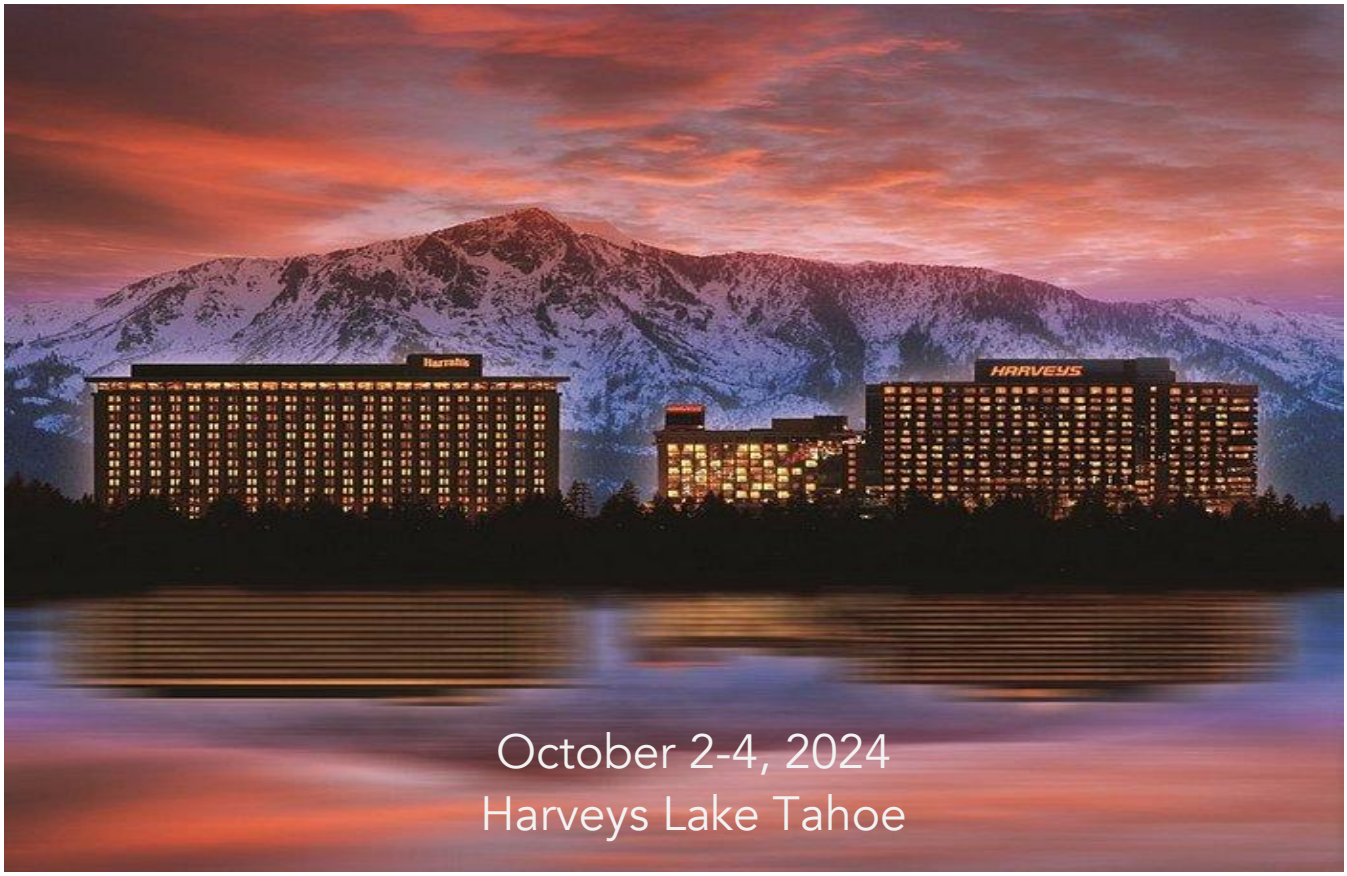
NRMERA

Northern Rocky Mountain Educational Research Association

41st Annual Conference

Educational Research: Beyond The Buzz



October 2-4, 2024

Harveys Lake Tahoe

About NRMERA

Mission

NRMERA is an educational organization whose purpose is to encourage quality educational research and to promote the application of the results of such research in public schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have the opportunity to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states relative to sharing educational research.

Historical Review

NRMERA was established in 1982 to serve as a vehicle for dissemination of research conducted by faculty and graduate students of colleges and universities in the northern Rocky Mountain geographic area. Faculty of the University of Wyoming conceived the idea of an organization that would provide this type of dissemination in a supportive and collegial environment. After contacting individuals from institutions in the constituent states, Wyoming hosted the first organizational conference in Jackson, Wyoming.

From this early beginning, the organization has grown to over 150 members from the constituent states as well as across the United States. In 1986, NRMERA became an area SIG (Special Interest Group) of AERA (American Educational Research Association). In October 1994, the Constitution and Bylaws were approved by the constituent states. Every fall, NRMERA holds its annual conference. The conference rotates between the constituent states.

The objectives of this association shall be:

- To establish a responsive forum for conducting educational research in the northern Rocky Mountain region of the United States as well as other regions with similar rural and/or remote challenges to conducting educational research.
- To promote a trusting atmosphere where graduate students have the opportunity to conduct and disseminate educational research
- To promote a trusting atmosphere where public school personnel have the opportunity to conduct and disseminate educational research.
- To provide for the equal and collegial interaction of educational researchers among themselves and other interested professionals without regard to formal educational recognition, or attained, rank, title, or any accomplishment.
- To establish an effective communication system for the dissemination of educational research activity and opportunity in the northern Rocky Mountain region.
- To facilitate effective communication among the Rocky Mountain region.

NRMERA Board 2023-2024	
Co- Presidents	Lindsay Diamond and Tara Beziat • University of Nevada, Reno and Auburn University at Montgomery
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Past President	Faye Haggar • University of Nebraska Medical Center
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ERTP Journal Editor	Christopher Was • Kent State University
2024 Conference program chair	Lois Paretti • University of Nevada, Las Vegas

State Representatives 2023-2024	
Colorado	Leslie Grant • University of Colorado Colorado Springs
Idaho	Suzanne Beasterfield • Idaho State University
Montana	Melanie Reaves • Montana State University, Billings
Nebraska	Darolyn Seay • Peru State University
Nevada	Lois Paretti • University of Nevada, Las Vegas
North Dakota	Justin Benna • North Dakota State University
South Dakota	Bill Young • Oglala Lakota College
Utah	Rebecca Sansom • Bringham Young University
Washington	Amanda Obery • Central Washington University
Wyoming	Trina Kilty • University of Wyoming
At-large Representative	Lori O'Malley • Rogers State University
Graduate Student Representative	Naomi Beckwith • Rogers State University

2024 Program Proposal Reviewers			
Bibek Acharya	Evelyn Adams	Justin Benna	William Cain
Brian Coppess	Ann Ellsworth	Brian Ernest	Sheri Grotrian
Maria Hays	Lindsey Hogue	William T. "Toby" Holmes	Bryce Hughes
Karen Jensen	Cindy Jones	Suzie Jones	Joel Judd
Heather Leary	Christi Mackey	Jessica Marshall	Kristin McCombs
Sara Moon-Seo	Kara Morton	Sonya Munsell	Lori O'Malley
Amanda Obery	Omolola Odejimi	Lois Paretti	Christina Pfister
Walter Polka	Amy Ratto Parks	Melanie Reaves	Aaron Richmond
Emily Romero	Joseph Schroer	Darolyn Seay	Reeti Sharma
Kelley Stethen	Desiree Taylor	Justin Wageman	Sky Wernik
Sara Westerlin	Sweeney Windchief	Twila Yellow Horse	Monica Yoo

NRMERA 2024 Conference Overview

Wednesday, October 2, 2024		
Executive Committee Board Meeting	4:00-5:00 PM	Executive Board Room
Presidents' Reception	6:00-8:00 PM	Tallac Pyramid
Poster Presentations	6:00-7:00 PM	

Thursday, October 3, 2024		
Breakfast	8:00-9:30 AM	Pre- Function Area
Presidents' Welcome	8:15 AM	Emerald Bay A
Keynote	8:30-9:15 AM	
Breakout sessions	9:30 AM-12:00 PM	Various
Lunch Lunch and Learns	12:00-1:00 PM	Pre- Function Area Emerald Bay A
Breakout sessions	1:10-3:20 PM	Various
Workshops	3:30-4:30 PM	Various
Awards Banquet	6:00-8:00 PM	Tallac Pyramid
Graduate Student Social	8:15-10:00 PM	Mc Ps Taphouse Grill

Friday, October 4, 2024		
Breakfast	8:00-9:30 AM	Pre- Function Area
General Session Business Meeting (All Welcome)	8:30-9:30 AM	Emerald Bay A
Breakout sessions	9:45-10:45 AM	Various
Workshops	11:00- 12:00 PM	Various
Board Meeting	12:15 – 1:15 PM	Emerald Bay 4

NOTE: In the Paper Session Breakouts, we asked that the last presenter(s) moderate the sessions. Please chat with each group about the amount of time for the presentation and for questions.

NRMERA 2024 Detailed Schedule

Wednesday, October 2, 2024		
Executive Committee Board Meeting	4:00-5:00 PM	Executive Board Room

Conference Kickoff: Reception & Poster Session		
President's Reception	6:00-8:00 PM	Tallac Pyramid
Poster Presentations	6:00-7:00 PM	

Wednesday, October 2, 2024; Poster Presentations; 6:00-7:00PM	
Poster 1	**1. Why the 5-Paragraph Essay is Still Relevant** Presenter(s): Jennifer Burnett, Ann Ellsworth **Abstract:** Knowing how to write a 5-paragraph essay has earned its rightful place in the English language arts classroom. Writers examine a topic critically and position ideas within a structure that works across disciplines. Students in our middle school and college classes provide testimonials that credit their skill to this approach. **Key Words:** 5-paragraph essay, writing for middle grades, teacher relevancy
Poster 2	**2. Unleashing Creativity and Innovation: How Makerspaces are Transforming College Classrooms** Presenter(s): Kara Morton, Amy Mercado, Rukmal Ryder **Abstract:** Explore the dynamic intersection of Makerspaces and STEM education, where innovation thrives. Discover how Makerspaces cultivate hands-on learning, creativity, and problem-solving skills, revolutionizing STEM practices. Uncover the transformative impact of Makerspaces on student engagement and achievement, shaping the future of education and innovation in STEM fields for teacher educators. **Key Words:** Makerspace Innovation, STEM learning, Teacher Education
Poster 3	**3. The Effect of Gender on the Academic Performance of First-Generation Engineering Undergraduate (FGEU) Students** Presenter(s): Nig Fang **Abstract:** The present study aims to investigate the gender effect on the academic performance of first-generation engineering undergraduate (FGEU) students. Statistical analysis involving 977 FGEU students shows that the correlation between college GPA and ACT scores is statistically significant for male students but not statistically significant for female students. **Key Words:** Gender, Academic Performance, First-Generation Engineering Undergraduate (FGEU) students

Wednesday, October 2, 2024; Poster Presentations; 6:00-7:00PM	
Poster 4	**4. Systematic Literature Review of the Theories Present in Preservice Teachers' Self-Efficacy in Literacy Instruction** Presenter(s): Melinda Giordano, Julie Rushing **Abstract:** Understanding the theoretical frameworks that support preservice teacher self-efficacy in literacy instruction is essential to addressing the relationship between research and best practices. A systematic review of the literature revealed four dominant theories: Social Cognitive, Self-Efficacy, Sociocultural, and Social Constructionism. This highlights the importance of observation, modeling, and field experiences. **Key Words:** Self-efficacy, literacy instruction, theories
Poster 5	**5. Still Processing: Preservice Teachers' Perceptions of AI chatbots and their Use in the Classroom** Presenter(s): Joseph Schroer **Abstract:** Recent advances in Artificial Intelligence technologies have sparked debate in all educational spheres. This survey research will help teacher preparation programs to understand what skills and knowledge preservice teachers have a-priori so they may embed relevant and impactful information and skills related to AI. Year 2 of data collection will be presented. **Key Words:** AI, preservice teachers, attitudes
Poster 6	**6. Reduction in Force: Policies, Perspectives, and Ethical Dilemmas** Presenter(s): Justin Benna, Beau Diegel, Nicole Purintun **Abstract:** There are significant gaps in the literature about school leaders' experiences and ethical dilemmas encountered when implementing Reduction in Force policies. We provide an analysis of RIF policies in one state, share the case of a principal enacting a RIF, and propose strategies to mitigate the negative effects of RIF **Key Words:** Reduction in Force, leadership
Poster 7	**7. Mutually Assured Success: Integrating Digital Literacy Into College Curriculum** Presenter(s): Nicole Hopkins **Abstract:** Digital literacy is critical in higher education, particularly in the aftermath of the global pandemic that forced institutions to adapt to fully-online instruction. This research explores definitions of digital literacy within existing literature and how these skills are supported through ePortfolios and employability efforts. Five recommendations are offered for the incorporation of digital literacy initiatives into higher education institutions, contextualized by challenges and opportunities. **Key Words:** Digital Literacy, ePortfolios, employability
Poster 8	**8. Investigating Assumptions of Confirmatory Alignment: Influence of Source on Teacher Ratings** Presenter(s): Kelley Strethen, Dan Wright, Vuk Celic **Abstract:** Confirming alignments can introduce bias in results. We investigate if knowledge of the source of the alignments influences this bias. Panelists are told whether an alignment is sourced through NLP or teachers, then are asked to rate the alignment. We test if the influence of the rating varies by method. **Key Words:** Alignment, NLP, Bias

Wednesday, October 2, 2024; Poster Presentations; 6:00-7:00PM	
Poster 9	**9. Honoring Indigenous Educational Experiences** Presenter(s): Grace Leatham **Abstract:** The project examines Indigenous educational experiences through interviews with Indigenous adults, aiming to honor their narratives and advocate for culturally relevant reforms. It emphasizes the importance of listening to and integrating Indigenous voices to enhance educational opportunities for Indigenous students through key takeaways from current and upcoming educators. **Key Words:** Honoring Indigenous Education
Poster 10	**10. Guiding the Work: Examining Diversity, Equity, and Inclusion in STEM Teacher Education Programs** Presenter(s): Jose Rios **Abstract:** In this presentation, I will trace my journey facilitating a series of Diversity Campaigns as part of a 5-year NSF grant. One goal was to identify and improve policies, procedures, and practices that support recruiting and supporting students from minoritized communities in STEM teacher education programs. **Key Words:** Diversity, STEM, Teacher Education
Poster 11	**11. Growth Through Reflection: Moving Beyond Traditional Doctoral Advising** Presenter(s): Jessica Keefhaver, Britnie Marquez, Marisa Nabong, Elizabeth (Betsy) Newman, Jennifer Shorett, Bridget Speer-Loring, Shannon (Shae) Keeley, Lindsay Diamond, Shanon Taylor **Abstract:** Traditional doctoral mentoring is completed in one-to-one dyads with the advisor serving as mentor and student as the mentee. This can be effective but does little to promote collaboration (Darwin & Palmer, 2009). This poster will share the use of reflective self-evaluation, in which doctoral students reflect on needs and growth. **Key Words:** Doctoral education, reflective practice, mentoring
Poster 12	**12. Exploring risk behaviors: A comparative analysis of DII and DIII student athletes** Presenter(s): Kristin McCombs **Abstract:** In a sample from two small liberal arts schools, DII athletes were more likely to engage in ethical (p=.005) and health/safety risks (p=.001), while DIII athletes were more likely to engage in recreational (p=.001) and social risks (p=.001). Further analyses on DII/DIII student behaviors are detailed on the corresponding poster. **Key Words:** Risks, Athletics, Academics
Poster 13	**13. Earned Versus Unearned Power: Influence on Test Responses** Presenter(s): Vuk Celic **Abstract:** People learn more from those they perceive as more powerful. We investigate if this effect varies by whether the power is earned or unearned. Participants learn word-pairs and are tested with either a higher or lower powered individual. We test if the influence of the other person varies by condition. **Key Words:** Peer Learning, Memory Accuracy, and Power Perception

Wednesday, October 2, 2024; Poster Presentations; 6:00-7:00PM	
Poster 14	**14. Considering Indigenous Methodologies; Learning From Magpie and Rabbit** Presenter(s): Jason Cummins, Sweeney Windchief **Abstract:** How can we use what we are learning to create Indigenous ontological space within the predominately white institutions' (PWIs) classrooms? Indigenous Storywork (Archibald, 2008) and Conversational Method (Kovach, 2010), are used to create stories relevant to higher education and Indigenous research through 'Magpie' and 'Rabbit' respectively **Key Words:** Considering Indigenous Methodologies; Learning From Magpie and Rabbit
Poster 15	**15. Assessing the Impact of Wrap-around Services Offering Academic Intervention and Enrichment Support** Presenter(s): Omolola Odejimi, Vuk Celic, Bentia Brooks **Abstract:** We will conduct a community landscape analysis with the goal of helping organizations demonstrate alignment of their academic intervention and enrichment programs with the attributes of high-impact tutoring programs. Researchers created a questionnaire integrating the NSSA's 7 Elements of High-impact Tutoring framework: Equity, Safety, Cohesion, Tutor, Instruction, Integration, and Data. **Key Words:** evaluation, survey, intervention
Poster 16	**16. Are rural science teachers supported in the implementation of Next Generation Science Standards?** Presenter(s): Danielle Tushkov **Abstract:** This study aims to better understand the experiences rural science educators navigate while implementing the Next Generation Science Standards (NGSS) through semi-structured interviews with teachers and administrators from several rural districts. The questions cover themes of collaboration, professional development, and curriculum sources. The results of the interviews will be compared with the purpose of identifying any potential patterns and misconceptions among educators of different roles. **Key Words:** rural, curriculum, NGSS
Poster 17	**17. An Innovative Interdisciplinary Student Teacher Residency Program** Presenter(s): Lois Paretti **Abstract:** In partnership with the local school district, dyads of general education and special education preservice teacher candidates were paired in an innovative approach to pilot a teacher residency model. **Key Words:** Innovative Teacher Residency

Wednesday, October 2, 2024; Poster Presentations; 6:00-7:00PM	
Poster 18	**18. Alphabet Books that Support Early Literacy: Beyond the Buzz** Presenter(s): Cindy Jones, Whitney Bowman **Abstract:** In this poster session, we present criteria from a recent study about how to select alphabet books that best support alphabet knowledge development for young children. We also share results of an analysis of alphabet books using this criteria and ideas for increasing alphabet knowledge support when reading aloud. **Key Words:** Alphabet Knowledge, Alphabet Books, Early Literacy
Poster 19	**19. All Shades, All Spaces: Building Bridges to Outdoor Recreation for Minoritized Students at MSU** Presenter(s): Desiree Taylor **Abstract:** Montana State University offers a wide range of outdoor activities which is so intertwined to its identity that the university's tagline is "Mountains and Minds". Unfortunately, minoritized students are left out of this impactful experience resulting in a significant missed opportunity to build community and increase sense of belonging. **Key Words:** Demystifying Student Engagement
Poster 20	**20. A Conceptual Framework for Decolonizing Short-Term Education Abroad** Presenter(s): Sky Wernik **Abstract:** Historically, U.S. education abroad programs have perpetuated colonial legacies through the imposition of dominating and transactional relationships with international host communities. Informed by Harris and Wasilewski's (2004) 4 R's, this study proposes a conceptual framework for decolonizing education abroad programs by honoring values related to relationship, responsibility, reciprocity, and redistribution. **Key Words:** Education Abroad, Four R's, Decolonization

Call For Manuscripts

Conference Proceedings of the 41st Annual Conference of the Northern Rocky Mountain Educational Research Association

The Northern Rocky Mountain Education Research Association (NRMERA) is seeking manuscripts for the upcoming special edition of Educational Research: Theory and Practice. The purpose of the conference proceedings issue is to highlight presentations from our conference and allow dissemination of research and materials from NRMERA members to a larger audience.

We ask that the text of these manuscripts be limited to 3,000 words, excluding abstracts, tables, figures, appendices, and references. These are meant only to be conference proceedings, not full manuscripts. For full manuscripts, refer to the manuscript guidelines at http://www.nrmera.org/educational-research-theory-practice/author-submission-guidelines/ for regular submissions to Educational Research: Theory and Practice.

All papers should be written in APA 7th edition format and style, and should include an abstract of no more than 150 and up to five keywords. For each submission, please include one manuscript file in Microsoft Word with all information about authors removed (blinded), and one separate Word file containing only a cover sheet with author identification (including email addresses) for all authors and contact information for the corresponding.

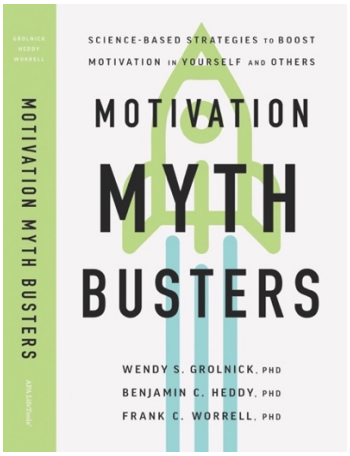
Please submit papers by Friday, Nov. 15, 2024, for publication in the Spring 2025 conference proceedings issue.
Submit question and manuscripts to: editor@nrmera.org

Thursday, October 3, 2024

Thursday morning breakfast and welcome		
Breakfast	8:00-9:30 AM	Pre- Function Area
Presidents' Welcome	8:15-8:30 AM	Emerald Bay A
Keynote	8:30-9:15 AM	

Keynote Speaker
Ben Heddy, Ph.D.

Dr. Heddy is an associate professor at the University of Oklahoma in the Science of Psychology, Data, and Research in Education program and the associate dean for research and graduate studies. His research program focuses on cognitive and motivational aspects of learning. He is the co-author of the book - *Motivation Myth Busters: Science-Based Strategies to Boost Motivation in Yourself and Others*



Thursday morning breakout paper session overview—9:40AM - 10:40AM			
Emerald Bay 1	Emerald Bay 2	Emerald Bay 3	Emerald Bay 5
21. From "Emperor's new clothes" to "just have courage": Navigating self-perceptions in a professional learning community Presenter(s): Brian Ernest, Amanda Obery, Kara Morton, Melanie Reaves, Katie Lawless, Tim Lawless, Amy Srsic, and Lisa Rice	**24. Examining the reciprocity of hope and perezhivanie in urban schools: A multiple case study** Presenter(s): Suzanne Jones, LeAnn Putney, Brett Campbell, Jacob Earnest (Brad Duston)	**27. School Police Officers' Perceptions of Students with Disabilities** Presenter(s): Lindsey Hogue, Lindsay Diamond	**29. Binge Eating Disorder and Family Relationships: A Literature Review** Presenter(s): Sonya Munsell, Naomi Beckwith, Baron Buster, Brian Pham
22. The importance of building Self-Efficacy through The Teacher Education Admission and Retention Program Presenter(s): Darolyn Seay	**25. Students Goals are a Better Measure of Metacognition than Predicted Scores** Presenter(s): Christopher Was	**28. Challenging Invisible Mental Models: The Paradigm Shift That Will Revolutionize American Education** Presenter(s): Brian Coppess	**30. Alcohol and Academia: College Student Alcohol Abuse as Related to Residence Hall Gender Type** Presenter(s): Justin Wageman, Brent Hill, Charles Lietaert
23. Sorry, teachers can't do it all: A case for educator well-being Presenter(s): Joel Judd, Diane Hammer, Sara Etherington	**26. Learning from Others: People in low power roles are more influenced** Presenter(s): Dan Wright, Vuk Celic		

Thursday, October 3, 2024; 9:40 - 10:40 AM

Emerald Bay 1	**21. From "Emperor's new clothes" to "just have courage": Navigating self-perceptions in a professional learning community** Presenter(s): Brian Ernest, Amanda Obery, Kara Morton, Melanie Reaves, Katie Lawless, Tim Lawless, Amy Srsic, and Lisa Rice **Abstract:** Understanding how teacher educator identity develops and what effective supports are could lead to better role performance. This study explores how eight teacher educators make sense of their experiences during an online professional learning community. Findings suggest impacts to specific teaching skills, enhancing teacher educator self-concept, and meeting emotional needs. **Key Words:** Professional Learning Community, Teacher Education, Professional Development
	22. The importance of building Self-Efficacy through The Teacher Education Admission and Retention Program Presenter(s): Darolyn Seay **Abstract:** This session is about the purpose of the "Admission and Retention" process, supporting teacher candidates prior to being admitted into the teacher education program, not only addressing dispositions or behaviors that might be seen as a deficiency, but also using this process to remediate teacher candidates while strengthening self-efficacy. **Key Words:** Self-efficacy, Remediation, Social Skills
	23. Sorry, teachers can't do it all: A case for educator well-being Presenter(s): Joel Judd, Diane Hammer, Sara Etherington **Abstract:** Findings from two practitioner research studies show how teacher workload and stress undermine teacher well-being. Actions taken to make personal and systemic change will be shared. We invite participants to join us in advancing efforts to create healthy school workplaces for all teachers. **Key Words:** Teacher well-being, stress, workload
Emerald Bay 2	**24. Examining the reciprocity of hope and perezhivanie in urban schools: A multiple case study** Presenter(s): Suzanne Jones, LeAnn Putney, Brett Campbell, Jacob Earnest (Brad Duston) **Abstract:** This study examined hope as a motivational tool through the lived experience of fifth-grade students in a Title 1 public school. Results indicated that participants utilized hope to scaffold academic and social development. Results demonstrate the interrelationship of perezhivanie and hope in pursuit of common academic and social goal attainment. **Key Words:** Hope, Motivation, Perezhivanie
	25. Students Goals are a Better Measure of Metacognition than Predicted Scores Presenter(s): Christopher Was **Abstract:** Students are typically overconfident when predicting exam scores. We used a goal setting approach to determine if students could accurately predict performance. Before each of several exams, students provided a predicted score, a satisfaction goal, and a pride goal. Satisfaction goals were most closely related to exam scores. **Key Words:** Metacognition; self-regulation

Thursday, October 3, 2024; 9:40 - 10:40 AM

Emerald Bay 2	**26. Learning from Others: People in low power roles are more influenced** Presenter(s): Dan Wright, Vuk Celic **Abstract:** When students remember together, what one student says can affect what others report. We examine how the size of this effect depends on the relative power—both evaluative and managerial—of the person. Using paired-associate learning task, the low power individual is the more influenced. **Key Words:** Learning from others; power relations; memory
Emerald Bay 3	**27. School Police Officers' Perceptions of Students with Disabilities** Presenter(s): Lindsey Hogue, Lindsay Diamond **Abstract:** School police officers have frequent interactions with students, and it is important for officers to understand student populations within their schools. This study examined school police officers' perspectives of students with disabilities and analyzed the officers' disability awareness training needs. **Key Words:** School police, disability awareness
	28. Challenging Invisible Mental Models: The Paradigm Shift That Will Revolutionize American Education Presenter(s): Brian Coppess **Abstract:** Despite abundant research of how punishing consequences harm trauma-affected and all students, suspension and expulsion remain preeminent techniques for attempting to modify behaviors in many schools. This paper theorizes how challenging invisible mental models about intervention and motivation will lead to the paradigm shift that can revolutionize education in America. **Key Words:** mental models; paradigm
Emerald Bay 5	**29. Binge Eating Disorder and Family Relationships: A Literature Review** Presenter(s): Sonya Munsell, Naomi Beckwith, Baron Buster, Brian Pham **Abstract:** The purpose of this study is to explore research on BED (binge eating disorder) and family relationships between 2013-2024. BED represents a relatively new eating disorder category and area of research. Examining ways that family members can support individuals with BED and help them recover is vitally important given the increasing prevalence of the illness. **Key Words:** binge eating disorder, family relationships, eating disorders
	30. Alcohol and Academia: College Student Alcohol Abuse as Related to Residence Hall Gender Type Presenter(s): Justin Wageman, Brent Hill, Charlers Lietaert **Abstract:** Limited research has been done to analyze the potential link between co-educational student housing and increased alcohol abuse (Willoughby & Carroll, 2009). To further the discussion, this study examined the relationship between residence hall gender type and student alcohol consumption at a mid-sized, public, Midwest university. **Key Words:** Student housing, alcohol abuse

Transition – 10:40-10:50 AM

Thursday morning breakout paper session overview—10:50 – 11:50 AM			
Emerald Bay 1	Emerald Bay 2	Emerald Bay 3	Emerald Bay 5
31. Inclusive or performative: Student experiences at a rural-serving, mid-south regional university Presenter(s): Christi Mackey, Sonya Munsell	**33. Examining the effect of the Culturally and Linguistically Diverse education requirement for educators on ELL graduation** Presenter(s): Evelyn Adams	**36. Student Perceptions of the Impacts of Camera Use During Synchronous Online Learning** Presenter(s): Salvador Orozco, Donita Torres	**39. Strengthening Support for American Indian/Alaska Native Students in Nursing through Adaptation of Indigenous Mentoring Program** Presenter(s): Twila Yellow Horse
32. Navigating a New Gig: Exploring Sensemaking and Sensegiving of Rural Principals' Transition to the Superintendency Presenter(s): Justin Benna	**34. Investigating Curriculum Adaptation Challenges for Special Education Teachers: A Mixed Methods Single-Case Design Research Approach** Presenter(s): Catherine Bacos, Joshua Baker	**37. What Keeps You Here: A Qualitative Study on College Student Motivation** Presenter(s): Zion Solomon, Sarah Moon-Seo	**40. The Evolution of Colorado Higher Education Paid Emergency Leave Amidst COVID-19** Presenter(s): Anneke Bruwer
	35. Teachers' Shifting Practices and Orientations in their Work with Culturally and Linguistically Diverse Students Presenter(s): Monica Yoo, Leslie Grant	**38. Investigating the Impact of Identity and Background on the Online Learning Experience** Presenter(s): Carter Dorsett	**41. Thunderbird Teaching Trailblazers: Effects of Peer Coaching on University Faculty Members** Presenter(s): Jennifer McKenzie, John Rodari Meisner

Thursday, October 3, 2024; 10:50 – 11:50 AM	
Emerald Bay 1	**31. Inclusive or performative: Student experiences at a rural-serving, mid-south regional university** Presenter(s): Christi Mackey, Sonya Munsell **Abstract:** The research seeks to understand student perceptions of the campus diversity climate at a mid-south regional university. The data indicate that students do not perceive the campus as inclusive, and attempts to create a more inclusive campus experience are primarily driven by students. **Key Words:** Diversity, campus climate
	32. Navigating a New Gig: Exploring Sensemaking and Sensegiving of Rural Principals' Transition to the Superintendency Presenter(s): Justin Benna **Abstract:** The role of a superintendent is multifaceted and complex, particularly for those who are assuming the position for the first time. This study explores the sensemaking (Weick, 1995) and sensegiving (Gioia & Chittipeddi, 1991) processes experienced by first-time superintendents who have been promoted to the role within rural school districts. **Key Words:** Rural schools, superintendents, sensemaking
Emerald Bay 2	**33. Examining the effect of the Culturally and Linguistically Diverse education requirement for educators on ELL graduation** Presenter(s): Evelyn Adams **Abstract:** States in the United States are enhancing support and education for English Language Learners through legal obligations outlined by federal departments, such as requiring a Culturally and Linguistically Diverse education requirement. This longitudinal study examines the trend and effect of the education requirement for educators on English Language Learner graduation. **Key Words:** Marginalized, Policy, English Learner
	34. Investigating Curriculum Adaptation Challenges for Special Education Teachers: A Mixed Methods Single-Case Design Research Approach Presenter(s): Catherine Bacos, Joshua Baker **Abstract:** This study investigates challenges and strategies in curriculum adaptation for special education teachers (SETs). Employing mixed methods single-case design research, it explores SETs' experiences in a graduate course, aiming to inform effective teacher training and support for SETs to promote access to the general curriculum for diverse student populations. **Key Words:** Curriculum adaptations, special education teachers, mixed methods single-case design research

Thursday, October 3, 2024; 10:50 – 11:50 AM	
Emerald Bay 2	**35. Teachers' Shifting Practices and Orientations in their Work with Culturally and Linguistically Diverse Students** Presenter(s): Monica Yoo, Leslie Grant **Abstract:** Culturally and linguistically responsive coursework and coaching was integrated into a graduate-level program for in-service teachers working with culturally and linguistically diverse (CLD) students. Findings indicated that the program led to increased knowledge of and appreciation for CLD students, their families and communities, and increased knowledge of second language acquisition. **Key Words:** Multlingual learners, professional development, inservice teachers
Emerald Bay 3	**36. Student Perceptions of the Impacts of Camera Use During Synchronous Online Learning** Presenter(s): Salvador Orozco, Donita Torres **Abstract:** Face-to-face synchronous classrooms lend themselves to human interaction and engagement with one another. Alternatively, online classroom settings are not naturally conducive to the same engagement opportunities. This pilot study aimed to collect student perceptions of the impacts of camera use during synchronous learning sessions on their engagement, learning, and preferences. **Key Words:** Online Learning, Synchronous Instruction, Camera Use
	37. What Keeps You Here: A Qualitative Study on College Student Motivation Presenter(s): Zion Solomon, Sarah Moon-Seo **Abstract:** This study explores student motivation, and thematic analysis revealed key themes from interviews with college students: a perspective of momentum, future goals fostering present motivation, broader life purpose, connections to basic needs and mental fatigue, and internal/external influences. Additionally, the study acknowledges limitations and suggests avenues for future research. **Key Words:** Motivation, College, Qualitative
	38. Investigating the Impact of Identity and Background on the Online Learning Experience Presenter(s): Carter Dorsett **Abstract:** This case study explores how identity and background impact the online learning experience. Findings suggest that students' identities and backgrounds impact their feelings of community and belonging, their persistence and purpose, and their approach to learning, which can be used to build a research-based approach to supporting online learners. **Key Words:** Identity, background, online/distance learning

October 3, 2024; 10:50 – 11:50 AM	
Emerald Bay 5	**39. Strengthening Support for American Indian/Alaska Native Students in Nursing through Adaptation of Indigenous Mentoring Program** Presenter(s): Twila Yellow Horse **Abstract:** Increasing American Indian/Alaska Natives representation in the nursing workforce needs to focus on the pipeline to nursing. Nursing faculty have an important role in strengthening support for AI/AN nursing students. This paper provides an adaptation of the Indigenous Mentoring Program using Cultural Safety and Socioethical Nursing framework for nursing faculty. **Key Words:** Indigenous, Mentoring, Nursing
	40. The Evolution of Colorado Higher Education Paid Emergency Leave Amidst COVID-19 Presenter(s): Anneke Bruwer **Abstract:** This study investigates the impact of emergency and paid leave policies, focusing on Colorado Community College HR employees and their influence during COVID-19 and beyond. Employing Photovoice and the Systems Research Organizing Model, this qualitative study explores policy evolution, pandemic insights from the HR perspective, and aims to inform future policy and practice. **Key Words:** COVID-19 Leave Policies, HR Employee Impact, Higher Education
	41. Thunderbird Teaching Trailblazers: Effects of Peer Coaching on University Faculty Members Presenter(s): Jennifer McKenzie, John Rodari Meisner **Abstract:** Research abounds regarding peer coaching with P-12 teachers, but little has been investigated using this approach for faculty development in higher education. Seventeen faculty members participated in this semester-long study. Using a mixed methods analysis, we conclude that peer coaching is indeed effective for improving teaching practices of faculty. **Key Words:** Peer Coaching, Faculty Professional Development

Break 11:50-12:00 PM		
Thursday Lunch and Learns 12:00- 1:00 PM		
Lunch	12:00 – 1:00	Pre- Function Area
Lunch and Learns		Emerald Bay A

Table Topics 12:00- 1:00 PM

1. Working-class Woes: Adjustment of Working-class Students to a Four-year University (42)
Presenter(s): Donna Sharp

Abstract: This ethnographic research examines the working-class student's experience in higher education. Teaching at a university with a 41 percent population of working-class students provides me with the opportunity to investigate the academic and socioemotional experiences of the working-class student in the middle-class culture of higher education.

Key Words: Working-class, ethnography, adjustment

2. The Weaponization of US Public Schools (43)
Presenter(s): Joel Judd

Abstract: 34 states now permit teachers to carry guns to school even though most oppose the idea. Participants will examine recent teacher-carry laws and consider taking action such as addressing school boards, collecting current data about teacher support for these laws, and supporting students and parents who want to speak out.

Key Words: Teacher, guns, schools

3. Teacher Persistence: Why Teachers Stay in the Profession (44)
Presenter(s): Christina Pfister, Sophia Paljevic

Abstract: We report themes of an interview study where we asked teachers why they stay in the profession. Results indicate teachers stay for four main reasons: enjoying working with their students, their collegial relationships, cyclical nature of their work, and financial stability. We discuss implications for teacher educators and school leaders.

Key Words: Teachers, Attrition, Persistence

4. Parents as Partners: Maximizing Motivational Aspects of Early Literacy Learning (45)
Presenter(s): Ann Ellsworth

Abstract: When parents were taught ways to motivate their first graders to write words and simple sentences, students' writing fluency levels increased. In preliminary interviews, parents identified that having choice in making decisions about how and when these activities occurred was what made the at-home Let's Write! program successful.

Key Words: Early writing, writing fluency, parent involvement

5. Graphics and Graphical Literacy Instruction in Elementary School Magazines (46)
Presenter(s): Georgia Bunnell, Marla Robertson

Abstract: For this roundtable, we will discuss the content analysis of Scholastic News and its teacher supports for graphics and graphical literacy instruction. Preliminary results will be shared by the researchers and attendees will be asked to share their insight and interpretation.

Key Words: Graphics, Graphical Literacy Instruction, Elementary School Magazines

Table Topics 12:00- 1:00 PM

6. Creating Big Shifts: How to help move your department in positive directions (47)
Presenter(s): Chelsea Ward, Tara Beziat, Amy Grilliot

Abstract: We often can identify what we want our departments to do, but sometimes we struggle getting them there. Will have an open discussion about how to guide departments in positive directions. We will share goals, develop strategies to reach a common goal, share lessons learned and our success stories.

Key Words: Theory of change, positive change, facilitation

7. Building a More Inclusive Early Childhood Inclusive Major (48)
Presenter(s): Sara Westerlin, Helane Folske-Starlin

Abstract: This session provides participants abut the need for additional special education courses and the process of changing an early childhood inclusive major at a state college in the Midwest. The need for more special education and inclusive education courses was communicated to faculty from current students, student teachers, cooperating teachers, and administrators in the surrounding areas. The more "inclusive" major hopes to provide students with a more holistic approach to educating all students.

Key Words: Inclusive education, special education, early childhood education

8. AI Potential in Professional Development Virtual Learning Environments: The Implications of Social Cognitive Career Theory (48)
Presenter(s): Joseph Chrobak, Tracy Viscosi, Kendall Hartley

Abstract: This paper explores the integration of Social Cognitive Career Theory (SCCT) within virtual learning environments for adult professional development. It examines how AI and digital humans can enhance learners' self-efficacy, leveraging motivational factors and improving perceived effectiveness. Theoretical and empirical research provides a foundational analysis, highlighting AI's transformative potential.

Key Words: Artificial Intelligence, Social Cognitive Career Theory, and Professional Development

9. A Ship Without a Rudder: How Graduate Students Navigate the Waters of Their First Ethics Review Committee (50)
Presenter(s): Aaron S. Richmond, Christopher Was, William (Bill) Young

Abstract: In this roundtable discussion we will have a candid conversation about how to approach and succeed at your first Institutional Review Board (IRB) submission. We will focus on time-management, common pitfalls, and steps for success. We will provide practical examples, practice in decision making, and discuss the nuances of every IRB.

Key Words: Institutional review board, graduate student, educational research

10. Mitigating Harm: Trauma Informed Mandated Reporting Practices in Higher Education (51)
Presenter(s): Jessica Marshall

Abstract: Intimate partner violence (IPV) is prevalent in American higher education. Through Title IX, all non-confidential employees are required to report instances of IPV through the controversial and traumatic process of mandated reporting. Through a trauma informed lens, the challenge of mandated reporting requirements and survivor wellbeing will be explored.

Key Words: Title IX, Mandated Reporting, University

Thursday Afternoon breakout paper session overview—1:10 – 2:10 PM			
Emerald Bay 1	Emerald Bay 2	Emerald Bay 3	Emerald Bay 5
52. Collaborative Learning in Higher Education Presenter(s): Sara Moon-Seo, Zion Solomon	**55. Improving Teacher Autonomy and Resilience With Practitioner Research** Presenter(s): John Rodari Meisner, Joel Judd	**57. Different perceptions of recess: Examining the experience recess for students with disabilities** Presenter(s): Trent Atkins, Connor Brandon	**59. Initial Arrival and Transitional Experiences of International Students at a U.S. University** Presenter(s): Reeti Sharma
53. Researchers' Rhetorical Strategies of Disclosure: Positionality Statements in the Field of Higher Education Presenter(s): Kimberly Feig	**56. Collective teacher efficacy and effective Title I eligible schools: A mixed methods approach** Presenter(s): Donald Mendenhall, Suzie Jones, LeAnn Putney	**58. A Collaboration of Stakeholders: Creating Experiential Learning Resources at State Historical Sites** Presenter(s): Justin Wageman, Zachary Hochhalter	**60. Dancing in the Rain (Forest): Complexities and Collaborations of Pre-Service Dance Educators Teaching Abroad** Presenter(s): Karen Jensen
54. A New Era: Special Relationships in Higher Education Law and Policy Presenter(s): Jessica Marshall, Bridger Sellegren, Sweeney Windchief			**61. Leadership in Turbulent Times: The Invention of New Schools in Central and Eastern Europe** Presenter(s): Sofia Reis

Transition 1:00- 1:10 PM	
Thursday, October 3, 2024; Breakout Sessions 1:10- 2:10 PM	
Emerald Bay 1	**52. Collaborative Learning in Higher Education** Presenter(s): Sara Moon-Seo, Zion Solomon **Abstract:** Collaborative learning has been essential for creating a successful learning environment and fostering positive relationships between instructors and students. In this study, the researcher explored the important factors promoting interactive learning through her classroom teaching. Autoethnography was used as a qualitative method to describe, observe, and analyze the findings. **Key Words:** Collaborative learning, higher education, classroom learning
	53. Researchers' Rhetorical Strategies of Disclosure: Positionality Statements in the Field of Higher Education Presenter(s): Kimberly Feig **Abstract:** This project examines how positionality statements are operationalized, both rhetorically and structurally, in peer-reviewed higher education journals to better understand how these statements address power dynamics and researcher bias. This study seeks to bridge the gap between the theoretical impetus of positionality statements and their practical implementation in academic publishing. **Key Words:** Positionality, bias, rhetoric
	54. A New Era: Special Relationships in Higher Education Law and Policy Presenter(s): Jessica Marshall, Bridger Sellegren, Sweeney Windchief **Abstract:** Co-constructed perspectives are used to theorize a new era of special relationships in higher education. Using extant literature, contemporary policy, and relevant case law, the authors implement a grounded theory approach to conceptualize this new era of higher education law and policy. **Key Words:** Law, Policy, University
Emerald Bay 2	**55. Improving Teacher Autonomy and Resilience With Practitioner Research** Presenter(s): John Rodari Meisner, Joel Judd **Abstract:** In line with prior claims about the value of action research in school, teachers consistently report having a transformative experience. Engaging in practitioner research changes their view of "evidence-based" teaching and of themselves as autonomous professionals. **Key Words:** Practitioner research, self-efficacy
	56. Collective teacher efficacy and effective Title I eligible schools: A mixed methods approach Presenter(s): Donald Mendenhall, Suzie Jones, LeAnn Putney **Abstract:** This study identifies effective Title I eligible schools that also have high levels of collective teacher efficacy (CTE) to serve as cases in a mixed-methods study in order to identify potential mechanisms for CTE. **Key Words:** Collective teacher efficacy, school leadership & sociocultural context

Thursday, October 3, 2024; Breakout Sessions 1:10- 2:10 PM	
Emerald Bay 3	**57. Different perceptions of recess: Examining the experience recess for students with disabilities** Presenter(s): Trent Atkins, Connor Brandon **Abstract:** Recess is a joyful or troublesome part of the school day. It is documented recess is a part of school where behavior is the biggest challenge for school professionals. This study examined the differing perceptions of students with and without disabilities. Findings are both insightful and troubling. **Key Words:** Recess, playground, behaviors, student with disabilities
	58. A Collaboration of Stakeholders: Creating Experiential Learning Resources at State Historical Sites Presenter(s): Justin Wageman, Zachary Hochhalter **Abstract:** State historical sites lack educational materials for teachers to use in pre- and post-visit lessons. This study examined the types of resources teachers prefer when visiting sites and how collaboration should occur between site staff and teachers. **Key Words:** Collaboration, field trip, educational resources
Emerald Bay 5	**59. Initial Arrival and Transitional Experiences of International Students at a U.S. University** Presenter(s): Reeti Sharma **Abstract:** "This phenomenological study uses the theory of marginality and mattering to explore the transitional experiences of international students. Findings reveal that international students have heightened feelings of fear, loneliness, invisibility, and disrespect during their initial period. These findings underscore the importance of creating an inclusive environment to support international students." **Key Words:** International students, transition, marginality and mattering
	60. Dancing in the Rain (Forest): Complexities and Collaborations of Pre-Service Dance Educators Teaching Abroad Presenter(s): Karen Jensen **Abstract:** This presentation will discuss the processes and results of a community arts-based installation event highlighting student projects from a university dance and film course. This 2-hour open house event featured 14 interactive installations conceptualized and designed by the students, with careful mentoring from the university professor. **Key Words:** Dance, Film, Experiential Learning
	61. Leadership in Turbulent Times: The Invention of New Schools in Central and Eastern Europe Presenter(s): Sofia Reis **Abstract:** This phenomenological study investigates the experiences of school leaders in Central-and-Eastern-Europe who established schools after the Fall of the Berlin Wall (1989) and navigated through turbulence, including the COVID-19 pandemic. With a complexity theory lens, it aims to understand how these schools' fostered resilience, flexibility, and adaptability, amidst extreme events. **Key Words:** Educational Leadership, Complexity Theory, Qualitative.

Thursday Afternoon breakout paper session overview— 2:20-3:20 PM			
Emerald Bay 1	Emerald Bay 2	Emerald Bay 3	Emerald Bay 5
62. A Systematic Literature Review of Five Theoretical Frameworks of Belonging Found in Music Classrooms Presenter(s): Mary Crandell	**65. Structures, Strategies, and Skills for Effective Math Intervention in Higher Education: A Case Study** Presenter(s): Patty Witkowsky	**68. Cognitive Partners in Design: Using AI in a Graduate level Learning, Design and Technology Course** Presenter(s): William Cain	**70. Technology-Mediated Lesson Study: Improving Rural Secondary Science Teaching Practices** Presenter(s): Heather Leary, Rebecca Sansom, Max Longhurst, Michelle Hudson, Joshua Stowers, Clara Smith, Tracy Poulsen, Austin Moore
63. Movement Museum: A Student-Driven Dance and Film Installation Presenter(s): Karen Jensen	**66. Student and Graduate Teaching Assistant Perceptions of Calculus II Recitation Sessions** Presenter(s): Bibek Acharya, Robert Quinn, Glenn Waddell	**69. Exploring AI in education: Preservice teacher perspectives, usage, and ethical considerations** Presenter(s): David Ko, Kendall Hartley, Merav Hayak	**71. Shifting Roles in a Rural STEM Research Practice Design Partnership** Presenter(s): Amanda Obery, Martha Cabell, Shelly Hogan, Matt Queen
64. Questions of my Adulthood: Exploring the Masters to Doctoral Transition through the Lens of Music Presenter(s): Emily Romero, Randy Larkins	**67. Writing Fluency and Hope Among Third-Graders: A Telling Case Study of Reciprocity** Presenter(s): Lori Qian, Suzanne Jones, LeAnn Putney		

Transition – 2:10-2:20 PM	
Thursday, October 3, 2024; Breakout Sessions 2:20-3:20 PM	
Emerald Bay 1	**62. A Systematic Literature Review of Five Theoretical Frameworks of Belonging Found in Music Classrooms** Presenter(s): Mary Crandell **Abstract:** The purpose of this systematic literature review is to investigate research aimed at developing a students' sense of belonging aligned with the five theoretical frameworks of belonging within the context of Pardede et al, (2021) and to explore how these frameworks of belonging support a students' motivation to learn. **Key Words:** Belonging, connection, music ensembles
	63. Movement Museum: A Student-Driven Dance and Film Installation Presenter(s): Karen Jensen **Abstract:** This presentation will discuss the processes and results of a community arts-based installation event highlighting student projects from a university dance and film course. This 2-hour open house event featured 14 interactive installations conceptualized and designed by the students, with careful mentoring from the university professor. **Key Words:** Dance, Film, Experiential Learning
	64. Questions of my Adulthood: Exploring the Masters to Doctoral Transition through the Lens of Music Presenter(s): Emily Romero, Randy Larkins **Abstract:** This case study offers an example of a framework for assessing the decisions of students to undertake graduate education, and how their understanding of themselves as scholars evolves with their academic progress. We utilized observation and interview. Limitations and future research are discussed. **Key Words:** Graduate Student Enrollment, Music, Transitions
Emerald Bay 2	**65. Structures, Strategies, and Skills for Effective Math Intervention in Higher Education: A Case Study** Presenter(s): Patty Witkowsky **Abstract:** This presentation will discuss the findings of a case study that explored students' perspectives of the approaches and strategies utilized by a Math Learning Strategies Specialist (MLSS) in higher education as well as the decisions made by the MLSS to guide students towards meeting their math learning goals. **Key Words:** Math, intervention, strategies

Thursday, October 3, 2024; Breakout Sessions 2:20-3:20 PM	
Emerald Bay 2	**66. Student and Graduate Teaching Assistant Perceptions of Calculus II Recitation Sessions** Presenter(s): Bibek Acharya, Robert Quinn, Glenn Waddell **Abstract:** Due to a shortage of STEM professionals and low retention rates in STEM fields, universities have made efforts to increase the number of STEM graduates. Providing recitation sessions in challenging STEM courses is a possible solution. This study explores students' and GTAs' perceptions of recitation sessions in Calculus II. **Key Words:** Recitation Sessions; Calculus, STEM Education
	67. Writing Fluency and Hope Among Third-Graders: A Telling Case Study of Reciprocity Presenter(s): Lori Qian, Suzanne Jones, LeAnn Putney **Abstract:** This telling case study examined writing instruction as an avenue for developing hope and fluency in a third-grade classroom. Results demonstrated the interrelationship and reciprocity of writing fluency and hope as students found willpower and waypower through their writing activities. Additionally, they furthered both academic and social goals attainment. **Key Words:** Writing fluency, hope, telling case
Emerald Bay 3	**68. Cognitive Partners in Design: Using AI in a Graduate level Learning, Design and Technology Course** Presenter(s): William Cain **Abstract:** This study examines the use of generative AI as cognitive partners in a Learning, Design, and Technology course, enhancing online active learning through meaningful interactions. It highlights the AI's role in fostering engagement, critical thinking, and collaboration, suggesting a future where technology augments learning along multiple dimensions. **Key Words:** Generative AI; cognitive partnership; active online learning
	69. Exploring AI in education: Preservice teacher perspectives, usage, and ethical considerations Presenter(s): David Ko, Kendall Hartley, Merav Hayak **Abstract:** Since the emergence of large language models (LLM) such as ChatGPT, many studies have acknowledged its potential benefits and risks. This paper explores different uses of AI, the frequency of each use, ethical concerns, and future prospects of AI, specifically from the perspective of preservice teachers. **Key Words:** ChatGPT, preservice teacher, AI

Thursday, October 3, 2024; Breakout Sessions 2:20-3:20 PM	
Emerald Bay 5	**70. Technology-Mediated Lesson Study: Improving Rural Secondary Science Teaching Practices** Presenter(s): Heather Leary, Rebecca Sansom, Max Longhurst, Michelle Hudson (Joshua Stowers, Clara Smith, Tracy Poulsen, Austin Moore) **Abstract:** A professional development program was created, focused on technology-mediated lesson study, to connect geographically isolated rural science teachers, co-create three-dimensional science lessons, and improve their teaching skills. This program is explained with some of the research data about the teachers' experiences and challenges in the program and with three-dimensional science. **Key Words:** Lesson study, rural science education, technology
	71. Shifting Roles in a Rural STEM Research Practice Design Partnership Presenter(s): Amanda Obery, Martha Cabell, Shelly Hogan, Matt Queen **Abstract:** Research practice design partnerships (RPDP) can support rural areas in developing locally relevant STEM curriculum. However, navigating shifting roles within these long-term relationships is understudied, though could help to support the development of effective RPDP's. The study presents interviews conducted with researchers and teachers involved in a rural STEM partnership. **Key Words:** Research practice partnership, STEM, Rural education
Transition - 3:20-3:30 PM	

Thursday, October 3, 2024; Workshops 3:30-4:30 PM	
Emerald Bay 1	**72. Accountability, Authorship, and Writing Assessments in the age of AI** Presenter(s): Amy Ratto-Parks **Abstract:** GenAI has upended education. Teachers don't want to "police" students, but want to uphold the integrity of the learning experience. Participants will consider how their assignments, learning outcomes, and core educational goals can be accentuated by adjusting how and when they assess the critical thinking and metacognitive work of writing. **Key Words:** Generative AI, writing, learning assessment
Emerald Bay 2	**73. Attracting Quality Teachers for Rural Schools** Presenter(s): Suzanne Beasterfield, Amanda Eller, Kailey Marler, Kristi Steidley **Abstract:** This symposium will discuss the issue of attracting quality teachers for rural schools, generally, and will report on a two-year rural schools immersion learning experience for preservice teacher candidates. **Key Words:** Rural education, preservice teacher education
Emerald Bay 3	**74. Creating Organizational Systems to Demonstrate Evidence for Promotion** Presenter(s): Patty Witkowsky **Abstract:** It is necessary to have evidence of meeting standards for promotion and tenure in higher education. Come learn organizational strategies to keep up with documenting your work to make the process less daunting and overwhelming. This session can benefit graduate students and faculty members of all ranks! **Key Words:** promotion, evidence, organization
Emerald Bay 5	This room is open if members wish to informally meet, network, write, etc.

Break 4:30-6:00 PM		
Awards Banquet	6:00 - 8:00	Tallac Pyramid
Graduate Student Social	8:00-???	Mc P's Taphouse Grill 4125 Lake Tahoe Blvd

Friday, October 4, 2024 AM		
Breakfast	8:00-9:00	Pre- Function Area
General Session Business Meeting *-This is open to all people who attend the conference.*	8:30-9:30	Emerald Bay A

Transition – 9:30-9:45 AM

Breakout Sessions 9:45 – 10:45 AM

Emerald Bay 1

Initial Career Choices for STEM Teachers from UTeach Programs
Presenter(s): Kristi McCann, Grant Clayton, Patrick McGuire

Abstract: We investigate the relationship between student teaching experiences and initial employment decisions for UTeach-trained STEM teachers. We find math teachers and science teachers function differently in employment decisions, half of all first-year teachers accept employment with their student teaching or home districts, and a second-year job switch rate of 20%.

Key Words: STEM teachers, initial employment, UTeach

Does Closeness within LGBTQ Students' Support Networks Enhance Science and Engineering Identity?
Presenter(s): Bryce Hughes, Emmanuel Teye

Abstract: We tested whether closeness with people that LGBTQ college students rely on for academic and personal support can bolster their sense of science or engineering identity. Closeness with sources of personal support seem to bolster identity whereas closeness with sources of academic support was not related to identity.

Key Words: LGBTQ college students, STEM majors, science identity

Breakout Sessions 9:45 – 10:45 AM	
Emerald Bay 2	**Implementing the personal reflective inventory to analyze the impact of diversity attitudes and experiences** Presenter(s): Walter Polka, Jennifer Young Wallace, Sushma Marwaha, Monica Vanhusen **Abstract:** This session examines the purpose and uses of the "Personal Reflective Diversity Inventory" employed in numerous international research case studies to facilitate personal reflections about diversity attitudes and experiences and to promote more effective activities, approaches, and programs for accepting and appreciating diversity and inclusion in a variety of contexts. **Key Words:** Diversity, Reflections, Research
	Raising Awareness of Eating Disorders on Your College Campus Presenter(s): Sonya Munsell, Naomi Beckwith, Baron Buster, Brian Pham **Abstract:** This session will educate participants about eating disorders. Eating disorder prevalence on college campuses will be discussed. Participants will hear from students who helped establish an eating disorder student organization on their campus and will be given information on how to raise eating disorder awareness on their respective campuses. **Key Words:** eating disorders, student organization, mental health
Emerald Bay 3	**Synthesizing validity and reliability evidence for the draw a scientist test** Presenter(s): Julia Brochey, Joseph Taylor **Abstract:** The purpose of this synthesis study was to assess the reliability and validity of the Draw-A-Scientist Test (DAST) and its variations across multiple studies, aiming to understand limitations and propose modifications for future application within and beyond the science domain. Given the existence of multiple DAST versions, this study quantified the frequency of validity threats across various DAST variations. **Key Words:** Draw a Scientist, Validity, Reliability
	Examining the Participation Patterns of Neurodiverse Learners in an Undergraduate Course Presenter(s): Maria Hays **Abstract:** The research reported here explores how one focal student (them/their/their) with ADHD and Autism Spectrum Disorder experienced learning in an undergraduate education course. designing collegiate-level courses with Universal Design for Learning (UDL) principles in mind supports the learning of students across the range of learner abilities. Additional implications for course design are also discussed. **Key Words:** Sociocultural learning perspectives, Community of Learners, Universal Design for Learning

Friday Morning breakout paper session overview— 9:45-10:45 AM			
Emerald Bay 1	Emerald Bay 2	Emerald Bay 3	Emerald Bay 5
75. Initial Career Choices for STEM Teachers from UTeach Programs Presenter(s): Kristi McCann, Grant Clayton, Patrick McGuire	**77. Implementing the personal reflective inventory to analyze the impact of diversity attitudes and experiences** Presenter(s): Walter Polka, Jennifer Young Wallace, Sushma Marwaha, Monica Vanhusen	**79. Synthesizing validity and reliability evidence for the draw a scientist test** Presenter(s): Julia Brochey, Joseph Taylor	
76. Does Closeness within LGBTQ Students' Support Networks Enhance Science and Engineering Identity? Presenter(s): Bryce Hughes, Emmanuel Teye	**78. Raising Awareness of Eating Disorders on Your College Campus** Presenter(s): Sonya Munsell, Naomi Beckwith, Baron Buster, Brian Pham	**80. Examining the Participation Patterns of Neurodiverse Learners in an Undergraduate Course** Presenter(s): Maria Hays	

Transition – 10:45-11:00 AM

Workshop Sessions 11:00 AM – 12:00 PM

Emerald Bay 1	**81. The Delphi Method** Presenter(s): Lori O'Malley **Abstract:** This workshop session focuses on defining and potential usage of the Delphi Method in academic research. Its use in a variety of settings will be reviewed. Inherent problems and solutions will be discussed. **Key Words:** Delphi Method
Emerald Bay 2	**82. Customizing teaching and learning in our global village: Employing more constructivist practices in diverse settings** Presenter(s): Walter Polka, Roselle Aranha, Amanda Eller, Jennifer Young, John McKenna **Abstract:** Several current international case studies will be presented by research team members who used the same quantitative discrepancy survey instrument: Desired and Current Use of Constructivist Activities and Techniques designed to determine the desired state and the current realities of applying constructivist concepts associated with student-centered in various teaching-learning contexts. **Key Words:** Constructivism, Differentiation, Reflection
Emerald Bay 3	**83. Workshop-Acknowledging the Elephant in the Room: A Workshop for Navigating Self-Care within Higher Education** Presenter(s): Melanie Reaves, Karen Venture-Kalen **Abstract:** Educational professionals face continual challenges within in higher education. However, our training to be educational professionals has lacked instruction on meaningful self-care strategies to help us navigate such challenges. In this workshop, participants will learn accessible and achievable self-care strategies they can use toward their professional and personal wellbeing. **Key Words:** self-care, contemplative practices, arts-based research
Emerald Bay 5	This room is open if members wish to informally meet, network, write, etc.

Transition 12:00-12:15 PM

Board Meeting	12:15-1:15 PM	Emerald Bay 4

Conference Conclusion

Past Presidents of NRMERA		
2022 – 2023 Faye Haggar	2008 – 2009 Suzie Young	1995 – 1996 Mary Lou Fuller
2021 – 2022 Melanie Reeves	2007 – 2008 Richard Vineyard	1994 – 1995 Janice Fauske
2019 – 2021 Amanda Eller	2006 – 2007 Chad Buckendahl	1993 – 1994 Gene Burns
2018 – 2019 Courtney McKim	2005 – 2006 Michael Brunn	1992 – 1993 Charlotte Farr
2017 – 2018 Elaine Tuft	2004 – 2005 Tammy Abernathy	1991 – 1992 Steve Dempsey
2016 – 2017 Athena Kennedy	2003 – 2004 Gail Ingwalson	1990 – 1991 Hank Slotnik
2015 – 2016 Shanon Taylor	2002 – 2003 Nancy Wentworth	1989 – 1990 Joe Stepans
2014 – 2015 Chris Was	2001 – 2002 Larry Rogien	1988 – 1989 Mark Clark
2013 – 2014 Bill Young	2000 – 2001 Ray Wong	1987 – 1988 Carl Edeburn
2012 – 2013 Aaron Richmond	1999 – 2000 Marian McKenna	1986 – 1987 Diane Peters
2011 – 2012 Brett Foley	1998 – 1999 Gary Alexander	1985 – 1986 Gary Render
2010 – 2011 Pam Cantrell	1997 – 1998 Shannon Butler	1984 – 1985 Amy Driscoll
2009 – 2010 Art Bangert	1996 – 1997 Missy Parker	1983 – 1984 Wayne Lanning

2023 NRMERA Award Winners	
Early Career Award	Amanda Obery
Exemplary Service Award	Tara L.R. Beziat
Distinguished Paper Award	None Selected
Dr. Gregory Schraw Student Fellowship	Phillip White Lori Qian

Index of Presenters

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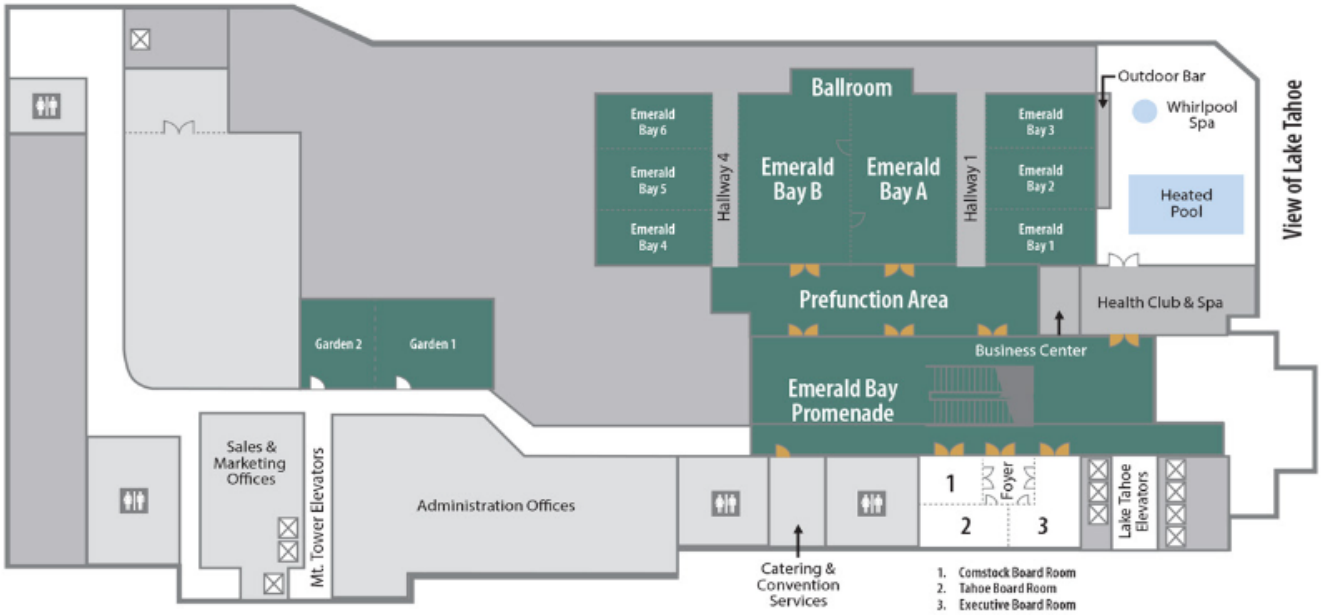
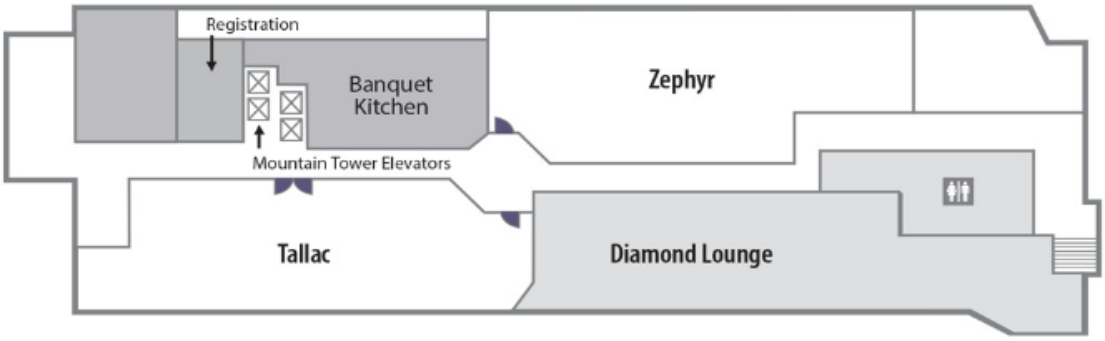
Conference Center Map

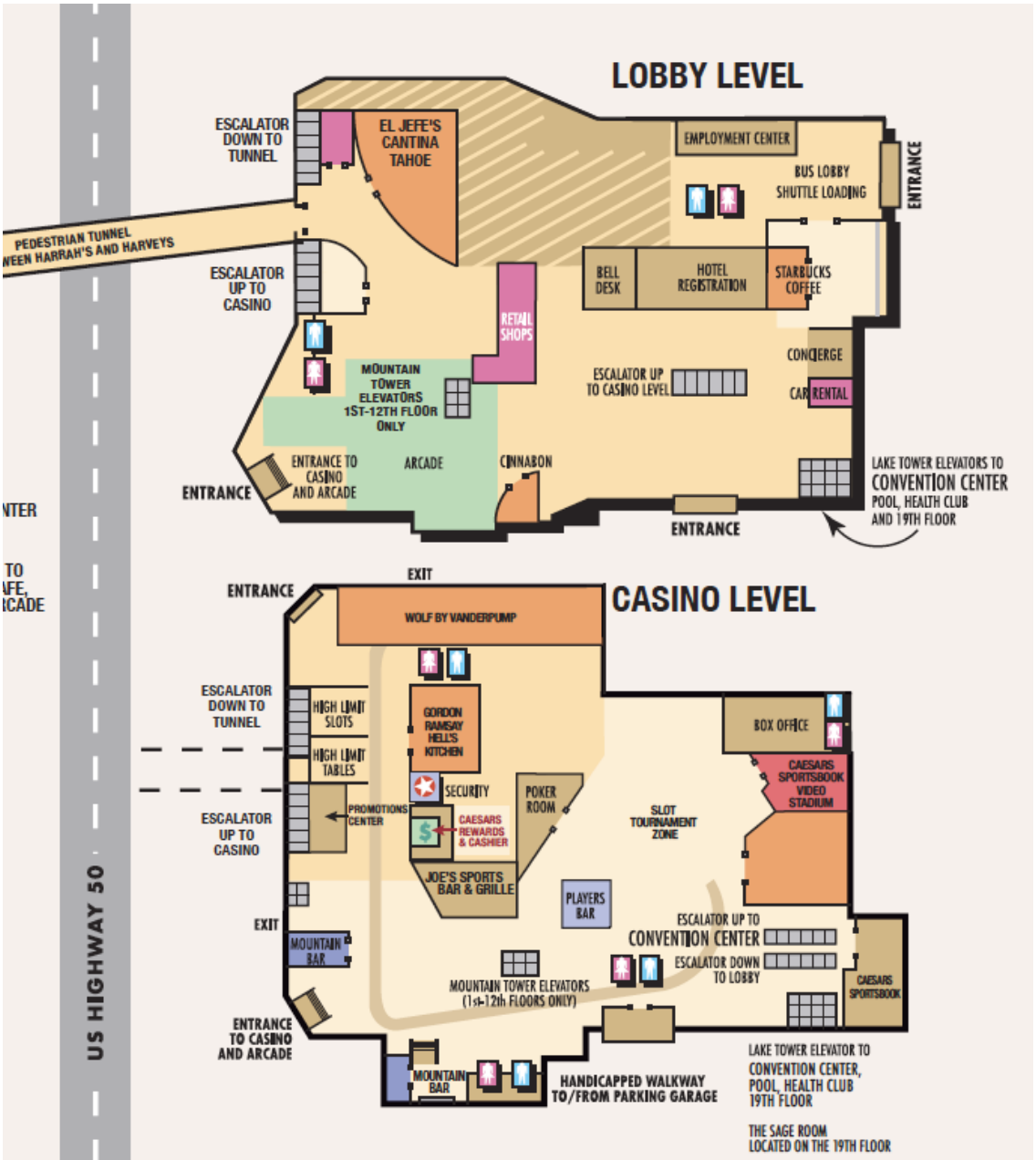
(CC Level on the Elevator)

Special Events Center



Twelfth Floor





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