



# **2024 Proceedings from MSERA Annual Meeting**

Chattanooga, Tennessee

November 6th – 8th, 2024

Program Chairs:

Dustin S. Whitlock & Earlisha Whitfield

## **5 Navigating Academia: A Shared Journey Down Different Paths**

Dr. Kelly Byrd, Dr. Rebecca Giles, Dr. Paige Vitulli

University of South Alabama, Mobile, AL, USA

### **Abstract**

Although the prestige and autonomy of a career in academia are appealing to many, the challenges of obtaining and keeping a permanent position in today's overburdened and highly competitive market can be daunting. Managing both internal and external pressure to exceed while balancing the intricacies of personal and professional responsibilities in a "publish or perish" environment can easily become toxic. Success and satisfaction in higher education depend largely on establishing a supportive network of peers, maintaining the passion that first attracted you to the profession, and capitalizing on individual strengths to explore your genuine interests along a personalized path. In this session, three female tenure-track faculty - an Assistant Professor, an Associate Professor, and a Professor - who have worked together at the same University for over 20 years share insights into finding fulfillment in higher education. An academic career is a significant accomplishment that can be very rewarding. Come hear the stories of long-term MSERA members regarding the choices they made and the lessons they learned.

## **198 Graduate Student or Party Planner? Using Metaphors to Demystify Research Constructs: A Training Session for Teaching and Working with Graduate Students**

Dr. Ashley Wicker, Dr. Mindy Crain-Dorough

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

#### **Scope:**

Conceptualizing research constructs is crucial to the construction of a doctoral dissertation or masters' thesis, as it drives the alignment of many essential elements of student research. In the combined years of working with graduate students, the instructors have observed that many graduate students struggle with the skill of abstract conceptualization, which is needed to differentiate research constructs from research variables. Due to this skill limitation, they often struggle with constructing elements of the dissertation, including the context and background, problem statement, literature review, and research questions. Therefore, a teaching strategy using the party planning metaphor was developed in order to provide students with experience in abstract conceptualization. This strategy is heavily embedded in constructivism, which provides

students an opportunity to construct knowledge using personal experiences and social interactions.

For this training session, the instructors have identified a teaching strategy to incorporate the use of metaphors to help students place the skill of abstract conceptualization in real world experiences. It alleviates the pressure of having to conceptualize something that is somewhat new to them or something they are still trying to become familiar with; whereas, the party planning metaphor is something they can immediately place in its own context.

Both faculty and graduate students can benefit from this session, as the instructors will not only demonstrate the what and how of the teaching strategy, but we will also walk participants through a simulated exercise to familiarize themselves with what it looks like when implemented.

#### Objectives:

At the end of this training session, attendees will be able to implement a teaching strategy for helping doctoral students align research constructs with aspects of a dissertation. The focus will be on exposing attendees to the strategy, how to organize it and incorporate it into a class, and how to obtain additional knowledge for deepening their understanding and capacity for use after the training session. The ultimate goals of the session are for (1) attendees to feel capable of using the teaching strategy in a graduate-level course, and (2) to encourage its use in their own institutions and settings as a means of helping doctoral students conceptualize their research.

#### **Summary of Activities:**

In this training session, attendees will:

1. Explore the use of analogies and metaphors to connect doctoral students to abstract concepts, such as research constructs,
2. Identify a teaching strategy to support graduate student research,
3. Perform basic elements of the strategy in a moderated setting, and
4. Receive resources for further learning.

## Teacher Preparation and Performance

9:00 - 9:50am Wednesday, 6th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Jamie Gilbert

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### 133 Enhancing Teacher Preparation with Technology-Assisted Coaching: A Case Study

Dr. Lori Benoit

McNeese State University, Lake Charles, LA, USA

#### Abstract

Recent transformations in teacher preparation, marked by the rise of alternative certification programs and the shift towards teacher residency models, highlight the critical role of effective instructional coaching for novice educators. Traditional approaches, once limited to sporadic supervision and checklist-based evaluations, have evolved into intensive coaching paradigms aimed at meeting the complex demands of contemporary classrooms (Carr et al., 2017).

For decades, researchers have emphasized systematic mentorship in fostering critical thinking, self-reflection, and instructional decision-making among novice teachers (Darling-Hammond et al., 2021). Costa and Garmston's (1993) cognitive coaching theory underscores the importance of collaborative learning and professional growth over the course of a residency year.

This study examines the implementation of technology-assisted coaching by a site coordinator overseeing secondary teacher residents. The methodology focused on quantifying interactions and assessing quality metrics such as evaluation scores and self-efficacy reports from residents. Adapting to technology-assisted coaching resulted in a notable increase in coaching interactions, with the site coordinator conducting three additional observations and four coaching sessions per week. Residents reported enhanced self-efficacy and demonstrated improved instructional proficiency as evaluated by program standards.

While acknowledging the enduring value of in-person coaching for building rapport and contextual understanding, the study highlights the flexibility and convenience afforded by technology. Video conferencing and recorded observations facilitated more frequent and precise coaching interactions. Residents benefitted from reviewing their instructional practices through recorded sessions, fostering heightened self-reflection and informed pedagogical decision-making.

Future research should expand the scope to investigate broader implementation of technology-assisted coaching across diverse settings and populations. Exploring the impact on mentor teachers' perceptions, student learning outcomes, and specific coaching techniques could further enhance our understanding of effective instructional support strategies in teacher preparation programs. Additionally, integrating peer video reviews and collaborative coaching sessions among residents could emulate successful models from other professional development fields (Mott, 1992).

In conclusion, while the COVID-19 pandemic accelerated the adoption of technology in educational contexts, its application in teacher preparation programs has demonstrated potential benefits beyond crisis management. Technology-assisted coaching offers a promising avenue for enhancing instructional autonomy and professional agency among novice educators, thereby contributing to the broader goal of preparing highly effective teachers equipped to meet the evolving needs of today's diverse classrooms.

## References

Carr, M. L., Holmes, W., & Flynn, K. (2017). Using mentoring, coaching, and self-mentoring to support public school educators. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 90(4), 116-124.

Costa, A. & Garmston, R. (1993). *Cognitive coaching: A foundation for renaissance schools*. NY: Rowan & Littlefield Publishers.

Darling-Hammond, L., Chung, R., & Frelow, F. (2021). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53, 286-302.

Mott, M. C. (1992). Cognitive coaching for nurse educators. *Journal of nursing education*, 31(4), 188-190.

## RIP - Higher Education Inquiry

9:00 - 9:50am Wednesday, 6th November, 2024

Motivation

Presentation type Research-In-Progress (Lecture)

Presiders Rachel A. Hattaway

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## **48 The Community College Presidency and Why Qualified Candidates are Saying, No Thanks**

Mr. Craig Leager, Dr. Christy Hornsby

Northwestern State University, Natchitoches, La, USA

### **Abstract**

While much research has been done on the qualifications and competencies needed to be an effective community college president, there is very limited research which explores the reasons why qualified candidates for the role might ultimately decide against pursuing the college presidency. There is much speculation, but the voices of those qualified candidates who decide against pursuing these opportunities are often unheard. A relatively significant literature base also exists regarding the challenges facing community college presidents from the perspectives of individuals serving in those roles. However, there was an opportunity to research the connection between the factors facing community college presidents and the reasons why qualified applicants make decisions to not follow the career trajectory towards the college presidency.

The purpose of this study is to explore the perceptions of community college senior-level administrators regarding the community college presidency and the issues encountered within the role. The study investigates the reasons why qualified senior-level administrators might not pursue the community college presidency. Understanding both the perceived challenges encountered by community college presidents and the reasons dissuading potential applicants to the role is important to address the growing leadership gap apparent in the context of filling future community college presidency vacancies.

More than ever, community college presidents are navigating challenges to lead their institutions in today's ever-changing educational, social, and political landscapes. Bourgeois (2016) noted "powerful social, economic, technological, and political forces are driving change at a daring new pace, and as a result, higher education is at a crossroads," (p. 12). These factors, among others, influence whether qualified individuals decide to pursue a community college presidency or not.

Despite the changing landscape of the community college presidency, most who hold, or have held, the position claim that the positives far outweigh the negatives (Pierce, 2015). The college presidency can be viewed as the job of a lifetime, for reasons beyond the perks and the privileges (Glassner and Shapiro, 2013). The topic of the role of community college presidents, and specifically the factors influencing whether other college leaders will fill the leadership pipeline for future presidency vacancies, is immensely relevant in today's modern era and deserves greater research and scholarship.

This research study will employ a qualitative approach as the methodology. Qualitative research methods enable researchers to study social and cultural phenomena, including

observing feelings, thoughts, behaviors and beliefs (Ramesh, 2008). Qualitative research methods were determined appropriate for this study as the purpose of this research was to explore the views and perceptions of senior-level college administrators, specifically those who are qualified for community college presidency roles. A qualitative approach allows for the potential to more deeply understand and interpret the thoughts and behaviors of participants as it relates to the research topic versus a quantitative approach. Using qualitative research methods allowed for a holistic approach to gaining insight into the phenomenon.

The data collection methods for this study will include a survey and interviews. The survey will serve two primary purposes. First, the survey will establish, through self-reporting methods, whether participants met the definition of being a qualified, senior-level community college administrator. Secondly, the survey will collect initial data from participants about the community college presidency, including their interests in the role as a career pathway, their perceptions about their own readiness for the role, the perceptions about the scope of responsibility for the role, and their perceptions about any areas of concerns they might have regarding taking on the job. In addition, each participant will receive an online survey with 20 questions addressing the criteria needed to be considered a qualified, senior level of educational attainment, overall number of years of professional work experience, number of years of work experience in higher education, employment at a community college, state in which the participant currently works, and acknowledgement of holding a senior-level position at a community college. The next two questions explored participants' job titles and professional responsibility areas.

Questions 9-14 focused on participants' interests in pursuing a community college presidency. This included questions about their perceptions of being prepared for the job and their motivations for pursuing the role. Several questions focused on when participants might consider pursuing a community college presidency. The options included within the next year, in the next 2-3 years, or in the next 5 years.

The next group of questions (15-19) in the online survey explored areas of the community college presidency that might lead participants to question pursuing the role as part of their career trajectory. The topics of these questions included identifying responsibility areas that participants view as concerns, whether any of the identified concerns would cause participants to reconsider pursuing the role and if so, which ones and why, rank ordering the areas of concern that give them pause as they consider pursuing the role, and making an overall assessment of the manageability of the role (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).

The final question (20) of the online survey asked participants to offer their insights about how Boards of Trustees and search firms might consider structuring the community college presidency. This open-ended question was intended to further explore question 19 about whether the community college presidency is a manageable job.

Each participant will engage in an interview with the researcher. The individual interviews were to further examine participants' perceptions about the community college presidency as a career pathway. The interviews will last between 30-45 minutes each. The interview questions will be broad and open-ended to allow participants to share their perspectives and perceptions without being overly confined in their responses.

This study seeks to answer the following research questions:

1. What are the perceived challenges facing community college presidents that senior-level administrators evaluate when deciding whether to pursue a career pathway towards becoming a community college president?
2. What identified perceived challenges facing community college presidents are the most prevalent reasons which prevent senior-level administrators from pursuing presidency roles?

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## **121 Examining Career Advancement Challenges: A Multigenerational Perspective On Perceived Barriers Faced By Black Graduates Of Historically Black Colleges And Universities (HBCUs) And Predominantly White Institutions (PWIs) In Louisiana**

Ms. Martina Malone, Dr. Keicia Hawkins

Northwestern State University of Louisiana, Natchitoches, Louisiana, USA

### **Abstract**

#### **Statement of Problem**

Historically Black Colleges and Universities (HBCUs) hold a rich and significant history within the Black community. HBCUs are particularly critical for Black individuals from low-income backgrounds or first-generation students as they provide a safe and nourishing environment that helps them thrive (Lomax, 2020). While Blacks have made progress in educational attainment, "their odds of having a good job are not as good as those of White workers with the same level of education, reflecting persistent racial disparities in the workforce" (Georgetown, 2020, "White workers are more likely to have good jobs at every level of education" section, para. 1). In fact, "White workers are more likely than Black or Latino workers to have a good job at every level of educational attainment" (Georgetown, 2020). The existing disparities in the workforce create substantial gaps in the labor market for Black Americans, impacting their opportunities for promotion, pay, and career advancement. Research has shown that "Black individuals make up 13 percent of the U.S. population but account for only 8 percent of employees in professional roles" (Roepe, 2021, para.1). Additionally, "Black professionals hold only 3.2 percent of all executive or senior leadership roles and less than 1 percent of all Fortune 500 CEO positions" (Roepe, 2021, para.1). According to



researchers, “Black professionals aren’t stopping short of the C-Suite from a lack of desire. They find that “Black professionals are more likely than their White counterparts to be ambitious in their careers and to aspire to a top job” (Jain-Link & Kennedy, 2019, p. 3).

## **Conceptual/Theoretical Basis for the Study**

For many Black individuals from low-income backgrounds, attending an HBCUs is a way to change the trajectory of their economic situation. Given that nearly 70 percent of HBCUs-graduates attain at least middle-class incomes (Nathenson et al., n.d., p. 12), it is worth exploring their workplace experiences, recognizing the potential direct correlation between their perceived workplace barriers to their upward mobility in the workplace and economic standing. Equally significant is the examination of how these experiences align or differ from those of Black graduates from Predominantly White Institutions (PWIs). Lastly, exploring these experiences through a multigenerational lens allows for a better understanding of the nuanced intersections of race, education, and generational perspectives in the pursuit of equitable and inclusive career advancements.

## **Research question(s) and relevant literature**

The following questions guide this study:

- *What are the perceived barriers for advancement in the professional workplace for Black Americans who graduated from a Historically Black college or University (HBCU) in Louisiana?*
- *What are the perceived barriers for advancement in the professional workplace for Black Americans who graduated from a Predominantly White college or University (PWI) in Louisiana?*
- *What are the perceived barriers for advancement in the professional workplace for generations of Black Americans who hold a minimum of a bachelor’s degree from a University in Louisiana?*

A Gallop study reveals that HBCU graduates are more likely to strongly agree that their “colleges prepared them for life after graduation (55%) than Black graduates of other institutions (29%)” (Ray & Seymour, 2015, “College Experiences Linked to Thriving After College” section, para.1). The study also found that Black HBCU graduates are more “likely than Black graduates of other institutions to be thriving—strong, consistent and progressing—in a number of areas of their lives, particularly in their financial and

purpose well-being” (Ray & Seymour, 2015, “College Experiences Linked to Thriving After College” section, para.1).

### **Methods, techniques, or modes of inquiry**

This qualitative study follows Marshall and Rossman's procedures for data analysis, which include organizing data, generating categories and themes, coding, interpreting through analytic memos, seeking alternative understandings, and presenting findings.

### **Data sources, evidence, objects, or materials**

Data will be collected through individual interviews with African American professionals from Louisiana across four generational cohorts. Participants must identify as African American or Black American, have graduated from an HBCU or PWI in Louisiana, and hold at least a bachelor's degree. Interview will consist of 8 questions. Candidates will be interviewed using a semi-structured protocol.

### **Anticipated Findings**

1. Black Americans who graduate from HBCUs or PWIs in Louisiana encounter distinct barriers in the workplace, including but not limited to microaggressions, promotions, and wage gaps that are not experienced by their white counterparts.
2. Black Americans who graduate from HBCUs are better prepared to navigate workplace barriers such as microaggressions, promotions and wage gaps, compared to their Black counterparts from PWIs.
3. Across different generations, there are notable similarities in the perceived barriers for professional advancement in the workplace among Black professionals, irrespective of their generation.
4. Despite shared generational experiences, significant differences exist in the perceived barriers for professional advancement in the workplace amongst Black professionals.

### **Anticipated Contribution to The Field**

The anticipated uses for insight gained from this research include the following:

- For new graduates entering the workforce, the findings provide valuable advice, on potential barriers they may encounter on the job and offer practical tips to navigate these challenges successfully.
- Colleges and universities can leverage the research to formulate best practices that enhance curriculum and professional development programs—addressing issues like navigating conflict in the workplace.

- Professional workplaces can benefit by incorporating the experiences of Black professionals into daily practices in order to foster more inclusive workspaces.

### **Next Steps Prior to the Annual Meeting**

I am currently working through Chapter 3 and hope to begin my study July/August of 2024.

### **Operational School Functioning**

9:00 - 9:50am Wednesday, 6th November, 2024

Epiphany

Presentation type Position Paper

Presiders Rod Uzat

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### **7 Personal Finance in the Schools: What good is a dollar if you do not know how to use it**

Dr. Charles E. Notar

Jacksonville State University, Jacksonville, Alabama, USA

#### **Abstract**

Personal finance and money management must be taught in K-12 schools. Many citizens lack the financial knowledge and skills necessary to navigate their personal finances. Experts are now calling on schools to fill the knowledge gap. Legislature, in some states, require personal financial management be taught in K-12 classrooms. Presentation focus is on the problems of poor money management, reasons for personal finance, why it is not being taught, where we are now in the teaching of personal finance. Presentation concludes with what should be taught and how it should be taught along with suggestions for mitigating the reasons for not teaching.

**Mandated mandatory K-12 interdisciplinary financial literacy is required for everyone.**

Why isn't personal finance taught in school? The answer is a mix of inertia in the system and a failure to recognize financial literacy as one of the core skills needed to succeed in the 21st century.

Policy makers are first step in getting personal finance courses in school. Parents and concerned persons can partner with financial education providers to bring the discussion to policy makers and force them to confront the question. Only with sustained efforts can strides be made towards a smarter education system that includes personal finance education (National Financial Educators Council, 2023f).

Change might have to come from parents. Regardless of who takes the first step ... parents, educators, and politicians' must understand if you don't change your mindset (how you think), your habits (what you do), your systems (how you do them) or your environment (what shapes your choices), all the information in the world won't lead to better financial outcomes (National Financial Educators Council, 2023g; Iasevoli, 2018)

Financially literate individuals understand basic financial concepts of budgeting, saving and debt management provides a strong foundation they can build on as adults and helps them avoid lifelong money problems (Camberato, 2022).

Financial literacy education done correctly benefits everyone. It leads to better planning and saving for retirement, reduced personal debt, less likelihood to take on high-cost debt, savvy investing, reduce stress caused by financial problems, and better credit scores leading to increased net worth of learners (Barrington, (2023; Behrman et al., 2012; Iasevoli, 2018; Klapper, Lusardi, & von Oudheusden, 2023; Lusardi & Mitchell, 2014; National Financial Educators Council, 2023f).

Financial literacy is not a level playing field and policymakers should consider providing specific financial literacy training to vulnerable groups, such as women, the poor, and adults approaching retirement to help reverse the effects of both long-standing problems systemic issues like wealth inequality and more recent problems like the economic fallout from the inflation (Klapper, Lusardi, & von Oudheusden, 2023; Rosenfeld, 2022; Weiss, 2022).

Financial literacy is not the only tool of economic stability, but it is a critical one of a much bigger financial (and life) picture (Barrington, (2023; Weiss, 2022).

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## **139 Looking at The Establishment Clause Differently in Schools After Kennedy v. Bremerton**

Dr. Rod Uzat

UTPB, Odessa, Texas, USA

### **Abstract**

On June 27, 2022, the Supreme Court sided with Joseph Kennedy, a long-time assistant football coach at Bremerton High School in Washington, that his practice of praying at the 50-yard line following games was within his First Amendment rights and not a violation of the Establishment Clause because some might interpret his prayer as an endorsement of religion by the District. In issuing this ruling, The Court expressly and unequivocally dismantled the Lemon Test, which had come under growing legal criticism over the years and was specifically flagged as a source of chaos in lower courts. In so doing, The Court replaced Lemon's three-pronged test for Establishment Clause violations with "reference to historical practices and understandings" (Kennedy v. Bremerton School District, 2022). What does this mean for school leaders when considering the line where a public-school employee's individual rights are limited in deference to the Establishment Clause? Does this decision have an impact on the display of religious symbols in schools and other public places? Moreover, do school leaders generally understand these implications or are their prevailing assumptions about the law so diametrically opposed to the reality of the law that school districts are at risk of exposure to legal liability?

This article tackles these important questions by reviewing Kennedy v. Bremerton with an eye towards a practical analysis of its implications going forward and how school leaders might want to adjust their practices accordingly. In so doing, the author debunks several propagated myths like the idea that The Court's departure from Lemon represents an abrupt sea change, that Lemon's three-pronged test has been replaced simply with a coercion test, and that in the future individual religious freedoms will trump most Establishment Clause considerations. The article then transitions from examining what Kennedy v. Bremerton means for schools to a consideration of to what extent if any Lemon's decades long hold over our habits of thinking is impacting administrator judgement. The article will close with practical suggestions for how to test whether or not administrators know the law in this area and how to facilitate productive discussions to help ensure that they do.

Kennedy v. Bremerton School District, 597 U.S.\_\_\_\_ (2022).

[https://www.supremecourt.gov/opinions/21pdf/21-418\\_new\\_onkq.pdf](https://www.supremecourt.gov/opinions/21pdf/21-418_new_onkq.pdf)

## **Poster Session 1**

10:00am - 12:00pm Wednesday, 6th November, 2024

Poster Session (Pre-Function Area)

Presentation type Poster

Presiders Larry Teague

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### **3 Perceptions of Student Generated Videos as a Learning Activity**

Dr. Karen Morrison, Dr. Rebecca Giles

University of South Alabama, Mobile, AL, USA

#### **Final Presentation**

OK

#### **Abstract**

To improve knowledge acquisition and optimize learning experiences in university classes, student voice must be considered in course development. The purpose of this research was to gain insight into undergraduate students' perceptions of video creation as an assignment. Participants (n=27) were all females ranging in age from 21-38 in the early childhood program at a single institution. Survey data was collected from students enrolled in three different courses over two semesters in the same academic year. Quantitative data revealed that participants possessed a high level of confidence in their technology skills regarding video capture, editing, and uploading to Canvas and perceived creating a video as an effective means of increasing interest in the subject matter as well as enjoyment of the course. Qualitative data identified both the challenges and successes encountered during the video creation process. Findings will inform teaching practices and assist faculty in supporting students as they gain a deeper understanding of content and develop technological competence through video-based assignments.

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### **33 An Examination of Work-Life Balance in Upper-Level Administration**

Dr. Raglena Salmans

Eastern Kentucky University, Richmond, KY, USA

#### **Abstract**

The topic of Work-Life Balance (WLB) among Americans has changed drastically over the last several years. Americans work longer hours and report more familial conflict than other nations. The thought of work-life balance became almost absurd when a world-wide pandemic sent us home. Our living rooms and spare bedrooms became offices and kitchen tables desks and board rooms therefore it is still of great interest and value for many working Americans. Some administrators express that they are never really "off work". Although their jobs are demanding, everyone needs downtime for their health, to ward off burnout, and to recharge their mind, body, and spirit.

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### **39 Evaluating the Effectiveness of Teacher Preparation Programs in Supporting Inclusive Education: A Systematic Review**

Ms. Okunola Odeniyi

Auburn University, Auburn, AL, USA

#### **Abstract**

In the United States, policies like the Individuals with Disabilities Act (IDEA), the No Child Left Behind Act (NCLB), and the Every Student Succeeds Act (ESSA) have significantly increased the enrollment of students with disabilities in general education classrooms (National Center for Education Statistics, 2024). This integration places a significant demand on teachers to possess special education skills and to adapt their teaching methods and curricula to accommodate the diverse needs of these learners while ensuring an inclusive and supportive learning environment for all students. Despite the clear benefits and legal mandates supporting inclusive education, there is a growing concern regarding the preparedness of teachers to manage inclusive classrooms effectively. Therefore, this research seeks to investigate the extent to which teacher preparation programs equip educators with the necessary skills and knowledge to meet the needs of students with disabilities within inclusive settings.

A systematic literature review was conducted to explore the effectiveness of teacher preparation programs in preparing general education teachers to meet the needs of

students with disabilities in general education classrooms. The review focused on articles published since the passage of the No Child Left Behind Act in 2002, providing a comprehensive analysis of over two decades of research. Sources for the literature review were obtained from Google Scholar and EBSCOhost using these keywords: “teacher preparation program effectiveness inclusive settings,” “teacher education or teacher training or teacher preparation,” “mainstreaming or inclusion or inclusive education,” “general education teachers,” and “attitudes or perceptions or opinions or beliefs.” The preliminary relevance of each study was determined by its title, location, and abstract. Studies conducted outside the United States and those focused solely on special education teachers’ preparation were excluded from this review. A total of 30 studies were included in this review.

Overall, the findings demonstrated that many teacher preparation programs are not sufficiently preparing teachers to meet the needs of students with disabilities in inclusive classrooms. Specifically, teachers do not feel competent in identifying the needs of students with disabilities (e.g., Ajuwon et al., 2012), differentiating instruction for students with disabilities (e.g., Allday et al., 2013), and handling classroom management (e.g., Byrd and Alexander, 2020). Furthermore, the lack of competency to meet the needs of students with disabilities leads to increased burnout rates (Candeias et al., 2021), frustration with the profession (Kamens et al, 2003), and the likelihood of teachers exiting the profession within the first three years (Gilmour & Wehby, 2020). This study calls for stakeholders in teacher preparation programs to integrate special education content throughout the program of study and provide additional opportunities for field experiences that involve interacting with students with disabilities.

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## **46 Exploring instructors' perspectives: Navigating artificial intelligence integration in higher education**

-- Katelyn Nelson, -- Kailea Manning, Dr. David Marshall

Auburn University, Auburn, Alabama, USA

### **Abstract**

Artificial Intelligence (AI) is a disruptive innovation characterized by its radical impact and widespread adoption across various industries, including higher education. The transformative influence of AI in the classroom has revolutionized teaching methodologies and required instructors to adjust their instructional strategies. As a result of AI’s growing prevalence, concerns are rising about the appropriate role and extent of AI’s involvement in education. Despite the significance of this issue, research in this area is limited, with only a few studies investigating the implications and perceptions of AI within educational contexts.



Existing studies on AI in education reveal a range of perceptions instructors have on AI integration, most often highlighting ethical considerations regarding AI use and cheating; however, there is a lack of research on the implementation of AI in teaching. Additionally, policies governing AI in educational settings are not well-structured, leading to significant variability in how AI is utilized across different departments and institutions. This decentralized approach to policymaking means that instructors' attitudes towards AI can vary dramatically, with some embracing the technology and others remaining skeptical or resistant.

Given the diverse and sometimes polarized views on AI in education, engaging in discussions with a wide range of instructors is important to gain a comprehensive understanding of their comfort levels and perceptions regarding AI. This is essential for developing informed and effective policies that address educators' concerns and needs while leveraging AI's potential benefits in enhancing teaching and learning experiences.

This qualitative study employs a phenomenological framework to investigate instructors' perceptions and comfort with AI use in teaching. This topic lends itself well to phenomenology as it allows an in-depth exploration of the personal meanings that instructors associate with AI integration. This study aims to answer the research question: What influences instructors' decisions to embrace or resist the integration of AI tools into their teaching practices? The aim of this work is to uncover the nuanced factors influencing instructor's attitudes toward AI. Data collection is underway and will conclude in July 2024.

Semi-structured interviews were conducted with a convenience sample of instructors from the College of Education at a large public university in the southeastern United States, allowing participants to share their experiences and what the phenomenon of teaching with AI means to them. The interviews are transcribed and analyzed thematically to identify recurring themes and patterns in the data. All analyses are conducted using ATLAS.ti version 24; AI Coding is not being used for this project.

The preliminary findings from this study suggest a cautious optimism regarding the use of AI in higher education. Nevertheless, as discussed in previous research, instructors express ethical concerns related to student dishonesty and over-reliance on AI. We conclude with implications for training programs and policy initiatives aimed at supporting faculty in the effective integration of AI tools into their teaching practices. Additionally, the findings may offer valuable guidance to university administration and

professional development centers on how to address faculty concerns and foster a more positive and informed approach to AI in education.

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## **203 Educators' Literacy in Special Education Disabilities and Inclusion Services**

-- Marilyn Kolpein, Dr. Mark Wildmon

Mississippi State University, Starkville, MS, USA

### **Abstract**

Special education and inclusion services are becoming more mainstream in schools across the United States. Special education teachers are commonly assumed to be the most educated and knowledgeable on special education eligibilities and services. However, research shows a lack of pre-service training in eligibility and services, leading researchers to question if this is true. Past studies have indicated a general lack of knowledge regarding special education services, with stronger deficits of knowledge among general education teachers. Because inclusion involves both special education and general education teachers, an increased understanding of special education in both groups is needed to appropriately serve all students. Appropriately assessing current literacy in special education services in local school districts can help practitioners develop specific and effective training opportunities for educators in all areas. The current study utilized a survey to gauge current understanding of special education eligibilities and services in a school district in the southeastern United States. There were 62 participants, with 40 general education teachers and 22 educators working in special education (i.e., special education teachers interventionists). In this population, 27 had a bachelor's degree and 35 had a master's or specialist degree. A 2 (specialty: general education vs. special education) x 4 (years of experience: 0 to 3 vs. 4 to 6 vs. 7 to 10 vs. 11 or more) x 2 (highest degree obtained: bachelor's degree vs. master's or specialist degree) between-subjects ANOVA was performed to examine the impact of training and job experience on literacy in special education services. The most significant finding of this study was the general lack of knowledge or understanding of special education services across all groups. Performance was low across all groups, with an average performance of 45% accuracy for all participants. Furthermore, the majority of participants performed at or below 50% accuracy, meaning the majority of participants, regardless of study variables, were not fluent in special education services. Implications are discussed including the need for tailored training and professional development opportunities in the school district where the survey was distributed.

**Call Me MiSTER Programs- Qualified Minority Teachers**

10:00 - 10:50am Wednesday, 6th November, 2024  
Vision Ballroom A  
Presentation type Symposium

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## **12 Tennessee and Louisiana Call Me MiSTER Programs Influence on K-12 Leaders Ability to Recruit, Hire, and Retain Qualified Minority Teachers**

Dr. Mary Giles<sup>1</sup>, Mr. George Noflin<sup>2</sup>, Mr. Austin Ferrell<sup>1</sup>

<sup>1</sup>University of Tennessee at Martin, Martin, TN, USA. <sup>2</sup>Grambling State University, Grambling, LO, USA

### **Abstract**

Leaders in K-12 schools face challenges in recruiting, hiring, and retaining highly qualified teachers, especially minorities. In many educational settings, leaders seek ways to diversify schools so that their faculty and staff population represents the demographics of their student population. Programs, like Call Me MISTER® (Mentors Instructing Students Toward Effective Role Models), help overcome some challenges of recruiting qualified teachers by recruiting and training pre-service teacher candidates as early as middle school to become effective educators. Despite the challenges of teacher depreciation, low income, and limited resources, Call Me MiSTER leaders continue to close educational gaps relating to recruiting, hiring, and retaining quality educators. The Call Me MiSTER® (CMM) Programs in Tennessee and Louisiana have placed minority educators in classrooms where their presence and performance have impacted relationships, discipline, and academic performance.

## **Creating Collaborators: The Road to Cultivating a Supportive and inclusive School Culture**

10:00 - 10:50am Wednesday, 6th November, 2024  
Inspiration  
Presentation type Training

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## **125 Creating Collaborators: The Road to Cultivating a Supportive and Inclusive School Culture**

Dr. Lisette Manuel

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

**Topic:** The training session will focus on developing the collaborative skills of educational leaders to foster equity, inclusiveness, and growth for all stakeholders in their institutions, with an emphasis on special populations. While there is extensive research on the benefits of fostering collaborative environments for students and teachers, significantly less attention is given to cultivating collaboration among administrators. The session will highlight how collaboration, through the exchange of diverse perspectives and ideas, is crucial for addressing the complex issues facing today's educational systems specifically related to special populations. Collaborative leadership, as described by Rabinowitz, is essential when problems are so intricate that no single person or entity can solve them alone. Given the current complexity of education, this approach is more relevant than ever. Additionally, this approach is aligned to NELP Components 2.1, 3.2, 4.3, and 7.2, which focus on building level leaders' responsibility for working with others to create a supportive and inclusive school culture.

**Overview of the Session:** This interactive session is designed to equip educational leaders with the tools and strategies necessary to cultivate a collaborative environment within their schools and districts. The training will be divided into three key segments: understanding the principles of collaboration and collaborative leadership, practical strategies for fostering collaboration, and real-world applications to promote equity, inclusiveness, and growth. Geared towards both higher education instructors and K-12 practitioners, this session will provide valuable insights and actionable steps for fostering a more collaborative and equitable educational environment.

**Significance of the Topic:** The importance of collaborative leadership in education cannot be overstated. In an era where educational disparities continue to persist, it is imperative for leaders to harness the power of collaboration to address these challenges and promote equitable outcomes for all students. Collaborative leadership not only enhances the quality of teaching and learning but also strengthens the overall school culture by fostering a sense of community and shared responsibility.

Research has shown that schools with strong collaborative practices are better equipped to support diverse learners, improve teacher retention, and achieve higher levels of student engagement and success. By focusing on the principles of collaboration and providing practical strategies for implementation, this training session aims to empower educational leaders to create environments where equity, inclusiveness, and growth are at the forefront.

**Session Length:** 50-minute

## **Educator Preparation and Professional Learning**

10:00 - 10:50am Wednesday, 6th November, 2024  
Insight

Presentation type Discussion/Paper (Lecture)  
Presiders Mindy Waldrop

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### **156 Future Leader Mentor Program**

Dr. Kara Chism, Dr. Kate Scarborough

Samford University, Birmingham, AL, USA

#### **Abstract**

Over time, things have changed, however, education as a profession continues to be hard. Whether a novice or expert, navigating the changing landscape of the field is challenging. Preparing future leaders requires a multifaceted approach to ensure they are equipped to persist in the profession and positively impact student achievement. Structured mentoring programs coupled with high quality university preparation have historically been successful in supporting, retaining, and managing leader turnover. The theoretical model used was a mentoring research model that integrates self-regulated learning by Schunk and Mullen. Self-regulated learning is a process that cycles where students set goals, plan, and reflect on results. Mentoring research model adds a mentor to the self-regulated learning process to assess learning and provide feedback to increase outcomes and develop professional skills. The purpose of this study was to analyze the benefits of a structured mentoring program for future leaders. Research was conducted using mixed methods where graduate school participants completed a survey about their experiences with the mentoring program during the graduate program and randomly selected participants were interviewed. Pre and post survey data were collected using Qualtrics. The interviews were conducted, recorded, and transcribed using Zoom software. Once the transcripts were member checked, each researcher individual coded the transcripts and survey data open ended questions for final codes. Transcripts and open-ended survey questions were then uploaded in MAXQDA for coding as the researchers coded together. There were 549 final coded segments that comprised 26 categories. The categories were then combined into four themes of effective mentoring programs. The themes were tasks of a mentor, characteristics of a mentor, communication, and intentional pairing. Implications of the study included intentional pairing of the mentor with the mentee, feedback from the mentor was desired on assignments and mock interviews, mentees and mentors wanted in-person visits, email was not a good mode of communication, and mentors should be flexible. Findings can be applied to mentoring programs in higher education, K-12 and district level sites.

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**159 A novice educator implementing U. S. special education practices abroad: A case study of the novice in Romania and the U. S. faculty mentor**

Dr. Deanna Kay Rice<sup>1</sup>, Ms. Caroline Cunningham<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>Teach Beyond, Bucharest, Ilfob, Romania

## **Abstract**

### **Problem Statement**

- How will a U. S.-educated special educator navigate and experience the Romanian system for providing services for students with disabilities?
- How will remote mentorship support a novice special educator in their first 2-years of teaching?

This case study began as a thought at commencement 2022 when the novice co-author told me [faculty/primary investigator] they were going to Romania for their first teaching assignment. Novice graduated with an undergraduate degree in special education, and as a faculty member in the special education program, I was immediately curious about how they would navigate the structure of the Romanian educational system. My initial research questions included:

- What will be the experiences of a U. S. educated special educator in Romania? How will novice grow as a special educator due to these experiences?
- How do the special education policies and procedures in the U. S. compare to the policies and procedures in Romania? How will the novice encounter the Romanian system and compare it to the practices in the U. S.?
- How will the mentor/mentee relationship develop between the principle and novice? How does remote mentorship impact teaching practices of a novice educator in a country other than where they were educated?

### **Theoretical Framework**

The critical inclusion education theory provided the lens for comparing the U. S. and Romanian special education systems as perceived by the novice educator (Slee, 2009). The teaching abroad experience provided the novice with an international critical lens of the U. S. and Romanian special education systems, allowing them to be a “witness” (Apple, Au, & Gandin, 2009, p. 4) of both systems.

The alternative mentoring theory was used to guide the development of the mentor/mentee relationship (Mullen, 2012).

### **Methodology**

Internal Review Board approved the case study (Creswell, 2007) for a duration of three years (2022-2025). Data collection began in the fall of 2022, the novice’s first year as a special education teacher in Romania. Data in the forms of video conferencing,

journaling by novice, notetaking by primary, and one in-person meeting were collected 2022-2024 academic years. At the time of this writing, the novice has ended her time in Romania and has returned to the U. S. A culminating meeting is scheduled for July 2024. Data analysis has begun. The paper will be complete for presentation at the November 2024 MSERA Convention.

## **Results**

The research questions shifted during data collection, because the novice was teaching in a private, English language school. Comparisons were still made between the U. S. and practices in Romania that included the expectations of U. S. citizens whose children attended the private school.

The mentor/mentee relationship developed over the two years in a positive manner. A co-learning relationship was cultivated due in part to the equalized relationship (Mullen,

## **Implications**

The study has implications for mentorship in teacher education, mentorship for novice teachers, remote mentorship, and the value of experiences in global education.

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## **100 STUDENT SUPPORT TEAMS WITHIN AN MTSS FRAMEWORK: ARE THEY MAKING EFFECTIVE DECISIONS?**

Dr. Christine McGinnis<sup>1,2</sup>, Dr. Ashley Wicker<sup>2</sup>

<sup>1</sup>Livingston Parish Public Schools, Livingston, LA, USA. <sup>2</sup>Southeastern Louisiana University, Hammond, LA, USA

## **Abstract**

Efforts to improve outcomes for students amidst a climate of school accountability have led to a myriad of education initiatives, perhaps none as widespread as the tiered intervention models offered by the RTI and MTSS frameworks. While supporters argue that these systems bring assistance to struggling students efficiently, others would argue that these models delay needed services to students due to cumbersome and ineffective interventions delaying access to services. In Louisiana, although RTI/MTSS models have been implemented since before 2010, there is little research examining the effectiveness of this process in bringing needed services to struggling students.

The the present study examines the effectiveness of the Louisiana MTSS process as implemented in one local school district in south Louisiana. Key to the study is a multi-faceted definition of effectiveness. For this study, effectiveness was quantified by three

core components: *consistency of implementation*, *efficiency of implementation*, and *accuracy* in decision making for referred students.

The study utilized a quantitative non-experimental (comparative) research design, where the primary independent variables included reason for referral to the intervention team, as well characteristics of referred students. The primary dependent variable was reading achievement score, and descriptive analysis were used throughout the student to contextualize findings. The conceptual framework for the study relied upon an adaptation of the IMOI team process model.

Results indicated that while schools were procedurally consistent in implementation of student assistance team procedures as intended, and the teams were accurately routing the lowest achieving students to special education services, the team process itself remained inefficient for those students most in need of services. Students who ultimately qualified for special education services under the category of Autism spent about twice as long in interventions as students who ultimately qualified under the category of specific learning disability.

These results indicated that from a procedural *consistency* and an outcome *accuracy* standpoint, the MTSS process appeared to be implemented effectively in the target district. But these two variables alone were insufficient to fully reflect effectiveness as operationalized in the present study. The duration variable (*efficiency*) is a crucial indicator of effectiveness, and only when efficiency was examined did the MTSS process break down for students most in need. Thus, it took an examination of all three aspects of the process (consistency of inputs, efficiency of moderating processes, and outcome accuracy) to conclude that the process is not effectively supporting all students, particularly those with more significant needs.

## **STEM Attitudes & Self-Efficacy**

10:00 - 10:50am Wednesday, 6th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Stephanie Cheramie

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## **29 Supporting VR STEM Education with the Five Practices**

Dr. John Pecore, Dr. Byron Havard, Mr. Chase Harrison

University of West Florida, Pensacola, FL, USA



## **Abstract**

### **e Five Practices**

Integrating emerging technologies like virtual reality (VR) offers significant opportunities to enhance STEM education by transforming interaction, communication, and collaboration methods (Rogers, 2003; Valle-Cruz et al., 2023). Despite VR's immersive, interactive, and 3D environments fostering higher levels of presence and student engagement (Rosenblum & Cross, 1997; Parong & Mayer, 2018), current educational VR applications are typically solitary experiences. This solitary nature contrasts with the collaborative benefits of traditional interactive learning experiences. The Five Practices for Orchestrating Productive Task-Based Discussions framework provides a strategic process to support effective discourse in inquiry-based learning environments (Cartier et al., 2013), offering a bridge between VR's potential and the benefits of interactive learning.

## **Problem Statement**

Current VR educational experiences lack the collaborative and discursive elements essential for effective STEM education. Considering current VR usage in education, there is a need to integrate structured, interactive frameworks into VR to enhance student engagement and learning outcomes.

## **Theoretical Grounding**

The Five Practices framework, comprising anticipating, monitoring, selecting, sequencing, and connecting, supports teachers in facilitating meaningful classroom discussions (Cartier et al., 2013). The framework is grounded in research emphasizing the importance of interactive and collaborative learning in STEM education. VR's immersive qualities have been shown to increase student interest and engagement, which can be harnessed within this framework to improve educational outcomes (Makransky & Mayer, 2022).

## **Methodology**

This study investigates the implementation of the Five Practices framework within VR environments to enhance STEM education. Data were collected from a pilot study utilizing VR for STEM lessons. Instruments included observation checklists, student engagement questionnaires, and performance assessments. Data analysis involved qualitative and quantitative procedures, with thematic analysis of observation notes and statistical analysis of questionnaire and performance data. The sample included diverse student groups at the higher education level.

## **Results**

Integrating the Five Practices within VR environments led to increased student engagement and improved understanding of STEM concepts. Observations indicated higher levels of interactive discourse, and students demonstrated enhanced problem-solving skills. Questionnaire results showed a significant increase in student interest and engagement in learning. Performance assessments revealed better retention and application of STEM knowledge than in traditional VR or non-VR learning environments.

## **Conclusions/Implications**

The study concludes that implementing the Five Practices framework in VR settings significantly enhances STEM education by fostering collaboration, critical thinking, and effective discourse. This approach leverages VR's immersive capabilities to create interactive learning experiences that improve student engagement and learning outcomes. Educators are encouraged to adopt this integrated framework to maximize the educational potential of VR technology in STEM classrooms. Future research should explore the long-term impacts and scalability across various STEM education contexts.

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## **55 Exploring innovative approaches to foster inclusive mathematical discourse: Perspectives of elementary and early childhood preservice teachers**

Dr. Kelly Byrd, Ms. Rachel Henderson, Dr. Susan Ferguson

University of South Alabama, Mobile, AL, USA

### **Abstract**

The Association of Mathematics Teacher Educators (2017) recognizes that all students need opportunities to share their mathematical ideas as well as engage with the ideas of others through meaningful discourse. Mathematical discourse is the sharing of students' mathematical ideas, engaging in not only whole group discussion but also written and visual communication (National Council of Teachers of Mathematics [NCTM], 2014). Such engagement is congruent with Vygotsky's (1978) socio-cultural learning theory, in which social interactions facilitate the growth and development of students' mathematical understanding. Through scaffolding, students gather support for and build upon their current knowledge level through peer interactions—verbal, written, or visual—within inclusive learning environments.

However, not all students have an opportunity to participate due to inadequate time and space for each to have a voice; some dominate conversations while others lack confidence to engage (Moschkovich, 2012). To ensure that each student has the chance to participate and be heard, The Education Alliance (n.d.) established a silent discussion routine, Chalk Talk, providing an opportunity for all students—including those

who are quiet, shy, and less confident, as well as English learners—to share and respond to ideas through writing. This formative assessment tool supports all students, developing a culture of mathematical thinking in a safe environment (Ritchhart et al., 2011). Thus, the purpose of this qualitative study was to explore elementary and early childhood mathematics preservice teachers' perceived benefits and challenges of using Chalk Talk as learners and future educators.

Participants were preservice teachers (n = 38) completing an elementary mathematics methods course in a teacher preparation program at a southeastern U.S. university. After engaging in Chalk Talk, they completed two journal prompts related to the perceived benefits and challenges of implementing Chalk Talk. Qualitative data were collected from journal responses and analyzed using the Consensual Qualitative Research-Modified method (Spangler et al., 2012). Researchers first reviewed and coded the responses individually according to categories derived from the data. Consensus was reached for the categories and themes that emerged related to each question.

Participants' perceived benefits of Chalk Talk included providing an equitable learning environment in which all students feel safe engaging in mathematical discourse. Equity, conceptualized as a multi-faceted construct, emphasized students' emotional dispositions (feeling safe to share without humiliation), and students' distinct learning styles (feeling more confident responding through writing). Participants' perceived challenges of Chalk Talk included a lack of collaboration and concerns about student literacy deficits. Some students are more productively engaged if allowed to discuss the prompt together; however, some students may just use others' ideas rather than thinking for themselves. Additionally, students' deficiencies in comprehension, composition, and the ability to communicate only through writing may prevent them from participating.

Important implications for future mathematics teachers, instructional coaches, and teacher educators should be considered. The need for all stakeholders to promote the engagement of every student in formative assessments that do not solely rely on verbal responses opens the mathematics classroom to inclusive and equitable learning for all.

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### **150 Title: Integrating Data Science Through Environmental Justice: A Qualitative Study of the Implementation of an Innovative Introductory Environmental Science Module**

Dr. Rebecca Zulli<sup>1</sup>, Dr. Adrienne Smith<sup>1</sup>, Dr. Ravanasamudram Uma<sup>2</sup>, Dr. Rakesh Malhotra<sup>2</sup>, Dr. Elisabeth Stoddard<sup>3</sup>, Dr. Marja Bakermans<sup>3</sup>

<sup>1</sup>Cynosure Consulting, Apex, NC, USA. <sup>2</sup>North Carolina Central University, Durham, NC, USA. <sup>3</sup>Worcester Polytechnic Institute, Worcester, MA, USA

## **Abstract**

The proposed paper presentation investigates a pilot module implementation introducing students, especially those without prior computing or data science experience, to data science through an environmental justice framework. This module embeds environmental justice data science explorations into an introductory environmental science course, engaging students and showing how environmental and data science address societal issues. The module exposes students to real-world data and its applications through exploring publicly available local air quality data. The research paper focuses on the qualitative study of the successes and challenges during the initial implementation and assessing its potential efficacy in enhancing students' understanding and engagement with data science concepts.

During Spring 2024, the module was implemented in an introductory environmental science course at a public historically black university in the South. The course, serving both majors and non-majors fulfilling general education requirements, included activities using real-world data on air quality, exploring local data by zipcode from a public database. Research activities centered on qualitative data collection through collaborative reflection activities led by educational researchers, involving the project principal investigator, the implementing faculty member, and the module development team. Reflections included a guided walk-through of the implementation, sharing insights from observational data, and examining alignment with the developers' vision.

Preliminary findings indicate that the module aligned well with the course material, enhancing its relevance by connecting content with real-world and local data. The focus on environmental justice proved to be a powerful engagement enhancer, making issues relevant and highlighting their connection to local problems and injustices. Students successfully engaged with real-world datasets and explored data stories without needing to code. This practical application demonstrated the potential of data science in addressing societal issues like air quality and environmental justice. The study also identified areas for future module revisions. The findings revealed that challenges such as variability in students' prior knowledge and differences in classroom environments affected implementation. Large class sizes and varied seating arrangements influenced effectiveness.

Collectively, the findings support embedding environmental and social justice data science explorations into non-data-focused courses. This approach was found to offer significant potential for engaging students without prior computing experience and enriching their understanding of data science's role in addressing societal issues. Harnessing the power of environmental justice not only engages students in data science but also deepens their perceptions of environmental science's relevance. The findings suggest that social and environmental justice-embedded data science exposure can enhance course content engagement and relevance, potentially leading to greater

recruitment and retention of students. The module's no-code approach to integrating data science within non-data-focused courses shows promise as a transferable strategy across content areas. Given the introductory nature of the content and data science learning targets, the module could likely be used with high school students, offering a scalable model for integrating data science education at various levels. This presentation will offer insights into best practices and challenges from the pilot, providing foundational exposure to data science and enhanced content engagement through curricular innovations grounded in social justice.

## **Microlearning and Clinical Judgment in Healthcare Education**

10:00 - 10:50am Wednesday, 6th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Jim Rost

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## **2 Exploring the Perceptions and Utilization of Mental Health First Aid Training among Undergraduate Health Education Students: Implications for Teaching and Coaching**

Dr. Jamie Mikell

Athens State University, Athens, AL, USA

### **Final Presentation**

Noted. The final paper will be submitted prior to the 2024 conference.

### **Abstract**

Recognizing the significance of addressing mental health challenges in educational and sports settings, initiatives such as Mental Health First Aid (MHFA) certification have become a prominent way to equip individuals with the necessary knowledge and skills to provide initial support to those experiencing mental health crises (Kitchener & Jorm, 2008). MHFA training aims to improve mental health literacy, reduce the stigma surrounding mental illness, and enhance confidence in identifying and responding to mental health emergencies (Hadlaczky et al., 2014). While MHFA programs have been widely implemented across various populations, including future educators and coaches, more research is necessary to examine the specific impact of MHFA certification on college students pursuing careers in teaching and coaching roles. Understanding the experiences of college students who have completed MHFA

certification and how it influences their practice as future educators and coaches is crucial.

Educators and coaches play an essential role in the lives of young individuals and are often in positions to identify and support students experiencing mental health difficulties (Reardon et al., 2019). Mental health literacy is fundamental for health educators and coaches, yet the effectiveness and incorporation of MHFA training within undergraduate curricula remain largely underexplored. This study aims to assess college students' perceptions of the Mental Health First Aid certification program as it pertains to their understanding of mental health issues, examine the confidence college students gain in identifying and responding to mental health crises post-Mental Health First Aid certification, and explore college students' attitudes towards integrating mental health awareness into their roles as teachers and coaches following completion of Mental Health First Aid certification. This study employs survey methodology data collection to comprehensively examine the impact of MHFA training on teaching and coaching practices and insights into student perceptions and experiences. The findings will inform recommendations for enhancing MHFA curriculum integration, thereby striving to improve mental health support within educational and coaching contexts at the undergraduate level.

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## **60 Understanding the Impact of COVID-19 on Black Working Mothers: Education and Mental Health while Continuing their Education**

Dr. Stacey Kernisan, Dr. Christy Hornsby

Northwestern State University, Natchitoches, La, USA

### **Abstract**

This qualitative grounded theory study delves into the profound impact of the Coronavirus Disease Pandemic (COVID-19) on Black working mothers, shedding light on its consequences on their pursuit of education and mental well-being. While prior research has explored the effects of COVID-19 on Black working mothers, this study focuses on the interconnected elements of their lives, including the workplace, childcare, mental health, and educational aspirations during the ongoing pandemic.

The COVID-19 pandemic has prolonged and detrimentally influenced the global economy for over three years, affecting various demographic groups, including single and married mothers with or without children. Marginalized communities, such as Black women, have borne a disproportionate brunt of these consequences. Black women often juggle multiple roles and expectations, facing unique challenges in their personal and professional lives. COVID-19 has further exacerbated these challenges.

Within corporate America, Black women encounter barriers and stereotypes that hinder their advancement despite comprising a significant portion of the workforce. The glass ceiling persists, with only a minuscule representation of Black women in upper management positions. Additionally, the stereotype of the Strong Black Woman (SBW) schema perpetuates the idea that Black women must suppress their true selves in the workplace.

Balancing work inside and outside the home became even more challenging during COVID-19, as schools closed, necessitating adjustments in childcare arrangements. These challenges have significantly impacted the mental health of Black working mothers, leading to decision-making fatigue.

The significance of this study lies in its potential to inform the development of resources and support systems tailored to the needs of Black working mothers. By understanding their barriers and challenges, society can allocate resources to alleviate their burdens, enabling them to pursue education and career advancement while maintaining their mental health.

## **Symposium: Vertical Lesson Planning to Foster Shared Experience for Reflection**

11:00 - 11:50am Wednesday, 6th November, 2024

Vision Ballroom A

Presentation type Symposium

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### **167 Using Vertical Lesson Planning to Foster Shared Experiences for Reflection**

Ms. Erika Cheek, Ms. Tami May

University of South Alabama, Mobile, AL, USA

#### **Abstract**

UTeach South is a “minor” in secondary STEM (Science, Technology, Engineering, and Mathematics) education that allows undergraduate STEM majors to obtain teacher certification. UTeach South is in its first year of implementation and was adapted from a replication model at the UTeach Institute at the University of Texas at Austin. National data has shown the need to provide qualified teachers in STEM subjects with a focus on training and mentoring to increase retention. Reports also conclude that while positions for science and math teachers remain unfilled, the increase for STEM jobs is increasing. The UTeach program addresses the need for STEM undergraduate students to become competent teachers by teaching inquiry based pedagogy during a comprehensive, but

compressed program that is accompanied by strong and continued mentorship to address retention issues that other teaching alternative pathways are currently facing.

In initial UTeach South recruitment courses, students complete six field placements in upper-elementary and middle school classrooms. As students in the course are novice educators, previously developed “vertical lessons” prepared by the UTeach instructors are used for each teaching experience. A vertical lesson is planned instruction for a topic common across multiple grade levels and has appropriate entry points and opportunities for differentiation at each of those grade levels. The goal of practicing lessons in this manner is to allow the students to experience how differentiation and activating prior knowledge plays an important role in lesson plan development. Within the recruitment course, students first participate in the lesson as learners, modeled by the expertise of the mentor teachers acting as the more knowledgeable other (Vygotsky, 1978). Following a demonstration, pairs of students will then practice the lesson before they attend their field placement with guidance where to differentiate for their grade level. After their teaching experience, reflections are shared in whole group discussions. A key affordance of implementing vertical lessons is that students have an opportunity to plan for, implement, and reflect on the same lesson across various grade levels and contexts.

This symposium aims to generate discourse amongst the audience and presenters to determine if developing vertical lessons to create a common activity benefits teacher preparation. We will explore if it is beneficial for instructors to model the activity, provide feedback on differentiation choices, and facilitate team practice. It will be discussed if this process allows students to recognize grade-level differentiation and understand the importance of activating prior knowledge when teaching activities, especially after sharing their teaching experiences. In addition, we wish to facilitate discussion to find the best way to measure the competency and effectiveness of providing adaptable lesson plans that create common talking points for reflection. The presenters will share survey responses from students regarding whether they found value in sharing their experiences and if it benefited their subsequent coursework. Finally, we will engage participants in a discussion related to the possible incorporation of common lessons in traditional teacher preparation programs.

## **Instruction/ Teaching and Learning**

11:00 - 11:50am Wednesday, 6th November, 2024

Inspiration

Presentation type Discussion/Paper (Lecture)

Presiders Ethel Arzu



## **148 Student Achievement in the State of Tennessee Through Virtual Learning in Asynchronous, Bisynchronous, and Hybrid Approaches**

Dr. Lindsey Weeden

East Tennessee State University, Johnson City, Tennessee, USA

### **Abstract**

This study was used to investigate the differences in asynchronous, bisynchronous, and hybrid learning environments in student achievement in online schools. Utilizing quantitative data analysis, the research examines student growth data, chronic absenteeism, graduation rates, and ACT scores across these modalities. The research holds significant implications for educators, policymakers, and stakeholders in enhancing the quality of online education. The results may contribute to the ongoing dialogue surrounding effective pedagogical practices in the digital age by providing evidence-based insights into the strengths and weaknesses of each instructional mode. By addressing the challenges of the digital divide, the results may be used to inform the design of inclusive learning environments that cater to diverse student needs and circumstances. The hypothesis was that there would be observable differences among the various virtual learning modalities. The results revealed significant differences in the student growth index among the different learning environments. Specifically, students in bisynchronous learning models well succeeded those in hybrid models. The study found no significant differences in chronic absenteeism rates, graduation rates or ACT scores among the different learning modalities.

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## **169 Exploring AI Misconceptions Among Non-Computer Science Learners: Insights from a Preliminary Study on Student Perception of Their Engagement in AI Exposure Modules**

Dr. Rebecca Zulli<sup>1</sup>, Dr. Adrienne Smith<sup>1</sup>, Dr. Sambit Bhattacharya<sup>2</sup>, Dr. Denny Bogdan Czejdo<sup>2</sup>

<sup>1</sup>Cynosure Consulting, Apex, NC, USA. <sup>2</sup>Fayetteville State University, Fayetteville, NC, USA

### **Abstract**

The proposed paper presentation focuses on sharing the findings of a study that engaged non-computer science learners in AI-focused modules through which commonly held misconceptions about AI could be explored. Misconceptions hinder students' ability to integrate new information and develop accurate scientific understanding. Addressing these misconceptions is crucial in building foundational AI awareness, especially given AI's growing influence. Identifying common AI misconceptions is a vital step in creating curricula that help students understand AI applications and trustworthiness, preparing them to navigate and evaluate AI in their future careers.

The research was a preliminary study that was undertaken as part of a larger effort to integrate AI-focused modules into various non-computer science courses at a public historically black university in the South. The course-based module exposure included activities highlighting real-world AI applications and guided interaction with the ChatGPT interface. Research activities involved qualitative data collection through collaborative reflection with faculty and students, focusing on student perceptions of their engagement with the modules and the AI interface.

The findings identified several significant areas of misconceptions about AI's capabilities and limitations, suggesting that science fiction and sensationalist media contributed to students' inaccurate perceptions. Common misconceptions included underestimating AI's integration into various fields and overestimating its ability to autonomously solve complex problems. Many students believed AI could independently perform tasks or make decisions without human oversight. Another common misconception was underestimating the pace of AI advancement, with many students unaware of how quickly AI models and capabilities are evolving.

Misconceptions also extended to the ethical implications and trustworthiness of AI applications. Students often viewed computers as inherently objective and unbiased, leading to misconceptions about the impartiality of machine learning and AI applications. Most were unaware of the biases present in AI systems, particularly in predictive algorithms and facial recognition technologies. Additionally, the study highlighted significant levels of anxiety related to AI, including fears of being replaced by AI in their future careers and concerns about AI's negative societal impacts.

Collectively, the findings highlight the prevalence of AI misconceptions among non-computer science learners and underscore the need for tailored pedagogical strategies to address these misconceptions. Ensuring students develop an accurate understanding of AI is essential. Misconceptions identified include both overestimations and underestimations of AI capabilities, misunderstandings about AI's role in various fields, and a lack of awareness regarding the biases inherent in AI systems. Addressing these issues through targeted educational interventions is vital for fostering a more informed and critically engaged student body.

While further exploration of student misconceptions about AI is warranted to inform future curriculum development, the findings from this study offer valuable insights for

advancing AI literacy and discourse around AI trustworthiness. These insights are crucial for educators and curriculum developers working to integrate AI concepts into non-computer science disciplines. By addressing misconceptions and providing balanced, accurate information about AI, educators can better prepare students to engage with AI technologies thoughtfully and responsibly in their future educational and career pursuits.

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## **185 Blended Learning and Academic Achievement: A Comparative Study**

Dr. Neil Faulk, Dr. Gina Ortiz, Dr. Clementine Msengi, Dr. James Laub

Lamar University, Beaumont, TX, USA

### **Abstract**

This study attempted to determine the effects of a blended learning program on math and reading achievement in an urban school district. In 2020 the pandemic forced educators to adapt at record pace. It was noted by Cohodes et al. (2022) a learning gap was one of the results of the conditions brought about by the pandemic and resulting changes. Ashraf et al. (2021) also noted that there was a need for investigation regarding effects of adaptations such as blended learning and its possible effects on academic achievement. This quantitative causal comparative study analyzed the effects of student participation in a blended learning program on math and reading assessment scores for fifth grade students. The study compared the performance of fifth grade students on the state assessments in reading and math. Research questions focused on passage rates of students and mean scores of students within a group that had participated in blended learning versus similar students who had not participated in blended learning. Results of the statistical analyses revealed that higher passage rates and higher mean scores usually existed when students participated in a blended learning program. Although positive results were usually found it is important to note that numerous variables may have influenced the results. Yet another key factor for school districts and educators to consider when analyzing the findings and results is that the design of the specific program and the school district's objectives is crucial. It must also be considered in making conclusions that there is always a concern regarding the fidelity of implementation at district and site level.

## **Shaping Tomorrow's Education: Strategic Governance, School Policy, and Public Education Funding**

11:00 - 11:50am Wednesday, 6th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Charles Notar

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#### **4 Demographic Influences on School Accountability in Arkansas: A Multi-Year Linear Regression Study of ESSA Performance Scores**

Dr. Michael Mills, Dr. Donna Wake, Dr. Debbie Dailey

University of Central Arkansas, Conway, AR, USA

##### **Abstract**

**Problem Statement:** Educational accountability systems like the Every Student Succeeds Act (ESSA) have been scrutinized for potentially exacerbating educational inequities among schools, particularly affecting those serving high percentages of low-income students and students of color. This study addresses the critical question of whether the demographic composition of schools in Arkansas influences their ESSA accountability scores, potentially reflecting or reinforcing existing inequalities rather than purely school performance.

**Theoretical Grounding:** Drawing on the history of educational accountability in the United States, the study explores the evolution from early informal community oversight to the current high-stakes standardized testing regime. It highlights the intentions behind ESSA to promote equity and the challenges inherent in achieving this goal given the socio-economic and racial disparities within the education system.

**Methodology:** Utilizing a multi-year linear regression analysis of publicly accessible data from Arkansas schools, this study examines the relationship between school demographics (including race and socio-economic status) and ESSA scores across three academic years. The analysis focuses on identifying predictive variables that significantly correlate with ESSA scores, aiming to disentangle the influence of demographic factors from the assessment of school performance.

**Results:** The findings reveal a strong and statistically significant correlation between certain demographic variables and ESSA scores, with low-income and Black students negatively correlated, and White and Asian students positively correlated with ESSA scores. These relationships account for a significant proportion of the variance in ESSA scores, suggesting that demographics are a potent predictor of school accountability ratings.

**Conclusions/Implications:** The study concludes that the current ESSA scoring mechanism in Arkansas may not adequately reflect the quality of education provided by schools, as scores are significantly influenced by student demographics. This raises concerns about the fairness and efficacy of using such scores for high-stakes decisions. The study calls for a reassessment of accountability metrics to ensure they more

accurately represent school performance without penalizing schools for factors beyond their control. It emphasizes the need for policies that address the root causes of educational disparities, suggesting a move towards a more inclusive and representative educational assessment system.

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## **26 Case Study of How Effective School Leaders Influence the Contexts of Formative Evaluations That Strengthen Teacher Efficacy**

Dr. Patricia Denise Gordon

DeSoto Parish Schools, Mansfield, LA, USA

### **Abstract**

Teacher evaluations are required by the state to ensure teacher quality and to promote professional development. However, when evaluations are completed only for accountability compliance, professional development opportunities for teachers are overlooked. School leaders play an integral role in the usefulness of the evaluation process for growing the teaching capacity of their teachers. Implementing the evaluation process at the school level is a time for school leaders to do more than just score observations; it is the opportunity to improve teacher quality. Research by Tuytens and Devos (2014, 2017) provided a conceptual framework for designing a case study that would contribute to the theory of teacher evaluations by describing an effective school leader's knowledge, skills, and disposition in the contexts of formative evaluations. Tuytens and Devos (2014) found that the professional learning activities of teachers, as a result of feedback received during teacher evaluation, are directly influenced by the perceived feedback utility, active principal support, and teacher collaboration. For teacher changes to occur, there must be interaction between the individual teacher, organizational characteristics, and the school leader (Tuytens & Devos, 2017). An instrumental case study was implemented to understand how effective school leaders influence the contexts of formative evaluations that strengthen teacher efficacy. The study took place in a rural, public school district ranked as an A school by the State Department of Education in student achievement for the past three years. Data in this case study were collected through interviews, observations, and written documents. The principal, two master teachers, and four classroom teachers were interviewed and observed to explore how the contexts of formative evaluations strengthened teacher efficacy at their school. Data were sorted into one of the six domains of the National Institute for Excellence in Teaching Principal Skills Rubric and then coded as human, social, or material capital to understand teacher evaluation. Through these various steps, recurring themes emerged, and data were grouped based on the conditions, processes, and measures of formative evaluation contexts. As data were interpreted, the idea that evaluations were more than protocol and scoring began to emerge. For example, teachers and leaders talked about evaluators coaching teachers to reflect on their lesson or planning with them to try out a strategy rather than giving a specific type of feedback. Findings from this study show that school leaders successfully facilitate

teachers' professional efficacy by personalizing the evaluation process and being goal-oriented, focusing evaluations on growth rather than accountability, consistently communicating high-quality feedback, providing opportunities for collaboration, and building relationships. The school leadership team is responsible for creating an environment where the relationship between the overall school context and the formative evaluations context works in tandem to build teacher efficacy and improve student achievement. Implications of the study suggest that leaders must be accessible, trustworthy, and intentional about building relationships. Leaders must be intentional about building an instructional leadership team and have the knowledge, skills, and dispositions to be skilled evaluators so that they can serve as role models and instructional coaches.

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## **47 Comparing Academic Performance between Graduate Students with and without GRE Scores**

Mr. Daniel Paintsil, Mr. Samuel Owusu, Dr. Kevin Wells

The University of Southern Mississippi, Hattiesburg, MS, USA

### **Abstract**

#### **Problem Statement**

The Graduate Record Examination (GRE) has been the most common standardized test requirement for graduate admission in the United States for many years. However, the use of the GRE as a major admission requirement has come under serious scrutiny, as there has been mixed evidence on the predictive validity of the GRE on graduate students' academic achievements. Therefore, this study was conducted to assess and compare the academic performance of graduate students who submitted GRE scores during admission and those admitted without GRE.

#### **Brief description of the study**

Recently, several academic departments have dropped the GRE while others still maintain it as a requirement for admission into their graduate programs. Existing literature from the post-COVID era has revealed that students admitted without GRE have equal academic achievement as students who submitted GRE scores, while also increasing diversity in the application pool. This calls for a critical analysis of the causal effect of GRE scores on the performance of graduate students.

#### **Methodology**

Archival data of students who enrolled and graduated from a master's program in a mid-sized R1 university in the southeastern United States from 2016 to 2023 was used for

the study. The data comprised of student's cumulative GPA, GRE scores, field of study, and demographic information. The initial dataset comprised 5637 students of which 3524 students provided GRE scores during admission, while 2113 did not provide GRE scores during admission. Coarsened Exact Matching was employed to create a comparable treatment and control group. Post-matching, 3526 students comprised of 2057 students provided GRE scores during admission and they formed the treatment group, while 1469 students did not provide GRE scores during admission and formed the control group. Multiple regression was then used to estimate the causal effect of GRE scores on graduate students' performance, while controlling for potential confounding variables.

## **Results**

The analysis revealed no statistically significant difference in the academic performance of students who submitted GRE scores and those who did not submit GRE scores during admission, suggesting that GRE is not a strong predictor of success in graduate school.

## **Conclusions/implications of the study**

Findings from this study support the argument that graduate admission committees should drop the GRE as an admission requirement and calls for other admission criteria to be used to determine students who have the potential of succeeding in the rigorous graduate programs. The study also calls for future research to adopt experimental or other types of quasi-experimental designs.

*Keywords:* Graduate Record Examination, GRE, graduate program, academic performance, coarsened exact matching, regression.

## **Inclusion and Access in Education**

11:00 - 11:50am Wednesday, 6th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Sunny Styles-Foster

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## **89 Teacher and Parent Perceptions of English Learner Success Among Hispanic Students in English Learner Programs: A Case Study**

Dr. Reagan Shoemaker

Arkansas State University, Jonesboro, AR, USA

## **Abstract**

### **Teacher and Parent Perceptions of English Learner Success Among Hispanic Students in English Learner Programs: A Case Study**

#### **Problem Statement**

This qualitative bounded case study explores the perceptions of teachers and parents in an English Learner (EL) program at a K-4 elementary school in central Mississippi. The study addressed the high number of EL students needing to obtain proficiency in the English language and successfully exit the EL program. The EL enrollment numbers are rapidly growing in schools across the United States, specifically in central Mississippi (National Center of Educational Statistics, 2022). As enrollment rates of EL students continue to rise, a high number of EL students fail to successfully complete the EL program in the expected time frame set forth by the Mississippi Department of Education (MDE, 2018). Schools are intensely trying to find ways to help EL students grow academically while teaching them the English language. Despite the concerted efforts, English language acquisition still needs to be obtained, and EL students continue to fall further behind academically (Brieseth, 2020).

The purpose of this qualitative bounded case study was to examine the perceptions of teachers and parents in an EL program in a K-4 elementary school in central Mississippi. The three-fold purpose of the study was to explore the (a) barriers to EL student achievement in the program; (b) culturally relevant resources; and (c) successful strategies for promoting EL student success.

#### **Theoretical Foundations**

Vygotsky's (1978) Theory of Social and Cognitive Constructivism (SCC) and Ladson-Billings' (1995) Theory of Culturally Relevant Pedagogy (CRP) were adopted as guiding theories. These frameworks guided the exploration of how culturally relevant teaching practices and resources influence EL students' language acquisition and academic performance. The conceptual premises of these two theories informed the study's research questions and data-gathering instrument questions.

#### **Methods**

The current study employed triangulated data collection through semi-structured interviews and naturalistic observations with 13 teachers and focus group discussions with 12 parents of EL students. Bruan and Clarke's (2006) six-step process of thematic



analysis was employed to identify recurring themes, patterns, and ideas. The research questions focused on understanding teachers' perceptions regarding barriers to language acquisition, the effectiveness of culturally relevant resources and successful instructional strategies, and parents' perceptions about the barriers their children face in the EL program.

## Findings

Findings revealed that both teachers and parents perceive significant barriers to EL student success, including limited English proficiency, lack of culturally relevant materials, insufficient teacher training in CRP, and inadequate communication between teachers and parents. Effective strategies identified include cooperative learning, small group instruction, and incorporating culturally relevant resources into the curriculum. Teachers emphasized the need for professional development focused on CRP and the importance of building strong, culturally responsive relationships with students.

## Conclusions

The study concluded that addressing the identified barriers and implementing strategies can significantly improve EL students' academic outcomes. Recommendations include increasing access to culturally relevant resources, enhancing teacher training in CRP, and fostering better communication and collaboration between teachers and parents. These steps are crucial for creating an inclusive and supportive educational environment that promotes the success of EL students.

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## **105 Closing the Gap: Understanding Literacy Beliefs and Expectations in Teacher Preparation**

Ms. Sunny Styles-Foster<sup>1</sup>, Dr. Terrie Johnson<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>Centenary College, Shreveport, LA, USA

### **Abstract**

Opportunity gaps exist throughout our society and addressing these gaps begins in teacher preparation programs, in order to impact the K-12 classroom and beyond. With literacy at the forefront of many discussions around the country, we believed it was critical to take a deeper dive into exploring the opportunity gaps that exist in literacy instruction and preparation in teacher education programs. This presentation will share results from a survey instrument that has been designed to collect data on equitable literacy practices from teacher preparation programs around the county. The presentation will provide an opportunity for participants to hear how the survey evolved from early stages, an initial pilot phase, to a final draft that was piloted in the summer of 2023. The survey was created using H. Richard Milner IV's framework surrounding opportunity gaps in educational practice. The five pillars of Milner's (2012) framework include color blindness, cultural conflicts, low expectations and deficit mindsets, and context neutral mindsets. We created the survey to gather perspectives of both teacher preparation programs and teacher educators' practices. Having deployed this survey nationally, results indicate that teacher educators are committed to addressing opportunity gaps in their own instructional practices and literacy preparation. Overall, they believe that their programs are providing an environment that is favorable to addressing opportunity gaps for current teacher candidates. However, when reflecting on external factors that impact their programs and practices, teacher educators express concern regarding the constraints that govern their programs. Implications from this

research include the continued reflection by teacher educators on their programs and practices surrounding opportunity gaps in literacy instruction, as well as collaboration and communication between teacher preparation programs and their stakeholders. This research is contributing to a larger conversation that is impacting teacher preparation across the country.

## **81 The Big Picture: A Process to Develop a Quality Assurance System for Assessment**

Dr. Erin Klash, Dr. Yuh-Jen Guo, Dr. Gilbert Dueñas, Dr. Deanne Allegro, Dr. Nicholas Bourke, Dr. Timothy Lewis, Ms. Shannon Mohajerin

Auburn University at Montgomery, Montgomery, AL, USA

### **Abstract**

When considering elements of assessment, accreditation, and accountability in educator preparation programs, it is essential that all stakeholders can visualize “the big picture.” This presentation will explain how one College of Education Assessment Committee at a Carnegie M1 teaching institution collaborated with internal and external stakeholders to construct a practical quality assurance system (QAS). To construct a QAS, the “end” should be visible and apparent to all stakeholders (Wiggins & McTighe, 2005). Pertinent pieces of a QAS should include overarching standards (CAEP, InTASC, Professional, State), institutional goals (ex. mission/vision), a logic model to designate a consistent process for data collection, reporting, analysis, and implementation, as well as various roles and responsibilities of each group. In developing the QAS, the assessment committee discussed the end goals of the College, then spent considerable time developing a logic model, consisting of inputs, a systematic analysis and reporting process to include both internal and external stakeholders, and a process for using that data to drive and implement initiatives. Our utilization-focused model (Patton, 2021) provided a structure in which the assessment committee and key stakeholders of the college worked collaboratively to meet the evaluation goals. With a process in hand, the assessment committee aligned and described roles and responsibilities of various stakeholders of the College, including faculty, staff, administration and advisory boards comprised of external stakeholders. Iterative feedback was elicited during this process. Through our joint work on the program evaluation, the evaluation skills of all involved were developed, and evaluation tools/processes will be more likely to be utilized by the faculty, contributing to the overarching goal of producing quality candidates.

A quality assurance system which outlines a systematic process for collecting, reporting, analyzing, and using data can benefit all stakeholders involved to improve learning experiences for candidates (Banta & Palomba, 2015). Additionally,

stakeholders benefit from an awareness of the role everyone plays within that process. It creates an aligned system to monitor, evaluate, and use data to construct beneficial learning experiences for candidates, especially when the overarching “big picture” is evident. Finally, many colleges of education seek accreditation through the Council for the Accreditation of Educator Preparation (CAEP) and/or are accountable for program outcomes through another venue, such as meeting state certification requirements (Carinci, Meyer, & Jackson, 2020). A quality assurance system is necessary to demonstrate that data is effectively collected, analyzed and interpreted, then used appropriately.

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## **88 A Solution-Focused Approach to Transform Social Justice into Everyday Practices**

Ms. Zion Kamau, Ms. Shundrell McMullan, Ms. Jennifer Ani, Ms. Chelsea Thorpe, Dr. Julie Herbstrith

Mississippi State University, Starkville, MS, USA

### **Abstract**

School psychologists acknowledge the significance of socially just practice, yet there is little explicit guidance on its practical application (Jenkins et al., 2018; Shriberg et al., 2023). Recent calls to action emphasize the need to reaffirm antiracist values in training, practice, schools, and communities (Garcia-Vazquez et al., 2020). Shriberg et al. (2023) identified barriers and suggested integrating social justice into school psychology, while Luh et al. (2023) noted its limited central focus in school psychology course syllabi, hindering comprehensive understanding. We argue that when social justice is treated as a discrete process, it impedes socially just practice because it is often conceptualized as an “add on” or “extra step.” Therefore, we aim to operationally define best practices that integrate social justice actions and values into the core definitions. To begin this process, we will use a solution-focused, qualitative approach that entails interviewing professionals who apply (or know how to apply) social justice principles in their everyday practice.

Our research questions include the following:

1. How do school psychologists operationally define social justice in their everyday practices?
2. In what way do school psychologists envision social justice practices in their everyday practices?

3. To what extent do their operational definitions of social justice align with professional standards?

Participants will be invited to focus groups facilitated by trained research team members. Sample questions for the focus groups are “How do you personally define social justice within the context of school psychology OR your everyday practices?” and “How would you know if social justice principles were being used in everyday practice – what would it look like?”. Participants will complete a demographic survey (e.g., age, ethnicity, race) and a social validity survey.

Focus groups will be held on Webex, a secure virtual platform. Each focus group will last 60-90 minutes and will be recorded and transcribed. At the conclusion, participants will complete the demographic questionnaire. Two weeks post-interview, participants will receive the follow-up Qualtrics link. Participant identities will be coded; their interview data will be linked to demographic data and post-interview follow-up responses.

Thematic analysis will be used to identify recurring themes and patterns emerging from the conversations within the focus groups. Utilizing an iterative process, the data will be systematically categorized to extract key ideas regarding socially just best practices. Additionally, conventional reliability and validity checks will be conducted to ensure the rigor and accuracy of the analysis.

To truly integrate social justice into best practices, school psychologists need to know what it “looks like” in operational, practical terms. Until we have operational definitions of socially just best practices that we can use for training and everyday practice in the schools, social justice will remain an ideal rather than become a reality. This project is expected to be completed before the conference.

## **Advancing Education through Curricula and Program Design**

2:00 - 2:50pm Wednesday, 6th November, 2024

Inspiration

Presentation type Discussion/Paper (Roundtable)

Presiders Caitlin Lowery

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## **54 Decreasing Medical Errors and Adverse Events by Implementing Interprofessional Education into Healthcare Programs**

Ms. Stephanie Whiddon<sup>1</sup>, Dr. Christy Hornsby<sup>2</sup>

<sup>1</sup>Northwestern State University, Natchitoches, La, USA. <sup>2</sup>Northwestern State University, Natchitoches, La, USA

## Abstract

Currently, there seems to be a severe lack of teamwork, collaboration, and communication within the health care organization, which leads to an increase in adverse events and medical errors (The Joint Commission, 2017). Communication failures are the leading root cause of sentinel events reported to the Joint Commission (TJC) annually and preventable adverse events are one of the top five leading causes of death in the United States. There are approximately 44,000 to 98,000 deaths attributed to medical errors every year and 70% of adverse events are attributed to poor communication (The Joint Commission, 2017). Along with the threat to patient safety, the lack of teamwork and communication also leads to an increase in national health care costs associated with preventable events. According to TJC (2017), between \$37.6 billion and \$50 billion is spent on the repercussions of adverse events.

Since providing patients with the highest quality of care possible is the goal among all healthcare professions, the diverse professions must be able to work together cohesively as a team. Patient satisfaction and positive outcomes rely on the collaboration between all disciplines in healthcare (Karsten et al., 2015). Important qualities these professionals must learn are teamwork, communication, role and responsibilities, and values and ethics to provide services to the patients. These skills can be instilled in professionals before being employed in the healthcare field by implementing an interprofessional education (IPE) course into the curriculum at colleges and universities.

Students can learn about other professions, what they provide for the patient, and their roles within the team. They also have the chance to enhance their communication and teamwork skills while learning values and ethics (Morrell et al., 2019). These skills will work to ensure more efficient delivery of healthcare to the patient.

The overarching research question guiding this study is, *what impact, if any, does a lack of interprofessional education have on the healthcare organization and patient care?* There are three additional research questions that will guide this study.

**Research Question 1.** What interdepartmental deficiencies that affect patient care can be managed by interprofessional education?

**Research Question 2a.** What are the benefits of incorporating simulation into the curriculum for an interprofessional education course?

**Research Question 2b.** What challenges may be encountered when simulation is integrated into the curriculum for an interprofessional education course?

**Research Question 3.** When a healthcare program has a successful interprofessional education course, what steps are taken to implement it into the program?

A qualitative approach to the research will provide detailed opinions and thoughts from healthcare faculty on the importance of interprofessional education (IPE). Focus groups will be conducted to determine the opinions of allied health program directors and instructors towards interprofessional education and its incorporation into their program curricula. A focus group questionnaire will be utilized for the purpose of recording the participants' opinions concerning the topics covered in the discussion. Tables and charts will be used to show the responses to the questionnaire.

The focus groups are accessible due to the proximity of the researcher to the participants in the allied health programs and nursing. The simulation lab is available, along with observing the different programs that participate and how successful the simulations are. This can include feedback from the students and faculty who participate in the simulations. Anticipated challenges would be the coordination of the focus groups among the campuses and the differing schedules of the faculty. A potential option would be to conduct the focus groups via WebEx or Microsoft Teams.

A social validation measure will be utilized to allow the participants of the focus groups to rate their satisfaction with the focus group, setting, topic covered, and the quality of the moderator. There will be questions for the participants to rate their satisfaction using a five-point Likert scale. There will also be additional open-ended questions that will ask the participants to list what they liked, disliked, and any recommendations or comments. For reliability purposes, the focus group discussion will be recorded, and notes will be taken during the session.

One focus group or pilot study has already been conducted by the researcher. The intent is to coordinate 2-3 more focus groups on the different campuses of Mississippi Gulf Coast Community College ( MGCCC) to obtain information concerning IPE and the use of simulation among the different nursing and allied health programs. The discussions of the focus groups will be recorded. There will be written questionnaires and a social validation measure. The data will be recorded in tables and/or charts for ease of understanding.

Patients and their well-being are at the forefront of any healthcare profession. According to Vijn (2018), "patient-centeredness, first coined by Balint in 1955, is currently considered to be the core ethical imperative to guide healthcare practice, education, and research" (p. 2). Each profession has a patient care course which instills the basics of protecting the patients and their safety, but very few touches on the importance of teamwork and collaboration among these different professions. IPE courses are rarely implemented in programs to teach students the importance of working with other departments, yet this is expected when the students become members of a medical organization. Educating students to communicate and collaborate with other health care professionals will decrease health care costs, reduce preventable adverse events, decrease medical errors, and enhance the quality of patient care (Bosch & Mansell, 2015).

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## **77 Strategic Learning Approaches for Deploying Generative Artificial Intelligence in the Corporate Workforce**

Mr. Daniel Sen, Dr. Laura Norman

Northwestern State University of Louisiana, Natchitoches, LA, USA

### **Abstract**

The rapid advancement of Generative Artificial Intelligence (GenAI) technologies offers substantial opportunities for enhancing productivity and innovation in corporate settings. Daugherty et al. (2023) assert that organizations which train their employees to work alongside Generative AI will be at a significant advantage over others who do not utilize Generative AI. Daugherty et al. (2024) estimate GenAI will impact “40% of all business hours” (p. 3), boosting business productivity and enhancing decision-making processes. Chui and Yee (2023) found that GenAI could potentially generate “value equivalent to \$2.6 trillion to \$4.4 trillion in global corporate profits annually” (p. 1). Despite the potential benefits, many organizations face significant challenges in integrating GenAI technologies into their operations. The effectiveness of GenAI deployment hinges on strategic learning approaches that ensure employees acquire the skills needed to utilize GenAI technologies efficiently.

GenAI technologies present significant opportunities for enhancing workforce productivity and innovation in the rapidly evolving corporate landscape. According to Gownder (2024), 71% of corporate decision-makers explain that their companies are experimenting with or expanding their use of GenAI. However, effective deployment and integration of GenAI technologies remain challenging due to inadequate strategic learning frameworks (Su & Yang, 2023). Su and Yang (2023) posit that a sound theoretical framework should support GenAI’s integration to obtain successful outcomes. This literature review and future study addresses the gap in strategic learning approaches for deploying GenAI in the corporate workforce, aiming to develop effective strategies for successful adoption and integration within organizations.

This future study will be guided by the following research questions:

1. What are the critical barriers to adopting and integrating GenAI technologies in the corporate workforce?
2. What competencies are essential for employees to effectively and efficiently utilize GenAI technologies in their work tasks?
3. What strategic learning approaches are most effective in developing the necessary knowledge and skills for GenAI deployment among corporate employees?

This future research study aims to develop strategic learning approaches to facilitate the adoption and integration of GenAI in corporate environments efficiently and effectively.



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## **79 Home Literacy Environments Profiles for Black Families as a Predictor of School Readiness Skills**

Ms. Danielle Davis-Newman, Dr. Leigh Harrell-Williams, Dr. Denise Winsor

University of Memphis, Memphis, TN, USA

### **Abstract**

#### **Problem Statement**

Children's Home Literacy Environment (HLE) significantly impacts school readiness outcomes, such as language and literacy (Hamilton et al., 2016). However, children from Black families are often at risk of not being prepared for kindergarten (Jarrett and Coba-Rodriguez, 2017). Previous research has not sufficiently explored HLE patterns or latent profiles among Black families. Therefore, this study will investigate the following research questions: 1) What are the distinct latent profiles of Black families' HLEs? and 2) How is HLE profile membership related to school readiness skills?

#### **Theoretical Framework**

HLE refers to the types of literacy-oriented activities that occur in the home (e.g., joint book reading), the child's access to literacy-related materials (e.g., books), and the frequency of these activities (Griffin and Morrison, 1997). Senechal & Lefevre (2002) further conceptualize HLE into formal and informal literacy activities. Formal literacy activities involve adults directly teaching children literacy skills, while informal activities are those where print is present but not the focus of parent-child interaction. Bronfenbrenner's bioecological theory posits that the HLE and parent-child interactions within that environment are proximal processes influencing children's school readiness outcomes (Bronfenbrenner, 1979; Jager, 2016).

#### **Method**

##### **Data Source**

The study included 840 Black families from the National Household Education Survey (NHES): Early Childhood Program Participation (2019). Parents responded to the survey regarding their child's participation in early childhood programs and activities. For this study, Black families are defined as having a Black child with at least one Black parent.

##### **Measures**

The HLE was assessed using seven items the primary caregiver responded to about the frequency of engagement in literacy-related activities (e.g., joint book reading, library visits). School readiness skills were assessed using six items the primary caregiver responded to about their child's ability to perform specific skills, such as writing their name, counting to 20, and identifying letters of the alphabet.

## **Analysis**

Latent Profile Analysis was conducted in MPlus to identify profiles of Black families' HLE using scores on the seven HLE items. Model fit was assessed using AIC, BIC, adjusted BIC, entropy, and the Vuong-Lo-Mendell-Rubin likelihood ratio test (VLMR LRT). Once the appropriate number of profiles were identified, the BCH procedure in Mplus (Asparouhov and Muthen, 2021) was used to evaluate differences in the means of school readiness scores across the latent profiles.

## **Results**

The results indicated that the 5-profile model was the best. The profiles show varying levels of storybook exposure and parental literacy instruction. Class 5 owned the most books, while Class 2 was more likely to visit the library and bookstore. Class 1 read to their child more often. Classes 2 and 4 engaged in more storytelling, while Class 4 engaged less in singing and teaching of numbers, letters, and words. The BCH test for differences in school readiness scores showed no statistically significant difference across the five profiles.

## **Conclusion**

These findings highlight the diversity of literacy practices within Black families and the need for future research to consider additional factors influencing school readiness, like early education quality and socio-economic status.

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## **115 Workload Intensification of K-12 Teachers: A Systematic Literature Review**

Ms. Kari Smith-Murphy

Auburn, Auburn, AL, USA

## **Abstract**

### **Workload Intensification of K-12 Teachers: A Systematic Literature Review**

#### **Purpose**

Sustained, high levels of teacher workload present a multifaceted challenge that significantly contributes to the escalating issues of retention and burnout (Skaalvik and Skaalvik, 2015). Teachers, tasked with an ever-growing array of responsibilities find themselves grappling with an unsustainable workload. This persistent demand not only infringes upon their personal time, but also compromises their ability to maintain a healthy work-life balance, all of which can have an impact on their teaching ability as well as the school community itself (Johnson and Birkland, 2003). Given the impact workload can have on the growing teacher retention crisis, there exists a need to investigate the phenomenon further.

#### **Approach**

Through a review process guided by established methodologies (Creagh et al., 2023; Dixon-Woods, 2010; Lame, 2019), this systematic literature review seeks to offer insights that can inform policy development to interested stakeholders, develop organizational practices, and inform future research directions aimed at improving of the workload intensification of K-12 teachers and provide potential mitigation factors to the already exacerbated teacher shortage. To address a gap in the literature and the potential for practical and meaningful improvement in teacher working conditions, I posed the research question: RQ1: *How has extant research addressed workload intensification and its impacts, specifically for K-12 teachers?* for the systematic literature review.

Conducting a systematic literature review on workload intensification involves structured approach to gather, analyze, and synthesize the relevant research findings to include in this study. To address the research question, a review of the current literature using a systematic approaching of the available resources was performed looking at the ways teacher workload and work intensity has been addressed in the literature thus far to establish inclusion and exclusion criteria to ensure the selection of pertinent studies is attained. Database searches of JSTOR, Ebsco, Google Scholar, and various journals within these research databases was then conducted using carefully crafted search strings. The identified articles underwent a systematic screening process based on titles, abstracts, and full texts, adhering to predetermined criteria.

#### **Data and Analysis**

While this is an ongoing project as part of a doctoral dissertation, as of this date, thirty-seven studies have met the criteria for inclusion. Database searches of JSTOR, Ebsco, Google Scholar, and various journals within these research databases have been utilized to carefully craft search strings. The systematic literature review seeks to

provide a comprehensive and unbiased overview of the current state of knowledge on workload intensification, job satisfaction, and teacher retention.

## **Discussion and Implications**

Addressing the issue of excessive workload is crucial for the well-being of educators and for the overall health of the education system, providing longevity to the teaching profession and mitigation to the growing teacher retention crisis. Addressing a gap in the literature with the systematic literature review can provide insight into the workload and work intensification of teachers and how this may impact them.

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## **158 Teachers' Innovative Digital Pedagogies Meeting the Specific Needs of Online Learners**

Ms. Stephanie Cheramie

University of Louisiana Monroe, Monroe, LA, USA

## **Abstract**

This study investigates concerns raised about student engagement in a K-12 online setting. It identifies what teachers perceive as impacting student engagement in their online learning course, understand teacher challenges within the digital setting, and propose effective strategies to elevate student engagement.

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## **168 Does Positive Schooling Elevate Our Current or Future Functioning?**

Dr. Nancy Hamilton

University of Arkansas at Little Rock, Little Rock, AR, USA

### **Abstract**

This year's MSERA Conference Theme is "Echoes of the past to elevate our future." The formalized study of psychology, as a field, has been in existence for hundreds of years. Positive Psychology, however, is a young field, comparatively speaking, having emerged in 2000 by Seligman and Csikszentmihaly. During the past 24 years there has been an effort to define itself and its impact on current life functioning, while being currently conceptualized as utilizing each individual's strengths to thrive in life pursuits. The intention of positive psychology, then, is to make our future better than our past. Within this larger positive psychology movement, research regarding utilizing individual strengths to guide schooling began around 2008 and continue today. While bodies of research must, by nature, move slowly, there has been approximately 15 years of positive schooling interventions conducted in K-12 classrooms. At this juncture, it seems prudent to ask, "**Does** positive schooling have a beneficial impact on the citizens of schools (e.g. students, teachers, and administrators)?" In other words, it asks, "Are we able to make our future better than our past?" We'll examine the current state of the positive schooling literature and implications for learning so educators can utilize this information to structure instruction effectively.

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## **25 Scaffolding early field teaching experiences in an elementary teacher preparation program**

Dr. Stefanie Sorbet

University of Central Arkansas, Conway, AR, USA

### **Abstract**

The purpose of this research project is to analyze students' perceptions of the scaffolding of teaching lessons such as a morning meeting, short intervention lesson, and a writing lesson within an early field placement and if these experiences prepare junior interns for one final complete teaching observation of a lesson at the end of their

junior block semester within a junior-level course tied to an initial field experience in a traditional elementary classroom.

The instrument used for this study was a survey titled Survey of Early Field Teaching Experiences and was disseminated through a Google form in the spring of 2024. This survey was comprised of 9 multiple-choice questions, 3 Likert scale questions, and 3 open-ended response questions. Participants provided a few detailed sentences for the open-ended response questions. The survey time of completion took approximately 20 minutes to complete.

Participants in this study include 41 preservice teachers who were enrolled in an elementary education preparation program at a state university in the south central region of the United States. These participants were between the ages of 20-40 years old, primarily female, and had this experience within a public school elementary classroom under the guidance of a state licensed mentor teacher. The grades included Kindergarten through fourth grade for their field placements. The participants attended their field classroom placement once a week on Tuesdays for 12 weeks and attended on-campus courses on Mondays and Wednesdays.

Initial findings indicated that participants felt confident in their ability to teach their supervised lesson after having had the opportunity to teach the morning meeting and writing lessons first. Participants felt the scaffolding of the three teaching opportunities under the guidance of their mentor and supervisor allowed them to feel increasingly comfortable in their teaching ability as the semester progressed. Participants were generally most concerned with student behavior and planning for instruction when asked about their teaching in their field placement.

Data from this initial survey could inform researchers in decisions made regarding the best practices of early field experiences within educator preparation programs. This data could provide insight in the training and preparation of preservice teachers prior to entering an internship placement and ultimately preparing teachers for the teaching profession.

Benefits to the participant may include the opportunity to share their initial field teaching and observing experiences of their first practicum course and further assist and inform educator preparation to identify best practices in early preservice teacher training to best prepare them for their internship or a year-long residency.

## **Career Aspirations and Teacher Retention**

2:00 - 2:50pm Wednesday, 6th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Ginger Christian

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### **10 The Impact of Mentorship on Novice Teacher Retention at a Rural Public High School: A Phenomenological Study**

Dr. Rachel Hattaway, Dr. Amy Weems

University of Louisiana Monroe, Monroe, LA, USA

#### **Abstract**

Although teaching is generally considered a rewarding profession, there is a dark reality connected to the field: teacher attrition. Teacher attrition has long been a significant issue in the education sector, but it has intensified over the past decade, exacerbated by the COVID-19 pandemic. Novice teacher turnover is particularly concerning, with over half of new educators leaving the profession by their fifth year. Although many states experience significant rates of novice teacher attrition, Louisiana has been heavily impacted: in 2021, approximately 74% of departing Louisiana teachers were leaving the profession (Bellows et al., 2021). Although a significant amount of research exists capturing the perspectives of novice teachers' views on attrition, the perspectives of the mentors and other stakeholders who work with novice educators is rarely found in the literature. Therefore, the purpose of this phenomenological study was to determine how mentorship at one rural Louisiana public high school affected novice teacher retention. The inquiry focused on the mentors' experiences and expectations. Participants included two administrators, four mentor teachers, four novice teachers, and the district director of personnel, bringing a diverse range of perspectives from a variety of stakeholders with educational experience spanning from three to nearly thirty years. Data were collected through interviews and surveys, providing a comprehensive understanding of the challenges and potential strategies for retaining novice teachers.

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### **23 Predicting preservice teachers' culturally responsive teaching outcome expectations**

Dr. Matthew White, Dr. Jessica Herring-Watson, Dr. Donna Wake

University of Central Arkansas, Conway, AR, USA

## **Abstract**

Problem statement:

By incorporating CR teaching practices and mindsets into the curriculum of preservice teachers, teacher educators may support candidates' beliefs and efficacy in these practices as a vehicle to producing positive outcomes for all students in their future classrooms (Miller et al., 2023; Paulick et al., 2023). For full impact, educator preparation programs must assess how they engage in this effort and assess the efficacy of their program offerings toward this goal.

Description of Research and Theoretical Grounding

This study is grounded in culturally responsive (CR) teaching, articulated by Geneva Gay (2000, 2002). CR teaching values students' diverse cultural backgrounds and experiences. The study aimed to determine if programmatic factors predict higher Culturally Responsive Teaching Outcome Expectations (CRTOE) among preservice teachers, particularly whether a stand-alone course on CR teaching and multicultural education predicts more positive CRTOE.

Methodology and Data Collection

Researchers distributed the CRTOE scale, developed by Siwatu (2007), to 249 preservice teachers after completing a diversity-related course with CR teaching elements. The CRTOE scale evaluates beliefs in the positive effects of various CR teaching practices. A hierarchical multiple regression (HMR) examined the association between preservice teachers' CRTOE and programmatic factors (i.e., course completion, classification, and program of study) to predict CRTOE.

Results:

Correlation analyses showed significant associations between course completion and CRTOE, and between classification and CRTOE. Significant associations also existed between programmatic variables; course completion was significantly associated with classification and program of study, and classification was significantly associated with the program of study. The associations between CRTOE and course completion and classification had small to moderate effect sizes, while the association between classification and course completion had a large effect size based on Cohen's (1992) conventions.



Conclusions/implications:

This study indicates that completion of a diversity-focused course during their program of study is predictive of preservice teachers' culturally responsive teaching outcome expectations. We argue that a diversity-focused course within a program-deep and program-wide approach to teaching *for* diversity and modeling CR teaching practices can act as an anchor to focus preservice teachers' understanding of and positive outcome expectations toward CR teaching and its ability to yield positive outcomes for their future students.

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## **165 Perceptions of Principals' Leadership Practices and Teacher Job Satisfaction on Teacher Turnover**

Dr. Keicia Hawkins

Northwestern State University, Natchitoches, LA, USA

## Abstract

Educator turnover has been a concern for many years. According to Olsen and Huang (2019), teacher turnover rates are alarmingly high for both early career and veteran educators. Turnover rates are even higher for teachers who identify as a teacher of color (Olsen & Huang, 2019). The age-old question remains, why do teachers leave the teaching profession? Do teachers leave because of a lack of administrative support, or do they leave because of a lack of motivation and/or job satisfaction? We continue to explore the issue of teacher retention, yet there remains an empirical gap in the practices that principals enact that influence teacher turnover. Further, to increase teacher retention, motivation and job satisfaction must become an important construct being analyzed.

Scallon, Bristol, and Esboldt (2021) examined existing research by using teacher-centered qualitative methods to understand how teachers perceive strong principal leadership and how it impacts teacher turnover in middle schools. Research on teachers' perceptions of principal leadership has relied on survey analysis. This study will examine such perceptions using survey analysis as well as interviews. Scallon, Bristol, and Esboldt (2021) claimed the description of a "good principal" was ambiguous and fails to capture attributes that teachers value offering little, or nothing related to what impacts teacher turnover. Given that many teachers choose to leave the teaching profession, it is critically important, now more than ever, to understand why. A construct that has been measured, job satisfaction, has been strongly linked with teacher retention by many previous researchers (Ladd, 2011; Skaalvik & Skaalvik, 2011).

Since the mid-nineties, Linda Darling-Hammond (2015) and other researchers have stated that job satisfaction within the teaching profession has been operationally defined with most definitions including some degree to which an individual identifies, contributes positively or feels valued within the school. Over the past ten years, a growing body of research points to organizational structure and characteristics of administrative leadership as one of the primary influences of teacher turnover. This mixed methods study uses the Schools and Staffing Survey, a national data set, and interviews of twelve middle school teachers to analyze principal support and teacher cooperation in relation to job satisfaction and to examine perceptions of principal leadership practices.

Findings of the current study were consistent with previous research. Controlling for teacher and school level characteristics, principal support and teacher cooperation were statistically significant predictors of job satisfaction. Three common leadership practices were perceived; recognizing teachers as knowledgeable professional contributors, establishing an unobstructed vision focused on high-quality teaching, and a student-centered learning environment.

Findings from this study have important implications for policy and practice. Future research should further examine the association between principals' leadership practices and teachers' decision making regarding whether they stay or leave the profession. Policymakers should invest in and incentivize both principals' and teachers'

continuous professional development and learning. To improve practice, coaches should be provided for principals working in high-turnover schools to build principal capacity to create and sustain a positive professional work environment (Bristol, 2020).

## **RIP - Higher Education Perspectives**

2:00 - 2:50pm Wednesday, 6th November, 2024

Motivation

Presentation type Research-In-Progress (Lecture)

Presiders Lisette Manuel

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### **123 Faculty Opinions on Using Generative AI in Higher Education: Implications for the Future of Artificial Intelligence in Education**

Mr. Stephen Abu, Mr. Mohammad Uddin

University of Alabama, Tuscaloosa, Alabama, USA

#### **Abstract**

##### **Statement of the Problem**

The advent of generative AI (GenAI) in education has given rise to remarkable opportunities for enhancing creativity, problem-solving, and knowledge synthesis, significantly influencing the teaching and learning processes. Despite its potential, the implementation of GenAI tools such as ChatGPT, Claude, Co-pilot, and Gemini in higher education faces considerable challenges, particularly concerning the attitudes and readiness of faculty members toward using these technologies (McGrath et al., 2023; Sharawy, 2023).

Students have increasingly adopted GenAI for personalized learning and virtual tutoring, as evidenced by the significant engagement rates reported in various studies (Amado-Salvatierra et al., 2024; Huang, 2023). Research has also indicated that responsive chatbots and AI-driven adaptive learning systems can positively impact student engagement and mental health, reducing loneliness and supporting diverse learning needs (Kaplan-Rakowski et al., 2023; Wu et al., 2020). However, the inconsistent acceptance and application by educators pose a threat to fully harnessing its benefits.

In addition, the disparity in faculty acceptance and the resulting bias creates an uneven educational experience, potentially diminishing the transformative power of GenAI in education. Faculty opinions, whether in favor of or against AI integration, significantly affect student confidence and comfort with these tools, thereby influencing the overall effectiveness of AI in educational settings (McGrath et al., 2023).

Understanding the perspectives and biases of faculty members is crucial, as they are pivotal in shaping student learning experiences and determining the trajectory of AI in education (Celik et al., 2022; Kabudi et al., 2021). This study seeks to investigate the diverse dimensions of faculty opinions on the use of generative AI in higher education and its implications for the future of Artificial Intelligence in Education (AIED). By examining these attitudes, the research aims to provide valuable insights into the barriers and facilitators of GenAI adoption, ultimately guiding strategies for more effective and inclusive integration of AI technologies in educational contexts.

### **Theoretical Framework**

The Unified Theory of Acceptance and Use of Technology (UTAUT) framework by Dwivedi et al., (2019), a modified version of the Technological Acceptance Model (TAM) will be used to guide this study. The (UTAUT) model consists of 7 elements which include performance expectation, effort expectancy, social influence, facilitating conditions, attitude, behavioral intention and use behavior. A Qualtrics survey consisting of 5 open-ended and 7 Likert scale question items aligned with six elements from the UTAUT framework will allow the researchers to systematically gather data on the various factors shaping faculty opinions regarding the use of generative AI in higher education. In the results and discussion phase of this study, the modified UTAUT model will serve as a lens through which the findings will be presented for proper understanding.

### **Research Questions**

1. How do faculty opinions influence the adoption and utilization of GenAI tools in higher education institutions?
2. What are the potential implications of faculty attitudes towards GenAI for the future development and implementation of Artificial Intelligence in Education (AIED)?

### **Methodology**

This study uses a qualitative research approach to investigate faculty opinions on the use of generative AI in public universities in the United States. This method has been selected due to its capacity to provide deep insights into the variations in attitudes and

experiences of participants, as well as to collect data from a broad sample. The choice of a qualitative approach using surveys is particularly advantageous for exploring human perceptions, as it captures various dimensions of participant insights.

To carry out the snowball sampling technique for this study, a sample size of approximately 50 professors from different public universities in the US is anticipated. Creswell & Poth (2018), five-step spiral process for qualitative analysis will guide the study's data analysis process. These five steps include:

- Step One – Managing and Organizing Data
- Step Two – Reading and Memoing Emergent Ideas
- Step Three – Describing and Classifying Codes into Themes
- Step Four – Developing and Assessing Interpretations
- Step Five – Representing and Visualizing the Data

The thematic coding process will be done using Nvivo software and manual hand-coding. Working separately, the two researchers will carry out the coding process and collaborate to determine the final themes.

## **Data Sources**

Data for the study will be collected from faculty members engaged in teaching and research roles in public universities across the United States of America. Using the UTAUT model as a basis, the researchers will construct a 12-question open and closed-ended Qualtrics survey to explore faculty opinions on the use of Generative AI.

## **Preliminary or Anticipated Findings**

This study is anticipated to uncover diverse faculty opinions regarding the use of generative AI, thereby revealing factors shaping its acceptance or rejection in higher educational settings. The findings are expected to inform interventions aimed at addressing barriers to the full adoption of GenAI technologies in education.

## **Scholarly Significance or Anticipated Contribution to the Field**

Insights into faculty opinions and their implications for Artificial Intelligence in Education (AIED) could enhance theoretical frameworks and provide practical strategies for the effective integration of AI tools in teaching and learning. The study's outcomes are also

expected to have significant implications for faculty professional development and institutional policies regarding the adoption of generative AI in higher education. Specifically, the findings could contribute to enhancing GenAI literacy, addressing concerns and misconceptions, and promoting best practices in AIED. Furthermore, the study could inform policy improvements by providing comprehensive strategies that support GenAI integration in areas such as resource allocation, support systems, and the development of inclusive policies.

### **Anticipated Progress or Next Steps Prior to the Annual Meeting**

- Construct instrument
- Seek IRB approval for the study
- Literature Review
- Data collection
- Data analysis

### **References**

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### **186 Exploring Higher Education Faculty Perceptions of and Experiences with Gamification in Online Learning**

Ms. Empress Searight, Dr. Margaret Rice

The University of Alabama, Tuscaloosa, Alabama, USA

## **Abstract**

### **Problem Statement**

Gamification is defined as the use of games in non-gaming environments (Perryer et al., 2016) to motivate and engage learners in learning environments. Despite increasing academic interest and implementation of gamification in education, little research was located on faculty perceptions and experiences regarding gamification in higher education online learning. The implementation of gamification into online learning is a challenging task that requires input and participation from all participants, especially students and faculty members (McGrath & Bayerlein, 2013). Studies have shown that students have positive perceptions of the use of gamification in online learning (Buckley & Doyle, 2014; Nevin et al., 2013; Urh et al., 2015; Woo, 2014), however, there are few studies on faculty perceptions of benefits, challenges, and gamification effectiveness.

Educators should have knowledge of creating engaging learning experiences and how to use new emerging technologies to create engaging learning experiences and environments for learners, thus there is a need to explore faculty perceptions and experiences regarding gamification in online learning. The limitation of studies on this topic highlights the need for more research to increase and support the existing literature. The proposed problem is focused on how faculty perceptions and experiences can affect the needs of learners towards gamification learning applications to promote engagement in online learning. This is a dissertation study, which will consist of three articles with a common theoretical framework.

### **Theoretical Framework**

Deci and Ryan's (2000) theory of self-determination (SDT) is the theoretical foundation for this study. Self-determination theory (SDT) is an empirical assessment of human motivation and personality, which can help explore learning experiences.

### **Research Questions**

The following research questions will guide each study.

## Chapter II - A Systematic Review of Higher Education Faculty Perceptions of and Experiences with Gamification in Online Learning

- What are faculty perceptions of the benefits of and challenges of gamification in online higher education?
- What gamification elements and implementation strategies do faculty find most effective for enhancing student motivation and engagement in online learning?

## Chapter III – Gamification Experts: Perceptions of and Experiences with Gamification in Online Learning

- How do gamification experts view gamification?
- What are gamification experts' perceptions of and experiences with gamification?

## Chapter IV – Higher Education Faculty Perceptions of and Experiences with Gamification in Online Learning

- How do faculty understand the concept of gamification?
- What are faculty perceptions of and experiences with using gamification in online learning?

## **Methodology**

This is a three-article qualitative study in which the researcher will be interviewing higher education faculty members throughout the state of Alabama and gamification experts. Participants will be solicited to participate in this study through networking with faculty and staff members of higher education institutions. The first article is a systematic literature review of gamification. The second article focuses on gamification experts' perception of and experiences with gamification. The third article investigates higher education faculty perceptions of and experiences with gamification in online learning.

The study will focus on a small number of people who are a core part of the study using an open-ended survey for gamification experts and semi-structured interviews for faculty with open-ended questions via Zoom and immediately transcribed through otto.ai.



## **Data Analysis**

A descriptive approach will be used to analyze data using a qualitative analysis software program (delvetool.com). The Three-Cycle approach to data analysis by Saldana (2016), will be used for each study, in the order of holistic coding for the first cycle, “in vivo” coding for the second cycle to capture the exact words and phrases of the participants and thematic coding for the third cycle.

## **Anticipated Findings**

The anticipated findings of this study may help address the use of gamification by higher education faculty. It will also provide information on the perceptions of experts in gamification. The findings may address how educators who currently use gamification can influence educators who are interested in successfully implementing gamification in their courses and how higher education administrators interested in introducing gamification in their institutions achieve this.

## **Anticipated Contribution**

The anticipated contribution of this study is to help fill the gap in literature regarding higher education faculty and gamification and add to the growing body of research on gamification and online learning among faculty.

## **Anticipated Progress**

The anticipated progress of this study is to continue to conduct research during Fall 2024 on faculty perceptions and experiences and collect data for the three studies to compare the anticipated final findings provided to answer each study’s research questions.

**Keywords:** gamification, faculty, online learning, higher education

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## **114 Understanding Academic, Social, and Environmental Needs: Perspectives of Adult Learners and Faculty and Staff in Higher Education**

Ms. Alani Rodgers

University of South Alabama, Mobile, AL, USA

### **Abstract**

### **Research Problem**

Adult learners, students at least 23 years old and enrolled in courses, face unique challenges when returning to higher education (Kasworm, 2018). These students often pursue a degree later in life, may be married, have dependents, attend school part-time, be financially independent, or lack a high school diploma. They are traditionally underrepresented in higher education, such as first-generation and/or minority students (Hossler & Bontrager, 2018).

According to the National Center for Education Statistics (2017), nontraditional student enrollment is projected to increase by 20% through 2025. These nontraditional students bring a wealth of experiences, responsibilities, and obligations to higher education institutions, such as full-time employment, family and financial commitment (Leggins, 2021). Understanding the dynamics influencing adult learners' decision to return to school and their experiences within educational settings is of paramount importance as the landscape of education develops (Chawla, 2019). The current research project's objectives aim to illuminate adult learners' academic, social, and environmental needs and the perceptions of those needs by faculty and staff.

## **Theoretical Framework**

The theoretical framework for this research is from Knowles's (1984) theory of andragogy, which is defined as the art and science of guiding adults throughout the learning process. This theoretical framework also promotes establishing learning environments, including mutual respect between learner and facilitator, collaboration, and peer support. It is argued that adult learners do not learn in the same manner as children and, therefore, require a different learning environment (Knowles, 1984). Knowles (1984) suggested that adult learners can identify and appreciate good teaching and thrive in learning settings guided by educators who serve as facilitators versus lecturers. Adult learners enter learning environments with many life experiences compared to their younger counterparts. This level of experience naturally plays a central role in the overall learning process (Kolb, 1984) and can also influence adult learners' academic, social, and environmental needs.

## **Methodology and Data Sources**

Participants for this study will be samples from a single public institution in the Southeastern region of the United States. The sampling criteria for students will include 1) must be 23 years or older, and 2) be currently enrolled in an undergraduate program either part-time or full-time. Faculty and staff must directly engage with adult learners through teaching, designing the curriculum, advising, or administering programs aimed at adult learners, whether part-time or full-time. Participants will be recruited through university email solicitation through the adult learners' department and organizations.

This study will use quantitative measures in its design, using the survey method. The survey instrument for this study will be Countryman's (2006) Adult Learner Needs Survey. The instrument assesses adult learners' academic, social, and environmental needs in the collegiate setting as perceived by adult learners and faculty members.

The academic, social, and environmental variables were obtained from the Adult Learner Needs Survey, based on Countryman's (2006) Adult Learner Needs Survey. The survey will be distributed to adult learners and the faculty and staff working with them. The items on the survey will include academic, social, and environmental needs; adult learners, faculty, and staff will use a four-point Likert scale. The survey will be distributed through email. The study will maintain the anonymity of respondents during data analysis and reporting. T-tests and ANOVA will compare responses between adult learners and faculty and staff. The findings will be reported through tables, graphs, and narrative descriptions.

### **Anticipated Findings**

Faculty and staff are expected to have some understanding of the needs of adult learners because of their roles and interactions with these students. The findings from this study aim to enhance the faculty and staff's understanding of the diverse needs of adult learners, thereby facilitating more tailored and effective support services.

### **Significance of the Study**

The anticipated contribution of studying the academic, social, and environmental needs of adult learners will help faculty and staff have a better understanding of the adult learners' needs. By understanding and addressing adult learners' unique challenges, higher education institutions can adapt their policies, programs, and services to meet this growing demographic's needs (Bellare et al., 2023). This may increase retention rates, improve academic outcomes, and enhance satisfaction among adult learners (Ryan, 2018). This can include creating more flexible learning opportunities, improving access to support services such as childcare and financial aid, and promoting inclusive campus environments (Leggins, 2021; Sun, 2019). Understanding and prioritizing adult learners is essential (Sun, 2019). Findings from this study may serve as a foundation for identifying best practices in recruiting, retaining, and graduating adult learners, thereby guiding institutional decision-making and program development. The results may also contribute meaningful recommendations to strengthen institutional support frameworks, improve educational outcomes, and promote a more inclusive environment for higher-education adult learners.

### **Anticipated Progress Prior to Annual Meeting**

Prior to the MSERA Annual Meeting, the research plans to continue to develop the literature review and seek IRB approval. The researcher hopes to defend their proposal following the annual meeting and begin data collection.

## **Innovations in Teacher Education**

2:00 - 2:50pm Wednesday, 6th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Dustin Whitlock

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### **28 The Relevance and Interplay of Business Tools and Educational Leadership Scenarios in Shaping Strategic Minds in Graduate Educational Leadership Coursework**

Dr. Daphne Smith

Delta State University, Cleveland, MS, USA

#### **Abstract**

This study examines the dynamic experiences of graduate students utilizing business tools in their educational administration and supervision coursework, focusing on how these tools' relevance and interplay enhance their strategic thinking and planning abilities in Educational Leadership.

Grounded in the theoretical foundations of Peter Senge's Systems Theory, Malcolm Knowles' Theory of Andragogy, and Jeanne Liedtka's Five Elements of Thinking Strategically, course modules were designed to instill strategic thinking and planning skills in graduate students who have roles or are seeking to obtain roles in Educational Leadership. Students engaged with comprehensive instructional content, including engaging instructional videos, an interactive live session via Zoom, and essential readings. They then completed assignments that required them to analyze educational leadership scenarios and apply the strategic business tools SWOT (Strengths, Weaknesses, Opportunities, Threats) and PDSA (Plan, Do, Study, Act) to demonstrate their newfound understanding and capabilities.

This research aimed to answer three critical questions: (1) How do graduate Educational Administration and Supervision (EAS) students experience the business tool SWOT for strategic thinking and planning in educational leadership scenarios? (2) How do they experience the PDSA cycle for strategic thinking and planning in educational leadership scenarios? (3) What challenges and opportunities do they identify in integrating these business tools into educational leadership?

Using a qualitative descriptive design, the study captured the rich experiences and perceptions of graduate students enrolled in Delta State University's Educational Administration and Supervision Masters (M.Ed.) and Educational Specialist (Ed.S.)

programs. Participants were drawn from courses designed to bolster students' educational leadership training: Introduction to Educational Leadership I (EDL 601 and EDL 701) and Introduction to Educational Leadership III (EDL 603 and EDL 703). Recruitment involved a virtual Zoom meeting where the study was thoroughly explained, and informed consent was obtained, ensuring participants could withdraw at any time without penalty.

Data collection was rigorous, encompassing submitted assignments that showcased students' understanding of strategic thinking and planning using business tools and educational leadership scenarios, alongside written interviews where students reflected deeply on their experiences. This rich data was then meticulously analyzed using qualitative content and document analysis. The validity of the findings was bolstered through robust techniques such as analytic memos, triangulation, and member checking.

The compelling results underscored that the strategic application of business tools like SWOT and PDSA significantly enhanced students' strategic thinking and planning abilities. While the integration of these tools into educational frameworks presented some challenges, it also unveiled substantial opportunities for improved decision-making and leadership skills. These transformative insights suggest profound implications for curriculum design, educational leadership practices, and professional development, advocating for the integration of business tools to better equip current and future educational leaders with the essential strategic skills needed for success.

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### **36 The Effect of the Flipped Classroom on Undergraduate Nursing Student's Exam Scores**

Dr. Shaun Wheat, Dr. Christy Hornsby

Northwestern State University, Natchitoches, La, USA

#### **Abstract**

This dissertation examines the effect of the flipped method of classroom instruction on first-level baccalaureate nursing students in a Fundamentals of Nursing class at Northwestern State University of Louisiana. The flipped method of teaching is purported to increase critical thinking skills and improve clinical judgment (Hensel & Billings, 2019; Hessler, 2017; Ignatavicius, 2021; McLaughlin, 2018; Youhasan et al., 2021). Effective April 2023, new graduates from associate, bachelor, and diploma nursing schools take a new version of the licensure exam, the NCLEX Next Generation (NGN), which is specifically designed to test critical thinking and clinical judgment (Caputi, 2019b; Hensel & Billings, 2019; Nunn-Ellison et al., 2020; Sherrill, 2020). To prepare students for the NGN and improve their clinical judgment, faculty must shift from traditional

teaching strategies to more active learning teaching strategies (Hensel & Billings, 2019; Ignatavicius, 2021). This study compared the exam scores on the urinary elimination questions between students taught in the traditional classroom, and students taught in the flipped method of teaching. Descriptive statistics, independent t-tests, and a chi-square test of independence were performed on the data. This study found no relationship between the method of classroom instruction and exam scores. The results of this study correlate with the results of Harrington et al. (2015), who found no statistically significant differences between the traditional and flipped classrooms on exam questions, quiz scores, and course grades. Future research is needed to identify the role of student preparation, instructional method, and faculty skill on the effectiveness of the flipped method of classroom instruction.

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## **190 Making Waves: A Remarkable Sixth Grade Project as an Interdisciplinary Exemplar**

Dr. Paul Binford

Mississippi State University, Starkville, MS, USA

### **Abstract**

**Problem Statement:** Elementary level social studies education continues to be sacrificed at the altar of standardized testing. The social studies curriculum has been bastardized—or eliminated altogether—often in service of student test preparation. In the fall of 1984, Mrs. Suzanne Kelly’s sixth grade students embarked on a “Pacific Mission” research project with clear interdisciplinary ties to the social studies. This remarkable project provides a poignant counterpoint to the public education/standardized testing complex.

**Theoretical Grounding:** The research concepts of *oral history* and *historical inquiry* and the recognition that the social studies (including history) has been marginalized at the elementary level are central to this paper. This paper heeds O. L. Davis, Jr.’s call for “histories of the [curriculum] field,” which have the potential to “foster understanding” (1981, 20).

**Methodology:** This historical study is based on primary sources collected by Suzanne Kelly, which were subsequently donated to the researcher. In addition, eight oral history interviews (each approximately 90 minutes in length) were conducted with Suzanne Kelly over a year-long period. Each interview was transcribed, edited by the interviewee, and finalized. These documents and oral histories were analyzed providing a strong evidentiary basis for this historical narrative.

**Results:** The Pacific Mission began on October 21, 1942, when a B-17 departed Hicham Field in Pearl Harbor, Hawaii for Canton Island, a tiny atoll some 1800 miles to the southwest. Canton Island was the first refueling stop on the way to Australia. The



plane carried five crew members and three passengers including the celebrated Eddie Rickenbacker—a retired race car driver, past owner of the Indianapolis Motor Speedway, World War One "Ace of Aces!" and Medal of Honor recipient, and, then, President of Eastern Airlines. Rickenbacker traveled to the Pacific Theater on an inspection and evaluation tour at the request of the U.S. Army.

Through a series of navigational problems, the B-17 carrying Rickenbacker got lost and was forced to ditch in the Pacific Ocean. For more than three weeks, eight men were castaways on three rubber rafts adrift on the ocean without any water and provisioned only by four small oranges. After two weeks, the army was ready to consider the men "lost at sea," but, remarkably, they were eventually spotted by a patrol and rescued.

While the rescue was celebrated during the dark days of war, the Pacific Mission was mostly forgotten afterward. Mrs. Kelly shared a book, written by the mission's co-pilot, with her students, which eventually inspiring a multi-year project. Kelly's students arranged a Rescue Reunion, which brought three of the four remaining survivors of the Pacific Mission together for the first time in 43 years. The project received national publicity and led to thirty years of contact between survivors, rescuers, and Mrs. Kelly's class.

**Conclusions:** This paper sheds light on the Pacific Mission project, a pioneering effort in school-based oral histories. The inquiry practices and guidelines followed by Mrs. Kelly and her students can inform interdisciplinary practices, at the elementary level, using social studies as meaningful context.

## **The Application of Improvement Science Enrollment of a Master's Level Educational Leadership Program**

3:00 - 3:50pm Wednesday, 6th November, 2024

Vision Ballroom A

Presentation type Symposium

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### **144 The Application of Improvement Science on the Enrollment of a Master's Level Educational Leadership Program**

Dr. Margaret Westmoreland, Dr. Thomas DeVaney, Dr. Ashley Wicker, Dr. Mindy Crain-Dorough

Southeastern Louisiana University, Hammond, LA, USA

#### **Abstract**

Improvement Science offers a structured, evidence-based methodology for addressing complex problems in educational settings. By focusing on iterative testing and continuous improvement, this approach aligns well with the goal of increasing enrollment in a Master's level Educational Leadership Program. Drawing from the work of Hinnant-Crawford (2020) and our department's own summer book study, this proposal outlines the application of the Plan-Do-Study-Act (PDSA) cycle, with a focus on the planning stage, to enhance recruitment efforts.

The enrollment numbers for the Master's in Educational Leadership program have stagnated, reflecting a broader trend of declining graduate program enrollments. The planning stage in the PDSA cycle involves identifying the problem, setting clear objectives, and designing interventions. According to Hinnant-Crawford, effective planning requires a thorough understanding of the problem context and collaboration with stakeholders. The planning stage is critical in the PDSA cycle as it lays the foundation for effective action and study phases.

We propose the following panel discussion structure:

1. What is improvement science?
2. How did we come to choose improvement science?
3. Our department's summer book study
4. Historical enrollment in and recent changes to the Master's Educational Leadership Program
5. Our recruiting efforts
6. Application of Improvement Science
7. What's next?
8. Open the floor for questions

By assembling a diverse team, thoroughly understanding the problem, and designing targeted interventions, the Master's in Educational Leadership program hopes to systematically address enrollment challenges.

## Challenges and Possibilities in Education

3:00 - 3:50pm Wednesday, 6th November, 2024

Inspiration

Presentation type Research-In-Progress (Roundtable)

Presiders Doreen Mayrell

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### **107 Exploring Knowledge-Hiding Behaviors in Healthcare Organizations: The Influence of Demographic Factors and Perceptions of Organizational Equity and Inclusivity**

Mr. Larry Teague

University of Central Arkansas, Conway, AR, USA

#### **Abstract**

### **Exploring Knowledge-Hiding Behaviors in Healthcare Organizations: The Influence of Demographic Factors and Perceptions of Organizational Equity and Inclusivity**

Larry R. Teague Jr.

Department of Leadership Studies, University of Central Arkansas

### **Exploring Knowledge-Hiding Behaviors in Healthcare Organizations: The Influence of Demographic Factors and Perceptions of Organizational Equity and Inclusivity**

#### **Research Problem or Objectives:**

In today's knowledge-based economy, the effective management and transfer of knowledge within organizations are critical for maintaining a competitive advantage ([Corbett & Spinello, 2020](#)). However, knowledge-hiding, where individuals intentionally withhold or conceal information, poses significant challenges to knowledge management practices ([Connelly et al., 2012](#)). This behavior can impede organizational performance, innovation, and overall effectiveness. While the impact of knowledge hiding on organizations has been widely recognized, there is limited understanding of how demographic factors such as race and gender influence these behaviors and how perceptions of organizational equity and inclusivity are associated with knowledge hiding.

## **Conceptual Framework**

This study integrates Social Identity Theory (SIT) and Social Interdependence Theory (SITh) to provide a comprehensive understanding of the factors influencing knowledge-hiding behaviors within healthcare organizations. These theoretical frameworks offer valuable insights into the psychological and social dynamics that underpin individual and group behaviors related to knowledge management.

Integrating SIT and SITh allows for a more nuanced understanding of the factors influencing knowledge hiding within healthcare organizations. SIT provides insights into the psychological mechanisms driving group-based behaviors, while SITh highlights the importance of organizational structures and interdependencies in shaping these behaviors. Together, these theories offer a comprehensive framework for examining how demographic factors and perceptions of organizational equity and inclusivity impact knowledge-hiding behaviors.

### **Research Question(s) and Relevant Literature:**

1. How, if at all, are demographic factors (i.e., race and gender) associated with knowledge-hiding behaviors of individuals working in healthcare organizations?
2. How, if at all, are individuals' perceptions of organizational equity and inclusivity associated with knowledge-hiding behaviors within a healthcare corporate environment?

Relevant literature indicates that knowledge hiding can manifest in evasive hiding, playing dumb, and rationalized hiding, motivated by factors such as distrust and fear of losing a competitive edge (Connelly et al., 2012). Studies highlight the impact of mutual distrust and organizational politics on knowledge hiding and how inclusive climates reduce such behaviors by fostering trust and fairness (Rhee & Choi, 2017; Ali et al., 2021).

### **Methods, Techniques, or Modes of Inquiry:**

This study employs a quantitative methodology and a correlational research design to investigate the associations among demographic factors, knowledge-hiding behaviors, and perceptions of organizational equity and inclusivity within healthcare organizations. Quantitative methods are appropriate for this study as they allow for the collection and analysis of numerical data to identify patterns and relationships among variables (Creswell & Creswell, 2018). Two validated survey instruments will be used: the Connelly et al. (2012) Knowledge Hiding Scale to measure knowledge-hiding behaviors and the Barak et al. (2010) Diversity Perceptions Scale to assess perceptions of organizational equity and inclusivity.

### **Data Sources, Evidence, Objects, or Materials:**

The target population includes healthcare professionals recruited through LinkedIn and email campaigns. The minimum sample size is 110 participants, determined by Green's (1991) rule of thumb for regression analysis. Data will be collected using the Connelly et al. (2012) and Barak et al. (2010) survey instruments, ensuring anonymity and confidentiality.

### **Preliminary or Anticipated Findings:**

Given that this is a research-in-progress submission, data have yet to be collected. Findings are anticipated to show a significant negative correlation between perceptions of organizational inclusivity and the likelihood of engaging in knowledge-hiding behaviors. It is also hypothesized that participants from minoritized demographic groups will report higher instances of knowledge hiding, citing feelings of exclusion or discrimination as contributing factors. Data collection will be ongoing during Fall 2024.

### **Scholarly Significance or Anticipated Contribution to the Field:**

This research aims to contribute to understanding how demographic factors and perceptions of organizational equity and inclusivity influence knowledge-hiding behaviors in healthcare organizations. The findings will inform strategies to foster more inclusive and equitable organizational cultures, thereby enhancing knowledge sharing, overall organizational performance, and team learning. This study will offer actionable insights for healthcare leaders, HR professionals, and professionals associated with organizational learning seeking to create a culture of transparency, knowledge sharing, inclusion, and team learning.

### **Anticipated Progress or Next Steps Prior to the Annual Meeting:**

This study is part of a doctoral dissertation study. Before the annual meeting, the proposal for this study will be defended. Upon successful proposal defense, IRB approval will be obtained, and data collection will be in progress. The next steps include:

1. Distributing the surveys and collecting responses.
2. Analyzing the data using IBM SPSS 29.
3. Interpreting the findings and identifying key patterns and relationships.
4. Preparing a detailed report and presentation of the preliminary findings.

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## **119 Diversity Divide: Representation Matters and the Non-Academic Schooling Experiences of Black Leaders in the K-12 Educational Atmosphere**

Ms. Jordan Washington-Smart, Dr. Bryan McCoy

Louisiana Tech University, Ruston, LOUISIANA, USA

### **Abstract**

#### **Research Problem**

The core idea behind "representation matters" holds significant meaning in various spheres of society but goes beyond mere numbers. According to Seleznyov (2021), "Research evidence has shown that seeing your community represented in the teaching and school leadership workforce matters to ethnic minority pupils in terms of aspiration as well as academic success" (p. 54). However, more information must be learned about the effects of diversity and inclusivity in representation within K-12 education as essential characteristics of creating a learning environment that mirrors the varied tapestry of society. Beyond the surface level, representation encompasses integrating various perspectives, cultures, and backgrounds into the curriculum and overall educational experience. According to Castro et al. (2018), "Principals represent the most 'visible' form of leadership in schools, but current workforce data show that K-12 school principals are overwhelmingly white and fail to reflect the diversity within the student population" (p. 1). While the impact of diverse representation in education seems apparent in theory, it is not greatly reflected in educational leadership practice and promotion experiences of African-American leaders (Castro et al., 2018). Therefore, this study will investigate how African American representation in educational leadership affects non-academic schooling experiences.

#### **Theoretical Framework**

To inform the work of the current study, the Applied Critical Leadership (ACL) framework will be explored through the Social Justice Leadership and Culturally Responsive Leadership frameworks, which ACL mirrors. Combining Social Justice

Leadership and Culturally Responsive Leadership in educational leadership research provides a holistic approach to equity and cultural competence (Santamaria & Santamaria, 2015). Incorporating Social Justice Leadership into this educational leadership research signifies a dedication to promoting equity and diversity in the educational system. The framework guides the exploration of responsive leadership, community engagement, and efforts to reduce educational inequities, contributing to developing a more just and inclusive educational environment. This integrated framework considers systemic fairness and cultural diversity, highlighting the intersectionality of social identities. With a better understanding of how social justice leadership and culturally responsive leadership inform the schooling experiences of Black leaders, a greater understanding of applied critical leadership and the non-academic impacts of leaders of color can be amplified.

### **Research question(s) and relevant literature**

The research design of the current study is phenomenological. It will utilize critical incident reports to answer the following research questions:

1. How do the characteristics of applied critical leadership or social justice leadership align with the schooling experiences of African-American leaders in an urban school district?
2. What are the schooling experience contexts of African-American educational leaders' work?
3. What are the schooling experience implications of Black or African-American educational leaders' work?

Previous research supports the literature in the current study in regard to the disproportionate representation of leaders of color in K-12 education and explains how a more diverse leadership workforce can decrease its traditional adverse effects (Johnson, 2021; Santamaria & Santamaria, 2015; Marran, Plachowski, & Clark, 2019). Additionally, previous research supports the concept that social justice leadership and culturally relevant leadership can magnify the non-academic impact of leaders of color in a way that showcases the implications of why "representation matters" (Marshall, 2004; Madhlandgobe and Gordon, 2012; Khalifa et al., 2016). Implementing policies and procedures to enhance the presence of diverse and culturally aware school leaders can also contribute to the retention of diverse leaders, but this involves recognizing and appreciating the valuable contributions these leaders make to students and schools (Castro et al., 2018).

The qualitative data collected in the current study could provide school systems insight into why their hiring and retention policies may need reform. Ultimately, the study will expand research on the non-academic impacts of leadership diversity.

### **Methods, techniques, or modes of inquiry**



This study is positioned within an interpretive phenomenological paradigm. The purpose of this study is to conduct a qualitative inquiry designed to better understand the contexts of African-American educators' work and the implications of their work for the schooling experience of faculty, administrators, students, and community stakeholders. However, "qualitative inquiry is not a single, monolithic approach to research and evaluation" (Patton, 2002, p. 76). As a qualitative phenomenological single case study regarding African American leaders in an urban school setting, this study will use researcher-created surveys, semi-structured interviews, and document analysis to explore the research questions.

### **Data sources, evidence, objects, or materials**

Purposeful criterion sampling will be used to select the sample site. The following criteria will be used to identify the research site: (1) Urban school district, (2) Maintains at least 34 school sites from elementary to high school, (3) Serves over 22,000 students, (4) District's minority student enrollment is at least 50%, and (5) District and school-level leadership demographics do not mirror student population demographics. The participants selected will serve in one of multiple leadership roles within a specified, but anonymous, parish of northwest Louisiana. The current study will need at least five participants to meet the suggested basic phenomenological study requirements; "it is essential that all participants have experience

of the phenomenon being studied" (Creswell, 2007). At least two district-level leaders and three school-level leaders will need to be selected for the purpose of this study. The participants selected will need to identify as Black or African-American. They will also need to have served in at least two leadership roles prior to their current leadership role, with a minimum of six months in their current leadership role.

### **Anticipated findings**

Investigating the implications of inducing a more proportionate representation of Black leaders in K-12 education is essential. Understanding the impact of the deliberate inclusion of diverse voices in leadership roles can spark change in how those voices affect the overall schooling experiences of its students, faculty, and community.

### **Scholarly Significance**

The qualitative data collected in the current study could provide school systems with insight into why their hiring and retention policies may need reform. Ultimately, the study will expand the limited research on the non-academic impacts of leadership diversity.

### **Anticipated Progress**

It is anticipated that the study and its dissertation explication will be completed prior to the annual Mid-South Educational Research Association (MSERA) meeting.

## **127 Pre-Teaching Possibilities in the Mathematics Classroom**

Ms. Angela Harris

The University of Mississippi, University, MS, USA

### **Abstract**

#### **The Possibilities of Pre-Teaching in the Mathematics Classroom**

The importance of exploring effective ways to meet the learning needs of students in the mathematics classroom aligns with critical conversations occurring among teachers and researchers within the United States which report problematic differences found in exposure to content and high-quality mathematics instruction among marginalized groups and suggests that changes should be “responsive to each and every student’s background, experiences, cultural perspectives, traditions and knowledge” (National Council of Teachers of Mathematics [NCTM], 2020, p. xi). This problem is evident in research which continues to show students from the United States underperforming students from other countries in the area of Mathematics (Stevenson & Stigler, 2006), significant gaps noted in average mathematics scores between students on the NAEP assessment (NCTM, 2014), and students comparatively scoring in the average range despite that the United States spends more money on education than any other country (Stevenson & Stigler, 2006). Although gains have been made in mathematical performance, there is still much work to consider when attempting to create a learning environment that is supportive and empowering to all learners (NCTM, 2014). The purpose of this research is to explore the implementation of pre-teaching in the mathematics classroom and its possible influence on student achievement and self-efficacy.

### **Theoretical Framework**

The pre-teaching strategy is supported in Ausubel’s (1960) theory that advanced introduction of information helps students comprehend and could lead to more effective retention of information. Pre-teaching may also be viewed as differentiated instruction which research suggests is based on readiness and is applied to content, process, product or learning environment (Westman, 2018). Pre-teaching as differentiating instruction is based on the constructivist viewpoint of Piaget, Dewey, and Vygotsky who

argue that students gain knowledge through child-centered experiences introduced with respect to the uniqueness of the learner and the different levels of understanding each of them possess (Gray & MacBlain, 2015).

Roberson (2017) includes Vygotsky's ZPD (Vygotsky, 1978) and Csikszentmihalyi's FLOW Experience (Csikszentmihalyi, 1990) as two of the four "critical ideas that identify a common area, a GAP experience within which maximum learning is located," (p.283). One could suggest that through pre-teaching, students may gain access to this GAP experience prior to whole group instruction, possibly changing the course of their success.

## **Research Questions and Literature**

The questions the research is designed to answer include the following:

1. Does pre-teaching influence student achievement in the mathematics classroom?
2. Does pre-teaching influence student efficacy regarding mathematics?

For this research, the term pre-teaching is defined as instruction that takes place with a small group of students identified as needing additional support and delivered prior to initial whole group instruction (Watt & Therrien, 2016). Self efficacy is defined as the judgment of one's own capabilities (Bandura, 1986).

The majority of the research on pre-teaching is focused on reading, however, research completed on pre-teaching in the mathematics classroom determined that pre-teaching promotes positive self-efficacy (Lalley & Miller, 2006; Smets & Struyven, 2018). Watt and Therrien (2016) discovered that motivation and achievement increased among students who received pre-teaching.

## **Methods, Data, and Anticipated Findings**

The research will be a case study of a small group of 2nd grade mathematics students who receive pre-teaching. The group receiving pre-teaching will be determined by needs identified in a pre-test given at the beginning of the unit of study. Data will be collected through observations, student surveys, analysis of student achievement, and teacher interviews. I anticipate this study will find a positive influence on student self-efficacy and achievement.

### **Anticipated Contribution**

We in the field of education must consider instructional practices that remove barriers to student access and success in mathematics and research ways to provide equitable instruction (NCTM, 2020). There is much to explore on utilizing the pre-teaching strategy within the mathematics classroom to determine the effectiveness of the strategy with regard to student learning and self- efficacy. The idea that an increase in

both academic performance and self-efficacy can be achieved through the implementation of a single strategy is extremely worthy of exploration among those who are forming research and serving students on a daily basis.

### **Next Steps Prior to the Annual Meeting**

The research suggested is in its very early stages, therefore, I will continue to consider other research on the topic and seek guidance on how to best shape the research methods and means of data collection.

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## **147 EXPLORING THE IMPACT OF RACIAL MICROAGGRESSIONS ON BLACK STUDENT SELF-EFFICACY IN LOUISIANA'S PREDOMINANTLY WHITE INSTITUTIONS**

Ms. Aliya Rheams

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

#### **Research Problem**

The purpose of this study is to examine how the experiences of racial microaggressions while attending predominately White institutions impact the academic self-efficacy of Black students in Louisiana. Specifically, the study will explore the relationship between students' self-efficacy and their experiences of racial microaggressions while attending a predominantly White institution. The study seeks to understand how microaggressions, as a form of racism, affect the lives of college students and their academic achievements.

## **Conceptual Framework**

The conceptual framework for the study is based on Critical Race Theory (CRT) and self-efficacy theories. Critical Race Theory provides a lens through which to examine racial microaggression experiences, while self-efficacy theory helps to understand the impact of these experiences on individuals' beliefs in their abilities to succeed in particular situations. This framework will guide the investigation into how racial microaggressions affect the self-efficacy of Black students at predominantly White institutions and how they develop coping mechanisms in response to these experiences.

## **Questions**

This study will be guided by the following research questions:

1. How have the experiences of racial microaggressions influenced the self-efficacy of college students while attending predominantly White colleges?
2. How do Black students in Louisiana cope with and respond to racial microaggressions in the academic environment?
3. Does the type and/or frequency of racial microaggression affect Black students' self-efficacy when attending predominately White institutions in Louisiana?
4. How do Black students in Louisiana describe their experiences of racial microaggressions within predominantly White institutions?

## **Relevant Literature**

A review of the literature indicates that experiencing racial microaggressions in predominantly White institutions (PWIs) negatively impacts the well-being and academic success of minority students. These subtle forms of racism, such as isolation and stereotype threats, make marginalized individuals feel undervalued and intellectually inferior. Microaggressions have a detrimental effect on mental and physical health, leading to cognitive decline, poor academic performance, and symptoms of depression. Research consistently shows that addressing microaggressions is crucial for creating supportive environments for all students. (DeCuir-Gunby, 2020; Decuir-Gunby et al., 2023; Johnson et al., 2021; Lui, 2020; Nadal et al., n.d., 2014b)

Sue et al. (2007) expanded the concept created by Pierce et al. (1977) and brought attention to racial microaggressions, which provided a framework to understand a type of racism that challenges the status quo to acknowledge or take responsibility for. Studies started to investigate the effects of racial microaggressions on various demographics, including Black students at predominantly White institutions (Nadal, 2011; Nadal et al., 2014a; D. R. Williams & Williams-Morris, 2000; H. Williams, 2023; M. T. Williams, 2019). Limited research suggests that racial microaggressions and self-efficacy negatively impact educational outcomes despite the importance of providing marginalized students with the necessary skills and knowledge to overcome challenges in academic settings (Banks & Landau, 2021; Forrest-Bank & Jenson, 2015).

## **Anticipated Methods**

This study will use a sequential explanatory mixed methods research design, where the quantitative component precedes the qualitative component (Fetters, 2020). The quantitative component will use existing surveys measuring self-efficacy and microaggressions. In the qualitative component, the researcher will explore the experiences of racial microaggressions among minority students. The focus group results will be used to build the survey, which will then be used to examine the phenomenon on a larger scale. The study will compare results about impact factors across the data sources.

## **Data Sources**

In this research study, both quantitative and qualitative data will be collected. The quantitative data will be gathered through surveys measuring self-efficacy and experiences of racial microaggressions administered to students at PWIs. The design for the quantitative component will be descriptive and correlational, with data analysis involving descriptive statistics to describe attitudes and assess relationships. The qualitative data will include interview transcripts and focus group discussions with Black students. The design for the qualitative component will combine case study and phenomenology approaches, with methods involving in-depth interviews and focus groups to explore experiences of racial microaggressions. Data analysis for the qualitative component will focus on thematic analysis to identify patterns and themes.

## **Anticipated Findings**

It is anticipated that Black students who experience racial microaggressions at PWIs will report lower levels of self-efficacy and poorer academic performance compared to those who do not experience such microaggressions. Qualitative data is expected to reveal coping mechanisms to navigate these challenging environments. The study is expected to provide information on the types of microaggressions students experience, the places where they are most likely to experience them, and the styles of coping strategies used.

## **Anticipated Contribution to the Field**

This research aims to explore the experiences of Black students attending predominantly White institutions (PWIs) through the lens of critical race theory. It seeks to understand the role of institutional policies, programs, and practices in shaping these experiences and address the lack of research in this area. The study also aims to provide valuable insights into the mechanisms through which microaggression operates and their impact on student self-efficacy. By focusing on raising awareness of microaggressions and their detrimental effects, the research takes a crucial step toward fostering a more inclusive and supportive academic environment.

The research analyzes coping skills and advocates for proactive approaches to addressing microaggressions to empower marginalized groups and hold individuals

accountable for their actions. Additionally, it highlights the urgency of developing campus programs and training initiatives to support student success, recognizing the harm inflicted on students' academic careers.

The potential benefits of this research extend to students, teachers, and institutions, as it provides an understanding of how microaggression affects students and informs efforts to create more equitable policies and practices. The research aims to validate the experiences of marginalized groups and advocate for fairness and justice in institutional policies. By providing insights into the detrimental impact of microaggressions on students it underscores the importance of addressing these issues to safeguard the interests of all individuals within academic communities.

### **Prior to the annual meeting:**

Before the annual meeting, this research is expected to go through the proposal stage and obtain IRB approval. The goal is for the data collection to start by November 2024.

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## **201 Exploring AAC Device Use and Challenges in Special Education Classrooms: Insights from Teacher Perspectives**

-- Mattie Williams, Dr. Mark Wildmon, -- Jamie Moss, Dr. Julie Herbstrith, Dr. MacKenzie Sidwell, Dr. Kasee Stratton

Mississippi State University, Starkville, MS, USA

### **Abstract**

This survey study examines the utilization of Augmentative and Alternative Communication (AAC) devices by 38 special education teachers. It reveals a preference for mainstream technologies such as tablets, smartphones with AAC apps, and Speech Generating Devices (SGDs), which are crucial in assisting students with communication impairments. The research identifies key challenges in AAC usage, including comprehension difficulties, technical issues, and social barriers, implying a necessity for targeted interventions and comprehensive educator training. Additionally, it examines the diverse perceptions of AAC effectiveness and its impact on relationships, shedding light on the intricacies of user experiences. The study highlights the pivotal role of AAC devices in enhancing communication and fostering social interaction, emphasizing their



significance in inclusive education. This emphasizes the ongoing need for research to enhance AAC implementation and support in educational settings.

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## **202 Special Education and AAC Devices: Teachers' Perspectives on Training Needs and Support**

-- Jamie Moss, -- Mattie Williams, Dr. Mark Wildmon, Dr. MacKenzie Sidwell, Dr. Julie Herbstrith, Dr. Kasee Stratton

Mississippi State University, Starkville, MS, USA

### **Abstract**

This study investigates special education teachers' perceptions of the effectiveness of support and training received while working with Augmentative and Alternative Communication (AAC) device users. The research evaluates important components of AAC implementation, such as the range of support available, quality of training programs, degrees of adaptation, and levels of inter-professional support from a teacher's perspective. The conclusions drawn from this study indicate a need for continuous professional development, which necessitates personalized, individual training approaches and interdisciplinary collaboration to enhance the use of AAC devices. The study also confirms that individualized training is crucial in meeting the unique requirements of AAC users and special education teachers. These findings are meaningful in understanding AAC device use in special education classes, leading to appropriate interventions and improved communication outcomes among individuals using low- and high-tech devices.

### **Gifted & Exceptional Student Education**

3:00 - 3:50pm Wednesday, 6th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

## 152 IDEA 2004: Have Outcomes for Students with Disabilities Improved?

Dr. Jane Nell Luster<sup>1</sup>, Dr. Crystal London<sup>2</sup>, Dr. Mindy Waldrop<sup>3</sup>

<sup>1</sup>Com-Link, LLC, Baton Rouge, LA, USA. <sup>2</sup>Independent Consultant, Zachary, LA, USA.

<sup>3</sup>Western Kentucky University, Bowling Green, Kentucky, USA

### Abstract

Since the reauthorization of IDEA in 2004, states are required to develop a State Performance Plan (SPP) addressing specific requirements of the law. The U.S. Department of Education, Office of Special Education Programs (OSEP) operationalized requirements into indicators of compliance with legal aspects and indicators related to results of educating students, such as graduation and dropping out. States have submitted data on these indicators since 2005.

Another requirement is for the Secretary of Education, through OSEP, to make an annual determination whether the state meets the purposes and requirements of the law, needs assistance, or needs intervention to meet requirements. For eight consecutive years, nine states have determinations of “met requirements” and nine have “needed assistance”

This paper provides a comparative analysis of the performance of these 18 states using data across eight consecutive years. This comparison was selected because states in “needs intervention” usually have low compliance and results scores, whereas states in “needs assistance” may have poor compliance or poor results or a combination. The questions to be answered are –

1. Is there a statistical or practical difference between the performance of states on indicators of compliance?
2. Is there a statistical or practical difference between the performance of states on indicators of results?
3. Is there a statistical or practical difference between graduation and dropout rates of students in these states?

To understand whether statistical or practical differences exist between determination status groups on (RQ1) compliance indicators and (RQ2) results indicators, the study employed a mixed model factorial design. Composite-level Annual Performance Report (APR) data for results and compliance indicators, provided through OSEP communication to states were collected for 18 states across eight reporting years. Quantitative methods employed two-way analysis of variance (ANOVA) to analyze main and interaction effects for the model.

To determine whether a state's determination status can predict graduation and dropout rates (RQ3), the study used one-way ANOVA. Graduation and dropout data were found in the IDEA Section 618 State Part B Exiting dataset. Researchers relied on this federally reported 618 special education data because these data and the special education federal definition for graduation and dropout remained relatively unchanged during this time.

Compliance with IDEA has increased nationally since states began reporting in 2005. Results have remained flatter; although with some changes by states which grant more types of high school diplomas, there is a bit of a comparative challenge. The results of this study highlight challenges in trying to do “everything.” This is the most extensive examination of the difference between states determined to meet requirements with those in need of assistance since previous examinations (authors, 2012, 2013). Those authors wrote in 2013, “It seems clear that the policy of the last seven years of focusing on compliance indicators has yielded increased compliance. What is not as clear is whether ..., state education agencies have enough resources to focus on both” (p. 15). It seems not much has changed in over a decade.

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## **171 Moving Toward a “Dynamic Constructive Framework” for Mathematics and Special Education Co-Teaching Professional Development**

Dr. Bethany LaValley, Dr. Julie James, Dr. Alice Steimle

The University of Mississippi, Oxford, MS, USA

### **Abstract**

Project M was a content- and collaborative-focused year-long professional learning academy for mathematics (MT) and special educator (SET) co-teaching teams designed to support teachers in the mathematics instruction of students with or at risk of disabilities by strengthening teachers’ mathematical content knowledge, reinforcing instructional collaboration, and helping teachers fuse their discipline expertise and teaching strengths to meet the diverse learning needs of exceptional students. The professional learning model included cycles of instruction and follow-up and is one step toward the “dynamic constructive framework” for effective co-instruction called for by Strogilos et al. (2023) in that it created opportunities to study the evolution of a co-teaching partnership over time and to observe the influence of common challenges in real-time. Such insight contributes to better understanding how teachers make sense of co-teaching and how teacher educators can support the development of collaborative instructional practices that meet the needs of all students (Hang & Rabren, 2009; Iacono et al., 2023; Murawski & Swanson, 2001; Scruggs et al., 2007; Strogilos et al., 2023.) The PD design follows the Transformative Learning Framework (Loucks-Horsley et al., 2010) in which learners develop new knowledge by reflecting on and refining their current knowledge and beliefs. Teams were supported to mutually reconcile their beliefs to design a collaboration plan to meet their individual needs.

Project M is a qualitative descriptive phenomenology that aimed to make sense of MT's and SET's lived experiences within a co-teaching partnership in response to ongoing common PD (Creswell & Poth, 2018). We employed a socio-cultural theoretical framework to consider the collaborative and transferable knowledge that develops between teachers as they join in like experiences (John-Steiner & Mahn, 1996). The results reported in this session will respond to the research question: *How does a content- and collaborative-focused PD for special education and general education teachers influence co-teaching partnerships in the mathematics classroom?* Themes that emerged were teachers' perceptions of how Project M influenced how they shared content and instructional knowledge with each other, how their developing partnership influenced their views of student learning, and how they were deepening their collaboration toward a more unified team.

The relationship development observed in participants was not unlike the co-mentoring relationships described by Mosser and colleagues (1987). Although choice is recommended for successful co-teaching (Rexroat-Frazier & Chamberlin, 2019; Strogilos et al., 2023), teachers are often not allowed to choose *who* they will partner with. However, this study reveals that PD experiences can lay a foundation for individuals to choose *how* they will work together. Based on this finding, we propose that the co-teaching relationship can be elevated to a co-mentoring relationship using an adaptation of Mosser et al.'s seven-step framework. which comprises a period of critical self-reflection and careful detailing of one's expectations and needs. Following this framework leads to establishing a peer partnership that will most likely develop into a professionally valuable co-mentoring relationship. In this session, we will discuss our adaptation of Mosser et al.'s framework that emerged from this research study as the Co-Teaching Professional Development Model.

## References

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Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392–416. <https://doi.org/10.1177/001440290707300401>

Strogilos, V., King-Sears, M. E., Tragoulia, E., Voulagka, A., & Stefanidis, A. (2023). A meta-synthesis of co-teaching students with and without disabilities. *Educational Research Review*, 38. <https://doi.org/10.1016/j.edurev.2022.100504>

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## 182 Defining the Market for Special Education Teachers: The Role of Job-to-Job Transfers

Dr. Andrew Pendola, Mr. Brandon Ryan

Auburn University, Auburn, AL, USA

### Abstract

**Problem Statement:** United States public schools are increasingly facing a larger teacher shortage crisis that is expected to grow as teacher exits from the profession have increased. Districts and schools, however, do not equally experience these larger teacher shortages. Schools that serve large proportions of students of color, students living in poverty, and/or students performing lower on standardized tests and generally in non-suburban (i.e., rural, urban) locales typically have more positions go unfilled, particularly in “in-demand” subject teacher fields. The subjects that schools especially struggle to staff are most often Special Education Teachers (SETs).

**Background:** Historically, half of all teacher vacancies in the U. S. each year—roughly 250,000 positions—have been filled through *job-to-job (J2J) transfers* (i.e., teachers who taught at one school in one academic year and then another school the year immediately following). However, examinations of within-career sorting beyond the point of first turnover, differentiation among different transfers (e.g., first transfer, second transfer), or account for issues of geography in teacher movement have been rare. Research on teacher career trajectories and recruitment/hiring similarly has yet to fully answer calls to account for differential demand according to subject area taught.

**Methodology:** Using administrative Texas data from 1990 through 2022, we focus on SETs relative to core subject teachers (CSTs) to answer calls for general teacher labor market research to consider differences by subject. We utilize roughly 30 years of longitudinal data collected by the Texas Education Agency. The PEIMS system collects data on every certified individual in the Texas education system, including individual, school, and district level data. We explore underlying features that are associated with (1) J2J events and (2) J2J distance. Beginning with J2J events, we employ discrete time hazard (DTH) modeling to estimate the relative risk of a J2J transfer in each time period while including teacher and school controls in our estimations. Next, we employ GIS mapping and distance measures to inform hierarchical linear models estimating factors contributing J2J transfer distance.

**Results:** Results demonstrate that (1) SETs have a much higher frequency of J2J transfer events that has remained stable over the past 30 years. However, this rate is differentiated by locale, with rural having the highest rates, and race, with a significant increase in Black SETs switching in the past 10 years; (2) DTH models demonstrate that experience, salary, and the change in school conditions have the greatest magnitude of significance in raising the risk of a J2J transfer event for SETs; (3) SETs tend to transfer shorter distances than core subject teachers, by roughly 9 miles less for a transfer.

**Implications:** These results add a new dimension to our understanding of the within-career transfer function of teachers, pointing to subject-area segmentation of movement, marked by gender, race, and distance. We hope to shed light on the ways in which teachers' differential patterns in the labor market may inform recruitment and retention strategies for school leadership, to help alleviate high levels of turnover and shortages.

## **Student Support and Success**

3:00 - 3:50pm Wednesday, 6th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Patricia Elmore

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### **49 Evaluating Early Childhood Stakeholder Perspectives: Comparative Analysis of Parent and Teachers Views on School-based and Home-based Involvement**

Ms. Zion Kamau, Ms. Isadora McAllister, Dr. Kenneth Anthony, Dr. Mark Wildmon

Mississippi State University, Starkville, MS, USA

#### **Abstract**

This research examines the perspectives of parents and teachers regarding parental involvement (PI) in early childhood education, encompassing both school and home environments. The study underscores the significance of PI, recognizing parents as essential stakeholders through direct school interactions such as parent-teacher conferences. Participants in the study were selected from four public schools located in the rural southeastern region of the United States. The sample comprised 180 individuals, including 125 parents and 55 teachers, all of whom were associated with children from pre-kindergarten to second grade. Data collection was primarily conducted through an online questionnaire using Qualtrics. It emphasizes the influence of socio-cultural and economic factors on PI, highlighting its diverse nature across various communities. The study reveals disparities in viewpoints, particularly in areas like classroom volunteering and school governance, thus illustrating the intricate nature of PI. It concludes by emphasizing the necessity for strategic engagement, professional development, and collaborative platforms to bridge gaps in perception and enhance the effectiveness of PI. This research emphasizes the pivotal role of PI in shaping educational outcomes and advocates for cohesive strategies to effectively navigate the challenges of early childhood education.

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### **52 A Comparative Analysis of Parental Involvement in School and Home-based Settings: Early Childhood Behavioral and Social Adjustment**

Ms. Zion Kamau, Ms. Isadora McAllister, Dr. Kenneth Anthony, Dr. Mark Wildmon

Mississippi State University, Starkville, MS, USA

#### **Abstract**



This study examines the perceptions of teachers and parents regarding the importance of parental involvement (PI) on children's behavior and social adjustment in early childhood education, specifically focusing on pre-K to 2nd grade. A survey was conducted across four public schools in the rural southeastern United States, with 180 participants (125 parents and 55 teachers). The findings revealed a consensus between parents and teachers regarding the importance of PI activities in both the school and home settings. Both groups assign value to school-based activities, such as attending events and maintaining communication with teachers, as well as home-based activities, such as providing academic support and enriching experiences. This study highlights the aligned perspectives of parents and teachers, indicating a shared understanding of the advantages of diverse PI activities for children's development. This emphasizes the need for ongoing dialogue and alignment in PI strategies to support holistic child development, integrating both behavioral and social aspects.

## **Professional, Preparation, Development, and Ethical Considerations in Education**

3:00 - 3:50pm Wednesday, 6th November, 2024

Epiphany

Presentation type Position Paper

Presiders Rod Uzat

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### **138 Preparing Principals Through Vignettes**

Mr. Richard Halle<sup>1,2</sup>, Dr. Rod Uzat<sup>2</sup>

<sup>1</sup>John Marshall High School, San Antonio, Texas, USA. <sup>2</sup>UTPB, Odessa, Texas, USA

#### **Abstract**

The job of a school principal is without question a difficult one in today's education climate. It is also critical – and teachers know it. A recent study that examined the relationship between leadership turnover and teacher attrition looked at all K-12 public school data for the state of Texas between the 1999-2000 academic year and 2016-2017 and found that there was a noticeable jump in teacher departures at schools that went through a principal change (DeMathews et al., 2022). Additionally, principal turnover had a stronger effect if the leadership turnover was chronic, the school staff had a lower average level of teacher experience, the school was in an urban setting or the school population had a high rate of poverty (DeMathews et al., 2022).

Given that the annual rate of principal turnover is 20% (DeMathews et al., 2022) and there are less teachers who are seeking to be administrators, it is reasonable to expect that in the near future individuals assuming their first principalship will have less experience than their predecessors. How will districts support new principals who



lack substantive administrative experience? One way might be to use vignettes founded on the experiences of veteran administrators as the basis for problem solving scenarios or situational judgement tests. A district can build a database of these vignettes with prompting questions or directives. These can be strategically developed to mirror certain contextual realities that reflect the administrative challenges in the district. Cohorts of aspiring and new administrators can be assembled in seminar groups to participate in reflection discussions.

Richard Halle is the Principal of John Marshall High School, a Northside ISD institution in San Antonio, Texas. He served thirteen years as an administrator before taking his first principalship. In this article, Principal Halle has developed a set of vignettes for consideration as examples of what such a professional development might look like. Included in the article will be a methodology for administering this initiative grounded in the literature concerning the benefits of vignette learning.

DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). The Principal-Teacher Churn: Understanding the

Relationship Between Leadership Turnover and Teacher Attrition. *Educational Administration Quarterly*, 58(1), 76-109. <https://doi.org/10.1177/0013161X211051974>

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## **153 Establishing Principal Candidate Capacity to Protect Student Religious Freedoms Using A Situational Judgement Test**

Dr. Rod Uzat

UTPB, Odessa, Texas, USA

### **Abstract**

Today's often overheated political environment along with social media's tendency to seek out, manufacture, and leverage perceived "offenses" as justification for some form of retribution against the "offenders" has undoubtedly impacted public discourse in education. School district board meetings are now a convenient first front for many culture war issues that have divided our communities some time before James Davison Hunter coined the term "culture war" in his 1991 book, "Culture Wars: The Struggle to Define America," and Pat Buchanan popularized the term in his prime-time speech at the Republican National Convention in 1992.

Given all the energy and attention these matters have received over more than three decades, it is somewhat remarkable that it has taken this long for the conflict to catch fire in district boardrooms and by extension classrooms. But catch fire it has. And with it,

school district superintendents and campus principals are at ground zero, tested relentlessly by combatants who see themselves in an existential fight for the soul of the nation, and reminded of why staying well-versed in constitutional legal questions of basic rights and freedoms is an essential requirement of today's school administrators. One such area of conflict comes in the form of student religious freedoms.

In order to test the capacity of prospective school administrators to correctly decide matters impacting student religious rights as defined in the First Amendment, a Situational Judgement Test (SJT) was developed involving a scenario where a student religious group's presentation at a school event was reviewed, flagged, rejected, reconsidered after revision, and rejected again – this time with additional disciplinary consequences for the presenter under a charge of insubordination. Details included in the scenario explain the background to the event, the characteristics of the presentation, the established process of presentation review by school staff, the communicated presentation guidelines, the history of the participation of the group in question, the general content of the presentation in question, the appeal procedure, the school's rationale for rejecting the presentation, the content of the second presentation submission which was also rejected by the school, and the additional disciplinary responses of the principal.

The SJT closed with an accounting of the two lawsuits filed by the student and by the group and called for a written assessment of the school's actions and processes with reference to relevant statutes and precedent. The SJT was administered 5 times at a college in Texas over one year and found that 40% of students did not identify errors in the school's actions and processes that violated First Amendment rights. This article offers an analysis of student answers to consider why such a high percentage of participants were unable to apply First Amendment legal principles correctly despite their coursework and access to materials. The researcher closes with implications and suggestions for both further study and remedying the situation.

## **University Student/First Time Attendee Social**

5:30 - 7:00pm Wednesday, 6th November, 2024  
Vision Ballroom B/C

## **Registration**

7:30am - 5:00pm Thursday, 7th November, 2024  
Pre-Function Area

## AI Literacy

9:00 - 9:50am Thursday, 7th November, 2024

Vision Ballroom A

Presentation type Symposium

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### 142 Promoting AI Literacy

Dr. Patricia Elmore<sup>1</sup>, Dr. Kem Roper<sup>1</sup>, Ms. Valentina Castilla Arango<sup>2</sup>, Mr. Charles Prince<sup>1</sup>, Mr. Tucker Constable<sup>1</sup>

<sup>1</sup>Athens State University, Athens, AL, USA. <sup>2</sup>Austin Middle School, Decatur, AL, USA

#### Abstract

**Topic:** Promoting AI Literacy

#### Overview of the Session

AI literacy is a vital skill that students must possess to participate in our ever-evolving society (Kong et al., 2024). This paneled session will explore research-based practices for promoting AI literacy in secondary and post-secondary classrooms (Sperling et al., 2024; Walter, 2024). Panelists will include a College of Education professor, a university writing center director, a middle school teacher, and two undergraduate students who plan to teach in higher education. The panelists represent a wide range of lived experiences and professional knowledge regarding AI literacy. The goal of this symposium is for audience members to engage in a thoughtful discussion of AI literacy and to learn research-based strategies for promoting AI literacy in their secondary and post-secondary classrooms.

#### Topic's Significance

As a *new* “new literacy,” AI literacy as a topic of discussion has taken the educational landscape by storm (Ciampa et al., 2023; Daniel et al., 2023). AI has a far-reaching impact across many fields—education, industry, science, government—and as educators, we have a responsibility to teach AI literacy to our students (Bibi et al., 2024). We cannot afford to avoid this topic or to assume our students are “digital natives” in the use of generative AI (Stolpe & Hallström, 2024). This symposium will provide the audience with an overview of the relevant literature and share research-based methods of promoting AI literacy in post-secondary classrooms.

#### Panelist Summary

Panelist 1 is a current Assistant Professor of English Education. Panelist 1's role will be to serve as moderator and to provide an initial overview of scholarly research on the

topic of promoting AI literacy in secondary and post-secondary classrooms. Panelist 2 serves as the Writing Center Director at a Southern university and will share the latest research-based strategies for promoting AI literacy. Panelist 3 is a first-year middle school teacher. Panelist 4 is a current undergraduate student who plans to become an English professor. Panelist 5 is a current undergraduate student who plans to become a history professor. The role of Panelists 3-5 will be to offer “next generation” perspectives and possible strategies related to this topic.

## **Navigating Tenure and Promotion**

9:00 - 9:50am Thursday, 7th November, 2024

Inspiration

Presentation type Training

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### **87 Navigating the Tenure and Promotion Process**

Dr. Stefanie Sorbet<sup>1</sup>, Dr. Nykela Jackson<sup>1</sup>, Dr. Kelly Byrd<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, Ar, USA. <sup>2</sup>University of South Alabama, Mobile, AL, USA

#### **Abstract**

Navigating your first tenure-track position is both challenging and exciting. This training provides insight, suggestions, and ideas on how to hit the ground running once hired and how to set a schedule for success in your research and work. Join us as we share personal experiences from fellow MSERA members on how to collaborate and network with colleagues both in your department and college as well as within your field of study across other universities.

During this training we will address how to get organized as a tenure-track profession from the very beginning of being hired within the three areas of scholarship, teaching, and service. Learn how to manage your time writing, researching, and teaching as well as balancing service both on and off campus.

Every university has different requirements for tenure and promotion but this training provides an open-forum for all educational researchers to be able to share their experiences as well as provides some tips and tools of the process that aims at helping all tenure-track professors submit a thorough packet for review.

This training focus on the 3 pillars of academia which include:

## **1. Scholarship**

We will provide sample schedules for carving out time for research and writing. Do you have a mentor assigned to you? Do you know anyone in your department who might share in similar research interests? Have you considered conducting research related to an innovative approach being implemented in your courses? Consider which journals or publications are aligned with your field of study or expertise. Some questions to ask are: When are the due dates and how often do the journals accept submissions and publish their journal? What is the acceptance rate for the journal? Have you published a piece of your dissertation as an article?

## **1. Teaching**

We will discuss how to address ways to improve in your teaching for you students. Are you reading your student evaluations of teaching and taking some of their suggestions? Do you implement the overall feedback themes that most students listed as an area of improvement to implement next time? Have you asked a fellow colleague to sit in on one of your classes to offer feedback and suggestions? Are you present in office hours for your students at times that are convenient for both them and you?

## **1. Service**

We will share how to get involved and serve your department, college, and university as well as the community in which the university is located. Have you tapped into service learning and explored the many ways your teaching and course can give back to the community your university serves?

## **Compiling your portfolio**

Keep everything and organize it each semester! Keep your curriculum vitae current and saved to a close place where you can add to it as you publish and as you join new committees or attend conferences. Find out what the tenure and promotion guidelines

are for your college and university. Ask a fellow colleague or your mentor to see their binders or portfolio to use as a guide or reference.

## **Social Justice & Equity**

9:00 - 9:50am Thursday, 7th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders SARA STROHM

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## **74 The Evaluation of Education**

Mr. TreMayne January

Grambling State, Grambling, LA, USA

### **Abstract**

#### Problem Statement

The landmark Supreme Court decision in *Brown vs. Board of Education* (1954) marked a significant turning point in American education by declaring state laws establishing separate public schools for black and white students unconstitutional. Seventy years later, this research examines the extent to which the principles of equality and access to quality education, as established by this historic ruling, have been realized in the mid-south region of the United States. Despite notable progress, significant disparities in educational resources, funding, and outcomes persist, indicating a need for renewed efforts to achieve true educational equity.

#### Theoretical Grounding

This research is grounded in critical race theory (CRT) and social justice education frameworks. CRT provides a lens through which the historical and contemporary inequities in education can be understood, emphasizing the importance of addressing systemic racism and its impact on educational opportunities. Social justice education further supports the need for equitable distribution of resources and inclusive practices that promote academic success for all students, particularly marginalized groups.

## Methodology

A mixed-methods approach was employed to gather and analyze data. Quantitative data collection involved gathering statistics on school funding, student achievement (standardized test scores, graduation rates), and access to advanced coursework from various educational databases. Qualitative data were obtained through semi-structured interviews with educators, policymakers, and students in the mid-south region. Instrumentation included surveys and interview guides designed to elicit detailed information on experiences and perceptions related to educational equity. Data analysis involved statistical comparison of quantitative data and thematic analysis of qualitative responses. The sample included a diverse range of schools in urban, suburban, and rural settings to provide a comprehensive overview of the region.

## Results

The analysis revealed significant disparities in educational funding and resources, with schools in predominantly minority and low-income areas receiving less funding per student compared to those in affluent, predominantly white areas. These funding discrepancies were linked to lower student achievement and limited access to advanced coursework in underfunded schools. Qualitative interviews highlighted ongoing challenges such as inadequate infrastructure, lack of access to technology, and insufficient support services for students. However, several schools demonstrated successful strategies for promoting equity, including targeted funding initiatives, community partnerships, and culturally responsive teaching practices.

## Conclusions/Implications

The findings underscore the need for sustained efforts to address educational inequities in the mid-south region. Policy recommendations include increasing state and federal funding for under-resourced schools, implementing equitable funding formulas, and promoting practices that support diversity and inclusion within the educational system. The study also highlights the importance of community involvement and advocacy in driving systemic change. By reflecting on the progress made since *Brown vs. Board of Education* and addressing current challenges, we can work towards a future where all students have equal access to quality education, thereby honoring the legacy of this pivotal court decision.

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## **72 Faces at the Bottom of the Gap: Counterstories From Black Elementary Students About Their Experiences With White Teachers**

Dr. Caitlin Lowery

University of Louisiana Monroe, Monroe, LA, USA

## **Abstract**

Scholars have spent decades trying to determine the cause and solution to an overwhelming issue called the achievement gap. The achievement gap refers to the gaps in academic achievement among certain subgroups of students. One of the most prevalent determiners between those who achieve academic success and those who do not is race. The majority of research done on this topic has been through quantitative design. However, a knowledge gap exists within the research on how Black students' perceptions of the schooling experience are influenced by the treatment they receive from their White teachers. This study used Critical Race Theory as a theoretical framework to collect qualitative data via creative products and one-on-one interviews with Black elementary students regarding their lived experiences as students most at risk of experiencing the achievement gap. Using the method of counterstory, data collected in this study was utilized to create a composite children's counterstory book that amplifies a voice far too long silenced in the academic conversation surrounding the achievement gap—the voice of the students experiencing it themselves.

## **RIP - School Improvement**

9:00 - 9:50am Thursday, 7th November, 2024

Motivation

Presentation type Research-In-Progress (Lecture)

Presiders Sunny Styles-Foster

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## **61 Teachers' Perceptions on Leadership Practices on Inclusive Education in Rural Appalachian Elementary Schools**

Mr. Michael Vermillion

East Tennessee State University, Johnson City, TN, USA

## **Abstract**

### **Statement of the Problem**

The role of the principal in cultivating an inclusive educational environment and ensuring compliance with special education laws is paramount (Zaretsky et al., 2008). The principal is responsible for ensuring the school and its employees adhere to state and federal statutes while providing support and guidance to teachers in understanding these laws and regulations. According to research (Murtadha-Watts & Stoughton, 2004), the impact of the principal's instructional leadership practices on creating an inclusive educational experience for students with disabilities is significant. School employees must take various actions to ensure compliance with special education



regulations. Specific instructional leadership practices implemented by the principal indirectly influence students' academic achievement in their school, including students with disabilities. How teachers perceive their principal's leadership practices influences the achievement level of all students, including students with disabilities.

### **Significance of the Study**

Dufour and Marzano (2011) present research in instructional leadership that identifies generalized practices that school leaders can use to engage their staff to increase student academic achievement. There is limited research on how teachers view their principals' implementation of instructional leadership practices and their perception of that leadership's impact on student achievement. Fewer still, are studies in this area as they relate to rural districts and schools in the Appalachian region. Data collected in this study may make connections between teacher perceptions of the leadership practices of elementary principals and the academic achievement of students with disabilities in an inclusive environment. The resulting data may be used to identify influences on educating fifth-grade students with disabilities in an inclusive setting in rural areas.

### **Conceptual Framework**

This work focuses on examining the perceptions of fifth-grade teachers in rural public elementary schools regarding the practices of their school principals, particularly in the context of Marzano's 6 Leadership Domains. Marzano's (2002) domains provide a comprehensive framework for educational leadership and encompass various dimensions and subdimensions. They include (a) A Clear and Collaborative Focus on Learning, (b) Rigorous Curriculum Design and Assessment, (c) Quality Instruction, (d) Supportive Learning Environment, (e) Parent and Community Involvement, and (f) Data-Driven Decision Making. Within these domains, specific subdimensions are essential to leadership practices, such as school-wide vision and goals, curriculum alignment with inclusive practices, differentiation, family engagement, and the use of student data for decision-making.

Teachers' perceptions of their principal's leadership practices are multifaceted and encompass how they view their principal's leadership vision, support for curriculum and assessment, instructional strategies, the overall school environment, engagement with parents and the community, and using data for informed decision-making. Examining these perceptions is important because they may influence the academic achievement and overall well-being of students with disabilities in inclusive rural elementary school settings.

This work is underpinned by the assertion that implementing Marzano's six leadership domains influences the academic outcomes and well-being of students with disabilities in rural elementary schools. By examining these relationships, this study addresses teacher perceptions of the role of school leadership in facilitating inclusive education and its impact on the success of students with disabilities in the context of rural elementary schools. Marzano's (2018) framework serves as the structural backbone for

the study, guiding the research design, data collection, and analysis, thereby contributing to a more profound understanding of how school leadership practices influence student outcomes in the context of inclusive education in rural public elementary schools.

## **Research Questions**

The essential question that guided this study was: What are fifth-grade teachers' perceptions of principal practices related to the academic achievement of students with disabilities in inclusive elementary schools in the Appalachian region of Tennessee, North Carolina, and Virginia?

The following four sub-questions supported the essential question guiding this study:

RQ1: What are teachers' perceptions of principal leadership practices and academic achievement in inclusive elementary schools?

RQ2: What are teachers' expectations regarding principal instructional leadership regarding inclusive education in rural elementary schools?

RQ3: How do teachers perceive principal instructional leadership practices and students with disabilities academic growth in inclusive schools?

RQ4: How do teachers believe that principal instructional leadership practices contribute to the social inclusion of students with disabilities in rural elementary schools?

## **Data Sources**

This qualitative study used interviews to collect the responses from select Appalachian region elementary school fifth-grade teachers. Qualitative data were collected using semi-structured interviews to explore the thoughts and perceptions of participants. The researcher prepared a list of questions before the semi-structured interviews took place. Due to geographical considerations, interviews were conducted via video conference (Zoom). Follow-up questions were asked of participants to provide clarity. Interviews were recorded after consent to record was obtained from each participant. Member checking was utilized to ensure accuracy in transcription. Each participant was allowed to review their transcribed interview and offer corrections if necessary (Leedy et al., 2019).

The data collected during this study was reviewed through the lens of how teachers perceive the influence on student achievement related to the instructional leadership provided by the building principal. During the planning phase, the researcher sought permission from school district superintendents, special education directors, and select school principals. Further, permission was obtained from research participants. Documents gathered clarified leadership practices as they are implemented at various school sites. This evidence was used to understand what leadership practices are

documented and established. Additionally, the researcher examined how these leadership practices were used throughout the school year.

### **Anticipated Findings**

Findings from this study will provide fidelity to the voices of interview participants' perceptions of how principal practices relate to academic achievement in inclusive elementary schools.

### **Scholarly Significance**

The results of this study may provide acumen to a select group of elementary school teachers in the Appalachian region of Virginia, Tennessee, and North Carolina. This research study is beneficial to the special education community because it may provide specific tangible actions and relevant data that a principal can use to provide effective instructional leadership for rural communities, including communities in the Appalachian region of Virginia, Tennessee, and North Carolina.

### **Anticipated Progress Before Convention**

The researcher will collect, record, transcribe, and code interview data through November 2024.

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## **69 School Consolidation: Factors to Increase School District Financial Efficiency**

Mr. Eric Fasbender

Southeastern Louisiana University, Hammond, Louisiana, USA

### **Abstract**

#### 1. Research problem

School finance and school consolidation concepts have been researched to great lengths in previous studies on school finance with an aim to increase school district spending efficiency. This quantitative methods research study seeks to evaluate key factors in school district finance while evaluating school consolidation to better determine potential financial efficiencies at the school district level. The researcher seeks to examine the relationships between transportation cost variables and school enrollment variables. There is a need for additional research in this area so that school districts may better understand the cost variables associated with school consolidation. As enrollment in some schools across the region decreases, many school districts may

lack necessary data to make informed decisions about closing a school with low enrollment in favor of busing students to a newly consolidated school many miles away.

## 2. Theoretical or conceptual framework

The conceptual framework for the study is rooted in Economies of Scale Theory. This theory finds that while fixed costs stay constant, as production increases, unit costs decrease and efficiencies are created. This can be applied to education in that students are the product and the school acts as the production facility. According to the theory, as student enrollment increases, cost per student decreases, and financial efficiency is increased.

## 3. Research question(s) and relevant literature

The research questions for this study were developed in order to evaluate interactions between the financial variables and school enrollment variables as well as potentially establish thresholds for transportation distances and school enrollment. The researcher has identified the following research questions for this study.

1. To what extent was school consolidation cost efficient, based on the relationship between school enrollment variables and costs associated with transportation?
2. To what extent was school consolidation cost efficient, based on the relationship between the change in teacher to student ratio and the net cost per student difference after the consolidation?
3. To what extent was school consolidation cost efficient, based on the relationship between the change in cost per student spending and the net cost per student difference after the consolidation?
4. What is the threshold distance range for school bus travel from a closed school to a newly consolidated school to maximize school district financial efficiency?
5. What is the threshold school enrollment range to maximize school district financial efficiency?

Previous research utilized cost functions and production functions to calculate school district financial efficiency. Cost functions formulate a result based on the relationship between fixed costs, variable costs, and production units; they do not, however, evaluate the strength of the relationship between those variables. Additionally, previous studies only included transportation as a qualitative variable. This study seeks to

evaluate the extent to which those relationships interact while producing a total production cost.

#### 4. Methods, techniques, or modes of inquiry

In order to better understand these variables impact on school finance during a school consolidation, relationships and thresholds will be evaluated. Where relationships are evaluated, Pierson's  $r$  correlation analysis will be utilized to determine the level of interaction between the variables. The Coefficient of Determination ( $r^2$ ) will also be used in each question to evaluate how much the variance of one variable was accounted for by the other variables. Where thresholds are evaluated, Z-Score Tables will be used to conduct the analysis. These data points are all continuous values that reflect dollars, distances, ratios, and populations.

#### 5. Data sources, evidence, objects, or materials

For this study, the researcher seeks to collect school enrollment data from regular public schools within the State of Louisiana from the Louisiana Department of Education and the Louisiana State Board of Elementary and Secondary Education. Regular public schools do not include charter, private, alternative, special education, or vocational schools. The data collected will be use to evaluate the two main variables. The first variable is Transportation Costs, which is factored by two sub-variables: (a) average cost per mile per student and (b) change in distance traveled from the closed school to the consolidated school. The second variable is Enrollment Costs, which is calculated by two sub-variables: (a) student to teacher ratio and (b) cost per student.

#### 6. Preliminary or anticipated findings

Initial review of the data shows that transportation costs (Cost per student per mile) are much lower than anticipated for the region. This variable will be interesting to potentially compare with the national average. The researcher also anticipates identifying a key variable school districts can focus on when making a closure/consolidation decision. The first variable could be the difference in student to teacher ratio, between the closed school and the consolidated school. The second variable could be the difference in cost per student, between the closed school and the consolidated school.

#### 7. Scholarly significance or anticipated contribution to the field

The results of this study may give school district leaders a better understanding of the financial variables involved with school consolidation. Furthermore, this study's conclusions outlining optimal thresholds for school transportation, combined with analysis of school size at the time of consolidation, might change state and school district finance policies as well as state school funding models.

## 8. Anticipated progress or next steps prior to the Annual Meeting

The researcher hopes to progress to Chapter IV of the dissertation and begin complete analysis of the publicly collected data.

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## **187 Parent Perceptions of Family Literacy Programs**

Ms. Yesenia Dominguez

Texas A&M University Commerce, Commerce, TX, USA

### **Abstract**

### **Research in Progress**

### **Research Problem**

Literacy development is a main goal of the early education curriculum. One way in which educators and community literacy leaders have tried accomplishing this goal is through family literacy programs. Family literacy programs foster and promote family literacy practices that include “a wide range of formal and informal oral language, reading, and writing activities that can occur with multiple caregivers across a variety of settings” (Miller & Khatib, 2023, p. 586).

Given the emphasis my district and campus place on family and student engagement, I'm particularly interested in investigating the effectiveness of our efforts through interviews to further understand parent perception of ‘Learning as a Family’ a family literacy program offered by myself and a pre-kindergarten colleague. The parent perceptions will inform myself as a program leader as to how I can create a program that is effective for the families I serve.

### **Theoretical Framework**

Moll and colleagues (1992) developed the concept of funds of knowledge as innovative; they believed it held a special relevance to teaching. Funds of knowledge describes the unique types of knowledge of families and households. Moll et al.

recognized the literacy practices of different cultures such as folkloric displays, storytelling, arts, crafts, and dance performances. Understanding parent perceptions of family literacy programs? Family literacy program planners need to explore families' literacy practices and acknowledge with open minds the push for literacy is manifested in dramatically different ways in different cultures (Janes & Kermani, 2001). Using the theoretical framework of funds of knowledge, this study explores the specific funds of knowledge of the families being served in these family literacy programs.

### **Research Question(s) and Relevant Literature**

1. What are family perceptions about learning through a family literacy program?
2. How can educators utilize family perceptions of family literacy programs to inform and improve learning of students?

Family literacy programs create a positive impact on the literacy practices of families who participate in them (Saracho, 2017; Compton-Lilly et al., 2019; Ihmeideh & Al-Maadadi, 2020; Smith et al., 2020, Lynch & Prins, 2023; Miller & Khatib 2023; Millora, 2023; Barrat-Pugh et al., 2024). From the literature we understand that due to these programs' strong link to humans they are constantly evolving and adapting to meet the needs of the participants and their communities. When we think about family literacy programs the evolving definitions of literacy, family literacy, and families comes to mind and the strong need to adapt to the definitions pertaining to the population we are working with (Lynch & Prins, 2023).

Researchers are constantly searching for how to best serve communities through family literacy programs. It is imperative to look at the patterns that many other researchers find to enhance and continue to positively impact the communities we serve. The literature states the need to form strong community partnerships, engage students and families as leaders, and evaluate a program's success (Saracho, 2017; Compton-Lilly et al., 2019; Ihmeideh & Al-Maadadi, 2020; Smith et al., 2020, Lynch & Prins, 2023; Miller & Khatib 2023; Millora, 2023; Barrat-Pugh et al., 2024). These are just a few of the many enhancements acknowledged and accepted by research.

### **Methods**

Participants will participate in an interview that will discuss their experiences, the effects of the program in their daily routines, and any comments they feel need to be heard by others. The participants of the interview will be adults who are a part of a family literacy program. The participants will also be interviewed in two to three sessions to ensure that enough data is collected to inform program practices, the participants will be given choices for the best time and the way in which they would like to conduct the interview, video call or in person. The questionnaire will be open ended and empathy interview protocols will be utilized. Once the data is collected themes and patterns will be categorized.

### **Data sources**

I will gather data from the interview transcript. The interview questions will ask about family literacy practices at home, their feelings and beliefs about attending the family literacy program, and if the program has made an impact.

### **Anticipated findings**

The need to interview families is to gather information about their literacy practices, how family literacy programs impact their home practices, and to inform the programs about their cultures and linguistic repertoires (Compton-Lilly et al., 2019; Saracho, 2017; Smith et al., 2020). The information gathered from the families will then inform family literacy programs about how we can modify and adjust the programs to best serve the community. The parents' perceptions may also inform if the program is successful or if the efforts that are being put forth are not meeting the expectation of the program.

### **Anticipated Contribution to the Field**

While this study's findings may not apply to all family literacy programs, they can serve as a helpful starting point for others to evaluate their own programs and initiate discussions with families about whether their needs are being met. By recognizing the complexities of family literacy programs and prioritizing the voices and experiences of participating families, we can foster a collaborative approach that leads to more effective and culturally responsive programs. Gathering insights directly from families, as proposed in this study, not only informs program modifications but also strengthens the partnership between families and educators, ultimately working towards the shared goal of children's educational success.

### **Anticipated Progress Prior to the Annual Meeting**

Prior to the annual meeting in November, the family literacy program "Learning as a Family" will resume on the elementary campus. The program will start with new families whose children are enrolled in Pre-Kindergarten or Kindergarten. As a researcher, I will establish relationships with all the families, hoping to gather information from them about the program during its second semester. I will also gather more literature on how to better implement and serve families through family literacy programs, creating a more extensive literature review to support my research. Finally, I will develop an interview protocol to prepare for conducting my research in the second semester.

### **Teacher Experience and Efficacy**

9:00 - 9:50am Thursday, 7th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Earlisha Whitfield

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## **102 Through the Lens of Speculative Fiction Counter-stories: The Lived Experiences of Black Professional Staff at a Historically White Institution**

Dr. Shea Kuykendoll

University of Memphis, Memphis, TN, USA

### **Abstract**

This dissertation explored how Black Professional Staff (BPS) experienced and navigated racism at a Historically White Institution (HWI) during the Black Lives Matter Movement. The study used critical race methodology to evaluate the lived experiences of BPS during the Black Lives Matter movement, drawing on critical race theory in education, anti-Black racism, and plantation politics as theoretical frameworks. Speculative fiction counter-stories were used to represent the data.

The dissertation study utilized speculative fiction to construct counter-stories that vividly illustrated the experiences of BPS and allowed for a creative yet rigorous exploration of institutional barriers, individual racism, and acts of resistance. Speculative fiction is a powerful vehicle to convey the emotional and psychological dimensions of the Black experience within academia.

This study not only contributed to the existing scholarship on racism in higher education but also demonstrated the potential of speculative fiction as counternarratives. Additionally, the study emphasized counter-stories' power to challenge dominant discourses and envision a more just and equitable society and higher education environment.

The presentation will also discuss the theoretical frameworks and methodological approaches used in the study, providing a comprehensive overview of how speculative fiction counter-stories can serve as a powerful tool for understanding and addressing racism in higher education. During the presentation, I will share excerpts from the four speculative fiction counter-stories developed in the study. These excerpts will illustrate the experiences of BPS and demonstrate the power of speculative fiction in conveying the complex realities of racism in academia.

## Poster Session 3

10:00am - 12:00pm Thursday, 7th November, 2024

Poster Session (Pre-Function Area)

Presentation type Poster

Presiders Sarah Salisbury

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### **106 Opportunities to succeed: A look at Mississippi CTE teachers' perception of the CTE classroom as a least restrictive environment for students with moderate to severe disabilities.**

Dr. Kellie Fondren

Mississippi State University, Starkville, Mississippi, USA

#### **Abstract**

This study aimed to find opportunities to enhance transition plan instruction for students with moderate to severe disabilities through the Career and Technical Education (CTE) programs. The research focused on understanding the perspectives of Mississippi CTE teachers and the appropriateness of their classrooms as the least restrictive environment for students with moderate to severe disabilities. Evidence-based practices relevant to transition instruction already exist in the delivery of instruction and instructional design of CTE classrooms. It is important to understand the learning environment of those classrooms to provide students with safe and positive learning opportunities.

Mississippi CTE teachers participating in this study see their classrooms as beneficial for students with moderate to severe disabilities in the areas of developing personal goals, enhancing social skills, and acquiring job-related knowledge through real and simulated working environments. The CTE classroom provides collaborative learning, instructional support, interagency collaboration, and community-based learning experiences that create an inclusive environment to meet the diverse needs of students with moderate to severe disabilities.

While the potential for CTE classrooms to be the least restrictive environment for transition instruction for students with moderate to severe disabilities, participating Mississippi CTE teachers identified the safety of the student as a primary concern in providing a safe and positive learning environment. CTE teachers also felt a lack of preparedness to meet the diverse learning needs of the students. Transportation challenges also emerged as a barrier that could limit access to full participation in CTE programs.

To address these challenges, the study suggests review and revisions of safety policy and procedure, targeted professional development in individualized learning plans and adaptive technologies, and utilizing community resources as potential solutions to

reduce barriers for students with moderate to severe disabilities participating in transition instruction through CTE programs.

In conclusion, Mississippi CTE teachers see potential in their classrooms serving as the least restrictive environment for students with moderate to severe disabilities. The CTE learning environment fosters personal, social, academic, and job skill development through evidence-based practices and collaborative approaches. Understanding the learning environment and addressing the safety, instructional, and transportation concerns of CTE teachers is essential in designing effective transition plans that include CTE as an appropriate learning environment for students with moderate to severe disabilities.

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## **108 Elementary Preservice Teachers Use of Creative Solution Strategies**

Ms. Sarah Salisbury, Dr. Rebecca Robichaux-Davis, Ms. Carrington Davis, Ms. Alayna Wolf

Mississippi State University, Mississippi State, MS, USA

### **Abstract**

Reform-based mathematics pedagogy requires that mathematics teachers engage their students in authentic, real world problem solving through tasks with multiple entry and exit points. Therefore, there is much less emphasis on the use of algorithms and memorized procedures to solve such problems. Without the use of a prescribed algorithm or procedure, students are required to use invented strategies which implies that some level of creativity be present since the solution path must be “created” by the problem solver. Liljedahl & Sriraman (2006) defined creativity in part as a process that results in novel or insightful solutions to a problem. Silver (1997) argued that creativity should be thought of as a disposition of mathematics that is able to be fostered. Thus, one role of mathematics teachers would be to foster creativity through problem solving. However, if mathematics teachers themselves do not use creative approaches to problem solving or do not view problem solving as a creative endeavor, they will not be able to foster the development of creative approaches within their students.

Fetterly (2020) investigated the connections between mathematical creativity, anxiety, and beliefs in preservice teachers and the results suggested that their short experience with mathematical creativity lowered their mathematical anxiety. Kandemir and Gur (2007) studied preservice teachers who participated in creativity training during their preservice teacher preparation programs and found that the preservice teacher participants (1) were more likely to use methods that were conventional and easily repeatable, (2) felt that creative techniques would be difficult to foster in their future students, and (3) that they lacked information about how to use creative techniques to problem solve prior to their participation in creativity training.

Given the importance of mathematics teachers adopting reform-based pedagogical strategies which include fostering creativity in their students, teacher preparation programs need to determine the extent to which their preservice teachers use creative approaches when problem solving. Thus, the purpose of this exploratory quantitative study was to examine the extent to which elementary preservice teachers employ creative approaches when solving nonroutine mathematics problems as a measure of their creativity.

The participants were 78 preservice elementary teachers who were enrolled in a senior level mathematics methods course. As part of the course, the participants were required to solve four nonroutine problems, one of which was the source of data for this study. Each participant's solution was scored based on five dichotomous dependent variables: correctness, observed creativity, use of non-symbolic representation, use of referents, and the presence of conceptually based solution methods. Two mathematics educators scored each solution and results were compared through an iterative process to establish interrater reliability. Preliminary results indicate that while 50% of the participants solved the problem correctly, only 39.7% of the participants employed creativity when solving the problem. Additionally, 51.3% of the participants used referents in the problem-solving process indicating the presence of quantitative reasoning, 65.4% used a non-symbolic representation, and 42.3% demonstrated conceptually-based solution methods. Complete results and implications for elementary teacher preparation programs will be presented.

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## **109 Assessing Educator Stress Within The Trauma-Informed Care Model**

-- Tamara Bowles, -- Kenley Hawk, Dr. Julie Herbstrith

Mississippi State University, Starkville, MS, USA

### **Abstract**

Approximately 60% of American children have been or will be exposed to a traumatic event before age 16 (Called to Care, 2020). A study of New Orleans schools revealed that 40% of students had personally witnessed a brutal crime (Called to Care, 2020). In addition to these environmental traumas, children are still reeling from the mental, emotional, and academic impacts of COVID-19. Long before the mandatory shutdowns of 2020, educators warned of a mounting mental health crisis (Corbin et al., 2023).

Increased responsibility is falling on educators to provide multi-tiered levels of support. Unfortunately, teachers are not trained to address heightened social-emotional needs of students exposed to severe trauma. Concern for their students' well-being quickly morphs into a personal crisis for teachers known as secondary traumatic stress (STS; Benuto et al., 2021).

STS occurs when a helping professional re-experiences their client's trauma (Benuto et al., 2021). Primarily attributed to first responders, diagnostic criteria for STS generalizes to teachers of students experiencing trauma. After first responders experience a traumatic event, however, the situation is resolved, while educators maintain close relationships with their traumatized students. For this reason, educators report similar or higher levels of depression and anxiety compared to front-line workers. This can lead to vicarious trauma, resulting in significant mental, emotional, and physical concerns (Corbin et al., 2023).

To effectively address the academic and social-emotional needs of students through trauma-informed care, we must first address the needs of teachers. Improving the mental health of educators may increase teacher retention, improve effectiveness and efficiency of instruction, and provide safe spaces for children to learn (Corbin et al., 2023). The purpose of this study is to expand our knowledge of STS in teachers.

Other studies have used the STSS to measure educator STS, but previous samples lacked adequate diversity. The current study aims to more effectively generalize this data through collecting a more diverse data sample. We anticipate positive correlations between STS in educators with students from similar racial backgrounds. We also anticipate using the STSS to differentiate across similar constructs such as PTSD and vicarious traumatization. Further, this study will promote awareness of educator experiences with secondary trauma, describe STS symptoms and their severity as experienced by educators of students experiencing trauma, and discuss how implementing evidence-based interventions for teachers experiencing STS will positively impact classrooms.

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## **122 Investigating the Relationship Between Early Childhood Emotional/Family Problems and Attention Deficit Using a Path Model**

Dr. Tianlan Wei, Ms. Heather Omane

Mississippi State University, Mississippi State, MS, USA

### **Abstract**

The interplay between emotional problems and attention deficit in children is a critical area of study, given its implications for academic performance and overall well-being. Previous research suggests that emotional and familial difficulties can adversely affect children's cognitive functions, including their ability to maintain attention. This study aims to explore these reciprocal relationships over time using data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011).

We analyzed data from a sample of 793 children with four waves of data available: kindergarten spring, first grade spring, second grade spring, and third grade spring. Using a path model constructed in *Mplus* v.8, we investigated the longitudinal relationship between children's emotional problems (measured on a binary scale as *yes/no*) and their ability to pay attention (measured on a Likert-type scale as 1 = *never* to 4 = *very often* "pays attention well"). The results of the path model provided several key insights:

1. **Stability of Emotional Problems:** The stability coefficients indicated that children's emotional/familial problems were consistent from kindergarten to the spring of first grade ( $b = 1.51, p = .003$ ), but not necessarily so from first grade to the second grade ( $b = 0.20, p = .097$ ), suggesting that these problems may fluctuate during early childhood, influenced by various external factors.
2. **Predictive Influence on Attention Deficit:** Kindergarten and first grade emotional/familial problems were found to be negatively predictive of children's ability to pay attention ( $b = -0.396, p = .003$ ). This implies that children experiencing emotional and familial difficulties in kindergarten are likely to exhibit difficulties in attention later on. Such points to complex adaptive mechanisms or compensatory behaviors that children develop in response to early emotional/familial challenges.
3. **Longitudinal Stability of Attention Deficit:** Attention deficits exhibited stability from second grade to third grade ( $b = 0.467, p < .001$ ), indicating that once attention problems manifest, they are likely to persist over time. This finding underscores the importance of early identification and intervention for attention problems to prevent their entrenchment and potential negative impact on academic and social development.

The lack of stability in emotional problems highlights the need for continuous monitoring and support for children facing such difficulties. Additionally, the persistence of attention deficits suggests that early and sustained intervention is crucial for mitigating long-term negative outcomes.

**Limitations and Recommendations for Future Research:** This study has several limitations. First, data for the two variables were not available across all four waves, making it impossible to build a full cross-lagged panel model for investigating the reciprocal relationship between the two variables of interest. Secondly, both variables were derived from teacher reports, with no control over teacher characteristics, potentially introducing bias. By identifying key periods for intervention and understanding the bidirectional nature of these problems, stakeholders can develop more targeted and effective strategies to support children's emotional and cognitive development. Future research should continue to explore these relationships, considering potential moderating factors such as socio-economic status, parental involvement, and access to mental health resources.

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## **140 Enhancing STEM Education through Project-Based Learning: Insights from the iTEST Summer Academy**

Ms. Shuqi Du<sup>1</sup>, Ms. Yan Dai<sup>1</sup>, Ms. Jianwei Dong<sup>1</sup>, Dr. Chin-hsuan Wang<sup>1</sup>, Dr. Jung Won Hur<sup>1</sup>, Dr. Jay Bhuyan<sup>2</sup>, Dr. Fan Wu<sup>2</sup>, Dr. Cassandra Thomas<sup>2</sup>

<sup>1</sup>Auburn University, Auburn, Alabama, USA. <sup>2</sup>Tuskegee University, Tuskegee, Alabama, USA

### **Abstract**

#### **Enhancing STEM Education through Project-Based Learning: Insights from the iTEST Summer Academy**

The iTEST Summer Academy, funded by the National Science Foundation (NSF), aims to enhance STEM education for high school students through technology-rich project-based learning (PBL). Students in the Summer Academy learn coding, computer science, and cybersecurity through mobile application development. PBL has been extensively implemented across various educational settings to foster critical thinking and problem-solving skills in real-world situations (Yew & Goh, 2016). Research has shown that integrating PBL with STEM can enhance students' engagement and enjoyment of STEM subjects (Baran & Maskan, 2010; Cerezo, 2004; Massa et al., 2009). Additionally, research has demonstrated that students who engage in a PBL environment perform better and exhibit higher levels of self-efficacy, intrinsic motivation, interest value, expectancy beliefs, critical thinking, and problem-solving abilities (Bell, 2010; Bhuyan et al, 2020; Domínguez & Jaime, 2010; Hur et al., 2023; Lin et al., 2023; Liu et al., 2011; Lou et al., 2010). Studies have shown that PBL is an effective instructional approach for boosting students' learning motivation and fostering their active engagement in learning activities (Harackiewicz et al., 2016; Schmidt et al., 2011; Wijnia et al., 2019).

### **Method**

Data collection occurred during the summers of 2022 and 2023. Students completed surveys at the beginning and end of the summer academy. These surveys included demographic questions, selected subscales from the Motivational Strategies for Learning Questionnaire (MSLQ), Student Attitudes Toward STEM, and knowledge items developed by the project team. The internal consistency reliability, Cronbach's Alpha, ranged from .64 to .93. A total of 77 participants were from grades 8 through 12, The sample comprised 38 (49.4%) female students, 63 (81.8%) Black, five (6.5%) Asian, and nine (11.7%) who preferred not to disclose their ethnicity.

### **Results**

Paired sample *t*-tests were conducted to examine the changes in participating students' knowledge and attitudes following their participation in the summer academy. The



analysis covered content knowledge, motivation, critical thinking, attitude toward engineering, 21<sup>st</sup> century skills, self-efficacy in computer science and programming, attitudes toward future STEM career, and the beliefs about college education. Results revealed significant increases in students' intrinsic and extrinsic motivation, self-efficacy in computer sciences and programming, and beliefs about college education,  $p=.001-.022$ . Conversely, attitudes toward engineering showed a significant decreased,  $p=.005$ .

## **Discussion and Implications**

The results reveal the potential benefits of integrating PBL with STEM education and highlight the importance of engaging students in real-world problem-solving activities. Significant improvements in students' motivation, self-efficacy in CS and programming, and beliefs about college education align with existing literature which suggests that PBL not only enhances students' understanding of STEM subjects but positively impacts their motivation and self-efficacy. Students feel more interested in, motivated by, and competent in their abilities to handle tasks in computer science and programming. This is crucial for fostering a sustained interest in STEM careers and further enhancing students' success in STEM fields. The unexpected significant decrease in students' attitudes toward engineering might indicate that students' initial perceptions of engineering were overly optimistic and adjusted to a more realistic understanding after participating in the program.

## **Legal Update for School Administrators by J. Purvis**

10:00 - 10:50am Thursday, 7th November, 2024  
Vision Ballroom A  
Presentation type Training

## **Training - Revolutionizing Education: Harnessing AI**

10:00 - 10:50am Thursday, 7th November, 2024  
Inspiration  
Presentation type Training

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## **181 Revolutionizing Education: Harnessing AI for Transformative Teaching**

Ms. Doreen Mayrell

University of Louisiana Monroe, Monroe, Louisiana, USA



## **Abstract**

This dynamic and interactive symposium is designed to explore the transformative potential of Artificial Intelligence (AI) in education, with a specific focus on how prompt engineering can empower teachers and enhance learning experiences. Contrary to popular belief, the best prompt engineers are not necessarily software engineers. In fact, teachers, with their unique expertise in explaining concepts in diverse and relatable ways, possess a natural aptitude for this role, making them exceptionally well-suited to harnessing the power of AI for educational innovation. This session will investigate how teachers can leverage AI to improve administrative efficiency, create more engaging curricula, and ultimately transform the educational experience for their students.

Rooted in research and educational theories such as Constructivism, the Technology Acceptance Model (TAM), and the Diffusion of Innovation Theory (DOI), this symposium will showcase the role of AI in fostering a learner-centered environment. Constructivist principles will guide our discussions, emphasizing how teachers can use AI to support active learning and critical thinking. By mastering prompt engineering, teachers can unlock AI's full potential, making their day-to-day tasks more efficient and their lessons more engaging.

This symposium emphasizes research-based approaches in understanding and applying AI in education. Participants will delve into current research on AI, exploring how data-driven insights can inform effective prompt engineering practices. Through the lens of TAM and DOI, teachers will learn how to effectively adopt and integrate AI tools, enhancing their professional practice and driving educational innovation.

The session will provide a comprehensive understanding of AI and its applications in education, focusing on practical techniques for creating and refining AI prompts tailored to diverse educational needs. This interactive symposium will enable participants to engage in hands-on exercises, exploring advanced AI tools that streamline administrative tasks. Additionally, strategies for using AI to create personalized and effective curricula will be highlighted, supported by case studies and examples of successful AI-enhanced lessons.

By the end of the symposium, participants will be equipped with cutting-edge skills and positioned as leaders in educational innovation, ready to foster a more inclusive and stimulating learning environment. This engaging and highly informative session aims to inspire educators to embrace AI as a powerful ally in their mission to provide the best possible education for their students.

## **Supporting Advancement in the Field of Teaching**

10:00 - 10:50am Thursday, 7th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Dustin Whitlock

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## **22 Advancing Equity in K-12 Education: Coaching for Equity**

Dr. Donna Wake, Dr. Charlotte Parham

University of Central Arkansas, Conway, AR, USA

### **Abstract**

Problem Statement: Persistent disparities in educational opportunities and outcomes for historically marginalized student populations underscore the urgent need for K-12 schools to prioritize equity (Carter & Welner, 2013; Darling-Hammond, 2010). This study examines the impact of a targeted professional development program on the ability of K-12 teacher leaders and administrators to lead equity initiatives and coach teachers for equity.

Research Description and Theoretical Grounding: Grounded in the framework of transformative leadership, which emphasizes the role of leaders in challenging inequities and promoting social justice in education (Shields, 2010), this study explores how teacher leaders and administrators develop and apply transformative leadership practices to advance equity in their contexts (Cooper, 2009; Theoharis, 2007).

Methodology, Data Collection, and Analysis: The study employed a convergent mixed methods design (Creswell & Plano Clark, 2018), focusing on 20 teacher leaders from two districts with different student demographics. Quantitative data were collected through needs assessment surveys administered to K-12 leaders and teachers prior to the equity-focused professional development. Qualitative data were gathered through focus group interviews with the teacher leaders and administrators. The needs assessment data-informed targeted coaching and support provided by the teacher leaders to teachers in their buildings and districts.

Results: The needs assessment survey data revealed distinct patterns of strengths and areas for growth between the two districts in terms of familiarity with equity-related concepts and practices. The qualitative findings from the focus groups provided insights into the unique needs and challenges of each district, emphasizing the importance of context-responsive approaches to equity-focused professional development and the need for differentiated support based on demographic compositions, prior knowledge, and specific challenges related to equity work (Galloway & Ishimaru, 2015; Khalifa et al., 2016).

Conclusion and Implications: This study contributes to the growing body of research on leadership for equity in K-12 education, highlighting the importance of transformative

leadership practices, differentiated and context-responsive approaches to professional development, and coaching for equity (Furman, 2012; Theoharis, 2007). The insights gained can inform the design of effective leadership development initiatives that build capacity for equity-focused change in K-12 schools, guiding the work of educational leaders, policymakers, and researchers committed to creating more equitable and just educational systems for all students.

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## **166 Understanding Student Choice in Selecting an Educator Preparation Program**

Dr. Dustin Whitlock, Dr. Tina Allen, Dr. Joanne Hood

Louisiana Tech University, Ruston, LA, USA

### **Abstract**

With the current decreases in higher education enrollment paired with shortages of certified teachers, it is imperative that educator preparation programs (EPPs) understand how their programs attract and retain students. This research investigated the factors influencing undergraduate students' decisions in choosing EPPs. The study employed a quantitative approach, utilizing surveys to gather data from undergraduate students enrolled at a higher education institution. Key variables explored include personal motivations, career aspirations, program reputation, curriculum offerings, and financial considerations. By analyzing these factors, the study aims to provide insights into effective recruitment strategies and program enhancements tailored to meet the evolving needs and preferences of prospective educators. Ultimately, the findings contribute to the broader discourse on optimizing undergraduate program choices in educator preparation in hopes of fostering a more robust and responsive educational workforce.

### **Educator Perspectives and Practices**

10:00 - 10:50am Thursday, 7th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Nancy Hamilton

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**116 How can memories of enacted masculinity create more understanding of Asian-American male elementary school teachers' experiences?**

Dr. Christopher Hansen

University of Tennessee Chattanooga, Chattanooga, TN, USA

### **Abstract**

*A Story of Hair Styling: Harold had a substitute teacher come in... and she saw his hair cut in "Mohawk" style, and said that it was quite remarkable that the administration would allow him to have hair like that. She asked Harold if he was concerned that his students would try to emulate his hair cut. Harold's response was, "I'm a male elementary school teacher. I can pretty much do what I want."*

So, how is it that Harold feels his masculinity gives him control of his appearance choices, while his female counterpart sees these choices as under the purview of school leadership? The purpose of this collective memory work (CMW) study was to explore, critique, and disrupt the discourses surrounding male elementary teachers and to use our new knowledge to better understand the lives of both men and women educators. Following the basic tenets of CMW, 10 men teachers discussed, wrote, and analyzed how the dominantly female-populated space of elementary school teaching continues to privilege men in hiring and promotion while perpetuating unsustainable ideals of hegemonic masculinity. This study illustrated how, through CMW, men can bring a collective conscious to considering the ways in which they contribute to these conditions and how to confront and disrupt them. The rationale for using CMW with men stems from a number of men researchers who have chosen feminist theory as a foundation for their work in masculinity studies. The experiences that best exemplify the intersection of masculinity and career choices come at unanticipated times in a teacher's professional life. The discussions during this study's interviews centered on both the findings from the CMW and the research process overall, but also included a more specific discussion about the participant's experiences as male elementary school teachers. The memories and discussions of this collective included an examination of the perceived need for male elementary teachers and the effects of that perception on their employment outcomes. In the participant-story presented excerpt presented above, Harold is enacting a discourse of power and privilege both in his choice of hairstyle from counterculture and in his discourse with the woman substitute teacher. These choices fit with our expectations of men as powerful and privileged, operating as independent bodies, and by doing these two things, satisfying society's expectations for men. At the same time, this story of autonomy – along with further story-telling within this study – reveal a possible, different interpretation: that Harold, as an Asian-American man, experiences an institutional invisibility as a doubly-rare teacher who is both male and Asian-American. These intersecting characteristics serve to complicate this study's initial, gender focus, and provide for a richer, more nuanced understanding of the complexity of identity that teachers bring to their professional lives.

Dr. Rhonda Lankford<sup>1</sup>, Dr. Virginia Foley<sup>2</sup>

<sup>1</sup>Chuckey-Doak High School, Aften, TN, USA. <sup>2</sup>East Tennessee State University, Johnson City, TN, USA

## **Abstract**

This phenomenological study examined the perceived experiences of Black teachers in predominately White schools. This qualitative study examined the external and internal challenges that Black teachers face who work in predominately White schools. Voices are sometimes ignored or muted in a society dominated by the majority White culture. These unheard voices enable readers to understand the experiences of these Black teachers. This study allows readers to experience the narratives of Black educators who work in these environments. The educators selected for this study were purposefully chosen from predominately White school districts. The researcher interviewed each subject in a semi-structured interview environment to gather data. All interviews were transcribed and coded to reveal themes that addressed the research questions. Results of interviews lead to the emergence of five major themes, which were mentorship, professionalism, exclusion/isolation, cultural differences, relationship building. These findings led to the identification of eleven recommendations for practice and seven recommendations for future research.

## **Resilience for Academic Outcomes**

10:00 - 10:50am Thursday, 7th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Mohammad Mohi Uddin

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## **8 The Problem is not the Problem: It's the Solution**

Dr. Charles E. Notar<sup>1</sup>, Dr. Joseph Akpan<sup>2</sup>

<sup>1</sup>Jacksonville State University, Jacksonville, Alabama, USA. <sup>2</sup>Jacksonville State University, Jacksonville, Alabama, USA

## **Abstract**

Teaching problem solving starts the moment we choose to let our infant find the pacifier to the day that adult takes the final breath. Problem solving is foundational in learning and life. The ability to solve problems is a basic life skill for day-to-day living, at home, at school, and at work. Problem solving is a process that requires multiple skills. While this article is focused on developing problem-solving skills in children, the

same steps can be followed to develop these same [skills as adults entering the workforce.](#)

The ability to solve problems is an essential and foundational life skill that we use daily as children and adults in school, at work, and at home (15, 25). Even if we are not thinking explicitly about each step, we still follow the same procedures when approaching daily problems and challenges – both small and large – with which we are faced (20). The advantages of developing and utilizing strong problem-solving skills can be seen in all facets of life. Thus, reflecting on how we approach the problem-solving process is a vital step in becoming more effective and efficient problem solvers (9).

Children begin developing their problem-solving skills at a very young age including sorting blocks by shapes as a toddler. They solve simple problems including how to get dressed and how to eat with a fork (30). Our approach to helping children develop effective problem-solving skills is dependent on their stage of cognitive development as the challenges children face grow and evolve over time (Cullins, 2019). As children become adults, the cognitive ability increases as does the degree and nature of the problems and challenges. Thus, some of the same approaches used with children may be used with adults as their cognitive abilities and capabilities are much greater (Goff, 2018).

As noted in the literature, the problem-solving process may include as few as four steps to 13 (Hicks, 2020; Holliday, 2018; Jefery, 2010; Neely, 2017; Polya, 1945; Pursey, 2018; 3, 4, 20). Consistent among the different approaches is the idea that effective and efficient problem solving involves being able to first examine and identify each of the basic components of the problem, leading to a solid understanding of the problem and thus, making it easier to solve (Pursey, 2018, 1) No matter the context in which the problem is situated, the essential process of analyzing and implementing each step of the process separately, giving attention to detail and time, leads to the most effective and efficient solution (6). The purpose of this article is to provide an extensive review of the literature on problem-solving and to outline five steps of the problem-solving process that provide the framework for this article. We begin with the definition of problem solving.

Learning is a continuous procedure involving many stages. Developing problem-solving skills requires a teaching and learning process in which speed in the acquisition of new knowledge is combined with respect for age and the developmental stage of the problem solver. Problem solvers are people who can come up with creative and effective solutions to identified problems, recognizing what needs to be done before acting.

The problem-solving process is self-directed and involves the generation of solutions. After defining the problem, a situation is presented that requires a response to be effectively managed because the solution is not obvious or readily available. Solutions are the response to a problem and the outcome of the process.

Effective problem solving usually involves working through several steps or stages. It is the ability to identify and define the problem, create alternative solutions, evaluate, and select the best option and apply the selected solution. Receiving a response and responding appropriately is also an essential aspect of problem solving skills (13).

Structuring the problem involves a period of observation, careful inspection, fact-finding and developing a clear picture of the problem (5). Following on from problem identification, structuring the problem is all about gaining more information about the problem and increasing understanding. This phase is all about fact finding and analysis, building a more comprehensive picture of both the goal(s) and the barrier(s). This stage may not be necessary for very simple problems but is essential for problems of a more complex nature.

This stage involves accepting and carrying out the chosen course of action (5). Implementation means acting on the chosen solution. During implementation more problems may arise especially if identification or structuring of the original problem was not carried out fully. While evaluation is the last step in the decision making process it is being carried out throughout the process.

By following the whole process provided above, you will be able to enhance your problem-solving skills and increase your patience. Keep in mind that effective problem solving does take some time and attention. You must always be ready to hit the brakes and slow down. A problem is like a bumpy road. Take it right and you'll find yourself in

good shape for the straightaway that follows. Take it too fast and you may not be in as good shape.

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## 17 Post-Pandemic Academic Resilience in Rural Alabama High Schools

Dr. David Marshall<sup>1</sup>, Dr. Andrew Pendola<sup>1</sup>, Dr. Tim Pressley<sup>2</sup>, Ms. Okunola Odeniyi<sup>1</sup>

<sup>1</sup>Auburn University, Auburn, AL, USA. <sup>2</sup>Christopher Newport University, Newport News, VA, USA

### Abstract

The COVID-19 pandemic wreaked havoc on K-12 education for the first part of the current decade. Prolonged school closures and the disruptions caused by the COVID-19 pandemic have been detrimental to students' academics (e.g., Goldhaber et al., 2023), mental health (e.g., Naff et al., 2022), and social development (Duckworth et al., 2021). Rates of chronic absenteeism have almost doubled among high school students (Dee, 2024), and students who do come to school display serious behavioral challenges (Author, 20XX). In the midst of these challenges, it is imperative to identify and learn from school contexts that have experienced success in the post-pandemic era.

The current study sought to learn from high school contexts in Alabama that weathered pandemic-era academic learning loss the best. To do so, we conducted an explanatory sequential mixed methods study (Creswell & Plano Clark, 2010). The first phase was a quantitative analysis of every school in the state of Alabama. Data were obtained from the Alabama State Department of Education for school achievement and characteristics, using 2019 and 2022 data. Community factors were drawn from the Common Core of Data, Stanford Education Data Archive (SEDA), Bureau of Labor Statistics, and Economic Research Service. After controlling for a vector of school characteristics and community factors, we aimed to first calculate 'recovery scores', which were the difference between overall 2019 and 2022 achievement. We then calculated 'recovery outlier scores', which represented the difference between actual and OLS estimated achievement. District level fixed effects were included. Findings suggest that schools with higher levels of economic disadvantage often recovered above expected levels; however, district-level fixed effects accounted for most of the variance, thus, necessitating the qualitative phase of the work.

We identified the top 10 high schools in terms of their recovery outlier scores and invited them to participate in the second phase of our project. Four schools agreed to participate; this paper focuses on the three rural schools included in this work. We



conducted visits with the schools between February 22 and April 3, 2024. Visits included interviews with principals (n=3), assistant principals (n=3), teachers (n=29), and one counselor. The schools we visited were under-resourced and were schools that were generally overlooked. There was a genuine 'underdog' mentality among school faculty and leadership in these schools. Overall, the schools we identified had strong personnel, a strong sense of community, and supportive leadership. While many of these items are difficult to directly address in terms of policy, they suggest that policymakers and district leaders should ensure that the policy levers they do exercise do not get in the way of schools' ability to create strong community, retain strong faculty, or hinder school leaders' ability to be present and supportive in the school environment (i.e., due to additional paperwork).

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### 31 The Effect of Academic Emotions on Learning Outcomes: A Meta-Analysis

Dr. Jianling Xie<sup>1</sup>, Dr. Kit Cho<sup>1</sup>, Dr. Tianlan Wei<sup>2</sup>, Dr. Jianzhong Xu<sup>2</sup>, Dr. Katarzyna Gallo<sup>2</sup>

<sup>1</sup>University of Houston-Downtown, Houston, TX, USA. <sup>2</sup>Mississippi State University, Starkville, MS, USA

#### Abstract

The emotional experiences of students have been a topic of intensive research efforts during the past two decades. The purpose of this meta-analysis study was to aggregate results of previous studies in this area to approximate an accurate measure of the relationship between academic emotions (positive & negative) and learning outcomes (performance & motivation). A total of 115 studies were included in our analyses. The results indicate a significant relationship between positive emotions and performance (effect size = .74, N = 43,065,  $r = .23$  [95% CI: .19, .26],  $p < .001$ ) and a significant effect of negative emotions (effect size = .75, N = 43,143,  $r = -.25$  [95% CI: -.28, -.21],  $p < .001$ ). As to the effect of emotions on motivation, the functional mechanisms of negative affect may be complex and imply more than just negative effects. Specifically, there were 53 effect sizes (N = 33,820) that assessed participants' motivation and positive affect. The overall effect,  $r = .46$  [95% CI: .41, .50], was statistically significant,  $p < .001$ . Likewise, there were 57 effect sizes (N = 36,018) that assessed participants' motivation and negative affect. The overall effect,  $r = -.27$  [95% CI: -.32, -.22], was significant,  $p < .001$ . Further, culture and performance measurement moderated the effect of both positive and negative emotions on performance. Possibly due to the high stakes testing environments in school, emotions had the strongest effect on Asian students' performance. Emotions can be short-lived and different assessment formats may capture different attributes of students. The effect was most robust when considering course grade, followed by GPA and then standardized test.

## **Symposium- Empowering Teachers : The Graduate Program's Role in Developing Teacher Leaders and Addressing Challenges in Leadership**

11:00 - 11:50am Thursday, 7th November, 2024

Vision Ballroom A

Presentation type Symposium

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### **192 Empowering Teachers: The Graduate Program's Role in Developing Teacher Leaders and Addressing Challenges in Leadership**

Dr. Leigh Ann McMullan, Dr. Paula Tharp, Dr. Myron Labat

Mississippi State University, Mississippi State, MS, USA

#### **Abstract**

This presentation delves into contemporary research and program advancements in teacher leadership alongside an exploration of the associated challenges. Highlighting the critical role of teacher leaders in K-12 education, the presenters will review scholarly literature emphasizing the demand for teacher leadership and the diverse opportunities available within K-12 settings. Additionally, insights will be shared on the ongoing evolution of a graduate program tailored explicitly for teacher leadership.

Teacher leadership, recognized for its multifaceted impact within educational systems, encompasses a spectrum of roles and responsibilities ranging from formal administrative positions to informal mentoring and instructional leadership. These roles are pivotal in advancing professional practices, fostering educator effectiveness, and promoting equitable access to quality education for all students.

Despite its proven benefits, the practical implementation of teacher leadership is not without challenges. Effective leadership significantly influences school environments and student outcomes, complementing classroom instruction in enhancing educational outcomes (Leithwood et al., 2010). Therefore, understanding the complexities and support systems necessary for effective teacher leadership remains crucial.

The research underscores the value of structured teacher leadership preparation programs, highlighting the role of supportive networks and collaborative partnerships among program peers and instructors (Durias, 2010; Edge & Mylopoulos, 2008). Yonezawa et al. (2011) emphasize the broader impact of these programs, extending beyond content mastery to encompass cultural support and leadership development.

Brosky (2011) reinforces these findings, noting the pivotal role of cohort networks in providing resources and fostering professional growth.

The Teacher Leadership graduate program, launched and refined since its approval in the 2018-2019 academic year, is dedicated to cultivating robust leadership competencies among future teacher leaders. Initiated with its inaugural cohort in 2019 and completed in 2020, ongoing enhancements continue to enrich its offerings. Rooted in addressing Mississippi's educator retention and recruitment challenges, our program equips teacher-leader candidates with the skills necessary to drive student achievement, facilitate instructional evaluation, promote collaborative learning environments, empower peers, manage staff, and foster inclusive learning communities.

The presentation will engage participants in an open discussion of the benefits, challenges, and evolution of the Teacher Leadership degree program and culminate in an interactive session, inviting audience participation to exchange insights that could further enhance the program's efficacy and benefit others considering graduate programs in teacher leadership. This collaborative dialogue aims to harness the collective wisdom and innovative approaches in advancing teacher leadership within educational landscapes.

## **School Improvement Internal Coherence Framework**

11:00 - 11:50am Thursday, 7th November, 2024

Inspiration

Presentation type Training

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### **197 Utilizing Internal Coherence Framework as a Model for School Improvement by School and District Leaders**

Dr. Paula Tharp, Dr. Leigh Ann McMullan, Dr. Myron Labat

Mississippi State University, Mississippi State, MS, USA

#### **Abstract**

The proposed training session presents the Internal Coherence Framework (Forman et al., 2017) as a model for guiding the actions of school and district leaders in enacting school improvement practices.

## Session Overview

In the session, participants will be introduced to the IC Framework and guiding principles (Forman et al., 2017) through active engagement in review of documents including the Internal Coherence (IC) Assessment Protocol (survey instrument) and Framework (illustration). Investigation of IC tools such as rubrics and ways of working will be experienced. Audience members will also review artifacts generated by one school system in their professional learning work based on the IC Framework.

## Topic Significance

The proposed training session positions the Internal Coherence (IC) Framework as a viable model for guiding the work of school improvement by school and district leaders.

Dr. Michelle Forman, with colleagues and fellow researchers, Dr. Elizabeth Stosich and Dr. Candice Bocola supported by Dr. Richard Elmore (2017), define Internal Coherence as, “the collective capability of the adults in a school building or educational system to connect and align resources to carry out an improvement strategy” (pp. 2-3).

Components of the IC Framework include leadership practices and organizational processes necessary to create the conditions for improvement as means of engaging in intentional focus on individual and collective efficacy-generating actions in the service of increasing student achievement.

The theoretical base for the IC Framework includes principal efficacy theory (Goddard, Bailes, & Kim, 2020,) as well as social learning theory (Bandura, 1977). Forman et al. (2017) outline the following core principles of IC:

Internal Coherence should be built around the instructional core.

Improvement is a challenge of learning, not implementation.

Mastery experiences change beliefs and behavior.

Clinical practices and tools make research actionable. (p. 7)

Dr. Tharp's personal research (Tharp, 2017) using the IC survey instrument yielded statistically significant differences in the levels of Internal Coherence in a comparison of matched pairs of Mississippi high-needs improving and high-needs struggling schools. Dr. Tharp will discuss the research as a foundation for considering the IC Framework as a viable tool to guide school improvement.

Since initial formal research, Dr. Tharp has continued to engage in inquiry and offer training and consulting support regarding the IC Framework which continues to pique the interest of varied audiences including schools and school districts engaged in systemic improvement, candidates in graduate educational leadership programs, and audiences engaged in professional learning sessions.

### Training Session Outcomes

Audience members will gain information about locating the free Internal Coherence Framework tools and resources. Practical tools and ideas for engaging in improvement work based on the concepts explored in the session will be shared.

### Desired Session Length

Information to be engaged in is best delivered in longer training sessions (110 minutes) but can be adapted for sufficient introduction in a limited timeframe (50 minutes).

### **Student Engagement and Motivation**

11:00 - 11:50am Thursday, 7th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Thomas DeVaney

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### **63 College Instructors' Emotional Intelligence and Instructor-Student Relationship: A Study at One UAE University**

Dr. Ali Ibrahim<sup>1</sup>, Dr. Salwa Husain<sup>2</sup>

<sup>1</sup>United Arab Emirates University, Al Ain, Abu Dhabi, UAE. <sup>2</sup>Zayed University, Abu Dhabi, Abu Dhabi, UAE

## **Abstract**

A positive relationship between instructors and students at Higher Education Institutions (HEIs) can contribute to students' motivation to learn, emotional development, and academic performance. Instructor's trait Emotional Intelligence (EI) can help in developing such positive relationships inside and outside the classroom setting. However, the extent to which instructors' trait EI can contribute to a supportive and developmental relationship with students has not received due research attention in the United Arab Emirates (UAE). Therefore, the purpose of this study was to explore the association between college instructors' trait EI and instructor-student relationship at one HEI in the UAE in terms of three relationship dimensions: students' perceived emotional support, students' motivation to learn, and students' self-efficacy. The study also investigated whether instructors' teaching satisfaction mediated this relationship.

The study utilized the mixed research method with a sequential explanatory design. Fifty-four full-time University College instructors at one public UAE university completed the trait EI questionnaire and a Teaching Satisfaction Scale, and 397 first- and second-year students completed the Instructor-Student Relationship Adapted Questionnaire. Qualitative data were gathered from students using open-ended responses in the questionnaires and, later, through interviews with 10 students in the second phase of the study to help explain the quantitative results and provide in-depth understanding. The quantitative data were analyzed using descriptive and correlational statistical analyses while qualitative data were analyzed using thematic analysis.

The study found a statistically significant, moderate positive correlation between instructors' trait EI and Instructor-Student Relationship. No mediation effect of teaching satisfaction was found on this relationship. In addition, qualitative findings revealed five major themes that could enhance the positive relationship which are: instructors' emotional awareness, social behaviors, interactive teaching approaches, self-control, and happiness and positivity.

This study expands our understanding of the role of college instructors' EI in improving their relationship with students and, henceforth, creating a positive learning atmosphere. The results of this study can guide leaders of HEIs globally and in the UAE to the areas of professional development needed by instructors that would enhance students' emotions, motivate them, and raise their self-efficacy. Finally, the results can help instructors themselves in their efforts to develop positive relationships with their students inside and outside of classroom settings.

Dr. Sally Zengaro, Dr. Franco Zengaro

Jacksonville State University, Jacksonville, AL, USA

## **Abstract**

The purpose of this qualitative research was to examine the influence of teacher caring behaviors on student active learning and engagement. This research is based on prior research that teacher interactions with students affect student motivation and achievement (McCombs, 2010, 2015, 2001; Umbach & Wawrzynski, 2005).

We know that active learning can increase student motivation. In addition, teacher behaviors that increase intrinsic motivation are relationship-centered teaching, relatedness, and caring behaviors. We do not know why students find certain teacher behaviors as caring and increasing motivation.

Previous research has found that teacher actions affect student motivation. Umbach and Wawrzynski (2005) found that the more students interacted with faculty, the more meaningful their learning experiences were. According to McCombs (2010, 2015), learner-centered teaching moves the lesson away from emphasis on the teacher, common in behavioral approaches to learning, and places it on the student. McCombs (2001) found that a positive learning environment with an emphasis on valuing teacher-student relationships increased student achievement.

This research used the learning spiral model defined by Kort et al. (2001) and social constructivism as the theoretical frameworks. The learning spiral model presents learning as the interaction of learning and affect whereas social constructivism places emphasis on the interaction between the learner and the expert.

Over a semester, students received the following assignment three times: How are you doing in the class? What has interested you so far? Do you have any questions for me? This research asked two questions: What kinds of concerns would students express the most? What would students like most about their assignment?

To answer these questions, this research used convenience sampling. Data were analyzed using content analysis with MAXQDA software.

To answer the first research question, students wrote most about: Asking for clarification of assignments, Asking questions that extended the material studied beyond the textbook, and Asking questions and comments building rapport with the instructor.

Ninety percent of the participants indicated that they liked the assignment. They indicated that the assignment 1) helped them with self-regulation, and 2) indicated teacher care and concern.

The implications of the research are threefold: 1) Frequent communication is important in online education. 2) Students who are active in their learning appear to be more involved in their success. 3) It strengthens student motivation by showing concern for students as human beings.

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## **200 COMMUNITY COLLEGE ADVISORS' PERCEIVED LEVELS OF SELF-EFFICACY IN PROVIDING CAREER COUNSELING TO STUDENTS**

Dr. James Eric Sewell, Dr. Ibrahim Duyar

Arkansas State University, Jonesboro, Arkansas, USA

### **Abstract**

#### **Problem Statement**

The need for more skilled workers has increased with changing technology and the aging labor force (Deitrickson, 2018). The education system's failure to produce an adequate number of individuals with the necessary skills to fulfill all of the high-wage, high-demand technical positions in the market (Shaturaev, 2022; Hora, 2019). Students need to understand the career opportunities available by completing programs in career and technical fields (Atwell et al., 2022; Gauthier, 2020). Career counseling advisors are critical in channeling potential students to appropriate further education. The current study examined whether the community college advisors' years of school counseling experience, previous teaching experience, recent training in career counseling, and perceived knowledge of career and technical education significantly influence their self-efficacy in providing career counseling to community college students.

#### **Theoretical Framework**

The Social Cognitive Career Theory (SCCT) (Lent et al., 2002) guided the study. The SCCT emphasizes individuals' self-efficacy, outcome expectations, and personal goals. These three concepts help to connect individuals with career pathways that they feel will help them reach their goals. The study utilized the SCCT to guide the research in determining correlations between the self-efficacy of career counseling advisors'



previous teaching experience, recent training in career counseling, and perceived knowledge of career and technical education.

## **Methodology**

The study employed a quantitative correlational design to analyze the collected data. The sample included a random selection of 50 career counselors from 10 Alabama community colleges. The data-gathering instrument was an electronic questionnaire that embedded the *Career and Technical Education Perception Survey* by Thornburg (2016), the *Career Counseling Self-Efficacy Scale* by O'Brien et al. (1997), and the *School Counseling Self-Efficacy Scale* by Bodenhorn and Skaggs (2005). Multivariate analysis techniques were utilized for the analysis of data.

## **Findings**

The current study found a significant relationship between career and technical education perceived self-efficacy and the counselors' self-efficacy levels in career counseling, but no relationship was found between years of counseling or teaching experience and the levels of self-efficacy to provide career counseling. However, recent career counseling training was found to have a significant relationship with the counselors' self-efficacy in career counseling. Additionally, advisors' educational background did not significantly influence their self-efficacy levels in providing career counseling.

## **Conclusions**

The study yielded results that were similar to and different from the relevant literature. These findings can serve as recommendations to school administrators for areas to provide professional development and characteristics to consider when posting for career counseling positions.

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## **Teacher Preparation and Preparedness**

11:00 - 11:50am Thursday, 7th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Kelly Byrd

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**20 Elementary Teachers' Self-Perceptions of Preparedness in High-Need Schools:  
An Analysis of Alternative and Traditional Teacher Preparation Programs**

Ms. Danette Stokes

Union University, Jackson, TN, USA

## **Abstract**

### **ABSTRACT**

School districts have been challenged to ensure all students received a high-quality education from highly qualified teachers; therefore, the role of teacher certification and preparedness must be thoroughly investigated. This study examined if there was a statistically significant difference in the interaction between age, gender, ethnicity, and type of TPP based on the subfactor of the Teachers' Self-Perception Survey: promote student learning, understand learners, teach critical thinking, develop curriculum, assess student learning, and develop professionalism. The population studied consisted of 50 K-5 novice teachers within their first three years of teaching. The Teachers' Self-Perception Survey was employed to determine the teachers' self-perceptions of preparedness. Drawing on the research of Darling-Hammond, a two-way multivariate analysis of variance was used in this study to examine if there was a statistically significant difference in the interaction of the variables mentioned in this study. The study did not find any significance in the types of teacher preparation programs; therefore, both approaches are relevant to teachers being hired. This study found no statistically significant difference in the interaction between the types of teacher preparation programs and gender on the sub-factors (i.e., promote student learning, understand learners, teach critical thinking, develop curriculum, assess student learning, and develop professionalism); however, there was a significant effect for the interaction between the two age groups and teacher preparation programs on the sub-factor promoting student learning and teaching critical thinking skills.

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## **90 Defining the Path to Teacher Turnover: Shocks, Leaving Scripts, and the Last Straw**

Dr. Andrew Pendola, -- Kari Smith-Murphy, -- Janice Sagar

Auburn University, Auburn, AL, USA

## **Abstract**

With teacher shortages sweeping across the United States, much attention has been paid to strategies for addressing high levels of teacher exiting. While much research has focused on conditions that lead to high rates of teacher turnover, few studies have

examined the exactly how the turnover process itself unfolds. With a state-representative survey of over 500 teachers in Alabama, we develop a measure of ‘the last straw’ to identify the specific type of event that would cause most teachers to leave, followed by the behavioral sequence along the leaving process that teachers would execute once the decision is made. We utalize an exploratory sequential mixed-methods approach combining focus group interviews with social sequence analysis (SSA). Results show that (1) immoral or corrupt administrative actions are the most prominent ‘last straw’ event for otherwise committed teachers; (2) the majority of teachers would begin preparing to leave by updating their resume first and telling their school last; (3) both the types of last straw events and leaving actions tend to be consistent across teachers. The goal of this paper is to identify the ‘last straw’ that triggers teacher exits, as well as the ‘scripts’ that indicate that a teacher is withdrawing so that school leadership may work to avert such events or address the issue.

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## **70 Using asynchronous training and email specific performance feedback to change teaching behaviors of preservice teachers**

Dr. Kelly Byrd, Dr. Allan Allday

University of South Alabama, Mobile, AL, USA

### **Abstract**

Learning to implement new teaching behaviors is important for the growth and development of educators. These teaching behaviors could be focused on academic and instructional practices (Scott, 2017) or on social and behavioral practices (Gorton et al., 2021). As educators learn new teaching behaviors, they should always strive to implement these practices with fidelity (Sipila-Thomas et al., 2022). Increasing the fidelity of the practice usually leads to improved outcomes for the students, who are on the receiving end of the new teaching behavior.

In order to implement a practice with fidelity, the teacher must both learn about the practice and receive feedback on implementation. According to Gerencser and colleagues (2020), providing educators with efficient, valuable, and cost-effective training to learn these new teaching behaviors is important to increasing the fidelity of the implementation of the new practices. Unfortunately, in-person training may not be economical or even accessible for educators in some areas. Furthermore, providing them with in-person feedback may occur so infrequently that the teacher learns to engage inaccurately with the new behavior. This means that researchers need to identify means to both provide instruction and feedback in a manner that can support those teachers who are not always easily accessible.

The current study used a multiple probe design to determine the effects of an intervention package (asynchronous training plus emailed specific performance feedback) on the rate of opportunities to respond (OTR) of three preservice elementary

teachers providing small group mathematics instruction at two elementary schools in the southeastern U.S. Using *Swivl*, participants recorded videos of engaging students in mathematics instruction using questioning to elicit student thinking. Data were collected through the audio and visual recordings and were analyzed by the researchers to evaluate the rate per minute of OTR. Baseline data for participants were recorded related to the number of times they provided students with OTR to a math prompt. Following a minimum of five baseline data points, a brief 30-minute didactic training was provided to all of the participants about ways to increase OTR. Email-specific performance feedback was provided individually and included feedback about a single observation, as well as visuals depicting performance across multiple observations and time.

Results show a functional relation between the intervention package and increased rates of OTR across all participants. Effect size calculations suggest strong effects using both Tau-U and Nonoverlap of All Pairs estimates. There was an immediacy of effect for participants following the viewing of the asynchronous training. Additionally, there was a level change and accelerating trend evident for participants as they continued to receive email specific performance feedback. Social validity was determined by semi-structured interviews in which all participants noted the intervention package to be effective at changing their behavior and simple to implement. Results of this study further add to the literature showing the value of this type of intervention in changing a variety of behaviors.

#### **Poster Session 4**

2:00 - 4:00pm Thursday, 7th November, 2024

Poster Session (Pre-Function Area)  
Presentation type Poster  
Presiders Lisette Manuel

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## **126 Phase One of a Three Phase Study: Are We Integrating NELP Standard Three – Equity, Inclusiveness, and Cultural Responsiveness – Into Our Principal Preparation Programs?**

Dr. Lisette Manuel

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

The evolving educational landscape demands that school principals are well-prepared to address the complexities and challenges of modern educational environments. The National Educational Leadership Preparation (NELP) standards for building-level leaders, established in 2018 to replace the Educational Leadership Constituent Council (ELCC) standards, provide a comprehensive framework defining the research-based knowledge and skills essential for effective school leadership. These standards are crucial for fostering student success, enhancing teacher quality, and improving organizational effectiveness through integrated leadership practices in complex, authentic contexts (Young et al., 2018).

A major change from the ELCC standards is the addition of NELP Standard 3, which addresses equity, inclusiveness, and cultural responsiveness. This standard ensures equitable access to educational resources and opportunities and focuses on developing and maintaining a supportive, equitable, and inclusive school culture. Equity is also emphasized in components 4.2, 4.4, and 6.2.

Integrating NELP Standard 3—Equity, Inclusiveness, and Cultural Responsiveness—into principal preparation programs is essential for developing leaders capable of creating supportive and equitable school cultures. There is an urgent need to review and enhance principal preparation programs to ensure they adequately prepare future leaders to meet these critical expectations as schools become increasingly diverse, and the demand for culturally responsive and inclusive leadership continues to grow. Phase one of a three-phase study will analyze 14 Louisiana Educational Leadership Master's Program course titles and descriptions to assess the frequency of key words and ideas from Standard 3. Subsequent phases will conduct an in-depth review of one program, analyzing course syllabi, activities, assessments, and conducting instructor interviews.

A qualitative content analysis was conducted to answer the two guiding research questions:

1. To what degree do Louisiana educational leader preparation program course names and descriptions reflect content related to special education?
2. To what degree do Louisiana educational leader preparation program course names and descriptions reflect content related to NELP Standard 3 - Equity, Inclusiveness, and Cultural Responsiveness?

The list of programs was derived from the Louisiana Department of Education list of approved programs. Course titles and descriptions were manually extracted from published online course catalogs.

Course names and descriptions provide clarity and set program expectations for prospective candidates. Additionally, they reflect institutional priorities and values. Ensuring that preparation programs adequately address equity, inclusiveness, and cultural responsiveness is not only an educational imperative but also a moral one, as it ensures that all students have the opportunity to succeed in an equitable and supportive environment.

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## **155 Student-generated podcasts in higher education: A systematic review of literature**

Mr. Benjamin Ansah, Dr. Kasia Gallo

Mississippi State University, Starkville, MS, USA

### **Abstract**

A podcast is a series of digital audio or video files available for listening or downloading from the web (Pegrum et al. 2015). The term was first used in 2004; around the same time, Web 2.0 technology began allowing users to generate and distribute content, not just consume what others have posted online. Podcasts began regularly appearing in education shortly after (Lee, 2008). The initial use of podcasting in education consisted of instructors posting educational content which they generated or links to episodes from other experts. Soon free software packages like Garage Band became available to wide audiences, and instructors began guiding students in generating their own podcasts.



The current study seeks to investigate the impact of student-generated podcasts on student learning. Two research questions guided our study:

1. In what ways (if any) do university students benefit from generating class-related podcasts?
2. What barriers exist to implementing podcast assignments in university courses?

To answer our research questions, we conducted a systematic review of literature. We used the PRISMA framework to guide our process. The databases we searched included Academic Search Premier; APA PsycArticles; Educational Administration Abstracts; ERIC; Information Science & Technology Abstracts (ISTA); Library, Information Science & Technology Abstracts; Psychology and Behavioral Sciences Collection; Teacher Reference Center; and SCOPUS. We used the following terms as our search keywords: podcast\*, student\*, "higher education" OR college OR university OR postsecondary. Our initial search yielded 599 items. We have excluded the articles focusing on podcasts used in learning foreign languages as they had often centered on development of grammatical and conversational skills, and not on constructing and conveying factual knowledge. We have also limited the studies to empirical and peer-reviewed, and we ended up with 150 items. Upon a review of titles and abstracts, we ended up with 43 peer-reviewed empirical studies investigating student-generated podcasts in higher education.

In terms of student benefits, we learned that generating podcasts has positively affected many students on multiple fronts. Students engaged in active learning by both constructing their own understanding of the material and finding ways to effectively communicate what they have learned to others. They often grew as team members and leaders, as well as communicators. They enjoyed an opportunity to showcase what they have learned in a "new" way, as opposed to writing papers.

The authors have identified several barriers to implementing student-generated podcasts in higher education courses. Technological difficulties and excessive time commitment were often mentioned by both faculty and students. In addition, some struggled to effectively work in a group setting. Lastly, some students expressed hesitation to trust the correctness of the content generated by their peers. This suggests that to succeed, podcasting assignments require careful preparation before they are implemented. Strategies for success may include securing technical help to assist students with software, training in group work, and intermittent deadlines to help with time management.

-- Audrey Ross

Auburn University, Auburn, Alabama, USA

## **Abstract**

As social and workplace pressures for students to pursue post-secondary education increase, there has also been an increase in interest for higher education institutions to understand the factors that influence both student retention and student drop out. Many quantitative studies have explored academic and demographic factors that predict student withdrawal and drop out and others have used quantitative surveys to determine student reasons for dropout. A smaller but growing body of literature has focused on qualitative methods to better understand the complex nature of students' reasons for dropout. This literature review focuses on this growing body of literature to understand the theoretical frameworks used by these qualitative studies, their methods and protocols, and the subsequent findings and implications for reducing student drop out. The present literature review includes studies looking at undergraduate students' dropout and withdrawal reasons, excluding graduate programs and high school education. Studies included must be qualitative in nature, involving direct interviews or focus groups of students that have chosen to drop out of their undergraduate studies. Other inclusion criteria concerned the date of publication, restricting included studies to those published within the last 15 years (2009-2024). Included studies come from a wide range of countries and settings, allowing themes to emerge across contexts. The review reveals a variety of reasons students give for dropping out of their programs, including academic reasons, institutional reasons, familial reasons, emotional reasons, challenges in belonging, financial and work concerns, among others. The complexity of understanding students' reasons for dropout is enhanced by the interconnectedness of these factors to each other. A deeper understanding of these reasons for student dropout and their complexity can aid higher education administrators to put in place supports that may assist students to persist in their undergraduate studies. Results may also assist instructors and advisors to better serve their students' needs and persistence in education.

## **Transforming Dufour's Professional Learning Concepts into Action Plans**

2:00 - 2:50pm Thursday, 7th November, 2024

Vision Ballroom A

Presentation type Symposium

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## **120 From Theory to Practice: Transforming Dufour's Professional Learning Concepts into Concrete Action Plans**

Dr. Margaret Westmoreland, Mr. Eric Fasbender, Mr. Louis Sansovich

Southeastern Louisiana University, Hammond, LA, USA

## **Abstract**

This panel discussion aims to explore the practical application of theoretical concepts from the book *Revisiting Professional Learning Communities at Work - Proven Insights for Sustained, Substantive School Improvement* by Dufour et al. We will introduce a doctoral class project designed to implement Professional Learning Community (PLC) concepts, showcasing the journey from theory to practice. Two doctoral students will join the professor in explaining the project's design, implementation, and significance, highlighting how these theoretical principles can be effectively translated into actionable strategies.

Professional Learning Communities are a widely endorsed framework for school improvement, emphasizing collaborative, continuous professional learning. While the theoretical underpinnings of PLCs are well-documented, there is often a gap between theory and practice. This panel seeks to bridge that gap by demonstrating how PLC concepts can be integrated into schoolwide plans, providing tangible examples of theory in action.

Objectives:

1. Illustrate the process of converting theoretical concepts from PLC literature into practical classroom projects.
2. Showcase a specific class project designed around PLC principles.
3. Provide insights from doctoral students involved in the project, emphasizing the learning outcomes and challenges encountered.
4. Discuss the broader implications of this approach for educational research and practice.

The project introduced in this panel was designed to bridge theoretical knowledge with practical application, empowering students to become leaders in the transformation of their educational environments. The major project encompassed the following components:

*Part I Self-Assessment:* Students conducted an examination of their current PLC environment, identifying strengths, weaknesses, and areas for improvement.

*Part II Utopian Vision:* Students conceptualized and articulated an ideal educational setting, integrating innovative practices and theoretical frameworks to envision a perfect PLC.

*Part III 3-year Action Plan:* Based on the insights gained from the personal analysis and ideal vision, students developed a practical and achievable action plan to implement within their current or future educational context.

*Part IV The Presentation:* Students presented a short presentation summary of their *self-assessment, utopian vision, and realistic action plan.*

Panel Composition:

- Professor (Moderator and Presenter): Will provide an overview of the theoretical framework of PLCs, the rationale behind the class project, and the overall outcomes
- Doctoral Student 1 (Presenter): Will discuss the design and implementation phase, sharing insights on how theoretical concepts were translated into practical strategies
- Doctoral Student 2 (Presenter): Will focus on the reflection and evaluation phase, providing an analysis of the project's impact on student learning and professional growth.

This panel will contribute to the ongoing dialogue about the importance of bridging theory and practice in educational research. By showcasing a concrete example of how PLC concepts can be effectively implemented in classroom projects, we aim to inspire educators and researchers to explore innovative ways to apply theoretical frameworks in their own contexts. The insights shared by the doctoral students will provide valuable perspectives on the practical challenges and benefits of such an approach, highlighting the potential for professional growth and improved student outcomes.

## Teacher Preparation and Higher Education

2:00 - 2:50pm Thursday, 7th November, 2024

Inspiration

Presentation type Discussion/Paper (Roundtable)

Presiders Keicia Hawkins

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### **38 Impactful Assumptions: Connecting the Doctoral Student Experience to the Theory of Andragogy**

Dr. Laura Norman, Dr. Christy Hornsby

Northwestern State University of Louisiana, Natchitoches, LA, USA

#### **Abstract**

An adult learner has been characterized as a type of non-traditional post-secondary education student which generally are comprised of some of the following: over eighteen years of age, delayed entry into post-secondary enrollment, enrolled part-time, work full-time, and are considered financially independent (Merriam & Baumgartner, 2020). Additionally, Adult Learning Theory, or andragogy, is the study of how adults learn and develop (Knowles, 1968; 1975). Through Knowles' (1968; 1975) work regarding andragogy, he outlines six assumptions that a robust and effective adult learning experience should produce:

- Adults will develop a self-concept.
- Adults learn from experience.
- Adults have a readiness to learn.
- Adults value immediate applications.
- Adults are intrinsically motivated.
- Adults have the need to know.

Through these six assumptions, this study evaluated and understood which of Malcolm Knowles' assumptions are most impactful for students enrolled in the Doctor of Education program at Northwestern State University.

As the overarching research question posed: Which Malcolm Knowles' assumptions are most impactful for Adult Learning and Development students at Northwestern State University?

Through this study, the Adult Learning and Development Faculty gained insight from Knowles' assumptions and student perceptions of these assumptions. Additionally, the Adult Learning and Development Faculty will share insights of future implications and how this research is shifting to a more positive culture for the doctoral graduate student experience at Northwestern State University of Louisiana.

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## **45 The Dissertation Capstone Course Approach: An Investigation into Student Self-Efficacy for Successful Dissertation Completion**

Dr. Jim Rost<sup>1</sup>, Dr. Brian Barsanti<sup>2</sup>, Dr. Kim Godwin<sup>1</sup>, Ms. Khalila Smith<sup>2</sup>

<sup>1</sup>Middle Tennessee State University, Murfreesboro, TN, USA. <sup>2</sup>UAB, Birmingham, AL, USA

### **Abstract**

This purpose of this study was to examine student perception of dissertation completion, prior to and upon completion, of a dissertation capstone course offered through online course delivery. The premise of this approach is based on several studies that have shown that limited personal interactions in an online learning environment often results in a loss of community and belongingness for many doctoral students (Cole, Lennon, & Weber, 2019; Artino & Jones, 2012; Peechapol et al, 2018; Martin & Bollinger, 2018). This lack of emotional support often has a negative effect on student perception of self-efficacy and motivation towards dissertation success and completion (Bandura, 1997; Pekrun, 2006). Therefore, the theoretical approach for this presentation examined online doctoral student success, and barriers to success, through the lens of their cognitive appraisal and subsequent self-efficacy towards the eventual completion of their dissertation.

The presenters put theory into practice by examining the effect course delivery and instruction of a dissertation capstone courses has on student cognitive appraisal and self-efficacy towards dissertation completion in the online learning environment. As indicated by a plethora of literature on this topic, in effective online course instruction the faculty have the ability to provide a similar pedagogical experience to a traditional on-ground course through various touchpoints throughout the course delivery (Ruey, 2010; Roblyer & Ekhaml, 2000; Banna et al, 2015; Meyer, 2015; Park, 2015; Anderson et al, 2013; Walker 2016; Martin et al 2018). Some of these include: weekly or monthly Zoom or Teams meetings with the instructor and entire class, consistent and constant feedback to student posts, weekly emails to the whole class citing key concepts and posts relevant to the weekly topic, and constant instructor feedback to promote inter-student collaboration (Bollinger & Martin, 2018). By replicating and modifying common "on ground" pedagogical strategies to the more-restrictive online learning environment,

students will constantly be provided feedback and “attention” from both faculty and peers which will reduce feelings of isolation, improve a sense of community, and thereby improve self-efficacy towards course success and completion (Bollinger & Martin, 2018, Baker, 2010). The data source drew upon student perceptions of academic self-efficacy prior to the dissertation proposal stage through their completion of the academic self-efficacy scale prior to and upon completion of the online dissertation capstone course.

The authors wish to now present the initial descriptive results of this study in a roundtable format where online doctoral faculty and students will also provide a qualitative narrative to the results with the intent of generating further discussion on this topic with table participants.

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## **124 Rejection or Integration of AI in Academia: Determining the Best Choice through the Formula of Opportunity Cost Theory**

-- Mohammad Uddin

University of Alabama, Tuscaloosa, AL, USA

### **Abstract**

The abrupt evolution of Artificial Intelligence (AI) in academia has spurred a complex debate regarding its rejection or integration in academia. This study aims to portray a comparative analysis of the risks associated with the integration of AI and the missed opportunities in the absence of AI in academic settings. Utilizing the economic theory of Opportunity Cost as a theoretical framework, the study investigates whether the potential gains from AI adoption outweigh the losses. Opportunity cost is a fundamental principle in economics, which determines the best alternative between two choices in a single context, guiding individuals and organizations to make the best choice. Adopting a qualitative methodology for this systematic review, the research employs content analysis. Using the Boolean formula, the researcher constructed precise search queries to retrieve relevant literature across various databases and applied specific protocols of inclusion and exclusion; from an initial pool of 150 existing literature, 57 relevant studies were selected based on bibliometrics for final synthesis to avoid the fallacy of composition, a wrong decision about AI. The findings indicate that the blessings of generative AI in academia significantly outweigh the risks, leading to the decision to integrate AI in academia. Although the study recorded negative aspects, these are not substantial enough to undermine the overall positive impact of AI, as it holds considerable promise for fostering dynamic academic environments. This research aims

to inform and shape user attitudes toward its adoption in academia and provides valuable insights for academic institutions, educators, and policymakers.

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## **173 The Impact of Native Speakerism on English Education in Central China**

Dr. Suyi Liu<sup>1</sup>, Dr. Linda Zhang<sup>2</sup>

<sup>1</sup>Defense Language Institute, Monterey, California, USA. <sup>2</sup>University of North Alabama, Florence, Alabama, USA

### **Abstract**

This research explores the impact of native speakerism on students, English as a foreign language (EFL) instructors, and English language education in the central part of China through teacher and learner autoethnography. English native-speakerism is a widely discussed ideology, meaning native-speaker teachers are more ideal from both language and pedagogy perspectives than non-native-speaker teachers (Holliday, 2006; Kiczowskiak & Lowe, 2021). In this context, native speakers are instructors from the inner circle countries of World Englishes, for example, US and UK. Non-native speakers are specifically teachers and students from China. Chinese students usually start to learn English from a young age, especially in urban areas. Nevertheless, differences exist in foreign language policies among regions due to socioeconomic gaps and globalization needs. Limited records reflect the effect of native speakerism on students, teachers, and education in central China, where a large population resides but is less developed and globalized than regions along the East and South Coast of China. Researchers share their lived experiences as English language learners and teachers from the area. Results of the study suggest native English teachers generally enjoy higher salaries and lower degree requirements, causing career inequality, although the market values serve as an important factor. Students may develop bias due to the policy and market's misleading effect. For overall English education, promoting diversity and equity by changing the attitude of native speaker fallacy is of significance in the central part of China.

Keywords: native speakerism, higher education, English education

References



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10.1093/elt/ccl030. <https://academic.oup.com/eltj/article/60/4/385/499514>

Kiczkowiak, M., & Lowe, R. J. (2021). Native-speakerism in English language teaching:

‘native speakers’ more likely to be invited as conference plenary speakers. *Journal of Multilingual and Multicultural Development*, 1–

16. <https://doi.org/10.1080/01434632.2021.1974464>

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## **174 “Flowers Make My Brain Happy”: Designing Nature-Based Learning (NBL) Experiences to Promote Children’s Social Emotional Development**

Dr. Aidong Linda Zhang<sup>1</sup>, Ms. Chloe Lechuga<sup>2</sup>, Dr. Suyi Liu<sup>3</sup>

<sup>1</sup>University of North Alabama, Florence, Alabama, USA. <sup>2</sup>Irene M. Hunt School, Side by Side Agency, San Anselmo, California, USA. <sup>3</sup>Defense Language Institute, Monterey, California, USA

### **Abstract**

This study aimed to provide early childhood teachers practical guidance for designing natural-based learning (NBL) experiences that foster children’s social emotional development. There is an urgent need for early childhood teachers to become competent in integrating NBL experiences in their everyday instructional practice to support children’s social emotional learning (Dankiw et al., 2020). When designing nature-based learning experiences for children, teachers need to intentionally plan instructional and learning activities within the natural environment and natural elements aimed to engage children in the process of learning. The goal of the NBL approach is to intentionally pave a pathway of learning to help children make connections with their own feelings, emotions, and ways of interacting with others while engaging in authentic and kid-friendly learning experiences (Dopko et al., 2019).

This paper uncovers the theoretical background, approaches, challenges, and solutions when using NBL within early childhood classroom settings. Children’s work samples, teacher notes, and teacher annotated work samples are used to demonstrate students’ learning outcomes of utilizing NBL to support children’s social-emotional well-being and their mental health. The natural-based learning experiences provide children opportunities to develop their social emotional skills while engaging in all areas of learning, including listening, speaking, reading and writing. Children see, hear, taste, smell, and touch when engaging in the process of learning. Children listen, talk about, read about, and draw animals, plants, and scenery while being actively engaged during the process of learning. More importantly, children learn through familiar experiences in

their everyday lives at home and school. Thus, each individual child can make a connection to their own social emotional experience.

This study provides insight on ways of integrating NBL to promote children's social emotional well-being. It offers practical suggestions for early childhood teachers to become competent in designing nature-based learning opportunities to foster children's social emotional development. Moreover, it provides timely guidance to early childhood teachers for building their competency using the NBL approach in authentic and developmentally appropriate ways.

Dankiw, K.A., Tsiros, M.D., Baldock, K.L., Kumar, S. (2020). The impacts of unstructured nature play on health in early childhood development: A systematic review. *PLOS ONE*, 15(2).

Dopko, R.L., Capaldi, C.A. Zelenski, J.M. (2019). The psychological and social benefits of a nature experience for children: A preliminary investigation. *Journal of Environmental Psychology*, 63, 134-138.

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## **132 Using Simulations and Artificial Intelligence to Positively Impact Teacher Preparation and Beyond**

Dr. Marie Goff, Dr. Melanie Lemoine

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

Overall teacher effectiveness is directly connected to the teacher's sense of confidence in their personal ability to be effective. An important part of teacher effectiveness is communication and collaboration with parents, and family members of their students. Research has demonstrated the positive impact strong relationships between families and school have on both parties. However, even the most comprehensive teacher preparation programs are limited to the amount of practice they can provide aspiring teachers because parent-teacher conferences are confidential meetings.

The study sought to determine whether providing aspiring teachers an opportunity to practice conferencing in a simulated environment would improve their confidence and sense of self-efficacy. The study placed teacher candidates within artificial

environments to practice simulated parent-teacher conferences to determine if engaging in a simulation improved their sense of confidence in their ability to conduct these meetings effectively. The use of artificial environments had a positive impact on aspiring teachers' confidence and self-efficacy. The implications of the study are far reaching and will be discussed.

This presentation will cover the overview and research associated with the study. A specific focus will be on the Kolb's Learning Styles and Experiential Learning Cycle and the application of simulated environments for clinical practice. It will also review the positive impact it had on aspiring teachers' sense of confidence in conducting parent-teacher conferences.

However, this technology has far-reaching implications for various parts of teacher preparation programs and beyond. Therefore, an additional discussion will be presented on the future use of artificial environments and simulations to be used within the Educational Diagnostician curriculum; specifically, during the discussion of evaluation results.

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## **188 Assessing Middle School Nurses' Knowledge to Recognize Undiagnosed Adolescent Endometriosis**

Ms. Angela Durry

University of Alabama, Tuscaloosa, AL, USA. Johns Hopkins University School of Nursing, Baltimore, MD, USA

### **Abstract**

#### **Assessing Middle School Nurses' Knowledge to Recognize Undiagnosed Adolescent Endometriosis**

The researcher is in the dissertation's beginning stages, finalizing the prospectus and beginning chapter one.

The problem is a lack of knowledge among middle school nurses about undiagnosed adolescent endometriosis. If middle school nurses are not knowledgeable about it, it could lead to continued physical, mental, and behavioral problems. This study will address the need for nursing education among middle school nurses caring for adolescent females regarding their ability to recognize the warning signs of undiagnosed adolescent endometriosis in the school setting. Angelhoff Grundström (2023) informs us that painful menstruation in adolescent females is a common public health problem. Endometriosis in adolescents is a hidden, severe, progressive disease

that deserves attention and compassion tied to nursing education's importance (Bodén et al., 2013; Kilgore, 2018; Mackenzie & Cohn, 2023).

Adolescents usually present to the middle school nurse with complaints of pain regularly before and during their menstrual cycles (Kilgore, 2018). Many times, the middle school nurse feels that the pain is related to pre-menstrual or menstrual cramps caused by her menstruating and thinks that having pain during or before menstruation is normal (Angelhoff & Grundström, 2023; Liakopoulou et al., 2022). Middle school nurses are subject to miseducation regarding menstrual pain. Middle school nurses should know about primary and secondary dysmenorrhea.

The researcher chose The School Nursing Practice Framework and Malcolm Knowles' Adult Learning Theory as the theoretical frameworks to guide the study. The National Association of School Nurses (NASN) believed it had a responsibility to its members and the communities they serve to develop a professional school nursing practice framework. NASN introduced the 21<sup>st</sup> Century School Nursing Practice framework in June 2015. The framework was designed to promote an understanding of decision-making processes and provide the practicing school nurse with guidance to support health and academic success by contributing to a healthy and safe environment (Maughan et al., 2016).

NASN's 21<sup>st</sup> Century School Nursing Practice framework was evaluated and updated to ensure its continued alignment with the education and healthcare landscape. In 2024, the name was changed to The School Nursing Practice Framework, which focuses on supporting students' safety, health, and learning readiness. The updated framework provides a graphic illustration of the critical principles of professional school nursing practice, which reflects the organization's focus on priority school nursing activities and stance on evidence-based best practices (National Association of School Nurses, 2024).

Malcolm Knowles was an American educator who gained notoriety through his work on adult learning concepts and eventually the development of Knowles' Adult Learning Theory in 1968. Knowles discussed that adult learning is based on six essential elements for optimal learning. These six key elements include the need to know, the learner's self-concept, the role of the learner's experience, the readiness to learn, orientation to learning, and motivation (Halpern & Tucker, 2015). The researcher feels that the theory will encourage middle school nurses to become motivated to learn about the phenomenon because they realize the content is relevant and essential.

The overarching research question guiding this inquiry is: Are middle school nurses knowledgeable of undiagnosed adolescent endometriosis? This descriptive quantitative research study explores the following research questions:

1. Are middle school nurses aware of primary dysmenorrhea?

1. Are middle school nurses aware of the signs and symptoms of primary dysmenorrhea?
2. Are middle school nurses aware of the interventions for primary dysmenorrhea?
  
1. Are middle school nurses aware of secondary dysmenorrhea?
  1. Are middle school nurses aware of the signs and symptoms of secondary dysmenorrhea?
  2. Are middle school nurses aware of the interventions for secondary dysmenorrhea?

The researcher chose to use a nonexperimental descriptive quantitative methodology. This methodology will allow the researcher to collect and statistically analyze middle school nurses' knowledge of undiagnosed adolescent endometriosis in the school setting (Creswell, J.W. & Creswell, J.D. 2018, p.147; Nardi, P.M. 2018, p. 10; O'Dwyer, L. M., & Bernauer, J. A. 2018). The researcher will employ a questionnaire as the primary instrument for data collection. This questionnaire will yield numerical data, which will be converted into scores and measured to enable the researcher to categorize the results (Creswell, J.W. & Creswell, J.D. 2018; Nardi, P.M. 2018; O'Dwyer, L. M., & Bernauer, J. A. 2018).

The literature review produced no articles measuring middle school nurses' knowledge of undiagnosed adolescent endometriosis or adolescent endometriosis in the United States. The researcher also could not find a questionnaire on middle school nurses' knowledge regarding the phenomenon in the U.S. The researcher established this gap in the literature. This study aims to determine what percentage of middle school nurses have knowledge of undiagnosed adolescent endometriosis in the school setting.

The data sources involve distributing questionnaires to the following participants: current middle school nurses with at least two years of experience, one year of pediatric nursing experience, and a Bachelor of Science (BS)/ Bachelor of Science Nursing (BSN) degree while holding RN credentials. Middle school nurses are employed in the southeastern and northeastern regions.

The anticipated research findings will contribute to the field of healthcare. The findings will demonstrate the need to create programs to increase the knowledge of middle school nurses, pediatric nurses, pediatric nurse educators, pediatricians, school administrators, adolescent females, and parents about the phenomenon, enhancing timely diagnosis and treatment. Research also suggests that if endometriosis is diagnosed in its early stages, it could prevent a lifetime of pain and suffering, stop the progression before it causes damage to organs, and decrease the rates of infertility, which demonstrates the importance of early diagnosis (Kilgore, 2018; Knox et al., 2019; Liakopoulou et al., 2022; Shim & Laufer, 2020).

The researcher's next steps are to finalize the dissertation's prospectus and complete chapters 1 and 2 before the annual meeting.

## **Trauma Informed Perspectives and Education**

2:00 - 2:50pm Thursday, 7th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders BETHANY LAVALLEY

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### **195 Effects of Trauma on Educators**

Dr. Donald Heseman<sup>1</sup>, Dr. Neil Faulk<sup>2</sup>, Dr. James Laub<sup>2</sup>, Dr. Clementine Msengi<sup>2</sup>

<sup>1</sup>Lamar University, Beaumont, Texas, USA. <sup>2</sup>Lamar University, Beaumont, TX, USA

#### **Abstract**

The purpose of this study was to explore and understand educator perceptions regarding the effects of student trauma on educators and how educators coped with the trauma in the classrooms. It was the hope that this research would bring awareness to teacher preparation programs and to school districts so that professional development may soon be undertaken. It has been very apparent that students coming from traumatic home environments impact educators' teaching ability and job satisfaction. Better preparation of teachers would possibly appear to be a goal, but first an in-depth look into the problem was warranted. Through semi-structured interviews with selected candidates in rural Texas districts the research aimed to shed light on the need for enhanced teacher training programs. The findings of this study revealed that many educators were burnt out and desperately sought supportive environments. There were differences in the results in terms of gender of the participants. Male teachers identified overt behavioral indicators whereas female teachers focused on emotional signs. Both groups however agreed that educators needed comprehensive mental health training to deal with and address the challenges they faced in terms of trauma originating from the students. Participants did mention broader concerns such as teacher retention,

inadequate salaries, and the growing apprehension surrounding school safety amidst increasing anxieties over school shootings and related safety drills. This study attempted to address and delve into a much ignored aspect of schooling in our country—the plight of the educators due to the trauma they face directly and indirectly on a daily basis.

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## **98 Teacher Preparation Programs Leading through a Global Pandemic: A Qualitative Study to Investigate First Year Teacher Perceptions and Trauma Informed Practices**

Dr. Ginger Christian<sup>1</sup>, Dr. Sandra Lampley<sup>2</sup>

<sup>1</sup>East Tennessee State University, Johnson City, TN, USA. <sup>2</sup>University of Alabama Huntsville, Huntsville, AL, USA

### **Abstract**

The global COVID-19 pandemic invited first-year teachers to a unique lens of university and local school learning experiences during their transition from student teaching to full time positions. Our study identified changes first-year teachers experienced while transitioning into full-time teacher positions after completing their education preparation programs during COVID-19. Participants (n=8) were from two states; one that incorporates evidence-based trauma-informed training and one that does not. Teachers who had worked in the state identified as an early adopter demonstrated knowledge specific to high-leverage trauma-informed practices while teachers who worked in the second state had little to no knowledge about trauma, the impact to the brain, and inherent connections to positive behavior practices. Recommendations identify guidance for educator preparation programs interested in expanding course content to include trauma-informed practices.

### **INTRODUCTION**

In an increasingly interconnected and digital age, COVID-19 required teacher educator preparation programs to revise student teaching and residency activities in an unprecedented season of change. Overnight many student teachers were supporting instruction through a virtual medium. As university faculty members, we wondered what lessons could be captured from student teachers who completed their student teaching and first-year teaching experiences during the COVID-19 pandemic. To that end, we designed a qualitative study with participants in two states, located in the southern United States, to determine what changes student teachers experienced during the pandemic and as they transitioned into full time teacher positions the following year. This paper highlights what we learned from their reflections and proposes recommendations for practice for educator preparation programs and school leaders supporting aspiring teachers in the field. Three themes emerged around teacher

preparation experiences (1) trauma-informed practices and preparation, (2) school culture and discipline, and (3) the role of mentors. Trauma-informed practices are a part of an emerging body of research, and we found it insightful to identify and understand how to inform ideas to build capacity around high-leverage practices that support P-12 preparation programs and school leaders who serve as mentors.

This qualitative study took place in two different states in the southeastern United States. Participants represented four different universities with educator preparation programs. The presenters will highlight the literature, findings, discussion, and recommendations for teacher preparation programs and practice.

## **RIP - Academic Achievement**

2:00 - 2:50pm Thursday, 7th November, 2024

Motivation

Presentation type Research-In-Progress (Lecture)

Presiders Lori Benoit

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### **110 Beyond Grades: Evaluating the Robustness of High School GPA as an Indicator of College Success in the Wake of the COVID-19 Pandemic**

Ms. Lea Keith

Middle Tennessee State University, Murfreesboro, TN, USA

#### **Abstract**

#### **Beyond Grades: Evaluating the Robustness of High School GPA as an Indicator of College Success in the Wake of the COVID-19 Pandemic**

**Lea Keith**

#### **Overview of the Research and Current Stage of the Project**

The purpose of the proposed study is to investigate whether high school grade point average (GPA) is an effective of a predictor of future student success in higher education post-COVID-19 pandemic in the United States. The data collected to



measure success for this study will be retention rates from first-year to second-year of study at a regional public four year institution and high school GPA as reported to the institution upon undergraduate admission. The study will be submitted for a formal dissertation research proposal in the Fall of 2024 at Middle Tennessee State University (MTSU).

## **Research Problem or Objectives**

Colleges and universities consistently work to find ways to improve student success, and a significant factor impacting student success is retention rates. On average 50% of the students who do not finish earning their degrees leave between their freshman and sophomore year (Theeuwes, 2013). High school grade point average (GPA) has been used as a measure of future academic success for post-secondary institutions before and after the COVID-19 pandemic. Since the pandemic began many institutions have relied almost solely on high school GPA as the primary quantitative measure to determine whether students should be admitted to the school (Allensworth & Clark, 2020; California State University, 2022). As colleges and universities are deciding whether to bring back standardized testing requirements for admission, it is important to investigate the existing relationship between high school GPA and student success (Meeter, 2023).

## **Theoretical or Conceptual Framework**

Colleges and universities student success rates impact the ability of the college or university to obtain and maintain the accreditation status with their governing body or agency (Flores, 2018). Research in the field of student success within higher education includes student retention rates, student persistence, student attrition, and student performance (Bergman et al., 2014; Spann & Tinto, 1990; Tinto, 2023; Weatherton & Schussler, 2021). This proposed study will investigate the relationship between high school GPAs and first-year student success, as measured by retention rates.

## **Research Questions and Relevant Literature**

### ***Research Questions***

1. How has the COVID-19 pandemic impacted the correlation between high school GPA and first-year student retention as an indicator of college success at the post-secondary level?
2. How has the COVID-19 pandemic impacted the correlation between high school GPA and first-year student retention as an indicator of success among first-year male and female students?
3. How has the COVID-19 pandemic impacted the correlation between high school GPA and first-year student retention as an indicator of student success level among traditional (18-24) and non-traditional (25 and older) first-year students?

### ***Relevant Literature***

Before the COVID-19 pandemic, colleges and universities relied on standardized testing to help determine if students will be successfully retained at the end of their first year (Kiser & Price, 2008). The pandemic created a challenging situation for post-secondary institutions since testing could not be administered due to social-distancing measures (Arenas et al., 2021). Existing research on student retention rates often mentions not just standardized testing as the predictor of student success, but also includes discussion on how previous performance such as high school GPA correlates with student persistence and retention (Al Hazaa et al., 2021; Bordes-Edgar et al., 2011; Brecht & Burnett, 2019; Hammerlie & Montgomery, 2012; Kiser & Price, 2008). As colleges and universities are deciding whether to return to the pre-pandemic admissions requirements, which focus on standardized testing results as the primary predictor of future student success, more research needs to be conducted to determine the existing relationship between high school GPA and student success (Friedman et al., 2024).

### **Methods, Techniques, or Modes of Inquiry**

The proposed study will be an *ex post facto* non-experimental design, which will be analyzed for relationships between the variables of high school GPA and first-year retention rates. The study employs a longitudinal design, utilizing high school grade point averages collected during the university application process and retention data gathered at the start of the second year of post-secondary education at the same university, both before and after the COVID-19 pandemic. I plan to use a chi-square analysis, incorporating subcategories such as biological sex and student status (traditional and non-traditional), to account for third-variables within the study.

### **Data Sources, Evidence, Objects, or Materials**

The data already exists in a database, with the reasonable expectation from participants that the data would be used for the purposes of higher education research. I will submit the appropriate IRB and requests for documentation to obtain permission and access to use the existing data for this proposed study.

### **Preliminary or Anticipated Findings**

I anticipate to find high school GPAs are less effective at predicting post-secondary retention rates since the COVID-19 pandemic.

### **Scholarly Significance or Anticipated Contribution to the Field**

Colleges and universities' student success rates impact the ability of the college or university to obtain and maintain the accreditation status with their governing body or agency (Flores, 2018). Traditionally, high school GPA been used as a predictive measure of future student success in high education. During the COVID-19 pandemic, colleges and universities transitioned to using high school GPAs and away from relying on standardized testing scores to predict future student success. Currently, post-

secondary institutions are determining whether to revert from using high school GPA towards standardized test scores as a more accurate predictor of student success. The proposed study will help determine if there is an association between high school GPA and student retention both before and after the COVID-19 pandemic. This study will expand the current body of knowledge being used to make decisions at post-secondary institutions regarding admissions practices.

### **Anticipated Progress or Next Steps Prior to the Annual Meeting**

I anticipate successfully proposing this research study for my dissertation this fall at MTSU, prior to the Mid-South Educational Research Association 2024 Annual Meeting.

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### **176 The effects of syntactic skill intervention on reading comprehension among PreK-12 students: The meta-analytic review**

Ms. Jieun Park, Dr. Amy Elleman, Dr. Cyrille Magne, Ms. Lauren MacDonell

Middle Tennessee State University, Murfreesboro, TN, USA

#### **Abstract**

##### 1. Research problem or objectives

The Common Core State Standards for English Language Arts (CCSS; CCSS Initiative, 2010) highlighted the importance of text difficulty in enhancing students' reading abilities, aiming to prepare them for college and career readiness. Consequently, the CCSS mandated that schools adjust text levels across most grades to improve reading comprehension through exposure to challenging texts. This emphasis on challenging texts prompts us to consider their impacts on reading comprehension and directs attention to areas requiring improvement to comprehend increasingly complex texts.

Although previous research has identified a relationship between sentence complexity and text comprehension, identifying specific comprehension deficits in students who have adequate decoding skills remain challenging (Catts et al., 2012; Chall, 1983). Given that sentence complexity contributes to text difficulties, it is essential to examine the effects of syntax on comprehension.

##### 2. Theoretical or conceptual framework

Syntax functions as the framework governing fundamental rules for understanding sentences, playing a crucial role in shaping the internal structure of sentences by

determining how words are combined into phrases, clauses, and sentences. Syntactic complexity is frequently utilized as an indicator of sentence complexity. Researchers assess sentence complexity by measuring factors such as the density of syntactic patterns and the diversity of words and phrases present, including instances of passive voice and negation (McNamara et al., 2014).

Understanding syntactic principles pertaining to sentence structure can improve students' comprehension of sentences. However, students' reading proficiency can be impeded by complex sentence structures, as they rely on identifying meaningful and grammatically structured chunks of words within the text to derive meaning (Perera, 1984). For instance, extended subject noun phrases, an abundance of clauses or embeddings positioned between subject and verb, and complex word orders all add to syntactic complexity, making sentences more challenging to comprehend (Thompson & Shapiro, 2007).

### 3. Research question(s) and relevant literature

While research on the impact of syntax interventions on reading comprehension has been limited, certain interventions have been developed to enhance the syntactic awareness of students experiencing reading difficulties. These interventions, tailored to the participants' age and reading abilities by utilizing various methods, employ various techniques such as modeling, recasting, visual support, and scaffolding to expose students to complex sentences and indirectly assist them in generating such sentences themselves (Ebbels & Van Der Lely, 2001; Fey et al., 1993, 1997; Phillips, 2014; Phillips et al., 2016). These techniques aim to foster syntactic awareness and enhance reading comprehension skills.

In contrast, other approaches directly teach sentence structures to improve reading comprehension (Neville & Searls, 1985; Saddler & Asaro-Saddler, 2009; Saddler & Graham, 2005). For example, sentence-combining instruction helps students connect simple sentences, increasing the syntactic complexity (Balthazar & Scott, 2018; Fusaro, 1992, 1993; Neville & Searls, 1985). This method emphasizes reflecting on the principles underlying sentence construction, shifting focus from meaning to structure (Strong, 1986). Balthazar and Scott's (2018) highlighted the effectiveness of sentence-combining training for students with language impairment, specifically targeting relative and adverbial clauses. Fusaro's meta-analyses (1992, 1993) and Neville and Searls (1991) found a positive impact of sentence combining on reading comprehension, particularly in cloze tests.

Despite extensive research, the effects of syntactic skills on reading comprehension remain unclear. To my knowledge, no other meta-analysis has examined the impact of syntax instruction on comprehension. This review aims to ascertain the impact of syntax instruction on comprehension based on empirical studies conducted in Grades PreK-12.

To achieve this goal, a comprehensive review of all quasi-experimental and experimental studies was conducted. This review specifically targeted the effects of teaching syntactic skills on students' reading comprehension, focusing on syntactic skills, the transfer of these skills to reading outcomes, and specific intervention variables. The following questions were addressed:

1. What is the impact of directly teaching syntactic awareness on reading comprehension?
2. What are outcome measures (e.g., passage comprehension and syntactic comprehension) that may potentially affect sentence and reading comprehension?
3. Are specific instructional or methodological variables (e.g., types of sentences, control group activities) associated with different outcomes?

#### 4. Methods, techniques, or modes of inquiry

A meta-analysis was conducted on studies from 1950 and 2024, focusing on interventions aimed at improving syntactic processing at the sentence level. The primary purpose of this review is to investigate the impact of syntactic knowledge on reading comprehension and its potential effectiveness in enhancing syntactic skills and writing ability. Intervention teaching meanings or word-level elements independently were excluded. Participants were English speakers from PreK to Grades 12 to avoid language-related confounding variables. Only randomized or quasi-experimental study designs were included, excluding studies with pre-post designs without a control group.

#### 5. Data sources, evidence, objects, or materials

The electronic database search in the ERIC and PsycINFO (1950-2024) yielded 6,065 citations. Additional studies were identified through reference lists of review and prior meta-analyses. Eligible articles were coded for effect size and study characteristics. Comprehension outcomes of each report were coded as either passage or syntactic comprehension, with some studies providing data for both. Separate outcomes for each construct were coded individually.

Intervention characteristics were coded based on the descriptions provided by the authors, including control group activities, total number of participants, grades, and study design. Contextual factors such as group size, total intervention hours, instructor training, and the individual delivering the treatment were also coded.

##### 1. Preliminary or anticipated findings

Interventions are expected to demonstrate positive effects on reading comprehension, though the impact will vary depending on measurement types and intervention characteristics. The primary research question investigates whether improving syntactic

skills through syntactic awareness instructions enhances reading comprehension, considering outcome types and intervention characteristics.

#### 7. Scholarly significance or anticipated contribution to the field

The effect sizes derived from teaching complex sentence structures for both passage and syntactic comprehension are anticipated to offer valuable insights into the role of syntax in comprehension. Syntax instruction across various school ages is expected to illustrate the development of syntactic knowledge and its correlation with comprehension ability. These findings are poised to shed light on effective approaches to improving awareness of sentence structures, particularly as texts become more complex, addressing gaps in understanding the sources of reading difficulties in this area.

#### 8. Anticipated progress or next steps prior to the Annual Meeting

Currently, this meta-analysis is undergoing effect size analysis with specific results and analyses expected to be completed prior to the Annual Meeting.

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### **191 The Impact of Family Math Nights on the Academic Achievement of Inner-City Youth: A Qualitative Study**

Ms. JACQUELINE NICHOLAS

University of Alabama at Birmingham, Birmingham, AL, USA

#### **Abstract**

#### **Abstract**

#### **Research Problem**

As we celebrate the seventieth anniversary of *Brown v. Board of Education*, we can truly hear echoes from our past designed to elevate our future. The goal of this landmark 1954 U.S. Supreme Court ruling was to provide educational equity for all children regardless of race (Brown v. Board of Education, 1954). However, after seventy years of equal education, African American inner-city students continue to experience alarmingly low mathematics proficiency. The problem this research will consider is the possibility that the lack of parental and community involvement is one of the primary reasons African American inner-city students continue to struggle for the educational

equity promised in *Brown v. Board of Education*. Additionally, the problem this research will qualitatively investigate is why African American children perform poorly academically in mathematics, and how this problem continues to negatively affect many inner-city students.

### **Theoretical or Conceptual Framework**

The researcher will use a social science theory for this research study. A social science theory provides a framework, or theory of behavioral change, from the social sciences that guides the nature of the questions asked and answered in a study (Creswell & Clarke, 2018). The researcher will use the social science theory to investigate if there is a behavior change in the way African American inner-city students perform academically due to active community and parental involvement via FMNs.

### **Research Questions and Relevant Literature**

*RQ1:* What percentage of African American inner-city students see improvement in mathematics literacy after attending and participating in FMNs once a month for seven months?

*RQ2:* How do African American inner-city students benefit academically in mathematics from participating in FMNs?

*RQ3:* How will the findings of how FMNs affect the academic achievement of inner-city students help to demonstrate how crucial family and community engagement is to the achievement of African American inner-city youth?

Family Math Nights are collaborative events that involve students and their families in engaging, hands-on math activities (Epstein, 2011). According to Skyhar and Nantais (2020) FMNs are an initiative that has been gaining momentum in recent years to engage parents and community stakeholders in the mathematics education of children. The practice of FMNs is an attempt to counteract low performance on mathematics achievement tests such as 84% of African American students nationwide lack mathematical skills and knowledge (Williams, 2021).

### **Methods, Techniques, or Modes of Inquiry**

This study employs qualitative research methods employing a case study approach at seven middle schools in an urban school district located in the southern part of the United States of America. According to Merriam and Grenier (2019) qualitative methodology helps researchers understand their world from the participants' perspective. Qualitative methodology helps researchers understand their world.

Qualitative research is not dependent on numbers and is designed to understand research from the participants' perspective. (Merriam & Grenier, 2019).

### **Data Sources, Evidence, Objects, or Materials**

The sample population for this study will consist of 50 middle school teachers and parents of students in grades 6-8 from an urban school district located in the southern part of the United States of America. The data will be collected through semi-structured interviews and surveys administered using the pretest-posttest control design; surveys will be sent to teachers and parents before and after the FMN event. Semi-structured interviews are qualitative in nature, and a method of data collection that depends on asking questions within a thematic framework (Creswell, 2015). The surveys will measure urban middle school teachers' and parents' perceptions of FMNs and the impact upon African American students' mathematics achievement. To collect qualitative data a ten-question Likert scale survey will assess participants' attitudes and perceptions of FMNs, with responses ranging from "strongly agree" to "strongly disagree" (Likert, 1932). The remaining questions on the survey are open-ended and require written responses (Creswell, 2015).

### **Preliminary or Anticipated Findings**

Findings from this research study are important because of the number of minority students that perform poorly academically in mathematics. The researcher anticipates that this qualitative research study will produce improved achievement in mathematics for inner-city youth of African American descent. Anticipated findings of the study will contribute to a better understanding of why FMNs have the potential to foster stronger school and community partnerships in urban schools. FMNs may encourage community stakeholders and parents of African American inner-city youth to support their children's learning at school. The researcher anticipates that findings from this research study will conclude that conducting FMNs at urban schools is academically beneficial because the FMN activities parents completed with their children were critical to learning mathematics and developing mathematical concepts.

### **Anticipated Contributions to the Field**

Findings from this study will add to existing research on FMNs and foster stronger school and community partnerships in urban schools, as well as improved mathematics achievement for African American inner-city students. By listening to the echoes for educational equity called for in *Brown v. Board of Education* and conducting FMNs, urban schools can elevate African American students to a brighter future.

### **Anticipated Progress**

Prior to the Mid-South Education and Research Association annual conference, the researcher anticipates being in the process of conducting open-ended surveys and



semi-structured interviews in the first phase of the study to evaluate the effectiveness of FMNs.

## **Organizational Culture**

2:00 - 2:50pm Thursday, 7th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Virginia Fo

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### **44 A Qualitative Study of Early-Career Secondary Teachers' Experiences with Organizational Constraints and Supports as Related to Job Satisfaction**

Dr. Jaime Arnold

Washington County Department of Education, Jonesborough, Tennessee, USA

#### **Abstract**

The problem addressed in this qualitative study is the rise in teacher job dissatisfaction and low rates of retention, which has resulted in a significant increase in teacher vacancies in school districts across the United States. The purpose of this study was to describe and understand the lived experiences of early-career secondary teachers with organizational constraints and supports as related to job satisfaction. This study's guiding theoretical framework was the Job Demands-Resources Theory. Using a phenomenological approach, 13 early-career secondary teachers in northeast Tennessee were interviewed individually. A deductive and inductive analysis of data answered the research questions of the study and produced the following four themes: lack of administrative communication and support, an increased workload due to lack of materials and scheduling, colleagues as mentors and support system, and guidance and support through a prescribed curriculum. These results have implications for school administrators because if it is understood which constraints and supports most affect early-career secondary teachers' job satisfaction then shifts can be made in organizational practice to improve job satisfaction and teacher retention.

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### **193 Using culturally responsive teaching and effective school culture to narrow the achievement gap**

Dr. Myron Labat<sup>1</sup>, Dr. Phil Turner<sup>2</sup>, Dr. Paula Tharp<sup>1</sup>, Dr. Leigh Ann McMullan<sup>1</sup>

<sup>1</sup>Mississippi State University, Starkville, MS, USA. <sup>2</sup>Hazelhurst School District, Hazelhurst, MS, USA

## **Abstract**

This qualitative case study examines the discrepancies between theoretical frameworks, school policies, and actual practices within educational settings, particularly concerning minority students. Anchored in the persistent racial achievement gaps documented in educational literature, the study aims to elucidate the challenges and identify effective strategies for bridging these gaps. Utilizing Critical Race Theory (CRT), Intergroup Contact Theory, and Stereotype Threat as conceptual frameworks, the research analyzes the experiences of eight participants through thematic analysis. Three overarching themes emerged: challenges in aligning theories, policies, and practices; successful strategies for alignment; and unsuccessful strategies. The findings highlight the critical role of culturally responsive curricula, teacher professional development, student-teacher relationships, and parental engagement in narrowing achievement gaps. Additionally, the study identifies barriers such as language obstacles, resource inadequacies, and discriminatory policies. The implications of these findings extend to educational research, practice, and policy-making, emphasizing the necessity for equitable opportunities, comprehensive teacher training, inclusive environments, and community involvement. By addressing the disconnect between theory and practice, this study contributes to promoting educational diversity and fostering student success in diverse classrooms.

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## **179 School Accountability: Predictors of Central Mississippi Elementary School Effectiveness**

Dr. Tony Latiker, Dr. Deidre Wheaton

Jackson State University, Jackson, MS, USA

## **Abstract**

This article examines the relationship between teacher certification, race, student attendance and socio-economic status and their impact on school district accountability ratings in urban, suburban, and rural elementary schools in central Mississippi. Our goal is to understand better the confluence of factors impacting school accountability ratings to inform proactive change. We sampled 74 public elementary schools in seven school districts and utilized correlation and regression techniques to determine the relationship and the predictive value among variables. Our findings indicate that the chronic absenteeism; percentage of traditionally certified, alternatively certified, and emergency certified teachers; and the percentage of experienced teachers were significant predictors of school accountability ratings in central Mississippi elementary schools. Furthermore, these factors exhibited a stronger predictive value than the race of

students and percentage of students in poverty in the central Mississippi elementary schools studied.

## **Educational Leadership and Best Practices in Education**

3:00 - 3:50pm Thursday, 7th November, 2024

Inspiration

Presentation type Research-In-Progress (Roundtable)

Presiders Crystal Voegele

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### **9 An Investigation of the significant differences of disengagement and exhaustion among 6th-8th middle school core content (Math, Science, Social Studies, and Language Arts) teachers**

Ms. Sylvia Mitchell

Union University, Jackson, TN, USA

#### **Abstract**

As 2024 marks the 70th anniversary of the landmark court case, *Brown vs. Board of Education*, this year's theme for the Annual Meeting will be "A New Day for MSERA: Echoes from the Past to Elevate Our Future!" This theme resonates deeply with the ongoing educational challenges, particularly concerning teacher burnout, which undermines the principles of equality and access to quality education for all. This study addresses the pressing issue of burnout among 6th–8th grade core content teachers in the Dallas-Fort Worth Metroplex area, aligning with MSERA's commitment to research and advocacy to support the field of education.

The problem of teacher burnout is pervasive globally, affecting educators in diverse cultural and educational contexts. Studies from various countries, including Taiwan, Japan, the UK, and the US, have highlighted the prevalence of stress and burnout among teachers (Kim et al., 2017). Within the K-12 education sector, turnover rates fluctuate due to various personal and work-related factors, posing significant challenges for educational environments (Sorensen & Ladd, 2020). The contemporary school and policy environments, characterized by budget constraints and high-pressure performance objectives, exacerbate teacher stress levels, necessitating urgent attention and support from educational authorities and policymakers.

This research proposes a quantitative analysis utilizing the OLBI to measure disengagement and exhaustion among middle school teachers. By administering

surveys via the Qualtrics platform, data on teachers' demographic information and burnout levels will be collected. A non-experimental research design will determine if significant differences exist in burnout levels across core content areas, focusing on math, science, social studies, and language arts.

The findings of this study will contribute to the existing literature on teacher burnout, particularly within the context of middle school education. By identifying potential differences in burnout levels across core subjects and grades, policymakers and educational leaders can tailor interventions to address the unique needs of teachers in different subject areas. Ultimately, mitigating burnout and fostering teacher well-being will enhance the educational experience for students, aligning with MSERA's mission to elevate the future of education. In conclusion, this study investigates the dynamics of teacher burnout among 6th–8th core content teachers, focusing on disengagement and exhaustion levels. By exploring potential correlations between these fluctuations, this research aims to uncover underlying factors contributing to burnout, which may vary across core subjects and grades. This investigation could lead us to make inferences about potential underlying factors contributing to burnout, that could help in developing targeted interventions to address staffing issues effectively, including subject-specific professional development initiatives.

Furthermore, this research's findings have broader educational policy and practice implications. By informing district and state-level policies, this research can advocate for necessary resources and measures to support teachers' well-being, ultimately contributing to the retention of skilled educators. Implementing proactive strategies to mitigate burnout addresses immediate recruitment challenges and aligns with UNESCO's sustainable development goals of recruiting 69 million new teachers by 2030, thereby advancing global educational objectives.

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## **56 Best Practices in Top-Ranked Louisiana Middle Schools**

Ms. Adri LeBlanc, Dr. Christy Hornsby

Northwestern State University, Natchitoches, La, USA

### **Abstract**

Educational effectiveness research is research aimed at determining what makes a good school *good* and how to replicate that success as widely as possible (Reynolds et al., 2014). In general, there are two components of school effectiveness. The first is the measure of the school quality. This can be seen as the comparison of the school to other schools. The second measure of effectiveness is the equity rating. This is the ability of a school to minimize the negative performance effects of student demographics, such as low socioeconomic status or academic disabilities.

Longitudinal studies examining the effectiveness and stability of schools over time show findings consistent with the adage: the only thing constant is change. In other words, it is difficult to predict whether a good school will remain a good school or if an ineffective school will remain an ineffective school (Mangan, Pugh & Gray, 2005). Thus, school leaders must constantly assess methods of best practice to ensure their schools remain effective or become effective. Prior success is no reason to expect continued success, yet 12 Louisiana middle schools have maintained a high academic performance on a consistent basis.

The lack of consensus in the literature regarding effective school culture as well as an inflated emphasis on standardized test scores to categorize schools as effective creates a problem for middle school administrators and teachers. They may not understand what is needed to foster a positive learning environment specifically for middle school students. Additionally, schools may equate effectiveness solely with high test scores instead of taking a comprehensive approach that utilizes known best practices of academic excellence, developmental responsiveness, social equity, and appropriate organizational structures and processes in middle level education. Using the quantitative measures available through existing data to identify top rated Louisiana middle schools in conjunction with qualitative data within those schools regarding academic excellence, developmental responsiveness, social equity, and appropriate organizational structures and processes would allow for, or at least better inform, the creation of professional development programs for pre-service teachers as well as inform the practice of current teachers and administrators to enhance the quality of education at both the school and classroom level.

This study will be an exploration of the best practices, as defined by the National Forum to Accelerate Middle Grades Reform Schools to Watch (STW™), in top-ranked Louisiana middle schools. Research questions to be answered are as follows:

1. What best practices are commonly reported by teachers at consistently “A” rated Louisiana middle schools?

1a. Do teachers at consistently “A” rated Louisiana middle schools report practices defined by the National Forum to Accelerate Middle Grades Reform Schools to Watch (STW™) in the area of *academic excellence*?

1b. Do teachers at consistently “A” rated Louisiana middle schools report practices defined by the National Forum to Accelerate Middle Grades Reform Schools to Watch (STW™) in the area of *developmental responsiveness*?

1c. Do teachers at consistently “A” rated Louisiana middle schools report practices defined by the National Forum to Accelerate Middle Grades Reform Schools to Watch (STW™) in the area of *social equity*?

1d. Do teachers at consistently “A” rated Louisiana middle schools report practices defined by the National Forum to Accelerate Middle Grades Reform Schools to Watch (STW™) in the area of *organizational structures and processes*?

2. Are the best practices reported by teachers at consistently “A” rated Louisiana middle schools regularly reported among teachers at different consistently “A” rated Louisiana middle schools?

3. Are there commonalities among the reported best practices?

The study will examine the best practices of top-rated middle schools and determines commonalities among top-ranked Louisiana middle schools. The purpose of this study is to determine what best practices and attributes are present in Louisiana’s consistently “A” rated middle schools with the future intent to use those findings as the basis for far-reaching professional development.

Early adolescence, ages 10-15, is a unique period of development. It is important that this uniqueness is recognized and celebrated in Louisiana middle schools. The results of this study offer guidance to middle school stakeholders including school administrators, district leaders, teachers, and parents interested in promoting and creating middle schools in which positive, developmentally-sound school culture exist.

Through the use of qualitative methods in this study, a narrative description of the practical approaches to education at the top-rated Louisiana middle schools is available to help inform the creation of professional development opportunities. The far-reaching impacts have the potential to assist pre-service teachers, classroom teachers, and school administrators when making informed decisions regarding educational practices. This data would also be useful to program developers at the university level and would help to offer practical examples of middle school teaching methods.

Ms. Delana Prudhomme, Dr. Jim Mischler

Northwestern State University, Natchitoches, La, USA

## **Abstract**

Online learning and distance education have become synonymous terminologies in the current educational landscape. However, it is important to note that distance education, which began before online learning, has a history that started before the internet era. Initially, distance education relied on teaching through print media and correspondence by mail, facilitating education access for individuals separated by geographical distances or other constraints. It was not until the advent of the internet in the 1980s that online learning emerged, ushering in a new era of connectivity, convenience, and interactive learning experiences (Desai, n.d.). When online teaching first emerged in higher education, faculty, and institutional leaders had little to no idea of the economic benefits and or whether distance education could be considered an alternative to traditional face-to-face teaching (Cain & Philip, 2013).

Once considered unconventional, online learning has emerged as a prominent avenue for individuals to continue their education. With the increasing popularity of online education, many instructors who were primarily accustomed to face-to-face teaching have transitioned to online teaching environments. While some instructors have seamlessly adapted to online instruction, others have encountered challenges. As online education continues to evolve, it is imperative to understand the factors that contribute to instructor satisfaction in online teaching contexts.

The problem involves identifying the key determinants of instructor satisfaction in online teaching. Despite the growing prevalence of online learning, there remains to be a gap in understanding what aspects of online teaching contribute to instructor satisfaction and what factors may hinder it. There is a plethora of research with a focus on online student satisfaction and experiences. However less is known about the impact of teaching online for educators in higher education (Naylor & Nyanjom, 2021). Moreover, instructor satisfaction in online teaching environments may vary depending on factors such as the instructor's prior experience with online teaching and the institutional support available.

Thus, the primary objective of this research is to investigate the factors influencing instructor satisfaction in online teaching environments. By examining online instructors' experiences, perceptions, and challenges, this study aims to provide insights into effective practices and strategies for enhancing instructor satisfaction and improving online education quality. Additionally, institutions can better support their faculty members and promote a conducive teaching and learning environment by understanding the nuances of instructor satisfaction in online teaching.

Instructor satisfaction and the presence of barriers play an integral role in shaping the quality of higher education. A comprehensive understanding of the theoretical basis of these concepts is imperative for creating interventions that can enhance educational

outcomes. This study explores the theoretical basis for the study of instructor satisfaction and barriers, drawing upon ideas from several theories. By utilizing these theories, the aim is to provide a holistic framework for investigating the complex dynamics that influence instructors' experiences in educational settings and for informing strategies aimed at fostering a supportive and conducive teaching environment.

*Faculty satisfaction* can be defined as faculty that find the online teaching experience personally rewarding and professionally beneficial (Online Learning Consortium, n.d.). Several theories provide a theoretical basis for understanding instructor satisfaction but for the purpose of this study, Herzberg's Two Factor Theory and Self-Determination Theory will be explored.

This study seeks to investigate the satisfaction levels of online instructors, and barriers hindering their contentment. and strategies by scrutinizing the correlation between perceived barriers and instructor satisfaction, valuable insights can be gleaned to foster a more conducive and fulfilling teaching environment for online educators. Employing quantitative methodology enables the exploration of causal connections between satisfaction levels, barriers, and their repercussions on online instructors. In doing so, this research endeavors to advance knowledge in the realm of online education and offer guidance for enhancing instructor satisfaction and retention in virtual teaching environments.

## **Research Questions**

The study will be guided by four research questions to understand online instructor satisfaction and barriers.

**Research Question 1.** What are the primary factors contributing to online instructor satisfaction?

**Research Question 2.** What are the most significant barriers to online instructor satisfaction?

**Research Question 3.** What strategies do online instructors employ to overcome barriers to enhance their satisfaction?

**Research Question 4.** What are the perceived effects of institutional support and resources on online instructor satisfaction and their ability to overcome barriers?

This study has significance in interpreting correlations between perceived barriers to instructor satisfaction in virtual teaching environments. By identifying and understanding these barriers, future distance education programs can be better structured, and proactive measures can be implemented to address issues hindering instructor satisfaction. This research can offer valuable insights and remedies for Community



College online classes and programs, aiding in enhanced teaching environments and the overall quality of online education delivery.

This study will use a mixed-method research design. Mixed-method research combines the use of qualitative and quantitative data. It can enhance the validity of a study beyond what qualitative or quantitative can provide (Caruth, 2013). Mixed methods research provides a practical way to address research issues and questions, offering the possibility of enhanced relevance due to the diverse examination of the problems (Graff, 2014). This study will use a survey instrument with open-ended and close-ended questions for data collection. The survey will be anonymous and consist of 16 questions and will take approximately 20 minutes to complete.

Tenny et al. (2022) state that qualitative research provides deeper insight into real work problems by gathering participant experiences and perceptions. The use of open-ended questions in the survey will allow the researcher to collect qualitative data that will provide the lived experience of the participants. This approach to the study will lend to Herzberg's two-factor theory of job satisfaction and job dissatisfaction.

To measure instructor satisfaction and barriers, the proposed research will administer a short survey to South Louisiana Community College online instructors. The researcher will create the survey and include a section for demographic information, instructor satisfaction, barriers, training and development, and strategies. The survey will consist of both open-ended and closed-ended questions.

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## **80 Identifying and Evaluating Factors that Influence Teacher Mobility**

Mr. Louis Sansovich

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

#### **Research Problem or Objectives**

The research problem this study attempts to tame is the increasingly high level of teacher mobility. Teacher mobility is not a new topic of educational research (Charters, 1956; 1965; Elsbree, 1928; Grissmer & Kirby, 1987); in fact, the attention it has garnered from academic leaders, government agencies, lawmakers, and researchers alike have made it one of the most studied phenomena in all of education in recent decades (Borman & Dowling, 2008; Nguyen et al., 2020; Palma-Vasquez et al.,

2022; Vagi & Pivovarova, 2017). If the ever-growing body of literature has taught us anything about teacher mobility, it is incredibly complex, with an increasingly large but undefined number of variables. It is somehow broad and generic enough to span across the world (Ávalos & Valenzuela, 2016; Ingersoll et al., 2018b; Mason & Matas, 2015; Toropova et al., 2021) while maintaining the highest level of individual and contextual specificity (Carver-Thomas & Darling-Hammond, 2019; Charters, 1956; Glazer, 2018b; Scheopner, 2010; Sutcher et al., 2019), making a remedy that much harder to find.

The goal of this study is *not* to build on the mountains of literature that have come before it but to fill in the valleys created in the process. The phenomenon's complexity is compounded by the limitations created by the methodological difficulties involved in tracking participants over long periods of time, collecting both quantitative and qualitative data across many variables, or retrospectively collecting data. This study seeks to *fill in the valleys* by adhering to the laborious methodological recommendations and common criticisms present throughout the literature. It is only after these gaps in the field of knowledge are addressed that we may have a renewed perspective on teacher mobility. A perspective that lends itself to be crafted into a theory capable of explaining the nuances of this phenomenon.

## **Conceptual Framework**

The conceptual framework used in this study is the product of Nguyen et al.'s (2020) meta-analysis of empirical quantitative research on teacher turnover.

## **Research Question(s) and Relevant Literature**

1. What factors significantly influence other factors, and to what degree?
2. What factors significantly influence teacher mobility, and to what degree?
3. What themes are identified between (stayers/movers/leavers)?
4. Why do teachers reporting similar values for factors influencing teacher mobility make different mobility decisions?

## **Methods, Techniques, or Modes of Inquiry**

This mixed methods study will follow an explanatory sequential design. Quantitative data will be analyzed for correlations between variables, and hypothesis testing will determine differences between groups. Once the participants make their mobility decisions, the quantitative data will be analyzed to determine which variables best predict mobility status. Participants will be grouped based on quantitative responses and mobility decisions. After the interviews, qualitative data will be analyzed to determine similarities and differences based on quantitative responses and their mobility decision.

## **Data Sources, Evidence, Objects, or Materials**

Descriptive and quantitative data on factors that affect mobility will be collected from surveys, while the qualitative data explaining reasons for their mobility decision will be collected through semi-structured interviews.

### **Preliminary or Anticipated Findings**

I anticipate finding which factors best predict their mobility decision and then how the qualitative data corroborates or contradicts the predictive data. Additionally, I want the qualitative data to explain what causes the predicting variables to be wrong. If the quantitative data suggest they will leave, I want to find the reasons they didn't, and vice versa.

Most data should resemble that of Nguyen et al.'s meta-analysis (2020). However, differences would provide great insight since all variables are measured across the same sample and have a qualitative backing. In contrast, the meta-analysis compiled data from 120 studies with different samples measuring different variables.

### **Scholarly Significance or Anticipated Contribution to the Field**

Teacher performance, and thus student achievement, increases with experience, especially in the first few years (Greenberg et al., 2016; Henry et al., 2012; Ladd & Sorensen, 2017; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). In addition to the harm excessive mobility brings to student achievement, there is also a colossal financial burden. The most recent estimates predict that, as a nation, we spend anywhere from \$4.9 billion (AEE, 2005) to \$7.3 billion annually due to teacher mobility (Carroll, 2007), a number Carroll says is a conservative estimate.

There still is not an existing theory that sufficiently explains the complexity of teacher mobility (Vagi & Pivovarova, 2017, p. 10). The only way to have a theory generalizable and specific enough for a phenomenon this complex is to create one to be tailored to the issue. This study attempts to create the most comprehensive and holistic study of teacher mobility to date by using the methodological suggestions and considering each critique found in the literature. Palma-Vasquez et al.'s (2022) scoping review vetted a decade's worth, (2008 to 2018) of teacher mobility research into 213 studies and found only 6% were mixed methods. Secondly, only four of the 213 studies collected data and then tracked participants until after a mobility decision was made to collect data again. The only mixed methods study of the four measured perceived professional personalities at different career stages based on five variables (Hong, 2010). Building on these methodologies, this mixed methods study will collect longitudinal data before and after a mobility decision, comparing a multitude of variables from the same sample.

Ideally, this study will provide the researcher with the data needed to corroborate a theory and create an updated framework that shows teacher mobility in a new light. As a result, the academic and financial burdens amplified by heightened teacher mobility can begin to be addressed.

## **Anticipated Progress or Next Steps Prior to the Annual Meeting**

Chapter II will be completed and defended before the annual meeting. The biggest contributions from Chapter II for this proposal will be an analysis of the most influential factors on teacher mobility and an overview of theory that have been used to attempt to explain teacher mobility. Details of the methodology from Chapter III will be outlined and able to be presented as well.

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### **177 Exploratory Case Study on Teacher Perceptions on Restorative Circles in a Rural Elementary Setting**

Ms. Katrina Smith

Univeristy of Alabama, Tuscaloosa, AL, USA

#### **Abstract**

#### **Overview of Research on Restorative Practices in Rural Elementary Schools**

#### **Research in Progress Overview**

This working paper presents an ongoing study on the adoption and implementation of restorative practices, specifically restorative circles, in rural elementary schools. The research has progressed through the defense proposal for chapters 1-4 and is now moving into data collection and analysis to complete chapter 5. The study aims to explore teacher perceptions of restorative circles and their influence on school climate and student needs.

#### **Current Stage of the Project**

Having completed the initial chapters and passed the defense proposal, the project is now focusing on qualitative research, including teacher interviews and observations in a rural elementary school setting.

#### **Research Problem or Objectives**

This study addresses the inconsistent implementation of restorative practices in rural elementary schools. Despite their potential benefits for improving student-teacher relationships and holistic student development, many schools have not fully adopted these practices. The research seeks to understand teacher perceptions of restorative circles, aiming to bridge gaps in practice and enhance educational outcomes.

## Theoretical or Conceptual Framework

Grounded in Maslow's Hierarchy of Needs and Social-Emotional Learning (SEL) principles, this study integrates the ASCD Whole Child Approach to explore how restorative practices can meet the comprehensive needs of students.

## Research Questions

1. How do teachers perceive the influence of restorative circles on student physiological needs in a rural elementary setting?
2. How do teachers perceive the overall influence of restorative circles on addressing the spectrum of student needs—from physiological and safety to love and belonging, self-esteem, and self-actualization—in a rural elementary setting?

## Methods

A qualitative approach involving semi-structured interviews with eight to ten elementary school teachers trained in restorative practices will be used to gather insights into their experiences and perceptions.

## Preliminary or Anticipated Findings

Preliminary findings suggest that restorative circles may positively influence student behavior and teacher-student relationships, improving communication, and community sense, and reducing disciplinary incidents. However, resource constraints and varying teacher buy-in levels may impact their effectiveness.

## Scholarly Significance

This study contributes to the literature on restorative practices by providing insights into their implementation in rural elementary schools, often underrepresented in research. The findings aim to inform educators, policymakers, and researchers about the benefits and challenges of these practices in rural settings, guiding more effective adoption strategies.

## Next Steps

The upcoming steps include completing data collection, analyzing qualitative data, drafting chapter 5, and preparing for the dissertation defense.

Ms. Khalilah Smith

University of Alabama at Birmingham, Birmingham, AL, USA

## **Abstract**

A common complaint among education stakeholders is that our education system is not meeting the needs of a growing number of students and their families, leading to more parents choosing homeschooling as a more desirable education alternative (Bartholet, 2020; Ray, 2000). These parents have diverse reasons for making this choice, extending beyond the “poor schools” argument and often encompassing views regarding the “ideal” schooling outcome (Fields-Smith, 2013). In fact, in spite of general resistance and wariness among non-homeschoolers, homeschooling continues to grow exponentially.

Though modern homeschooling has grown exponentially since the 1960s, there is a significant lack of research occurring in this field (Howell, 2013). Much of the extant homeschool research has focused on the end results of homeschooling, e.g., high college readiness, as well as commonly held myths and misconceptions about homeschooling, e.g., low socialization skills (Gloeckner, 2013; Isenberg, 2007; Romanowski, 2006). However, such studies have typically not examined the reasons, goals, and methods of homeschooling—aspects which will hopefully emerge from my study.

## **Conceptual Framework**

The *Gesamtwerk* (total-work) framework (Trahdorff, 1827) establishes four pillars—*Religion* (“worldview/belief systems”), *Politik* (“interpersonal relationships”), *Wissenschaft* (“knowing-ship”), and *Kunst* (“Arts”)—and their interactions within *Bildung* (self-actualization) to explain a holistic understanding of the individual. *Gesamtwerk* looks simultaneously at the individual products and works of a person and the collection of those works as a whole. Trahdorff demonstrates how these products have their own independent value within *Bildung* and how the whole of the collection becomes significantly greater than the sum of the parts.

It is in the process of bringing all four of these pillars together simultaneously, albeit in different balances, that amazing products are created which reflect our reality in ways we can better comprehend. This type of interconnectedness has been studied as Complex Dynamic Systems (CDS) in a number of fields over the past 30 years and has been very popular in the field of developmental psychology (Hilpert & Marchand, 2018; Kaplan, 2017). The CDS model provides researchers exploring non-traditional frameworks a space to explore the dynamic interactions between multiple variables in various combinations and degrees of influence.

Research Questions

RQ1: What are the dynamic connections in the homeschooling process between the parts (e.g. content and skills) and the whole (e.g. process and end goals)?

SQ1: What are the reasons behind parents' choice to homeschool and their ultimate goals when they begin homeschooling?

SQ2: How do parents and students pursue these goals, including any adjustments made throughout the years of homeschooling?

SQ3: To what degree have these goals, including any adjustments made, been reified after the students graduated?

RQ2: To what degree does Trahndorff's framework accurately represent the pedagogical process within homeschooling?

## **Methodology**

This convergent parallel-database mixed methods study seeks to assess the process and experiences of homeschool parents and graduates through retrospective assessments of their homeschool journeys to construct a usable framework for understanding the pedagogical adjustments and the supporting reasons for the adjustments frequently engaged in throughout the homeschooling process. This study reflects the complex, dynamic nature of the topic and the lived experiences of the participants by weaving together sensemaking, frame analysis, and framework analysis. Sensemaking and frame analysis are utilized in the interview structure and framework analysis in the survey design.

The study begins with a prescreening survey to determine participant eligibility. Participants who qualify receive links for the appropriate mixed-methods surveys (parent survey, graduate survey, and in rare applicable cases both). In the same email participants also receive a link for scheduling semi-structured interviews with a request for participants to sign up for the interview. It is anticipated that this will encourage sufficient interview participation to reach saturation while collecting sufficient survey responses to meet statistical power.

## **Anticipated Contributions**

Through this study, I hope to contribute three key discoveries to the literature: (1) construction of a comprehensive framework for evaluating holistic, non-traditional approaches to education; (2) creating a map of the dynamic developments of pedagogical adjustments made during the homeschool experience; and (3) providing insights which could help all educators better adapt their teaching practices and strategies. I anticipate these findings could assist educators in all settings (e.g. public, private, and homeschooling) both in better adapting their practices for their students' needs as those needs change over time and in understanding the homeschooling process itself.

## Anticipated Progress

By the time of the conference, I anticipate having completed the pilot study portion of the research and preparing to launch the full study. This is dependent upon IRB approval before August and sufficient participants to meet the required pilot study participant numbers.

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## **95 Exploring the Impact of Servant Leadership on Employee Satisfaction at Institutions of Higher Education in Louisiana**

Ms. Rebecca Cannon

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

The purpose of this dissertation is to conduct a comprehensive investigation into the relationship between servant leadership behaviors demonstrated by academic leaders and their influences on employee satisfaction at institutions of higher education (IHE) in the state of Louisiana. The study will delve into the various dimensions of servant leadership to identify their significant contributions to enhancing employee satisfaction. Through empirical research and conducting a quantitative analysis, this study seeks to provide valuable insights into how servant leadership can be effectively applied in the context of academia to foster high levels of employee satisfaction.

**Problem Statement:** The influence of servant leadership on employee satisfaction within the context of higher education institutions continues to be inadequately understood. Despite the growing emphasis on leadership styles conducive to employee satisfaction, the specific impact of servant leadership with academia remains ambiguous. A comprehensive investigation into the relationship between servant leadership behaviors exhibited by academic leaders and resultant effects on employee satisfaction is warranted. This research aims to identify the key dimensions of servant leadership that significantly contribute to enhanced employee satisfaction within higher education settings.

### Research Questions and Relevant Literature

1. What specific servant leadership behaviors are most strongly correlated with high levels of employee satisfaction among staff and faculty employed by IHEs?
2. How does the perception of servant leadership among employees vary based on employee role and institutional type and how this perception influences overall job satisfaction?

These questions aim to identify and quantify which behaviors associated with servant leadership have the most significant impact on employee satisfaction and explore

whether perceptions of servant leadership vary significantly between different roles and different institutional types.

#### Methods Techniques/Mode of Delivery

The best methodological approach for conducting a quantitative study on the impact of servant leadership on employee satisfaction at Louisiana institutions of higher education involves using a survey-based research design. This technique allows for the collection of large-scale data from a diverse range of employees, providing a comprehensive understanding of the relationship between servant leadership practices and employee satisfaction. The Organizational Leadership Assessment can be utilized to measure the variables of interest reliably. This instrument is well-validated and widely used in leadership and organizational behavior research, ensuring the accuracy and comparability of the data. For the model of delivery, an online survey distribution method is recommended due to its efficiency, cost-effectiveness, and ability to reach a broad audience across multiple institutions. Data analysis techniques such as multiple regression analysis and structural equation modeling (SEM) can be employed to examine the relationships between servant leadership dimensions and employee satisfaction. These statistical methods are powerful tools for identifying significant predictors and understanding the direct and indirect effects of servant leadership on employee satisfaction. By employing this quantitative approach, the study can provide empirical evidence that informs leadership practices and policies in higher education institutions.

#### **Preliminary or Anticipated Findings**

Researching the impact of servant leadership on employee satisfaction at Louisiana institutions of higher education is likely to yield several anticipated findings. A). One such finding could be that higher levels of servant leadership practices are positively correlated with increased employee satisfaction. This might manifest through enhanced job fulfillment, stronger organizational commitment, and higher levels of trust and engagement among staff members. Additionally, specific servant leadership behaviors, such as active listening, empathy, and support for professional growth, may emerge as key factors contributing to higher employee morale and reduced turnover intentions; B). Another anticipated finding might be that faculty members might experience different (lower in most cases) levels of job satisfaction compared to those in administrative or support roles; C). IHEs with a culture of servant leadership might exhibit higher employee satisfaction rates compared to IHEs with more traditional leadership styles; D). There may be discrepancies between the perceived and actual presence of servant leadership behaviors. This would indicate a need for institutions to improve training and development for leaders; and E). The need for effective feedback systems where employees can voice their opinions and concerns about leadership practices without the fear of retaliation.

#### Scholarly Significance or Anticipated Contributions to the Field

Researching the impact of servant leadership on employee satisfaction at Louisiana institutions of higher education holds significant scholarly value, particularly in expanding the theoretical framework of servant leadership within academic settings (Greenleaf, 1970; Spears, 2002). By empirically examining this relationship, the study can provide nuanced insights into how servant leadership principles uniquely manifest and operate in higher education environments (Sendjaya et al., 2008). This research can fill a critical gap in the literature, offering evidence-based findings that support or challenge existing theories of leadership (Liden et al., 2008; Stone et al., 2004). Additionally, the focus on Louisiana institutions allows for a region-specific analysis, providing contextually relevant data that can inform localized leadership practices and contribute to a broader understanding of how cultural and regional factors influence leadership effectiveness (Northhouse, 2018).

The anticipated contributions extend to practical applications within higher education administration. By identifying specific servant leadership behaviors that enhance employee satisfaction, the research can inform the development of targeted leadership training programs and human resource practices aimed at fostering a supportive and empowering organizational culture (Spears, 2002). These insights can aid higher education institutions in implementing leadership strategies that improve job satisfaction, employee retention, and overall institutional performance (Sendjaya et al., 2008). Moreover, the findings can influence policy development, advocating for the adoption of servant leadership principles in governance structures, thereby promoting more inclusive and participatory decision-making processes (Liden et al., 2008). Ultimately, this research has the potential to drive sustainable and ethical leadership practices that benefit not only employees but also the broader educational community and its stakeholders (Parris & Peachey, 2012).

### **Anticipated Progress or Next Steps Prior to the Annual Meeting**

The anticipated next steps for this research is to gain the necessary approval of the faculty for conducting this study in the form of a research proposal and obtaining Institutional Review Board (IRB) approval. Once these steps have been completed, data collection and analysis will commence.

### **Adult Learning and Professional Development**

3:00 - 3:50pm Thursday, 7th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Honorine Ntohyuh

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## **57 Enhancing Teacher Behavior-Specific Praise through Professional Development and an RTI Framework**

Ms. Marsha Hasenoehrl, Ms. Katherine Tackitt, Ms. Grace Ann Cuevas, Dr. Hailey Ripple

Mississippi State University, Starkville, MS, USA

### **Abstract**

Bolstering the student-teacher relationship is critical for fostering a positive learning environment. This paper explores the dynamic nature of this relationship and its implications for future academic outcomes. It also examines the barriers educators may face while establishing these relationships and describes a research project conducted through a multi-tiered intervention approach. The study investigates the relationship between praise and reprimands, focusing on behavior-specific praise (BSP) as an effective behavior management strategy. Results suggest targeted professional development can increase behavior-specific praise rates and refine classroom management strategies.

The positive relationship between students and teachers significantly impacts the creation of a conducive learning environment. Numerous studies have demonstrated that such relationships increase student engagement, motivation, and better academic performance. The way teachers give praise and reprimands also plays a crucial role in shaping the student-teacher relationship. When used effectively, praise can be a powerful tool for encouraging positive behaviors and fostering a supportive learning environment. Specific praise for desired behaviors is an effective technique for educators to acknowledge and reinforce positive actions. Young children thrive on immediate feedback and timely praise that reinforces their positive actions. Research on increasing praise through tiered training is a significant effort in the RTI domain. Continuous, context-specific support is crucial for teachers' professional development needs. The RTI framework offers personalized interventions tailored to individual teachers' specific requirements.

The study involved five teachers from two schools in the southern United States, teaching classes from PreK to 1st grade. The research began by collecting baseline data on behavior-specific praise and reprimand rates. Subsequently, the teachers and teacher assistants underwent a brief didactic training on behavior-specific praise and its importance in the classroom. The second tiered intervention involved performance feedback in the form of a daily email. Researchers sent a daily email to the teachers, outlining their previous rates of BSP and reprimands and providing suggestions on how to increase BSP rates and decrease reprimand rates. The third tier involved in-person feedback and practice. Researchers met with the teachers to provide feedback on the most recent observation, shared specific examples from their classrooms, and offered suggestions on increasing levels of BSP. The researchers also modeled BSP and allowed the teachers to practice the skill by asking them to devise two ways to use it in the classroom with the students.

The results indicate that a didactic lesson alone may not result in significant behavior change in teachers in the classroom. Results also suggest that the tier-two performance feedback intervention significantly increased teachers' use of BSP across two classrooms that received tier-two intervention. The tier-two performance feedback intervention also resulted in lower reprimands in all classrooms receiving tier-two and tier-three interventions. Brief didactic professional developments do not appear to be enough to establish lasting change within a classroom setting. However, results suggest that implementing minimally invasive interventions such as emailed performance feedback can be an effective tool for educators.

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## **99 Decolonizing Advising Practices: Meeting the Needs of Marginalized Adult Learners Through Constructed Dialogue**

Dr. Shea Kuykendoll, Mr. Guy Delahoussaye

University of Memphis, Memphis, TN, USA

### **Abstract**

This presentation is adapted from the book chapter titled *Decolonizing Adult Learner Advising*. The central argument is that the academic advising process provides incomplete services when addressing the needs of adult learners, especially those from marginalized groups. These incomplete services lead to student success gaps caused by institutions' failure to adequately address known challenges that adult learners face throughout their higher education experience.

The research for this presentation draws on the authors' application of Critical Race Theory and Schlossberg's Transition Theory in the world of academic advising. Using a critical lens to understand the needs of the adult learner and collaborative autoethnography as the research method, the authors address the need to break the paradigm of adult learner advising at predominately white institutions and offer solutions that effectively support the individual needs of the adult learner.

Utilizing collaborative autoethnography, the authors addressed the data from the perspective of the student, as well as the perspective of the academic advisor. Semi-structured interviews were used to gather data, and thematic analysis was used to analyze data. Our results were presented using Creative Analytic Practice (CAP), which deviates from the conventional methods of qualitative research data representation by using non-traditional formats like poetry, dialogue, and so on.

Constructed dialogue was chosen to share the counter-narratives about advising in our voices as it better aligned with our theoretical lens.

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## **199 Translingual and Transcultural Literacy: Enhancing Qualitative Interview Dynamics in Higher Education**

Ms. Honorine Ntoh Yuh

The University of Alabama, Tuscaloosa, AL, USA

### **Abstract**

The study explores how translanguaging and translinguistic practices affect interviews with graduate students from diverse linguistic and dialectal backgrounds. It aims to develop strategies for creating inclusive interview spaces and addresses the gap in understanding how translingual and transcultural literacy influences the qualitative research process. The research used qualitative methods and focused on bilingual, multilingual, and dialectal graduate students. The findings demonstrate the potential of these practices in creating more inclusive and effective interview environments for students with diverse linguistic repertoires.

### **Introduction**

While there is a substantial body of work on translanguaging in classroom settings (García & Wei, 2014; Creese & Blackledge, 2010), there is a clear need for more studies specifically examining how translinguistic practices influence the dynamics and outcomes of interviews with bilingual, multilingual, and dialectal students. This is crucial because interviews are critical sites for data collection and meaning-making in qualitative research. Additionally, the concept of 'voice' is well-explored in narrative inquiry (Chase, 2008; Barkhuizen, 2011), but the significance of embodied 'voice' during data analysis is underexplored. Understanding how embodied narrative 'voice' is constructed and interpreted can provide deeper insights into participants' lived experiences and identities. Although literature acknowledges the intersectionality of language, culture, and identity (Norton, 2013; Kalaja et al., 2015), previous studies do not extensively examine how these intersections play out in interviews. Specifically, there is a need to understand how linguistic diversity shapes narrative identity construction during the interview process. Moreover, transcultural literacy is often discussed in broader educational contexts rather than specifically in interviews with bilingual, multilingual, and dialectal students. This gap is significant because interviews are crucial for capturing the nuanced ways students navigate and negotiate their linguistic and cultural identities. This study aims to illuminate these under-researched areas, providing a deeper understanding of how plurilingualism may act as an affordance or communicative constraint affecting the research process. Furthermore, there is a growing recognition of the need for inclusive practices in education (García, Johnson, & Seltzer, 2017), but practical guidelines for implementing inclusive interview practices that accommodate linguistic diversity are sparse. Therefore, research in this

area can offer practical strategies for researchers conducting interviews in predominantly 'monolingual' settings, enabling them to more accurately capture the lived experiences of students from diverse linguistic and cultural backgrounds, enhancing the reliability and depth of the collected data and fostering more inclusive and effective research practices.

## **Interview Dynamics**

Interview processes provide crucial junctures where linguistic diversity and the impact of language ideologies come to the forefront. This research highlights the significance of literacy, particularly translingual and transcultural literacy, in shaping interview dynamics and creating inclusive spaces for students from diverse linguistic and cultural backgrounds. By highlighting the role of translanguaging and translinguistic practices, the study aims to inform interview practices to recognize and value linguistic pluralism (Garner, 2004; Schafer, 1998; Haugen, 1972).

## **Objectives**

The primary objectives of this study are to:

- Investigate the impact of translingual and transcultural literacy on interview dynamics, particularly for graduate students from diverse linguistic and dialectal backgrounds.
- Examine the role of translanguaging and translinguistic practices in shaping interview processes and fostering inclusivity for students with diverse linguistic repertoires (Chase, 2008).
- Highlight the affordances of translanguaging and translinguistic practices in creating inclusive interview spaces and enhancing the representation of linguistic diversity during the research process (Kalaja et al., 2015).

## **Methodology**

This research employed qualitative methods; individual interviews and focus groups with graduate students from diverse linguistic and dialectal backgrounds. The study introduced the 'ecological embodied and situated cognitive processes' (EESCP) framework to explore the role of the body and the environment in shaping cognitive processes, particularly in the context of qualitative interviews. It delved into the neural mechanisms and embodied forms of expression during individual interviews and focus groups, incorporating raciolinguistic and language ecology frameworks to explore the role of linguistic diversity in shaping interview dynamics and outcomes. Additionally, Poetic Inquiry, a qualitative method using poetry to interpret human experiences, was employed to present the findings (Barcelos, 2003). This pilot study is an integral component of a broader research project.

**Participants:** Purposeful sampling based on predetermined criteria was employed. The participants were all bilingual, multilingual, and dialectal graduate students from various departments and programs at a southeastern university.

**Data Collection:** Data was collected through semi-structured open-ended interviews and focus groups, allowing participants to share their stories in a detailed and nuanced manner (Kramp, 2004). The interviews were designed to challenge traditional notions of language use and linguistic boundaries, embracing a more holistic and integrated approach to multilingualism (MacLure, 2011).

**Data Analysis:** Transcripts from the focus groups and interviews were analyzed, and salient narratives were transformed into poetic forms (Faulkner, 2017). Through Poetic Inquiry, the study explored how participants' narratives reflected their personal and collective language use and interactions within broader educational contexts.

## **Significance**

The preliminary findings of this study shed light on the importance of translingual and transcultural literacy during the interview process, especially for graduate students from diverse linguistic and dialectal backgrounds. These students demonstrated their linguistic flexibility and cultural knowledge by challenging preconceived notions about their language abilities and advocating for their academic competence. However, they often felt pressured to conform to a specific linguistic standard, which diminished their confidence and hindered their full participation. Despite these challenges, the affordances of translanguaging in shaping interview dynamics and creating inclusive spaces are evident, fostering a sense of inclusivity and belonging within academic spaces.

## **Conclusion**

This study underscores the importance of translingual and transcultural literacy in shaping the linguistic landscape of higher education. By highlighting linguistic diversity and embodied expression, it aims to reconceptualize literacy. Specifically, the goal is to steer policies and practices toward valuing plurilingualism and empowering students with diverse linguistic repertoires. Furthermore, the study advocates for a more integrated and holistic approach, incorporating non-traditional modes to enhance research and literacy in higher education.

## **Future Studies**

Future studies will include a greater number of focus groups and individual interviews across academic disciplines and programs to capture a more comprehensive range of experiences among bilingual, multilingual, and dialectal graduate students.



## **Graduate Student Success**

3:00 - 3:50pm Thursday, 7th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Stefanie Sorbet

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### **42 Dissertation Student Expectations (Committee Members)**

Dr. Alan Webb<sup>1</sup>, Dr. Brian Barsanti<sup>2</sup>, Ms. Nikki Adepoju<sup>1</sup>

<sup>1</sup>The University of Alabama, Tuscaloosa, Alabama, USA. <sup>2</sup>The University of Alabama at Birmingham, Birmingham, Alabama, USA

#### **Abstract**

#### **Problem Statement**

After 30 years involvement in the dissertation process as a student and a professor it has become apparent that oftentimes there is a disconnect between students and overseers of the dissertation process. Students are often confused about their responsibilities in the process as well as their understanding of the responsibilities of those who oversee the process. One of the primary relationships involved in the dissertation process is between the dissertation student and the members of the dissertation committee. A literature search which extended over the past 12 years uncovered no studies which focused upon this relationship.

#### **Theoretical Grounding**

This research endeavor was grounded theoretically on the basis of the philosophical assumptions of constructivism. Ontologically it is assumed that multiple realities exist and are constructed by means of lived experiences and social interactions. Epistemologically it is assumed that reality is co-constructed between the researcher and the researched. Axiologically it is assumed that individual values are honored and negotiated among individuals. As such, it is also assumed that research is value-laden. Methodologically it is assumed that research is emergent and that findings are best attained through consensus (Lincoln et al. 2001).

#### **Methodology**

A qualitative exploratory case study was conducted in order to further explore the relationship between the dissertation student and the members of the dissertation committee. The study consisted of semi-structured interviews with 49 participants. Twenty participants were present dissertation students and 29 participants were former dissertation students. The interview questions were derived from the research question, "What expectations do dissertation students have of the members of their dissertation committee.?"

## **Results**

The overall finding of this study was that most of the dissertation students who were interviewed were unsure of what expectations they should have with respect to the members of their dissertation committees. A large number of the participants expressed that they had always wondered what they should expect from their committee members. A large number expressed the opinion that if they had been aware of what was expected of their committee members their dissertation experience would have been more pleasant. The responses from the participants in the study were categorized into four themes. With respect to the dissertation process the participants expected the committee members to (1) be knowledgeable in their fields, (2) be invested in the student's success, (3) support the student throughout the process, and (4) interact with the student on a regular basis.

## **Implications**

The findings of this study will have implications for understanding the dissertation process and for improving the relationship between the dissertation student and the dissertation committee members. The previous studies which have been conducted isolated the problem of expectations. The findings of these studies implied that there was a lack of understanding between what dissertation students considered to be the responsibilities of their committee members. The findings of this study will clarify for committee members what dissertation students expect from them. With this information the dissertation process can be improved.

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## **58 Dissertation Student Satisfaction With Committee Members: A Mixed Methods Study**

Dr. Alan Webb

The University of Alabama, Gadsden, Alabama, USA

## **Abstract**

### **Problem Statement**

After 30 years involvement in the dissertation process as a student and a professor it has become apparent that oftentimes there is a disconnect between students and overseers of the dissertation process. Students are often confused about their responsibilities in the process as well as their understanding of the responsibilities of those who oversee the process of their dissertation.

### **Theoretical Grounding**

This study is grounded in the theoretical construct of pragmatism. Pragmatism is a philosophical paradigm which engages research issues as its principle “line of action” (James, 1907; Mead, 1934) with assiduous attention being paid to the “technical warrants” (Dewey, 1929) that emphasize “workability” (Dewey, 1929; Mead, 1934). Simply stated, pragmatism focuses upon the topic of research, utilizing whichever methods or research techniques are deemed appropriate in order to achieve consistent findings (Creswell & Poth, 2018).

### **Methodology**

An exploratory sequential mixed methods study was conducted in order to fill these gaps in the literature. The first strand consisted of an exploratory case study to discover the expectations of dissertation students with respect to the dissertation process. The second strand took the findings of the exploratory case study and developed a survey instrument known as the Dissertation Student Satisfaction Survey. The survey was pilot tested with a sample of 93 participants. The sample consisted of 39 individuals who were presently engaged in the dissertation process, 28 individuals who had successfully completed their dissertation, and 30 individuals who had been unsuccessful in the dissertation process.

### **Results**

The results of this present study focused upon the satisfaction of dissertation students with their committee members. The scale for the survey consisted of 1-10 with 1 being very unsatisfied and 10 being very satisfied. The major findings of this study are as follows: On the item of committee members knowledge of their field the mean was 6.08; on the item of methodologist assistance the mean was 3.70; on the item of literature review assistance the mean was 4.81; on the item of committee member investment in the student the mean was 4.30; on the item of feedback the mean was 4.09. The mean for overall satisfaction was 3.84. On the item of overall satisfaction, the

mean for students presently engaged in the dissertation process was 3.86, students who successfully finished their dissertation was 5.25, and for students who did not successfully finish their dissertation the mean was 2.50.

## **Implications**

The results of this study will provide a valid and reliable survey instrument for the study of dissertation students and their satisfaction with the dissertation process. Future researchers will benefit from the findings of this study in that there will now be an effective way to investigate this important topic with a survey which will measure quantitative data collected for data analysis. The results of this study will also open the door for a qualitative study to investigate the reasons behind the quantitative discoveries.

## **Conclusion**

There is a 25-page document which further explains the details of this study and its findings.

## **Higher Education**

3:00 - 3:50pm Thursday, 7th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Raglena Salmans

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### **94 Enhancing Data Science Accessibility: Investigating the Efficacy of an Innovative Pilot Program for Engaging Non-STEM Undergraduate Students in a Data Science Certificate Pathway**

Dr. Adrienne Smith<sup>1</sup>, Dr. Rebecca Zulli<sup>1</sup>, Dr. Ravanasamudram Uma<sup>2</sup>, Dr. Debzani Deb<sup>3</sup>, Dr. Sambit Bhattacharya<sup>4</sup>

<sup>1</sup>Cynosure Consulting, Apex, NC, USA. <sup>2</sup>North Carolina Central University, Durham, NC, USA. <sup>3</sup>Winston Salem State University, Winston Salem, NC, USA. <sup>4</sup>Fayetteville State University, Fayetteville, NC, USA

## Abstract

The proposed paper presentation investigates the effectiveness of an initial course implementation of an innovative pilot program designed to introduce non-STEM undergraduate students to data science through a multi-institutional data science certificate pathway. The study focuses on the DATA Certificate program, comprising a series of stackable micro-credentials aimed at integrating data-analytic technological skills into non-computing majors. During the Spring 2024 semester, this pilot course was implemented across three universities—North Carolina Central University, Fayetteville State University, and Winston-Salem State University—encompassing disciplines such as Criminal Justice, Nutrition & Dietetics, Art & Design, Forensic Science, and Exercise Physiology. Research activities included pre- and post-course student surveys, class presentation observations, and post-course reflection forms to evaluate the program's effectiveness in enhancing students' data science knowledge, skills, and socio-cognitive dimensions related to STEM careers.

The pre- and post-course student surveys provided crucial quantitative data on the impact of the course. Seven students completed the pre-course survey, and five completed the post-course survey. Demographic data indicated a diverse group of participants, with significant representation of Black students and first-generation college students. The surveys included a 15-item multiple-choice foundational data science knowledge assessment. Results showed an average increase in scores from 51% before the course to 64% after. Additionally, the surveys measured various socio-cognitive dimensions using composite scores, including Data Science Identity, Career Plans, Self-Efficacy, and Interest in Data Science. The findings revealed more favorable scores in nearly all composites after the course, with notable improvements in self-efficacy related to succeeding in STEM careers and academic self-efficacy.

Class presentation observations provided qualitative insights into student engagement and the practical application of data science tools. Over two course periods, students presented their final projects, which involved analyzing real-world datasets related to police violence or gun violence using the CODAP (Common Online Data Analysis Platform). These presentations demonstrated the students' ability to apply data science tools effectively, contextualize real-world data, and derive meaningful insights. Post-course student reflections further illuminated the students' experiences and the course's relevance to their personal and professional aspirations. Students expressed increased interest and confidence in data science, recognizing its importance in addressing societal issues. Many found the practical applications of data manipulation and visualization particularly surprising and intriguing.

Collectively, the findings indicate strong support for the potential efficacy of the DATA Certificate program as a pathway to introduce non-STEM students from underrepresented groups to data science. However, the study also identified areas for further enhancement, such as variability in students' mastery of data science concepts and issues with student attendance. Recommendations for course improvement included more hands-on experiences and continued use of practice sheets to reinforce

learning. These insights underscore the need for flexible instructional approaches to accommodate diverse learning speeds and better integration of the data science pathway within the broader curriculum. This presentation will offer deeper insights into the best practices and challenges emerging from the pilot that are more broadly generalizable beyond the specific context of the study.

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## **118 Ethical Frameworks to Mitigate Academic Misconduct While Leveraging Generative AI**

-- Mohammad Uddin, -- Stephen Abu, Dr. Laura McNeill, Dr. Margaret Rice

University of Alabama, Tuscaloosa, AL, USA

### **Abstract**

The rapid advancement of Generative AI in academia has raised ethical concerns about academic integrity, particularly in higher education. Though the recent existing relevant literature talks about ethical concerns and solutions with AI, they do not offer holistic frameworks on how ethical guidelines will be formed and implemented. To address this gap in academic literature, this study aims to delineate the key ethical concerns prevalent in academia and propose a theoretical framework that incorporates the moral philosophies of deontological ethics for learners and teleological ethics for evaluators. Deontological ethics, proposed by Immanuel Kant, prioritize the process of creation over the outcome of submission in moral considerations. On the other hand, Teleological ethics, alternatively consequentialist ethics proposed by philosopher John Stuart Mill, is referred to as a moral theory that the morality of an action is determined primarily by its outcomes or consequences.

Employing a qualitative methodology and thematic analysis, this research utilized a systematic scoping review of scholarly existing literature. The authors searched five academic databases, following specific inclusion and exclusion criteria, which resulted in a final set of 68 relevant studies out of 200 for review. The authors found evidence of a lack of academic integrity in higher education, particularly in students' written assignments. To address this issue, the academic literature suggests that the establishment of ethical guidelines would be effective for learners' ethical awareness in using AI. The use of ethical guidelines has also promoted educators to assess learners' academic written work, emphasizing learners' own creativity. As generative AI tools become increasingly prevalent, the risk of academic misconduct may escalate, therefore threatening educational institutions' credibility and the integrity of students' academic qualifications. The results of this study showed that ethical standards have helped educators concentrate on evaluating students' originality in written work and increase learners' ethical consciousness when utilizing AI. Based on these results, this study suggests a comprehensive ethical framework that includes teleological ethics for

assessors and deontological ethics for students. By promoting critical thinking, emphasizing original work, and offering explicit standards for the ethical use of AI, this approach can assist educators, administrators, and students in reducing the likelihood of academic misconduct. By using this approach, academic integrity can be protected, and a culture of ethical practice can be fostered in a learning environment boosted by artificial intelligence.

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## **128 Two Sides of the Same Coin: Role Conflict and the Academic Department Head**

Dr. Thomas DeVaney, Dr. Margaret Westmoreland

Southeastern Louisiana University, Hammond, LA, USA

### **Abstract**

The academic department head at a higher education institution serves as an administrator and faculty member. Administratively, the academic department head is responsible for the planning, direction, and development of the department and engages in activities such as supervising and evaluating faculty, preparing the schedule of course offerings, appointing and coordinating departmental committees, and addressing student needs. The academic department head ensures the integrity of all academic programs within the department, including program and accreditation reviews and curriculum development. Unlike other academic administrators, the academic department head must maintain faculty member responsibilities which include maintaining a minimum teaching load, as well as continued research productivity and participation in service activities.

The demands and expectations associated with the administrative and faculty roles create the potential for a situation referred to as role conflict. Getzels and Guba (1954) described role conflict as a situation in which contradictory, competing, or incompatible expectations are placed on an individual who holds two or more roles at the same time. Consequently, Getzels and Guba suggested that role conflict requires an individual to ignore one role. Further, the extent to which the role is ignored impacts the individual's evaluation, potentially resulting in an ineffective evaluation with respect to the role that was ignored. Role conflict has been examined in a variety of contexts. However, within education, role conflict has been examined among K-12 teachers, counselors, teacher/coaches, and school leaders. At the higher education level, role conflict has been examined for college athletes, faculty, department chairs, and deans.

Because of the unique position of the academic department head as an administrator and faculty member, the goal of this multiphase research is to contribute to the understanding of the roles and expectations associated with this position and the role conflict experienced by academic department heads. The first phase of this research, which is the focus of this proposal, involves the collection of quantitative and qualitative data through a survey and/or focus group/interview protocols based on previous research. These data focus on the roles and responsibilities of academic department heads and the identification of issues and situations that lead to role conflict, including role overload and role ambiguity. The sample for Phase 1 of the research will consist of department heads representing five academic colleges at a 4-year regional university in southeast Louisiana. Analysis of quantitative data will be descriptive, and qualitative data analysis will include a combination of deductive coding using pre-identified themes such as role overload and role ambiguity and inductive coding that identifies emerging sub themes within the pre-identified major themes as well as additional major themes.

The findings from Phase 1 will be used to develop an instrument that will be distributed to a larger population of academic department heads and allow for additional exploration of role conflict, including potential differences based on situational and personality factors.



## **Paper Award Presentations**

9:00 - 9:50am Friday, 8th November, 2024

Inspiration

Presiders Stefanie Sorbet

During this special session, winners of the James E. McLean Distinguished Research Paper Award and the Herbert M. Handley Outstanding Dissertation/Thesis Award will present the papers. Winners are announced at Thursday's Business Meeting.

## **The Role of Black Educators**

10:00 - 10:50am Friday, 8th November, 2024

Inspiration

Presentation type Symposium

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### **183 Unveiling Hidden Narratives: The Role of Black Male Educators in Teaching the Unwritten Truths of American History**

Mr. Jalen Kennedy<sup>1</sup>, Mr. Kaylen White<sup>1</sup>, Mr. Michael Dozier<sup>2</sup>

<sup>1</sup>Grambling State University, Bastrop, Louisiana, USA. <sup>2</sup>Grambling State University, Athens, Louisiana, USA

#### **Abstract**

**Problem Statement:** The traditional American History curriculum overlooks the trials, tribulations, contributions, and the perspectives of Black Americans which results in a skewed and incomplete understanding of this nation's past. Black male educators, through their unique experiences, play a pivotal role in addressing this gap by conveying the untold narratives of American history within the broader context of the nation's history.

**Theoretical Grounding:** This study is grounded in culturally responsive pedagogy and critical race theory, which emphasizes the importance of including diverse perspectives in education to promote equity and understanding. Critical race theory focuses on the role of race and racism in perpetuating social inequalities, while culturally responsive pedagogy promotes teaching practices that recognize and embody students' cultural references.

**Methodology:** The research employs a qualitative methodology through the utilization of in-depth interviews and participant observations to gather data from a sample of Black male educators across various educational settings. The data collection process involved structured interviews to explore educators' experiences and strategies in teaching American history. Observations were conducted in public school classroom settings to understand the implementation of these strategies. The analysis was executed using thematic coding to identify common patterns and themes related to the educators' roles and impacts.

**Results:** The discoveries reveal that Black male educators employ a plethora of tactics to incorporate storytelling, community engagement, the use of primary sources, and incorporating untold narratives into their history lessons. These educators frequently draw from their personal experiences and cultural knowledge to make history lessons more impactful and relevant for their students. The study also emphasizes the challenges these educators face, such as a lack of resources and institutional resistance.

**Conclusions/Implications:** The study concludes that Black male educators play a crucial role in diversifying the historical narratives presented in American classrooms. Their efforts not only enrich students' understanding of history but also foster a more inclusive and equitable educational environment. The findings suggest the need for educational policies and professional development programs that support and empower Black male educators in their efforts to teach the unwritten truths of American history.

**Session Overview:** This session will delve into the vital role of Black male educators in uncovering and teaching the untold stories of Black history within the broader context of American history. Participants will explore the opportunities and challenges faced by these educators in advocating for and integrating marginalized perspectives into history curricula. Through case studies and engaging discussions, presenters will share innovative teaching approaches, community partnerships, resources, and how the Call Me MiSTER program plays a vital role in changing our history to create a better future.

## **Reflective Practices**

10:00 - 10:50am Friday, 8th November, 2024

Insight

Presentation type Discussion/Paper (Lecture)

Presiders Jane Nell Luster

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## 62 Cracking the Academic Black Box: Faculty Experiences at Early-Career Symposia

Dr. Chelsie Dubay<sup>1</sup>, Dr. Yvonne Earnshaw<sup>2</sup>

<sup>1</sup>East Tennessee State University, Johnson City, TN, USA. <sup>2</sup>Kennesaw State University, Kennesaw, GA, USA

### Abstract

Early-career faculty have the daunting task of navigating the intersection of the major faculty performance areas of teaching, research, and service (Crome et al., 2019; Hollywood et al., 2020). For some, their previous academic and professional experience helped prepare them for balancing these expectations. Others, however, enter these positions without the same level of preparation (Vázquez, 2023). Early-career symposia (ECS) can play a crucial role in supporting the professional development of tenure-seeking faculty. While these events may introduce and support new faculty to the structure and expectations of their academic roles, limited research has explored their effectiveness (Phuong et al., 2020).

This transcendental phenomenological (Moustakas, 1994) study describes the experiences of 15 participants who attended a variety of early-career symposia. Using the theory of organizational socialization (Chao, 2012) and through semi-structured interviews, the study explored participants' perceptions of the event's meaningfulness and how it shaped their academic identities. Additionally, the study emphasized the importance of designing intentional programming for specific audiences to ensure that early-career faculty receive the necessary support to successfully navigate the challenges of their new roles and integrate effectively into their academic institutions.

Findings reveal that early-career faculty value networking opportunities with established scholars, socialization with peers facing similar challenges, and practical takeaways related to personal, professional, and psychosocial aspects of navigating the tenure process. This topic informs the role of institutions or associations in designing targeted interventions for differing institutional contexts. Implications include creating separate early-career symposia tracks or events that cater to the unique needs of faculty and ensure that participants receive relevant support and resources to advance their careers.

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## **137 Facilitating Expanded Access for Special Education – A Shared Services Agreement Story**

Mr. Efrain Garza<sup>1,2</sup>, Dr. Rod Uzat<sup>2</sup>, Dr. Kara Rosenblatt<sup>2</sup>

<sup>1</sup>South Texas ISD, Mercedes, Texas, USA. <sup>2</sup>UTPB, Odessa, Texas, USA

### **Abstract**

School districts in Texas, much like elsewhere in the nation face a variety of challenges – some that have been exacerbated by the recent pandemic and others that have simply been trending in the wrong direction for some time. However, Texas districts face

a more acute problem that lies at the intersection of two topics: finance and Special Education. While the recent state legislative session allocated \$4 billion in funding for public schools, the money is in effect frozen due to the political inability to come to an agreement on the integration of a voucher system as part of the overall legislative package. Consequently, there will be no additional funding for schools beyond the 2019 level basic allotment until mid-January of 2025, when politicians will gather again in Austin, leaving many school districts with some difficult choices for their 2024-25 budgets.

At the same time, Texas has seen a steady increase in the number of Special Education students served. Between 2013 and the middle of 2021, the number of Special Education students grew 37.59% (TEA, 2022). This is in alignment with the Texas Education Agency's (TEA) strategic plan to increase the functionality of student identification for Special Education services. Going forward, as the process for identification improves it is reasonable to expect a continued increase in the number of Special Education students who will need to be served. Compounding this challenge will be the shortage in professional staff available to deliver such services. For the 2023-2024 academic year, TEA flagged Special Education as one of 8 teacher shortage areas. In addition, there are other significant shortages in school psychologists and diagnosticians wreaking havoc with meeting the legally required timeframe for the assessment and identification of students (Fogel, 2023). In this environment, smaller districts can be hit very hard, squeezed in vice between an already limited fiscal capacity and a service needs threshold that makes it difficult for them to compete for qualified staff.

Some districts are meeting this challenge by entering into shared service agreements for Special Education services. South Texas ISD is one such example that recently has built and continues to seek more opportunities to expand on a shared service agreement that is revenue neutral for the district and a winning proposition for all partners. This article will examine the South Texas ISD initiative with an eye towards addressing the following questions posed by Baggs (2011) in his study of organizational constructs impacting a tri-district model for shared services in New Jersey: 1. What are the challenges and benefits of a shared services model? 2. How will a shared services model for South Texas ISD and its partners advance public confidence about public education? 3. What are the essential components for a shared services model? 4. What recommendations will the research suggest for a shared services model? 5. Which organizational constructs will provide South Texas ISD and its partners the appropriate direction for a shared services model?

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## **Teaching and Learning in the Digital Age**

10:00 - 10:50am Friday, 8th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Ashley Wicker

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## **11 Cyberthreats: An Epidemic**

Mr. Hudson Agee<sup>1</sup>, Dr. Charles Notar<sup>2</sup>

<sup>1</sup>Hoover High School, Hoover, Alabama, USA. <sup>2</sup>Jacksonville, Jacksonville, Alabama, USA

### **Abstract**

It is true to say that we live in a fast-paced, high tech, multi-media world these days. While it has many advantages, it has its dark side just as the physical world. Has technology been used to steal from you, bully you, stop you from advancement in your job or being accepted into a college? Cyberbullying is of major concern everywhere be it in the home, at school, or the workplace. This presentation provides the five most important things to do to prevent cyberbullying. What can be done about cyberthreats in the home, as a parent, as a child, and in school/workplace are discussed. The presenters understand there are a myriad of articles that provide preventions but consider the following as the foundation for prevention: Communication and trust, education, teaching, privacy, and help.

Emphasis in the presentation will be on other methods of securing your devices to help you keep ahead of the cyberbully.

## **Passphrase**

Use a passphrase rather than a password. Passphrases are much more secure than passwords because they are typically longer, making them more difficult to guess or brute force. So instead of choosing a word, pick a phrase and take the first letters, numbers, and punctuation from that phrase to generate a seemingly random combination of characters. You can even substitute the first letter of a word with a number or symbol to make it even more secure.

## **Dictionary**

Another method for choosing a password is to open a dictionary or book and choose a random word. But as a random, as it may seem to you, a single word is quite easy for a hacker to guess. So rather than opting for just one word from the dictionary, choose a few and string them together along with numbers and symbols to make it much trickier for someone to figure out.

## **Using two-factor authentication**

The idea behind two-factor authentication is to use two factors (things) to authenticate your credentials when logging into an online application or site. Even if someone does manage to steal your password, you can still prevent them from accessing your account by adding an additional layer of security with two-factor authentication.

Enable two-step verification on your apps. Given the weakness of passwords in the unique identification system, more services are using two-step verification. The two-step verification is to use the second code to identify unknown computers. This code is normally sent to the mobile phone. So, if a stalker has your password, he will not be able to enter your account.

Anyone trying to log in to your account will have to enter the second piece of information after the correct password [Ex. Username + Code (Authenticator App)]. This is usually a one-time code that'll be sent directly to you via text message, although this isn't necessarily the most secure way of receiving that code. It's much safer to use a two-factor authentication app instead, as they're much trickier to intercept. Below are a few authentication apps:

Google Authenticator

Microsoft Authenticator

Authy

## **VPN**

A VPN — short for virtual private network. A VPN disguise your online identity by encrypting all traffic leaving your devices until it arrives at its destination. If cyberbullies do manage to hack your communication line, they won't intercept anything but encrypted data. VPNs also make it more difficult for third parties to track your online history, personal information, and data. It's a must to use a VPN when you use a public Wi-Fi network in a library, café, hotel, or airport.

## **Multi-factor authentication**

Using a physical token (like a Yubikey) or a personal device (like a mobile phone) to authenticate users ensures that passwords are not the sole gate to access (onelogin, 2023).

Cyberbullying is well-recognized as a severe public health issue which affects both adolescents and children (Zhu,, et al., 2021). As more is learned about the reasons behind cyberthreats/bullying and the specific tactics utilized, prevention programs are becoming increasingly more effective. The biggest struggle for cyberbullying prevention in the future is matching the fast pace of technological innovation with effective preventatives requiring further development and exploration (Donegan, 2012); Zhu, eta l., 2021).

Article published:

Notar, C. E., & Agee, H. T. (2024). Cyberthreats: An epidemic. *International Journal of Education and Social Science*, 10(3), 42-56.

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## **27 Exploring the Association Between Psychological Safety and Preservice Teachers' Intention to Use Technology-Enabled Learning**

Dr. Jessica Herring-Watson, Dr. Donna Wake

University of Central Arkansas, Conway, Arkansas, USA

### **Abstract**



## **Problem Statement**

Use of technology-enabled learning (TEL), a student-centered approach using technology as a cognitive tool for communication, collaboration, critical thinking, and authentic problem-solving (Authors, 2021; Authors, 2022), lags behind traditional, teacher-directed uses of educational technology in K-12 classrooms (Teras et al., 2020), resulting in lower student engagement (Wu & Huang, 2007) and academic achievement (Gorowara & Lynch, 2019). However, preservice teachers, who represent the future of the field, express strong positive intentions to use TEL after completing TEL-rich programs of study (Authors, 2021; Authors, 2022). Given technology's ubiquity in K-12 classrooms and TEL's value, exploring factors that influence preservice teachers' intention to use TEL in educator preparation programs (EPPs) is valuable. Psychological safety, positively associated with growth mindset, innovation, risk-taking, and creativity (Edmondson & Lei, 2014), may influence this intention but remains unstudied. This study aims to fill this gap in the literature.

## **Theoretical Grounding**

This study grounds intention measurement in the Theory of Planned Behavior (Ajzen, 1985) constructs: attitudes toward TEL, subjective norms, and perceived behavioral control (Ajzen, 1985; Authors, 2021). It also draws from psychological safety literature - the sense that making mistakes, taking risks, and expressing new ideas will not result in negative consequences (Edmondson & Lei, 2014). Given that TEL diverges from more traditional pedagogies, requiring instructional "risks" and creative thinking, psychological safety within one's program may be associated with intention to use TEL.

## **Methodology**

After gaining IRB approval, an anonymous Qualtrics survey was distributed to preservice teachers via course learning management systems at a mid-size public teaching university in the southeastern United States. Data was collected during the 2023-2024 academic year. Participants ( $n = 88$ ) responded to items on the valid and reliable Intention to Use Technology-enabled Learning (I-TEL) scale (Authors, 2021), psychological safety items developed and validated by Edmondson (1999), and demographic questions. After data collection was complete, data were downloaded and exported into SPSS 29 for statistical analysis.

## **Results**

A Mantel-Haenszel test of trend was run to determine whether a linear association existed between intention to use TEL and psychological safety within the program of study. The Mantel-Haenszel test of trend showed a statistically significant linear association between intention to use TEL and sense of psychological safety,  $\chi^2(1) = 10.607$ ,  $p < .001$ ,  $r = .349$ . Higher intention to use TEL was associated with a greater sense of psychological safety and vice-versa. Given the small sample size, these are considered preliminary results. Data will continue to be collected to confirm these study results.

## **Conclusions and Implications**

These results highlight the importance of EPPs providing psychologically safe environments for preservice teachers to experiment with TEL across their programs of study, aligning with a technology-infused approach to teacher education (Williamson et al., 2023). When EPPs center team learning, team respect, and creative risk-taking, preservice teachers can engage in TEL in ways that cultivate intention to include transformative TEL pedagogies in their teaching practice.

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## **51 The Impact of Technology in Self-Directed Learning for Technical Training in the Workplace**

Ms. Rebecca Bernard Amala Dass, Dr. Laura Norman

Northwestern State University of Louisiana, Natchitoches, LA, USA

### **Abstract**

Self-Directed learning (SDL) is defined as a process that allows learners to create and manage their learning paths and enables them to engage in lifelong learning (Loeng, 2020; Mbagwu et al., 2020; Morris, 2019). Non-traditional training and learning interventions continue to evolve in the workplace to help enhance individual and organizational performance, and as a response to meet the demands of complexities and changes in the workplace (Li, 2022). The immersion of new technology and automation, such as in the form of robotics and artificial intelligence, continues to progress and play a large role in changes to the business industry (McGuinness et al., 2023; World Economic Forum, 2018; 2020). Rapidly emerging advancements result in new skills and methods that will be needed to perform work tasks (Hess et al., 2023; Sony & Mekoth, 2022). This process also impacts evolution in learning and talent mobility across a global market (Govender & Adegbite, 2022).

This shift necessitates a reevaluation of traditional learning and development approaches by compelling professionals in the field to adapt to these changes (Sunder

et al., 2023). Employee learning addressing technical skills competencies, however, has historically been focused on in-person instructor-led training delivery methods in the corporate workforce (Govender & Adegbite, 2022). With the rise in digital transformation in corporate entities (Kolade & Owoseni, 2022; Trenerry et al, 2021) and the push to reduce resources involved in training such as personnel headcount, budget, and time (Verma & Venkatesan, 2022), there is a need to find new and improved ways of delivering technical training.

Organizations are looking to scale learning quickly with less time available to train employees during onboarding (Fellay, 2022), while at the same time, fostering a competitive drive for employees to be as efficient as possible from the time employment begins (Barratt-Pugh et al., 2020). The research necessitates an exploration of the use and impact of technology in employee learning, specifically, to facilitate self-directed learning in technical training. The theoretical basis for this study is grounded on the foundations of instructional design (Knowles et al., 2015; Kolb, 1984; Mayer & Morena, 1998; Morrison et al., 2013; Seel et al., 2017).

The purpose of this future qualitative, phenomenological study aims to explore the perceptions of the use of instructional technology in self-directed learning (SDL) strategies that can be integrated into the learning design, specifically to complement technical training curriculum in the organization. The research questions guiding this study will examine the perceived strategies for technical training experts to integrate learning technology into their technical training instruction practices to enhance self-directed learning, the perceived benefits of using instructional technology to facilitate self-directed learning in technical training, and the perceived challenges of using instructional technology to facilitate self-directed learning in technical training at the global learning facility. The outcome of this study would be beneficial to organizational learning and development professionals who manage training curriculum design, development, and/or delivery for their employees, technical subject matter experts, and the organization's leadership team.

## **Efficacy and Satisfaction**

10:00 - 10:50am Friday, 8th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Earlisha Whitfield

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**129 Post-Pandemic Learning: A Multivariate Analysis of College Students Self-Efficacy, Sense of Belonging, and Academic Engagement**

Ms. Yan Dai

Auburn University, Auburn, Alabama, USA

## **Abstract**

### **Post-Pandemic Learning: A Multivariate Analysis of College Students Self-Efficacy, Sense of Belonging, and Academic Engagement**

**Statement of the Problem:** As the educational landscape navigates the post-pandemic era, it is critical to understand how learning performance is associated with students' psychosocial factors. Among factors impact learning performance, self-efficacy fuels resilience and confidence to tackle challenges in dynamic academic settings, sense of belonging helps in re-establishing connection after pandemic isolation, and engagement indicates active participation, helping students re-engage with in-person education that demand commitment to learning processes. The present study aims to dissect the nuances in self-efficacy, sense of belonging, and engagement across varying achievement levels in the shifting dynamics of post-pandemic contexts. This understanding is crucial for creating a learning environment that meets the diverse needs of students.

**Theoretical Grounding:** The theoretical foundation of this research rests on the premise that these psychosocial factors are critical determinants of academic success. Specifically, self-efficacy, rooted in Bandura's social cognitive theory, refers to an individual's belief in their ability to succeed in specific situations. It is instrumental in fostering resilience, motivation, and persistence in academic pursuits. Higher self-efficacy is associated with higher levels of effort, and persistence when encountering adversity, hence better academic outcomes (Bandura, 1997). Sense of Belonging, drawing on Maslow's hierarchy of needs theory, emphasizes the importance of social connections and feeling part of a community. In educational environment, a strong sense of belonging can enhance student engagement, motivation, well-being, hence, better learning performance (Kahu, 2013). In post-pandemic era, re-establishing this connection is crucial as students transition back to in-person learning environments. Engagement, including cognitive, emotional, and behavioral facets, addresses the degree of attention, interest, and effort students invest in their learning. Engaged students are more likely to experience positive academic outcomes and personal growth (Fredricks et al., 2016). These theories collectively provide a ground to the present study.

**Methods:** An anonymous Qualtrics survey was administered to 333 participants at a Southeastern University in the Spring of 2022. The survey included demographic items, the self-efficacy subscale from Motivated Strategies for Learning Questionnaire, the sense of belonging subscale and engagement subscales from the Student Engagement Scale. The Cronbach's alpha with the present sample was .94 to .97.

**Results:** We conducted MANOVA on students from different quantiles and found significant differences in self-efficacy and engagement across student performance

levels, accounting for 15% of the variance. High achievers demonstrated greater self-efficacy and cognitive engagement. Sense of belonging, emotional engagement, and behavioral engagement did not significantly differ with learning performance. The results indicate that higher-performing students are more confident and more engaged in cognitive academic activities.

**Conclusions:** The findings indicated that higher learning performance aligns with higher self-efficacy and cognitive engagement. We suggest pedagogical strategies enhance self-efficacy and engagement, thereby enhancing learning performance. The absence of significant effects in sense of belonging, emotional and behavioral engagement prompts a re-examination of how these psychosocial factors are nurtured in post-pandemic area. Educators should consider these insights to foster supportive learning environment that motivates and engages students at all levels of achievement.

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## 43 THE IMPACT OF ADDIE DESIGNED LESSONS IN SCISSOR AND KNIFE USE ON THE SELF-EFFICACY OF COLLEGIATE ART STUDENTS

Dr. Leslie Gregory Gruesbeck

Northwestern State University of Louisiana, Natchitoches, LA, USA

### Abstract

The study examines the use of rapid instructional design as an effective tool for conveying scissor and craft knife skills to undergraduate collegiate art students to create greater self-efficacy among these students. The researcher administered Chen's New General Self-Efficacy Scale to measure self-efficacy before and after each "how-to"

lesson. Likewise, mini Delphi focus groups were held to gain insight into participants' thoughts.

The genesis of this study was conversations among collegiate art professionals concerned with a lack in general preparedness of freshmen art students; professors shared concern at the lack of experience students had with the most basic, pedestrian tools, like scissors. Increasingly students displayed under-developed haptic skills, which affected the quality of their work. Anecdotally, it also seemed that alongside this lack of physical finesse came increased student anxiety levels. These students were quickly overwhelmed when attempting a new activity as they felt a need to succeed in their first attempt. The challenges this posed sounded small and to some laugh-worthy, but it impacted student performance. The why of this problem was intriguing, but alone did not create a solution that could better student outcomes and attitudes. Regardless of the “why,” assessing student needs and providing students with a corrective plan seemed equally, if not more, important. Approaching these collegiate art students with a method that would safeguard their dignity was also of great importance.

The need seems to exist for trainings that could remediate the lack of skills more quickly than traditional methods. In such a skill-based curriculum, self-efficacy about artistic proficiency and ability becomes very important to the learner and their progress. Measuring the self-efficacy of collegiate art students who completed these trainings contributed to the literature and to the future of adult education in visual arts and crafts.

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## **97 Rural Initiative for Training Administrators with Special Education Expertise: A Redesign of Educational Leadership Doctoral Experiences**

Dr. Ginger Christan, Dr. Virginia Foley, Dr. Pamela Scott

East Tennessee State University, Johnson City, TN, USA

### **Abstract**

This presentation highlights an innovative redesign in leadership preparation and addresses policy-practice gaps for administrators who serve students with diverse needs in the rural school setting. Participants will learn about a 1.25-million-dollar federal grant with the Project Director of the Rural Initiative for Training Administrators with Special Education Expertise (RITASEE). Presenters will focus on opportunities to earn a doctorate in educational leadership with enhanced learning experiences in special education. The doctoral program concentration redesign champions inclusive practices, provides intentional access to national special education leaders, and collaborates with university and district partners to develop leadership opportunities during internships to support educators and students with diverse needs. Since the award in 2022, eighteen scholars from five states and one scholar from the Republic of Marshall Islands have been admitted in two doctoral cohorts. Five scholars are in the research phase of their dissertation with intentional focus on problems of practice and

recommendations to enhance P-12 educational systems for students with diverse needs.

The shortage of administrators prepared to lead schools with special education expertise is well documented. According to Bellamy and Iwaszuk (2017), approximately 10-15% of local SPED (Special Education) administrators turn over each year. Fusarelli and Fusarelli (2018) found rural systems, in particular, face additional challenges of hiring qualified candidates to lead schools.

Bellamy and Iwasuk (2017) highlighted how local SPED administrators often oversee services for students with disabilities and compliance with the state and federal indicators. While the literature notes that a SPED administrator requires a special set of knowledge and skills, few states require specialized preparation or licensure in SPED administration. Many SPED administrators feel ill equipped as they learn the complexities of their responsibilities on the job (Bellamy & Iwasuk, 2017). This need for specialized expertise and ability to adapt to evolving needs of SWD in rural, often high poverty schools is a national trend and calls for educational leadership programs and partners to consider new models for school leadership preparation.

Purpose:

The purpose of this leadership project is to address this policy-practice gap in the rural school setting. East Tennessee State University is preparing 18 Ed.D. scholars in the Department of Educational Leadership and Policy Analysis Aspiring Administrative Endorsement and School Leadership Concentration with an emphasis in SPED administration and research.

Description: Specifically, this project is preparing leaders to address gaps in current leadership practices related to (a) conflict resolution and collaboration practices, (b) identifying and developing evidence-based school improvement systems to improve SPED, (c) communicating and advocating for district and school-wide inclusive practices for students, (d) strengthening positive school culture for inclusive practices, and (e) organizing the structures and material supports required for school personnel and SWD (Bellamy & Iwaszuk, 2017; Fullan et al., 2018). Additionally, scholars are conducting research to identify problems of practice associated with special education in rural settings. The poster will highlight research studies in progress.

As a part of the program, our Scholars received a scholarship and are enrolled in a P-12 Educational Leadership Doctoral Concentration with enriched curriculum, SPED seminars, and 270 hours dedicated to SPED leadership internships experiences. Graduates of the Rural Initiative for Training Administrators with SPED Expertise (RITASEE) will complete their doctorate degrees with specialized expertise in implementing, monitoring, and evaluating student and program performance at an individual student, school, district, and state level.

Office of Special Education Programs Federal Grant Award: H325D220013. The Rural Initiative for Training Administrators with Special Education Expertise

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## **Attitudes and Dispositions**

11:00am - 12:00pm Friday, 8th November, 2024  
Insight  
Presentation type Discussion/Paper (Lecture)  
Presiders Erin Klash

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# 111 Exploring Research Self-Efficacy and Outcome Expectancy Latent Profiles for Undergraduate Students

Mr. Luke Walden<sup>1,2</sup>, Dr. Leigh Harrell-Williams<sup>1</sup>, Dr. Eli Jones<sup>1</sup>

<sup>1</sup>The University of Memphis, Memphis, TN, USA. <sup>2</sup>Union University, Jackson, TN, USA

## Abstract

### Problem Statement

Previous research incorporating Social Cognitive Career Theory (SCCT) has not investigated potential patterns based on latent profiles of research-related measures. Specifically, undergraduate research beliefs profiles could be based on constructs pertinent to the SCCT framework (e.g. research self-efficacy, research outcome expectations). Therefore, this study investigated the following research question: What are the distinct latent profiles of undergraduate students as related to their sources of research self-efficacy (RSE) and research outcome expectations (ROE)?

### Theoretical Framework

Social Cognitive Career Theory (SCCT) is a theoretical framework which aids in understanding how individuals may develop career aspirations (Lent et al., 1994). In particular, this model is useful for understanding how undergraduate students develop interest in pursuing graduate education by taking contextual influences and internal factors into consideration (Jones et al., 2023). It is hypothesized under SCCT that research self-efficacy influences interests in graduate school, which further influences choices and goals incumbent of pursuing graduate education.

### Method

#### Data Source

The 582 undergraduate students in this study came from a larger instrument development project for the Sources of Research Self-Efficacy (SRSE) instrument (Authors, 2024). The convenience sample included students enrolled in educational psychology courses with a research participation requirement or solicited based on: (1) being enrolled in a social science program that required at least one research course, and (2) having completed at least 4 college semesters. These criteria

were implemented to ensure that the students had prior experience in academic research activities.

## **Measures**

Participants completed the completed the 20-item Sources of Research Self-Efficacy (SRSE) and the 8-item Research Outcomes Expectancy Questionnaire (ROEQ; Bieschke, 2000) in Qualtrics. The four subscales for the SRSE exhibited reasonable reliability as assessed by McDonald's  $\omega$ : mastery experiences,  $\omega = .823$ ; vicarious experiences,  $\omega = .828$ ; social persuasion,  $\omega = .823$ ; negative emotional states,  $\omega = .834$ ). Similarly, the ROEQ scores exhibited high reliability ( $\omega = .938$ ).

## **Analysis**

Mean scores for the SRSE subscales and the ROEQ were used as indicators in a latent profile analysis. Model fit was assessed using AIC, BIC, adjusted BIC, and the Vuong-Lo-Mendell-Rubin likelihood ratio test (VLMR LRT).

## **Results**

The model fit indices and the VLMR LRT indicated that the 5-profile model was the best fitting model. These profiles can generally be interpreted as highest means on all SRSE subscales (class 1) to lowest means (class 5). Across most profiles, vicarious experiences (VE) and mastery experiences (ME) means were the highest, with social persuasion (SP) means being slightly lower than VE and ME means. In profiles 1 and 2, the Emotional States (ES) mean was the lowest SRSE mean, whereas it was the highest SRSE mean for profiles 3 – 5. ROEQ means (8 pt. scale) were similar for the higher two profiles and the two middle profiles (2 and 3).

## **Conclusion**

Generally, latent classes were characterized by increasing levels of subscale scores across all RSE sources. Even students with lower subscale scores exhibited higher ROEQ scores, with the exception of a small subset of students. Implications and future research will be discussed during the session.

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## **103 5th Grade Perceptions of Science and Scientists Across School Settings: A Mixed-Method Study**

Dr. Eli Jones<sup>1</sup>, Dr. Leigh Harrell-Williams<sup>1</sup>, Ms. Justine Piontek<sup>1</sup>, Ms. Kate Ayers<sup>2</sup>, Mr. Luke Walden<sup>1</sup>, Ms. Robyn Pennella<sup>2</sup>, Ms. Taylor Mulé<sup>1</sup>

<sup>1</sup>The University of Memphis, Memphis, TN, USA. <sup>2</sup>St Jude Children's Research Hospital, Memphis, TN, USA

### **Abstract**

Students' perception of science and scientists may be affected by their environment and the interaction of self with that environment (Bronfenbrenner, 1979). From a microsystem standpoint, a child's school can be highly influential in a child's development of ideas and perceptions (e.g., Denessen et al., 2015). While numerous studies have explored student scientist perceptions, in this study we apply a pragmatic convergent mixed-method approach to combine the strengths of both quantitative and qualitative data to exploring the meaning behind science symbols in student drawings across school contexts (Reinisch et al., 2017). Specifically, we answer the following questions:

1. How do students perceive scientists as measured by symbols included on the Draw-a-Scientist Test Revised Checklist?
2. What meaning do students make from the symbols they include in scientist drawings?
3. What meanings and symbols are common, or different, across schools?

### **Method**

In this study, we use a mixed-methods convergent case study design to explore patterns of perception in students across several schools. Qualitative and quantitative data were simultaneously collected and analyzed, then integrated by evaluating the concordances and discordances between the two data sources across case study units. The five schools in this study come from a larger group of schools that host after-school STEM clubs in partnership with St Jude's Research Hospital.

Seventy-two 5<sup>th</sup> grade students who participated in the STEM club provided drawings. Students represented diverse races/ethnicities and socio-economic statuses. Each student was prompted to draw a scientist on the handout provided and respond to the 2 questions at the bottom ('Describe what the scientist is doing in the picture,' and 'What do you think this scientist does on a typical day?'), and 1-2 students selected from those who consistently attended STEM club at each school were also interviewed. Drawings

were rated using a revised version of the Draw-A-Scientist Checklist by 12 raters who attended a 2-hour calibration training prior to scoring. Four raters rated each drawing, and inter-rater agreement was high (82.2% exact agreements).

## Analysis

For the quantitative strand, Many-facet Rasch (MFR) measurement was used to evaluate the log-odds that a DAST checklist element was present in a drawing given the difficulty of the element and the severity of the rater. To evaluate the commonalities and differences across schools, we included a bias term in the MFR equation to test whether categories functioned similarly across schools.

For the qualitative strand, a semiotic analysis was implemented to derive the meanings of science identify from the students' drawings, interviews and their narrative responses regarding the drawings. Two researchers examined each drawing to explore the symbolic meaning of the indicators in the drawing across schools.

## Results and Conclusions

Results of both strands suggest that many drawing symbols and meanings may be common across settings (such as conducting experiments, happy/passionate characteristics, well-meaning and helpful scientists, etc.). However, symbols are not all used uniformly across settings, and some differences appear based on school. In this paper, we explore these similarities and differences through an integration of the qualitative and quantitative findings.

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## **160 Disenfranchised grief in teaching: A forgotten variable in the teacher exodus**

Dr. Crystal Voegele

University of Central Arkansas, Conway, AR, USA

### **Abstract**

While existing research on teachers often focuses on novices, induction, and education, studies examining the experiences of seasoned educators, particularly female teachers, are scarce. This gap is significant given the increasing demands placed on experienced teachers, who are frequently expected to mentor colleagues, adapt to standardized testing, and work in challenging conditions—all factors contributing to disenfranchisement and attrition.

This autoethnographic study explores the phenomenon of disenfranchised grief among experienced female teachers, addressing a critical yet under-researched area in education. The research aims to answer three key questions:

1. How can an experienced teacher recognize her disenfranchised grief?
2. How does disenfranchised grief impact a teacher professionally, personally, and pedagogically?
3. How can an experienced teacher heal through disenfranchised grief?

Utilizing autoethnography as both methodology and analytical framework, this study examines the researcher's personal experiences as a teacher in K-12 and higher education settings. The autoethnographic approach allows for an in-depth exploration of culture through the lens of self, employing writing as both inquiry and product.

Theoretically grounded in Marxist feminism, this research creates a space for analyzing the intersections of gender, class, and disenfranchisement in teaching. By delving into the origins and manifestations of disenfranchised grief, the study aims to shed light on the often-overlooked struggles of experienced female educators.

Despite the focus on disenfranchisement, the research also explores the potential for transformative learning through grief work. Through storying and introspection, the researcher examines how teaching, although often oppressive, can be a source of healing. The study culminates in the construction of a disenfranchised grief model for introspection and action, applicable across K-12, adult education, and higher education contexts.

This research addresses a critical gap in the literature by giving voice to experienced female teachers' lived experiences of disenfranchisement and grief. It argues that understanding and addressing these issues is crucial for improving teacher wellbeing, which in turn impacts student outcomes. The study highlights the need for more comprehensive approaches to social-emotional learning that include teachers' experiences and needs.

By sharing personal narratives and insights, this research aims to make the struggles of experienced female teachers more visible and accessible to a broad audience of educators and stakeholders. The findings and implications of this study offer valuable perspectives on recognizing, understanding, and healing from disenfranchised grief in educational settings.

This presentation will discuss the study's findings, implications, and the potential applications of the developed disenfranchised grief model. It contributes to the broader conversation on teacher retention, wellbeing, and the importance of addressing the emotional and professional needs of experienced educators in an increasingly challenging educational landscape.

## Teaching Profession

11:00am - 12:00pm Friday, 8th November, 2024

Motivation

Presentation type Discussion/Paper (Lecture)

Presiders Laura Norman

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### **146 The Value of Empathy for Teachers in Nontraditional Classrooms**

Dr. Mindy Waldrop

Western Kentucky University, Bowling Green, KY, USA

#### **Abstract**

Little is known about the experience of teachers in nontraditional classrooms, particularly those in Juvenile Detention Centers (JDCs). Using the tenets of hermeneutic phenomenology this study interpreted the lived experience of teachers in nontraditional classrooms. Hermeneutic principles involve using texts, including interview transcripts, to develop understanding and interpret meaning. Following interviews with teachers currently practicing in the JDC nontraditional classroom setting, the researcher engaged in the hermeneutic circle of understanding, which requires an ongoing commitment to the attitude of hermeneutic phenomenology and reflection (Alsaigh & Coyne, 2021). Four themes emerged as significant to the experience of teachers and their use of empathy. Empathy was found to be a highly valued tool for communication by teachers in nontraditional classrooms. The study employed cognitive neuroscience principles to develop further and interpret teachers' experience. The study adds to the body of evidence surrounding the lived experience of teachers, particularly those in nontraditional settings, and to the literature on using empathy in classrooms.

*Key Words:* empathy, hermeneutics, phenomenology, nontraditional classrooms, motivation, Self-Determination Theory, hemispherical considerations, juvenile detention

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### **131 Empowering Novice Educators with Mentee-Initiated Mentorships**

Dr. Lori Benoit

McNeese State University, Lake Charles, LA, USA

## **Abstract**

The mentorship relationship holds significant importance in education, especially for new teachers navigating challenges such as isolation and high turnover rates. This study addresses a critical gap in pre-service teacher education by focusing on equipping candidates with the skills necessary to initiate and sustain effective mentorship relationships. The research is guided by Gagne's types of learning and Self-Determination Theory (Deci & Ryan, 2002), aiming to empower teachers to self-select and engage with mentors effectively.

The instructional need arises from the observation that many new teachers receive mentorship through formal programs without being taught how to seek and maintain mentors autonomously. This deficit can hinder their professional growth and contribute to early career disillusionment. By integrating mentor-initiated training modules into a semester-long course, this study seeks to fill this gap.

Participants in the study include 18 pre-baccalaureate and post-baccalaureate teacher certification candidates enrolled in an online teacher preparation course. The curriculum includes multiple modules focused on understanding the role of mentors, assessing mentor attributes, setting expectations, and building effective mentor-mentee relationships. Data collection methods encompass qualitative interviews conducted at the beginning, middle, and end of the course, supplemented by reflective journals and a concluding quantitative survey. These methods provide comprehensive insights into participants' perceptions and experiences regarding mentorship.

Findings indicate positive outcomes, as participants report enhanced abilities to identify suitable mentors and articulate expectations for the mentor-mentee relationship. Additionally, participants report an enhanced ability to self-evaluate their personal needs and challenges as well as advocate for and align supportive resources. These skills are essential for fostering supportive professional environments, empowering novice teachers, and potentially improving teacher retention rates.

The theoretical framework of Gagne's types of learning and Self-Determination Theory provides a robust foundation for understanding how individuals acquire and apply knowledge, skills, and attitudes related to mentorship. This presentation will delve into the theoretical underpinnings, detailing how these frameworks inform the design and implementation of mentee-initiated training modules to prepare pre-service and novice teachers to select and sustain effective mentorship relationships.

Moreover, the study's implications extend beyond individual participants to influence broader educational practices. By embedding mentee-initiated mentorship training within teacher education programs, institutions can better prepare future educators to navigate the complexities of their profession, potentially enhancing job satisfaction and reducing turnover rates.



In conclusion, this research contributes to the field by offering practical insights into effective mentorship strategies for pre-service, novice, and experienced educators. By empowering pre-service teachers with the tools and knowledge to actively seek and maintain mentor relationships, this study seeks to foster a more supportive and sustainable educational environment.

## References

Deci, E. L., & Ryan, R. M. (2002). Overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3-33). New York, NY: The University of Rochester Press.

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## **196 Examining the Validity of the Classroom Reading Motivation Measure With Elementary Students Using Confirmatory Factor Analysis and Item Discrimination**

Dr. Jennifer Grow

Middle Tennessee State University, Murfreesboro, TN, USA

### **Abstract**

Reading motivation is an important contributor to reading achievement. Students with higher levels of motivation tend to outperform those with lower levels. Reading motivation is a dynamic, situational, context-dependent trait that can vary in children over time and across tasks. Teachers have a valuable opportunity to support students' reading motivation through the instructional methods they employ, the tasks they assign, and the texts that they use in their classroom. In order to take advantage of this potential, teachers need access to actionable information regarding their students' motivational status. The more aware a teacher can be of students' individual levels of reading motivation, the sooner they can intervene appropriately to avoid the potentially devastating effects of low reading motivation on the students' achievement. Currently, teachers lack a way to measure reading motivation in a quick, valid, and reliable way. The Classroom Reading Motivation Measure (CRMM) was created to fill this gap for teachers. The CRMM was based on four motivation constructs (self-efficacy, value of reading, relatedness, and autonomy) containing 45 items. This study included participants ( $n = 158$ ) in 3<sup>rd</sup> and 4<sup>th</sup> grades from three schools in the mid-South. The validity and reliability of the CRMM and the results were mixed. The expected four-

factor structure was confirmed. Internal consistency was acceptable. Construct validity was supported by the CRMM's significant correlations to the three existing reading motivation measures and one reading comprehension measures: Elementary Reading Attitude Survey (ERAS), the Motivation to Read Profile-Revised (MRP-R), the Motivation to Read Questionnaire (MRQ) and the Gates MacGinitie Reading Test (GMRT). The potential practical usefulness of the CRMM for teachers is discussed as well as limitations and future research.

## Higher Education

11:00am - 12:00pm Friday, 8th November, 2024

Epiphany

Presentation type Discussion/Paper (Lecture)

Presiders Rebecca Cannon

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### **24 How to Analyze Student Success Outcome Variables in Higher Education Utilizing the Chi-Square Test of Independence**

Dr. Jim Rost

Middle Tennessee State University, Murfreesboro, Tennessee, USA

#### **Abstract**

Student success measures in higher education continue to be a point of emphasis in higher education today. These measures are often directly related to many funding formulas for state public colleges and universities. Therefore, analyses of student persistence, retention, and graduation rates has become more critical to evaluating student success initiatives for faculty and administration at many institutions. However, while these data are often widely available there is very little higher education research on how they should be analyzed to assess student success initiatives, program evaluations, or teaching effectiveness at the institutional level.

The term *rate* is often used to describe student success outcomes and expressed as a percentage for reporting purposes. However, in their simplest form, these data are categorized as yes, the student graduated or no, the student did not graduate for example. By their categorical nature, linear analyses for these data becomes rather difficult as a dependent variable without a significant amount of transformation.

The purpose of this presentation is to provide practitioners with a simple, yet powerful option for analyzing student persistence, retention, and graduation rates utilizing the

Chi-square test of independence. A case study approach, with live data, will be presented in order to illustrate how Chi-square can be used to specifically analyze the association between an experiential learning high impact practice and graduation rates among undergraduate students. Further discussion and presentation will "walk participants through" how to perform these tests using the SPSS statistical platform in a lecture format, as well as a discussion of results and interpretation.

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## **50 What Perceived Challenges Contribute to the Retention of Black Female Culinary Students at a Community College in Southern Louisiana?**

Dr. Angela Wilson, Dr. Christy Hornsby

Northwestern State University, Natchitoches, La, USA

### **Abstract**

This paper examines the unique challenges encountered by Black female culinary students. Set within a culinary school located in the South. This researcher seeks to understand obstacles and present practical solutions to overcome these burdens. Black female culinary students face the distinct intersectionality of being both Black and female in a profession steeped in the Eurocentric stereotypes dominated by White male chefs. By concentrating on a culinary school in the South, this study not only addresses the specific challenges faced by its Black female students but also provides insights that may resonate with a broader student population.

The purpose of the study is to develop an understanding of why Black female culinary students stop out. It is essential to identify the nature of these barriers. In doing so, it can be hoped that a solution can be designed to both keep students in school and capture students who are at risk of dropping out, particularly those with an expectation of returning, which may never be fulfilled.

There is limited scholarly research on why Black female culinary students often drop out of school only to return later to finish. This qualitative study will be used to develop pathways to better enable them to complete their education. Future studies of this topic could further the research using a quantitative data-driven design. The overarching research question guiding this study is, *What perceived challenges contribute to the retention of Black female culinary students at a community college in Southern Louisiana?*

Through the implementation of a focus group and a questionnaire, this phenomenological study aims to pinpoint and examine the precise issues these students encounter in their pursuit of their degrees and certificates. This approach allows the establishment of meaningful cooperation among participants to formulate realistic solutions, ultimately enabling the school to better support and retain these students until they successfully complete their culinary education.

The study participants will be a purposeful sampling of Black female culinary students drawn from Delgado Community College's currently enrolled students and alums who have stopped out for at least one semester in the previous ten years. For this study, the researcher anticipates the focus group and questionnaire subjects to represent a total of 7 – 15 participants, with an additional 10 – 15 subjects using the questionnaire only.

The outcomes of a study such as this will provide insight into the challenges of a specific demographic of students. Using this research to provide possible solutions to barriers to completion will provide valuable insight that may be generalizable to the broader population of students. Insight into these unique challenges could lead to strategies that ultimately increase graduation rates.

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### **53 Charting the Course: Participant Perspectives on MT ALT's Alternative Licensure Journey**

Dr. Shannon Harmon, Dr. Eric Oslund

Middle Tennessee State University, Murfreesboro, TN, USA

#### **Abstract**

**Problem Statement:** Traditional university-based teacher preparation programs can be lengthy and costly, creating barriers for career changers and others seeking an accelerated path to classroom teaching and licensure. Alternative licensure programs, therefore, have emerged to address this need, but their efficacy remains open for examination.

**Theoretical Grounding:** This study is grounded in research on adult learning theory and the benefits of practitioner-oriented models that blend online coursework with extensive clinical experience.

**Methodology:** This qualitative study analyzes work samples and reflections from participants in an alternative licensure program during the 2023-24 academic year. Data sources include participants' work samples and written reflective journals. An inductive analysis approach was used to identify common themes and experiences across the participant sample.

**Results:** Preliminary findings reveal program completers achieved proficiency in knowledge and skills related to the foundations of teaching, classroom management, pedagogical content knowledge, and bridging theory into practice. Program completers felt well-prepared for licensure assessments as well as their first year of full-time teaching. However, all participants reported struggles with the online, asynchronous learning format. Additionally, they grappled with navigating the workload across the program along with the demands of their individual personal lives.

**Conclusions/Implications:** Through the lens of program completers, this study provides insights into the design and implementation of one accelerated licensure program. While this program represents a viable alternative pathway to licensure, additional supports for this program and others with a similar format may be beneficial to ensure participant success.

## References

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: SAGE Publications.

