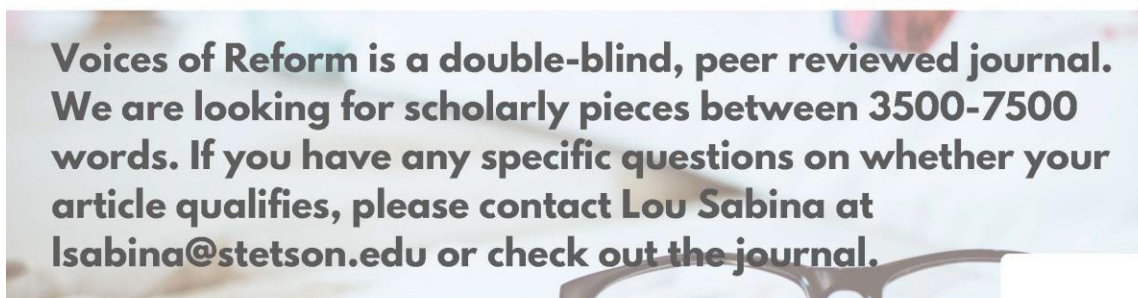
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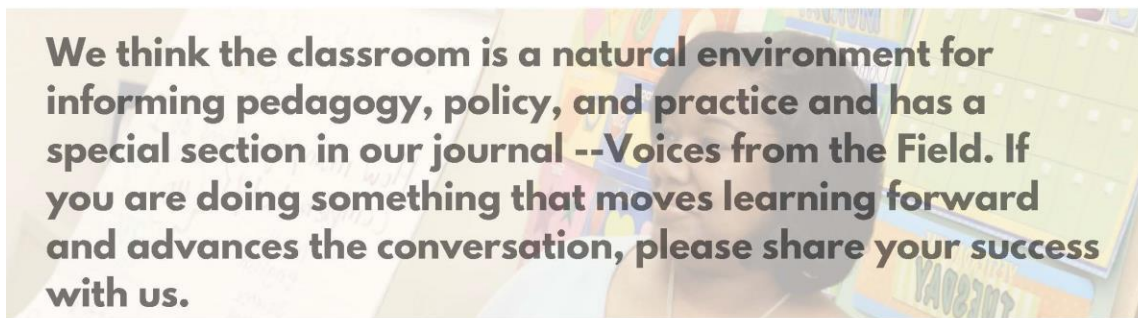
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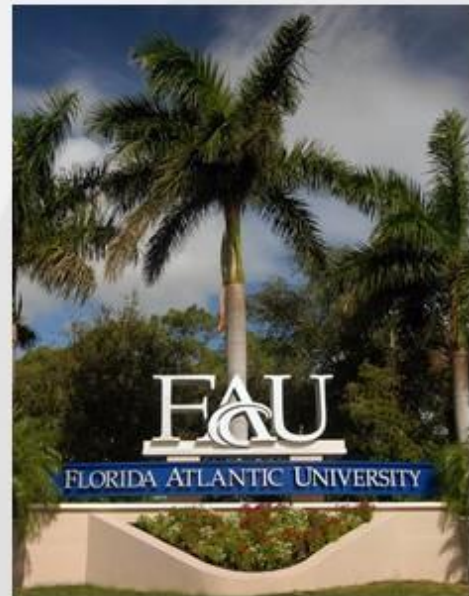
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