2022

NRMERA

Northern Rocky Mountain Educational Research Association

39th Annual Conference

Focusing the Method: Lenses for Social Change

DoubleTree Hotel

www.nrmera.org

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.

Objectives

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.

Message from the President

Dear NRMERA Colleagues and Friends,

On behalf of the Executive Board of the Northern Rocky Mountain Educational Research Association (NRMERA), welcome to the 39th annual conference in the *Magic City* of Billings, Montana! I am excited for the conference as we continue our journey toward the "new normal" that is following the COVID Pandemic. This year, our theme is *Focusing the Method: Lenses for Social Change.* I find this to be a beautiful concept as we navigate the ever-shifting norms and continuing inequities within our social worlds. Where we hone our focus, and the lenses we use to view our social contexts, can make a big difference for bringing awareness to inequities and working toward changes that build up our communities and colleagues. I was in awe of the topics and projects that you all submitted and want to thank you for attending and bringing your collegiality to this important work. You are what makes this conference a success!

I have been a member of NRMERA since 2010. In fact, my first research presentation was at that NRMERA conference. I remember shaking like a leaf as I handed out my 30-page paper (I didn't know this was not the norm). I also remember the calming supportive colleagues I found in that session that made feel like I belonged and that I could be successful. Since that time, I have learned that no other conference holds a candle to the collegiality that I experience every year here. I have served as the Webmaster (thank you to Aaron Richmond for his mentorship on this position), President-Elect, and now President. In each of these positions, you all have helped me grow in my professional knowledge and skills. I want to thank all who have served on the Executive Board for their guidance and support this year. Much of your service goes unrecognized; thank you for your steadfastness and commitment to our endeavors to further the NRMERA vision and mission. I especially want to thank our Conference Chair, Mel Sullivan-Walker. Although she is a newer member to NRMERA, she gladly took on the role and has applied her expertise in amazing ways! Her organization, creativity, and persistence has made our work enjoyable and manageable. Simply put, this conference would not have happened without her huge efforts.

I would also like to thank the past presidents of NRMERA for their work that has stood as models for our work this year. A special thanks goes to Past President, Amanda Eller, for taking on the Webmaster role and for being ready to answer any question I had along the way. I am also grateful to our Treasurer, Tara Beziat, and Secretary, Lindsay Diamond, for their help with the contractual and financial aspects of holding a conference.

This year, I especially want to thank Bob Ives for his work as Editor for our professional journal, *Educational Research: Theory and Practice.* Under his leadership, our journal has been assigned an International Standard Serial Number (ISSN) and is now listed in *Ulrich's Periodicals Directory, Education Resources Information Center (ERIC), the Directory of Open Access Journals (DOAJ), and EBSCO*! He has also streamlined and bolstered the peer-review process, making our journal appealing to regional, national, and international authors.

Enjoy your time in Billings as you make new friends and colleagues. I encourage you to become involved with NRMERA in any way you are able and if we have not met, be sure to introduce yourself to me.

Sincerely,

Melanie Reaves
NRMERA President, 2021-2022

NRMERA Board 2022-2022	
President	Melanie Reaves • Montana State University Billings
President-elect	Faye Haggar • University of Nebraska Medical Center
Past President	Amanda Eller • Idaho State University – Twin Falls
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2022 Conference program chair	Mel Sullivan-Walker • Montana State University Billings

State Representatives	
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Idaho	Suzanne Beasterfield • Idaho State University
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Nevada	Shanon Taylor • University of Nevada, Reno
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South Dakota	Bill Young • Oglala Lakota College
Utah	Suzie Jones • Utah State University
Wyoming	Trina Kilty • University of Wyoming
At-large Representative	Gus Nollmeyer • Eastern Washington University
Graduate Student Representative	Kathryn Watson • University of Colorado, Colorado Springs

2022 Program Proposal Reviewers		
Amanda Eller	Jaydi Funk	Sara K. Moon-Seo
Amanda Obery	Jean Kirshner	Sara Westerlin
Amy Ratto Parks	Jeff Dieckman	Sheri Grotrian
Bob Ives	Joseph Shroer	Sidrah MGWatson
Brian Coppess	Karen Hazel Washburn	Sonya Munsell
Bryce Hughes	Lois Paretti	Steven Funk
Cecilia Turman	Maria Hays	Suzanne Beasterfield
Chris Was	Mary Huston	Sweeney Windchief
Cindy Jones	Max Longhurst	Trina Kilty
Courtney McKim	Melanie Reaves	Walter Polka
Darolyn Seay	Monica Yoo	William Davis
Donita Torres	Peter Reuter	William Young
Georgia Bunnell	Peter Wiens	
Heather Leary	Rebecca Knoph	

Conference Committee Volunteers	
Dr. Ann Van Wig	Britain Walker
Additional thanks to Erik Olsen for providing music for the President's Reception.	

NRMERA 2022 Conference Overview

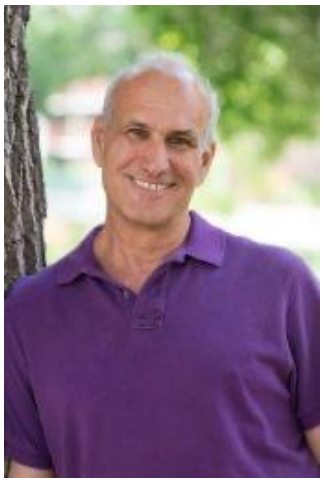
Wednesday, October 12, 2022		
Registration	3:00 – 7:00 PM	3rd Floor Lobby
Executive Committee Board Meeting	4:30 – 6:00 PM	Boardroom
President's Reception	7:00 – 9:00 PM	Skyview Room
Poster Presentations	*7:00 – 8:00 PM*	

Thursday, October 13, 2022		
Registration	7:00 AM – 6:00 PM	3rd Floor Lobby
Breakfast	8:00 – 9:30	Ballroom AB
President's Welcome	*8:15 – 8:30 AM*	
Keynote Speaker: *Dr. George Kamberelis*	*8:30 – 9:30 AM*	
Breakout sessions	9:45 AM – 12:00 PM	Various
Lunch	12:15 – 1:45 PM	Ballroom AB
Presentation & Informal Table Discussions	*12:30 – 1:30 PM*	
Breakout sessions	2:00 – 5:30 PM	Various
Awards Banquet	6:00 – 7:30 PM	Ballroom AB
Student Social	8:00 – 10:00 PM	Last Chance Pub

Friday, October 14, 2022		
Registration	7:00 AM – 12:00 PM	3rd Floor Lobby
Breakfast	8:00 AM – 9:30 AM	Ballroom AB
General Session Business Meeting	8:30 – 9:30 AM	
Breakout Sessions	9:45 – 12:00 PM	Various
Lunch	12:15 – 1:45 PM	Ballroom AB
Learn-at-Lunch Roundtables	*12:30 – 1:30 PM*	
Board Meeting	2:00 – 3:30 PM	Boardroom

Keynote Speaker

Dr. George Kamberelis



George Kamberelis is Professor, Chairperson, and Graduate Program Director in the Department of Education at Western Colorado University. Dr. Kamberelis' teaching focuses on early literacy development, teaching struggling/striving readers and writers, and equity and inclusion in elementary education classrooms. His research focuses on genre studies, writing development, new literacies, and qualitative inquiry (especially the philosophical foundations of inquiry and the use of focus groups in empirical research). Dr. Kamberelis served on the committee that developed the writing assessment model for the 2011 National Assessment of Educational Progress. He also served on the committee that created the Board of Governors' Common Core State Standards.

Dr. Kamberelis has published one book on theories used to frame educational research, two books on literacy education, and two books on qualitative research methods. He has also published widely in journals and handbooks including *Reading Research Quarterly, Research in the Teaching of English, Linguistics and Education, Pedagogies, Qualitative Inquiry, International Journal of Qualitative Studies in Education, Annals of the American Academy of Political and Social Sciences, Handbook on Promoting Social Justice in Education, SAGE Handbook of Qualitative Research,* and *Oxford Handbook of Qualitative Research Methods*.

NRMERA 2022 Detailed Schedule

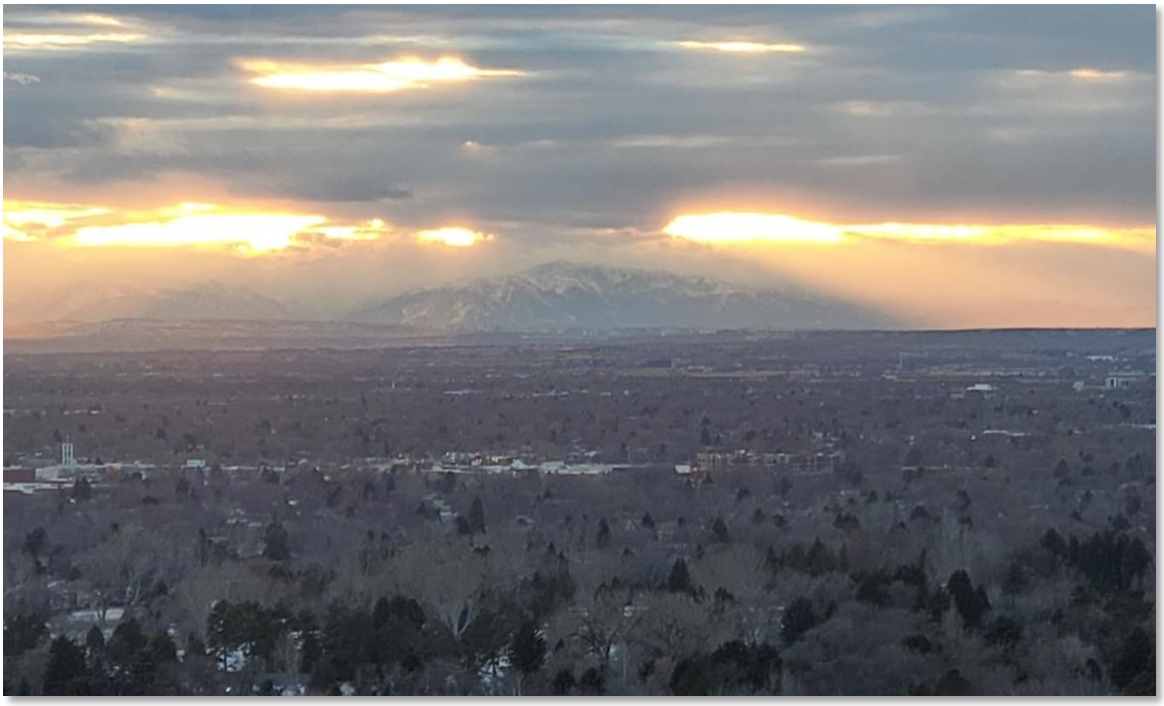
Wednesday, October 12, 2022		
Executive Committee Board Meeting	4:30 – 6:00 PM	Boardroom

Conference Kickoff: Reception & Poster Session		
President's Reception	7:00 – 9:00 PM	Skyview Room
Poster Presentations	*7:00 – 8:00 PM*	

Wednesday, October 12, 2022: Poster Presentations — 7:00 - 8:00PM	
Poster 1	P1. Putting Yourself in Their Shoes: Reflections & Recommendations from Middle School Students About Text Discussions Cindy Jones ● Utah State University Whitney Bowman ● Utah State University We will share reflections and recommendations from middle school students who participated in literacy discussions about historical content in eighth grade social studies courses. Participants were randomly assigned to participate in discussions of the course textbook or the course textbook plus historical fiction trade books.
Poster 2	P2. Development and Evaluation of an Interdisciplinary Rotation for Anesthesia Residents in Laryngology Cole Homer ● University of Nebraska Medical Center Kristy Carlson, PhD ● University of Nebraska Medical Center Faye Haggar ● University of Nebraska Medical Center Chris Bingcang ● University of Nebraska Medical Center Jayme Dowdall ● University of Nebraska Medical Center Andrea Dutoit ● University of Nebraska Medical Center TJ Lockhart ● University of Nebraska Medical Center Evan Ryan ● University of Nebraska Medical Center Our institution developed a two-week laryngology rotation for anesthesiology interns with the goal of utilizing interdisciplinary coaching to develop both technical and non-technical skills in airway management. The purpose of this project is to evaluate the rotation, enhance educational materials, and share our training methods and processes.
Poster 3	P3. Understanding Student Perceptions of a High School Wellness Center: An IPA Qualitative Study Devan Clayton ● Brigham Young University Elizabeth Cutrer-Parraga ● Brigham Young University School wellness centers are an additional resource that students can utilize to address mental health challenges during their school day. This qualitative study looks at student experiences of the wellness center, adding to the dearth of literature on the topic.

Wednesday, October 12, 2022: Poster Presentations — 7:00 - 8:00PM	
Poster 4	P4. Change Your Perspective: A Focused Literature Review on Improving the Evidence-based Responses of Middle School Students Jeffrey Ort ● Montana State University Billings This is a focused literature review concerning middle school students' disciplinary literacy and growth in writing evidence-based conclusions within the discipline of history. It relates evidence-based history instruction to a multiple perspective taking approach that has been shown to support students' engagement, disciplinary literacy, and content retrieval.
Poster 5	P5. You Don't Know What You're Missing! : Why Spatial Skills Need to Be Taught to Pre-Service Teachers. Joseph E Schroer ● University of Wyoming This poster will present information collected on spatial skills present in pre-service teachers. The information will be discussed as evidence for further exploration into how we support pre-service teacher spatial reasoning skills so that they may in turn support spatial reasoning in school children today.
Poster 6	P6. Stigma of Learning Disabilities in Education Lauren Belluomini ● Montana State University Billings This research proposal was developed to address the situation of stigma in special needs students, describe how prevalent the situation is, and how we can bring awareness to stopping this stigma. After conducting research, I found that teachers, parents, and children all demonstrate a stigma towards disabilities.
Poster 7	P7. How Academic Support Affects Sense of Belonging Among LGBTQ+ Students Leilani Contos ● Montana State University Sarah Heller ● Montana State University This study tested the impact of sources of academic support on belonging for LGBTQ+ students. Peers are a primary source of belonging, but instructors and family could be as well. Administrators and instructors could help LGBTQ+ students experience belonging by becoming better allies.
Poster 8	P8. Tier 2 Math and Reading Interventions: A Systematic Review of Learning Theories in Research Lindsey Wiggins ● Boise State University Lucas Younger ● Boise State University The purpose of this systematic literature review is to examine research-based interventions and identify common theoretical frameworks that are present. Through this review, we have discovered two major themes: (1) social theories play a predominant role in interventions, and (2) constructivist theories are used most often as a secondary theory.
Poster 9	P9. The Forces Behind Academic Dishonesty: A Survey of SLP Students Mary E Huston ● Minot State University Academic dishonesty is pervasive and damaging, particularly for allied health professions. This quantitative research explored the frequency, perceived seriousness, and motivation behind academic dishonesty among SLP students. The self-reported cheating behaviors of 248 SLP students were analyzed with multiple regressions to determine the driving forces behind cheating behavior.
Poster 10	P10. Student Health Behaviors and Habits Post-COVID – A Return to the Prepandemic Normal? Peter Reuter ● Florida Gulf Coast University Between Spring 2020 and Fall 2021, COVID-related restrictions impacted student health behaviors and habits. Using data collected at a university in the southern US from 2018 through 2022, the poster will report on whether student health behavior and habits are similar or different compared with prepandemic times.

Wednesday, October 12, 2022: Poster Presentations — 7:00 - 8:00PM	
Poster 11	P11. Impacts of a Global Pandemic on Student Engagement in Business Education Sheri Grotrian ● Peru State College Lisa Parriott ● Peru State College Kenneth Griffin ● Peru State College When Covid-19 surfaced, students found themselves learning online as well as tending to other life disruptions simultaneously. Due to pandemic stressors, it seems reasonable to believe that Covid-19 has negatively impacted student engagement in higher education. Knowing student engagement has positive implications for students, the authors seek to examine this phenomenon.
Poster 12	P12. Increasing Gender Diversity in Medical, Nursing, and Allied Health Education for Trans*+/Thisgender Youth Steven S. Funk ● Montana State University Northern Jaydi Funk ● Montana State University Northern This poster presents findings of a large-scale, IRB-approved, mixed-methods study examining over 100 trans*+ patients, 47 healthcare providers, and 36 educators regarding disclosure of assigned-sex-at-birth (ASB) and gender identity for trans*+ youth within healthcare settings. Unexpected findings reveal room for education among healthcare professionals. Recommendations for inclusivity are offered.
Poster 13	P13. Communication with Home Communities: Building Researched Support for Controversial Book Choices Erica Shea ● Montana State University Billings The purpose of this self-study is to uncover gaps in my instruction of preservice secondary teachers by examining communication they share with home communities about controversial literature choices. I study my assumptions about what the students knew, the artifact I asked them to create, and the misconnect between the two.



Beartooth Mountains & Billings (from The Rims)

Thursday, October 13, 2022

Thursday Morning — Breakfast and Welcome

Breakfast	8:00 – 9:30 AM	Ballroom AB
President's Welcome	*8:15 AM*	
Keynote Speaker: Dr. George Kamberelis	*8:30 – 9:30 AM*	

Thursday Morning: Breakout Session Overview — 9:45AM - 12:00PM

	Ballroom C	Conference Room 1	Conference Room 5
9:45-10:45	1. The Role of Time in Predicting Metacognitive Judgments Gutierrez, Kuch, Schraw & Richmond 2. More Than Sentences: A Holistic Assessment Index for Metacognition in the Writing Classroom Ratto Parks	*Symposium* 3. Teacher Needs to Differentiate Instruction in More Diverse Teaching-Learning Settings: Results of Multi-State Studies in Contemporary America Polka, Eller, VanHusen, Young, Young & Bowles	4. The Case for Continual/Continuous Improvement (CI) Coppess 5. Examining the Relationship between Instructional Support, Shared Leadership and Teacher Satisfaction Wiens, Beck, Hinton & Moyal
11:00-12:00	6. Examining Perceptions of Higher Education Campus Climates and Student Sense of Belongingness Veach 7. Using the Personal Reflective Diversity Inventory to Analyze the Impact of Diversity Attitudes and Experiences on Organizational Culture Polka & Marwaha	8. Authentic Community Engagement in Science: A Case for Rural Biomedical Education Obery & Queen 9. Focus Groups with Rural Youth Provide Interesting Insights Westbrook 10. Uncovering the Connections between Rural Science Teachers Poulsen, Sansom, Longhurst, Leary & Stowers	11. Understanding Teaching Assistants and Student Interactions: A Mixed-Methods Study of a Teaching Assistant Program Measom & Leary 12. Meaning Member Checking: A Structured Approach to Member Checking McKim

Thursday Morning: Breakout Session Details — 9:45AM - 12:00PM

Thursday, October 13, 2022 — 9:45 - 10:45 AM

Ballroom C	1. The Role of Time in Predicting Metacognitive Judgments Antonio Gutierrez de Blume ● Georgia Southern University Fred Kuch ● No Affiliation Gregory Schraw (deceased) ● University of Nevada, Las Vegas Aaron Richmond ● Metropolitan State University of Denver Gutierrez et al.'s 2021 confirmatory study extended previous findings by examining the role of time in predicting metacognitive judgments, a topic not previously researched. Among the findings is the notion that students should use approaches that yielded successful results previously to improve metacognitive error rates. 2. More Than Sentences: A Holistic Assessment Index for Metacognition in the Writing Classroom Amy Ratto Parks ● University of Montana Metacognitive skills are vital to success in the writing classroom, but there is little research about the impact of specific metacognitive interventions on writing. The IMK is a highly reliable (K=.834) research index that can also allow teachers to observe, describe, and assess metacognitive knowledge in their students' reflective writing.
Conference Room 1	3. *Symposium:* Teacher Needs to Differentiate Instruction in More Diverse Teaching-Learning Settings: Results of Multi-State Studies in Contemporary America Walter S. Polka ● Niagara University Amanda Eller ● Idaho State University - Twin Falls Monica Jo VanHusen ● Stafford Public Schools Dr. Jennifer Young ● Jackson State University Dr. William M. Young ● Oglala Lakota College Dr. Freddie A. Bowles ● University of Arkansas This presentation features a quantitative discrepancy survey instrument used in 14 states designed to determine the desired state of applying constructivist concepts associated with differentiation of instruction, among contemporary educators as compared to their current instructional realities. The survey consists of 25 statements derived from the literature associated with constructivism.
Conference Room 5	4. The Case for Continual/Continuous Improvement (CI) Brian Coppess ● Western Colorado University Although literature used to train school leaders includes change management and change agent language, knowledge about continual improvement as an organizational transformation system is rarely offered. This paper makes the case that with the responsibility to document improvement, it is imperative that aspiring leaders understand continual improvement systems and processes. 5. Examining the Relationship between Instructional Support, Shared Leadership and Teacher Satisfaction Peter Wiens ● University of Nevada, Las Vegas Jori Beck ● Old Dominion University KaaVonia Hinton ● Old Dominion University Abigail Moyal ● University of Nevada, Las Vegas It is widely accepted that school leadership needs to be a shared between administrators and teachers. This study used TALIS 2018 data to examine the relationships between principal instructional support, a climate of shared leadership, and teacher satisfaction. School based factors including demographic data were strong predictors of teacher satisfaction.

Thursday, October 13, 2022 — 11:00AM - 12:00PM

Ballroom C

6. Examining Perceptions of Higher Education Campus Climates and Student Sense of Belongingness

Carrigan Veach ● Rogers State University

The purpose of this research was to explore how individual students within different forms of higher education campuses perceive their campus, and themselves in relation to their campus, to then examine whether certain perceptions correlate with a greater sense of belongingness on campus and investigate additional implications of student belongingness.

7. Using the Personal Reflective Diversity Inventory to Analyze the Impact of Diversity Attitudes and Experiences on Organizational Culture

Walter S. Polka ● Niagara University

Dr. Sushma Marwaha ● Niagara University

This presentation features the results and analysis of different demographic group and organizational contextual research studies that used the "Personal Reflective Diversity Inventory", a valid and reliable instrument, to collect individual reflective data for assessing levels of diversity experience and appreciation in various personal and organizational settings including schools.

Conference Room 1

8. Authentic Community Engagement in Science: A Case for Rural Biomedical Education

Amanda Obery ● Central Washington University

Matt Queen ● Montana State University Billings

The integration of practices from health sciences Career & Technical Education and STEM's broad educational integration, offers unique and powerful ways to support students in becoming healthcare professionals. Particularly for rural areas, this integration may be best poised to foster healthcare providers within communities, beginning in elementary school.

9. Focus Groups with Rural Youth Provide Interesting Insights

Elaine Westbrook ● Montana State University Billings

A place-conscious STEM program was developed to be delivered to youth ages eight to twelve in rural communities. Qualitative methods, including focus groups, were used to study interest development. The results were predominantly sourced from the focus group data and showed an increase in participants' STEM interests.

10. Uncovering the Connections between Rural Science Teachers

Tracy Poulsen ● Brigham Young University

Heather Leary ● Brigham Young University

Rebecca Sansom ● Brigham Young University

Josh Stowers ● Brigham Young University

Max Longhurst ● Utah State University

This study describes ties formed between very geographically isolated teachers. We evaluate to what degree common trends of SNA, such as homophily and proximity, are observed in this population. We identify attributes that correlate with ties (e.g., gender, subjects taught) and the relationship between physical distance and forms of communication.

Conference Room 5

11. Understanding Teaching Assistants and Student Interactions: A Mixed-Methods Study of a Teaching Assistant Program

Erin Measom ● Brigham Young University

Heather Leary ● Brigham Young University

Using a mixed-methods approach to explore interactions between online students and their teaching assistants, who participated in a teaching assistant training program that encourages proactive and holistic approaches to student support. The authors highlight various interactions and the role of mixed-method research as a vital component understanding those interactions.

12. Meaning Member Checking: A Structured Approach to Member Checking

Courtney McKim ● University of Wyoming

This presentation will discussion a structured approach to member checking. This approach will provide researchers with more information to strengthen trustworthiness.

Thursday Lunch: Informal Discussions — 12:15PM - 1:45PM		
Lunch	12:15 – 1:45 PM	Ballroom AB
Informal Table Discussions	*12:30 – 1:30 PM*	

Boiling River, Yellowstone National Park

Thursday Afternoon: Breakout Session Overview — 2:00 - 5:30PM

	Ballroom C	Conference Room 1	Conference Room 5
2:00-3:00	13. Math PBL for EBD: Methods for Learners with Behavioral Difficulties – Focused Review Cadigan 14. Teacher Perceptions of Differentiated Instruction in a Standards-Based Grading Middle School Williams 15. Vocabulary Tasks and Target Words are Not Equal: How Language Learners Answer Differently Knoph & Lawrence	16. "That's More so That Those Teachers Understand the… Model": A Study of Professional Learning in a Dual Language Immersion Program Davis & Yan 17. Targeted Coursework and Its Impact on Implementation of Practices for Teaching Multilingual Learners Yoo, Grant, Fetman & Garza	18. Using Personal ePortfolios in Higher Education Courses and Programs: Tools for Promoting "High-Touch" Personal Interactions Polka, Marwaha, Rossi, Hajdu, Oliverio, VanHusen 19. Faculty Experiences of HyFlex: An Exploratory Study Boehm & Boerboom 20. Navigating Like Prezi: Course Design in Pre-Service Teacher Education on Teaching English Language Learners Wang
3:15-4:15	21. Senior Capstone Course and Prior Project Experience Johnson Kilty & Kilty 22. Instructors' Perceptions on Podcasting as a Deliverable in Social Science Courses: A Pilot Study Nourse 23. Preservice Teachers' Perceptions of Their Knowledge of and Confidence in Using High-Leverage Practices Reaves, Atkins, Sullivan-Walker & Aiken	24. Secondary Educators' Perceptions of State Student Risk Training Watson 25. Equitable Identification of Gifted Middle School Students Rutberg	26. Do Preservice Teachers Have Cultural Humility? An Investigation into Preservice Teacher Beliefs about American Indian Culture Obery, Kaviani, Lawless & Lawless 27. Indigenous Ways of Knowing in the Engineering Classroom via Computational and Experimental Fluid Dynamics Windchief, Anderson & Pappendorf
4:30-5:30	28. Teaching Introduction to Qualitative Research: Using Existing Literature to Establish Guidelines for Novice Researchers McKim 29. Community Building: Benefits of Networking through Small Conferences Diamond, Beziat, Haggar, Richmond, Young, Was 30. Vicarious Trauma in the Psychology Professorate O'Malley	31. Graphical Literacy Skills Instruction in Core Reading Programs: How are We Teaching Students to Read the Graphics? Bunnell & Robertson 32. Exploring the Professional Development Needs of Rural Literacy Leaders Waller & Dahle-Huff 33. Multimodal Workshops: Preschool Teachers Uncovering Hidden Affordances Through Art(ifact) Making as Literacy Ventura-Kalen	34. Childhood Trauma in Males and the Development of Eating Disorders Williams & Munsell 35. The Need for Trauma-Informed Care in Higher Education Taylor 36. Pride, Hope, and Resilience in Children: A Photovoice Study Munsell, Cosper & Mackey

Thursday Afternoon: Breakout Session Details — 2:00 - 5:30 PM

Thursday, October 13, 2022 — 2:00 - 3:00PM

Ballroom C

13. Math PBL for EBD: Methods for Learners with Behavioral Difficulties – Focused Review

Brynn Cadigan ● Linderman Education Center

A focused review of literature of mathematics project-based learning for secondary students with emotional behavioral disorders sought to answer the following questions:

1. To what extent is this strategy used for this student population?
2. What outcomes did these students achieve?
3. What are the future implications?

14. Teacher Perceptions of Differentiated Instruction in a Standards-Based Grading Middle School

Marissa Joy Williams ● University of Colorado Colorado Springs

The teaching strategy of differentiated instruction within the standards-based grading evaluative process impacts students, teachers, schools, and the educational system. Teachers need additional supports to accurately and effectively implement both differentiated instruction and standards-based grading. This phenomenological study explores teachers perceives of differentiated instruction in a standards-based grading middle school.

15. Vocabulary Tasks and Target Words are Not Equal: How Language Learners Answer Differently

Rebecca Knoph ● University of Oslo, Norway
Joshua Lawrence ● University of Oslo, Norway

This study sheds light on how four types of English language learners (natives, fluent at school start, learners needing support, and learners not needing support) answer two types of academic vocabulary items (synonym and definition tasks) and how five target-word features (frequency, complexity, proximity, polysemy, and diversity) impact these relationships.

Conference Room 1

16. "That's More so That Those Teachers Understand the… Model": A Study of Professional Learning in a Dual Language Immersion Program

William J. Davis ● Southern Utah University
Jiazhen Yan ● Southern Utah University

Utah's dual language immersion program creates a unique learning situation for DLI teachers. This activity analysis of a Utah district's Chinese DLI program analyzed interviews with 9 school, district, and state-level educators; observation fieldnotes and documents were also analyzed. Consistencies and inconsistencies between PD initiatives are examined and discussed.

17. Targeted Coursework and Its Impact on Implementation of Practices for Teaching Multilingual Learners

Monica Yoo ● University of Colorado Colorado Springs
Leslie Grant ● University of Colorado Colorado Springs
Lisa Fetman
Veronica Garza

In this study, we examine how multiple coursework opportunities for inservice teachers in a culturally and linguistically diverse education (CLDE) program leads to the implementation of research-based practices targeted to meet the needs of multilingual learners.

Thursday, October 13, 2022 — 2:00 - 3:00PM

Conference Room 5

18. Using Personal ePortfolios in Higher Education Courses and Programs: Tools for Promoting "High-Touch" Personal Interactions

Walter S. Polka ● Niagara University
Sushma Marwaha ● Niagara University
Rachael Rossi ● Niagara University
Eliza Hajdu ● Niagara University
Molly Oliverio ● Niagara University
Monica VanHusen ● Stafford County Public Schools

Research related to the development, application, and evaluation of ePortfolios is discussed at this session. Educators who have created and utilized various styles and formats of ePortfolios will showcase their portfolio and the use of ePortfolios as collection repositories for student work and program evaluation purposes study will be highlighted.

19. Faculty Experiences of HyFlex: An Exploratory Study

Melissa Boehm ● Montana State University Billings
Sam Boerboom ● Montana State University Billings

Faculty perceptions of teaching HyFlex courses at a regional comprehensive university were explored via in-depth interviews and open-ended surveys with 12 faculty in 2022. Initial findings suggest teaching innovations like HyFlex can both enrich a faculty member's sense of self-efficacy and contribute to additional stressors of work responsibilities.

20. Navigating Like Prezi: Course Design in Pre-Service Teacher Education on Teaching English Language Learners

Jiawen Wang ● Eastern Washington University

Reflecting on the evolution of a teacher education course on teaching English language learners in general education classrooms, the researcher analyzed pre-service teachers' coursework and proposes Prezi as a metaphor for surveying and integrating multiple domains of knowledge and skills needed for future teachers.

Thursday, October 13, 2022 — 3:15 - 4:15PM

Ballroom C

21. Senior Capstone Course and Prior Project Experience

Trina Johnson Kilty ● University of Wyoming
Kevin Kilty ● University of Wyoming

The purpose of this mixed methods pilot study was to describe how involvement in the (blinded) Project influenced engineering majors' senior design capstone project. Quantitative analysis suggested teams with members who had participated in (blinded) Project successfully completed the project and teams functioned well. Qualitative analysis by interview revealed insights.

22. Instructors' Perceptions on Podcasting as a Deliverable in Social Science Courses: A Pilot Study

Dave Nourse ● University of Nevada, Las Vegas

The rapid growth of podcasting combined with its relative ease of production and distribution has presented higher education instructors an opportunity to incorporate this emerging multimedia technology into the classroom. This pilot study examines the experiences and perceptions of several social science instructors who assigned a podcast as a deliverable in their course.

23. Preservice Teachers' Perceptions of Their Knowledge of and Confidence in Using High-Leverage Practices

Melanie Reaves ● Montana State University Billings
Trent Atkins ● University of Montana
Mel Sullivan-Walker ● Montana State University Billings
Estee Aiken ● University of Montana Western

High-Leverage Practices (HLPs) are fundamental strategies all teachers should be able to use to ensure they are teaching effectively. In Montana, there are five core HLPs (the Big Sky Five) that teacher candidates should be able to do upon graduation. We surveyed pre-service teachers to determine how knowledgeable and confident they felt regarding these HLPs before they learned about them.

Conference Room 1

24. Secondary Educators' Perceptions of State Student Risk Training

Kathryn Watson ● University of Colorado Colorado Springs

States are increasingly passing policies to ensure faculty are trained to identify and support barriers to student learning such as mental health and drug abuse. Scant literature exists on understanding secondary educators' perceptions of these trainings their impact on educators' practice, which is important as issues manifest in adolescents.

25. Equitable Identification of Gifted Middle School Students

Leslie Rutberg ● University of Colorado Colorado Springs

This mixed methods study addressed middle school cognitive ability scores, gender, Free and Reduced Lunch, and ethnicity as they relate to gifted identification. This research discusses variables that relate to gifted identification at the middle school level and how this data relates to teacher training in gifted education in a large urban school district in Colorado Springs, CO.

Thursday, October 13, 2022 — 3:15 - 4:15PM	
Conference Room 5	26. Do Preservice Teachers Have Cultural Humility? An Investigation into Preservice Teacher Beliefs about American Indian Culture Amanda Obery ● Central Washington University Khodi Kaviani ● Central Washington University Timothy Lawless ● Central Washington University Katie Lawless ● Central Washington University This study aims to uncover elementary preservice teacher's cultural humility and perspectives on Since Time Immemorial and American Indian culture in order to build effective interventions to develop critical awareness and humility throughout the course of a teacher preparation program. 27. Indigenous Ways of Knowing in the Engineering Classroom via Computational and Experimental Fluid Dynamics Sweeney Windchief ● Montana State University Ryan Anderson ● Montana State University Elliot Pappendorf ● Montana State University This paper will examine one potential solution that implements Montana's Indian Education For All act (IEFA) within engineering at the post-secondary level. We share a project that allows for the amalgamation of Indigenous and academic engineering concepts by applying traditional engineering curriculum to Indigenous realities, to create equitable access.

Crazy Mountains (MT)

Thursday, October 13, 2022 — 4:30 - 5:30PM

Ballroom C

28. **Teaching Introduction to Qualitative Research: Using Existing Literature to Establish Guidelines for Novice Researchers**

Courtney McKim ● University of Wyoming

This presentation will discuss how faculty can use existing literature to help students understand some guidelines for common qualitative designs.

29. **Community Building: Benefits of Networking through Small Conferences**

Lindsay Diamond ● University of Nevada, Reno
Tara Beziat ● Auburn Univeristy at Montgomery
Faye Haggar ● University of Nebraska Medical Center
Aaron Richmond ● Metropolitan State University of Denver
Bill Young ● Oglala Lakota College
Chris Was ● Kent State University

This presentation will discuss the process of an analytic autoethnography designed to explore the experiences of faculty who attend small research conferences. Results of a qualitative analysis indicate faculty benefit by developing academic and social relationships within a community of scholars that lead to interdisciplinary networks and research collaborations.

30. **Vicarious Trauma in the Psychology Professorate**

Lori O'Malley ● Rogers State University

This project chronicles a professor's journey through the pressures of tenure and promotion while dealing with grief and loss in her personal life. Special attention is paid to the effect classroom discussions and assignments had during the course of the 2021 calendar year.

Conference Room 1

31. **Graphical Literacy Skills Instruction in Core Reading Programs: How are We Teaching Students to Read the Graphics?**

Georgia Bunnell ● Utah State University
Maria Robertson ● Utah State University

Informational texts contain an abundance of graphics. However, there is sparse evidence that students are learning how to read and interpret graphics. This session shares content analysis research that examined graphical literacy skills as a component of literacy instruction in three fifth-grade core reading programs. The instructional guidance in teachers' manuals was also examined for elements of explicit instruction.

32. **Exploring the Professional Development Needs of Rural Literacy Leaders**

Rachael Waller ● Montana State University Billings
Kari Dahle-Huff ● Montana State University Billings

Literacy Specialists in rural schools experience unique professional circumstances regarding the needs of their students and their professional expertise. Research has identified professional development characteristics that provide optimal learning opportunities for educators; however, this research study turns a lens on professional development for rural literacy specialists.

33. **Multimodal Workshops: Preschool Teachers Uncovering Hidden Affordances Through Art(ifact) Making as Literacy**

Karen Ventura-Kalen ● Eastern Washington University

This qualitative single case study explored how preschool teachers (re)conceptualized meaning making as literacy during multimodal workshops. Utilizing Sociocultural theory and a social semiotic theory of multimodal communication, three intertwining themes were constructed from the data, including the Discourse of hidden affordances and the focus of this paper.

Thursday, October 13, 2022 — 4:30 - 5:30PM

Conference Room 5

34. Childhood Trauma in Males and the Development of Eating Disorders

Lynn Williams ● Rogers State University
Sonia Munsell ● Rogers State University

Eating disorder research and treatment is primarily female focused. Men remain under-researched, underdiagnosed, and undertreated. There is a need to conduct research on factors that increase the risk of males developing eating disorders. This study will explore the relationship between childhood trauma in males and development of an eating disorder.

35. The Need for Trauma-Informed Care in Higher Education

Shanon Taylor ● University of Nevada, Reno

The lived experiences shared by the entire world due to the COVID-19 pandemic has been identified as a mass trauma incident by mental health professionals (Galea et al., 2020). Yet there have been disturbing examples in social media of higher education faculty dismissing student requests for help and support. Is higher education adequately prepared to provide trauma-informed services to students?

36. Pride, Hope, and Resilience in Children: A Photovoice Study

Sonia Munsell ● Rogers State University
Olivia Cosper ● Rogers State University
Christi Mackey ● Rogers State University

This study explores at-risk children's views of pride, hope, and resilience using the Photovoice method. Photovoice (Wang & Burris, 1997) is a research method that seeks to give voice to, and empower, individuals from underrepresented groups. In Photovoice, participants take photos in response to questions.

Thursday Evening: Awards Banquet & Social

Awards Banquet	6:00 – 7:30 PM	Ballroom AB
Graduate Student Social	8:00 – 10:00 PM	Last Chance Pub (2203 Montana Ave.)

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WESTERN COLORADO UNIVERSITY

Gunnison, Colorado

Friday, October 14, 2022

Friday Morning — Breakfast and Business Meeting		
Breakfast	8:00 – 9:30 AM	Ballroom AB
Business Meeting	*8:15 – 9:15 AM*	

Flathead Lake – Polson, MT

Friday Morning: Breakout Session Overview — 9:45AM - 12:00PM

	Ballroom C	Conference Room 1	Conference Room 5
9:45-10:45	37. No Way Out: Public and Charter Schools in Dallas and Detroit Baines 38. Project RECESS: Trends and Perspectives of Students and Staff on Playground Behavior Atkins & Brandon 39. Using Children's Books to Build Understanding of Homelessness in a Pre-Service Education Course Sullivan-Walker & Waller	*Symposium* 40. Hard to Change: Overcoming Curricular Challenges through Community of Practice Bennett & MadPlume	41. Assessing a Teacher Candidate's Preparedness from the College Supervisor and Cooperating Teacher During Student Teaching Seay & Westerlin 42. I Can Do This! Influencing Factors on Student Teacher Confidence in Teaching Diverse Learners. Torres, Henning, Jex & Gran 43. "We Didn't See That the Same Way": A Study of a Cross-Cultural Student Teaching Triad Davis, Hamblin & Yan
11:00-12:00	44. Exploring College Students' Experiences Drawing a Journey Map Moon-Seo, Munsell & Campos 45. Roadblocks to Success: Barriers for Non-traditional Students in Higher Education Beckwith	46. Did the COVID-19 Pandemic Lead to an Increase in Academic Misconduct in Higher Education? Ives & Cazan 47. Undergraduates' Goal Orientations and the Pandemic Shutdown: An International Replication of Was and Greve (2021) Was, Richmond, Beziat, Al-Harthy, Greve, Davis & Moore 48. COVID Carving New Lenses: Transformation in Global Educators Kirshner	*Symposium* 49. How Can Programs Prepare Teachers Quickly Without Sacrificing Quality or Retention? Paretti, Quinn, Arroyo & Grove

Friday Morning: Breakout Session Details — 9:45 - 12:00 PM

Friday, October 14, 2022 — 9:45 - 10:45AM

Ballroom C

37. No Way Out: Public and Charter Schools in Dallas and Detroit

Lawrence Baines ● Berry College

School maps, tax records, geographic databases, test scores, and enrollment data were used to analyze educational opportunities for students living in poor neighborhoods in Detroit, Michigan and Dallas, Texas. Only charter schools that screened admissions were high-performing. Otherwise, charters did not provide better options. There were no high-performing, open-access schools.

38. Project RECESS: Trends and Perspectives of Students and Staff on Playground Behavior

Trent Atkins ● University of Montana
Connor Brandon ● University of Montana

Project RECESS was designed to support the development of positive behaviors on the playground. Using observational, system-level, and survey data from staff and students, we explored the differences in student behavior, and student and staff perceptions between structured and unstructured playground time. Findings and impacts due to COVID-19 are discussed.

39. Using Children's Books to Build Understanding of Homelessness in a Pre-Service Education Course

Mel Sullivan-Walker ● Montana State University Billings
Rachael Waller ● Montana State University Billings

Homelessness is a prevalent issue, and students experiencing homelessness have unique and complex needs. Unfortunately, most pre-service teachers maintain negative perceptions of these students. We report results of a study in which we used children's literature to increase pre-service teachers' understanding of and empathy toward students experiencing homelessness.

Conference Room 1

40. *Symposium:* Hard to Change: Overcoming Curricular Challenges through Community of Practice

Austin Grant Bennett ● Montana State University Billings
Roger MadPlume ● Montana State University Billings

Higher education is rapidly changing. Change is hard. Our interactive session will focus on the challenges of curricular change and how a community of practice can overcome these challenges. Two MSUB faculty will draw from our recent NEH funded program of embedding ethics education into our general education core classes.

Friday, October 14, 2022 — 9:45 - 10:45AM

Conference Room 5

41. Assessing a Teacher Candidate's Preparedness from the College Supervisor and Cooperating Teacher During Student Teaching

Darolyn Seay ● Peru State
Sara Westerlin ● Peru State

This research focused on the responsibility of the institutions preparing teacher candidates, developing candidates that demonstrate certain human attributes contributing to effectiveness in the classroom. The study examined candidates' dispositions as assessed by their college supervisor as compared to the assessment by their cooperating teaching in the student teaching setting.

42. I Can Do This! Influencing Factors on Student Teacher Confidence in Teaching Diverse Learners

Donita Torres ● Eastern Washington University
Suzie Henning ● Eastern Washington University
Eliza Jex ● Eastern Washington University
Carissa Gran ● Eastern Washington University

This study revealed student-teacher candidate perception of faculty instruction of social-emotional learning (SEL) and cultural issues in relation to their own confidence in being able to teach diverse learners. The study revealed that student teachers' confidence in meeting the needs of diverse learners was related to SEL learning opportunities.

43. "We Didn't See That the Same Way": A Study of a Cross-Cultural Student Teaching Triad

William Davis ● Southern Utah University
Jamie Hamblin ● Southern Utah University
Jiazhen Yan ● Southern Utah University

The prevalence of dual language immersion programs in Utah has led to situations where student and mentor teachers teach in settings far different from their home countries' schools, while supervisors observe lessons in unfamiliar languages. This study examined critical incidents in a cross-cultural student teaching triad to explore such situations.

National Bison Range – Charlo, MT

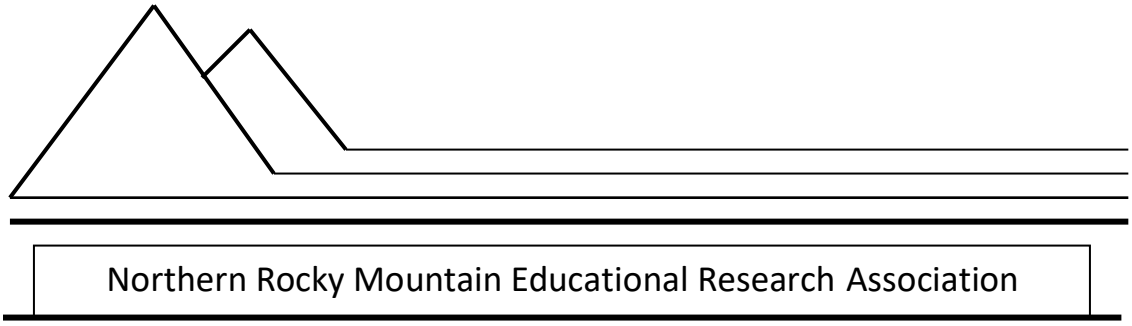
Friday, October 14, 2022 — 11:00AM - 12:00PM

Ballroom C	**44. Exploring College Students' Experiences Drawing a Journey Map** Sara K. Moon-Seo ● Rogers State University Sonya Munsell ● Rogers State University Mikela Campos ● Rogers State University In this study, researchers explore how college students describe their typical day, present their joyful moments, share obstacles they face, and describe triumphs as they navigate their way through the college experience. Participants also detail ways that professors and administrators might better support them in and outside the classroom. **45. Roadblocks to Success: Barriers for Non-traditional Students in Higher Education** Naomi Kristine Beckwith ● Rogers State University With a growing population of older individuals returning to pursue higher education it is increasingly important to understand their experiences. The purpose of the study is to examine barriers non-traditional students may face as they complete their degree programs. Semi-structured interviews will be used to capture the perspectives of participants.
Conference Room 1	**46. Did the COVID-19 Pandemic Lead to an Increase in Academic Misconduct in Higher Education?** Bob Ives ● University of Nevada, Reno Ana-Maria Cazan ● Universitatea Transilvania, Brasov, Romania The move to online instruction raised concerns about an increase in Academic Misconduct (AM) in higher education worldwide. A survey study of 894 students in the US and Romania found an increase in cheating on exams but not plagiarism or cheating on assignments. **47. Undergraduates' Goal Orientations and the Pandemic Shutdown: An International Replication of Was and Greve (2021)** Chris Was ● Kent State University Aaron S. Richmond ● Metropolitan State University of Denver Tara Beziat ● Auburn University at Montgomery Ibrahim S. Al-Harthy ● National University of Science & Technology Maren Greve ● Kent State University Otavaia N. Davis ● Metropolitan State University of Denver Keegan L. Moore ● Metropolitan State University of Denver Was and Greve (2021) found that task-oriented students experienced the negative effects to a lesser degree than students who were self-oriented or other-oriented in their goals. The current study was an attempt to replicate their findings using a sample from different region of the US and a sample from Oman. **48. COVID Carving New Lenses: Transformation in Global Educators** Jean Kirshner ● University of Northern Colorado This research examines how COVID-19 was transformative for global educators. Data was collected from eleven teachers in six different countries teaching during COVID-19. A thematic analysis was utilized. As teacher identities shifted, an appreciation for shared identities could pave new perspectives for a more socially aware and just world.
Conference Room 5	**49. *Symposium:* How Can Programs Prepare Teachers Quickly Without Sacrificing Quality or Retention?** Lois Paretti ● University of Nevada, Las Vegas Linda F. Quinn ● University of Nevada, Las Vegas Michelle Arroyo ● University of Nevada, Las Vegas Karen Grove ● University of Nevada, Las Vegas Various teacher preparation programs will be examined in order to generate a discussion about, and to consider ways and/or why revisions and modifications to existing teacher education programs are necessary for recruitment of teacher candidates, preparation and retention of an experienced teaching force.

Learn at Lunch Roundtables — 12:15PM - 1:45PM		
Lunch	12:15 – 1:45 PM	Ballroom AB
Roundtables	*12:30 – 1:30 PM*	

Friday, October 15, 2022: "Learn at Lunch" Roundtables — 12:30 - 1:30	
Table 1	T1. Social Annotation's Role in Constructing Knowledge in an Asynchronous Online Course Amanda Eller ● Idaho State University – Twin Falls This roundtable focuses on discussing mixed-methods research in progress that is evaluating the impact of using the Perusall social annotation tool in an asynchronous online graduate research and writing course. This includes engagement with materials, understanding of content, depth of peer connections, and both the quality of and types of annotations students write.
Table 2	T2. Inservice and Preservice Teachers' PK-12 Educational Field Trip Experiences Cecilia Turman ● University of Nevada, Las Vegas This session will provide practical ways for educators to integrate technology in the PK-12 classroom setting beyond the surface level. Participants will learn about transformative technology and how to plan engaging lessons that allow for student discovery and exploration in all content areas using the SAMR and TPACK frameworks.
Table 3	T3. Late Work Policy Contributions to Grading Inequity Emma Reeve-Lobaugh ● University of Colorado Colorado Springs Teachers often implement late work policies to teach accountability; however, these policies lead to decreased motivation and resentment (Percell, 2019; Wormeli, 2006). Stakeholders can work to effectively change these policies by exploring grading purposes, implementing ungraded strategies to increase student accountability, and clarifying areas of expected consistency within grading policies.
Table 4	T4. A Case Study of Chinese Teachers' Professional Learning in a Chinese Dual Language Immersion Program Jiazhen Yan ● Southern Utah University William J. Davis ● Southern Utah University Utah's dual language immersion program shapes particular teacher learning needs. This case study analyzed interviews with Chinese-language DLI teachers, teaching and PD observations, and documents related to a school's Chinese DLI program, revealing mismatches between teachers' felt needs and PD supports, as well as ways Chinese-language teachers supported one another.
Table 5	T5. Exploring Teacher Talk and Student Opportunities During Agency-Oriented Writing Experiences Kara DeCoursey ● Utah State University This study investigates teacher discourse and student positionality in an early grades writing context. An instrumental case study and discourse analysis approach are used within Vygotsky's theory of social learning to examine teacher talk and students' opportunities to write during first-grade writing experiences.
Table 6	T6. Interrogating Race, Language, and Whiteness in Culturally Responsive, Relevant, and Sustaining Social Studies Scholarship Karen Hazel Washburn ● Montana State University Billings and Utah State University With a growing population of culturally, racially, and linguistically heterogeneous students in U.S. public schools, social studies researchers (in the past 20 plus years) have examined how culturally responsive, relevant, and sustaining pedagogies help youth learn social studies content and skills. To generalize findings about how the field has operationalized the theories in the past, and how it has accounted for issues of race, language, and whiteness within the research, I have conducted a critical interpretive synthesis using a raciolinguistic perspective. The study aims to generate theory as to how to best implement social studies research, curriculum, and practice in ways that confront whiteness (and potential linguistic racism).

"Learn at Lunch" Roundtables, con't	
Table 7	T7. The Graduate Student as Consumer: Design Thinking and Curriculum Design in a Graduate Program Kyle Ryan ● Peru State College Greg Seay ● Peru State College It has been reported that postsecondary enrollment continues to drop at an alarming rate, and COVID has arguably contributed to the decline. This session will focus on the use of Design Thinking as a means of increasing enrollment by partnering with the student as consumer in curriculum design.
Table 8	T8. Policy Brief: Gifted Education Leslie Rutberg ● University of Colorado Colorado Springs Policies that provide for the educational and social/emotional needs of gifted students have long been disputed for their lack of congruence across the United States (Jones & Gallagher, 2019). This policy brief will explore the 1988 The Jacob K. Javits Gifted and Talented Education Act.
Table 9	T9. Applying Principles of Culturally Sustaining Pedagogy (CSP) To Online Discussion Forums Maria Hays ● Central Washington University Discussion forums have become an integral component of most online courses. Instructors typically use discussion forums as an attendance check, to assess student understanding of subject-specific content, and to build community (Hammond, 2005). The purpose of this study is to investigate how incorporating principles from CSP may support student learning in deeper ways. Findings and recommendations regarding incorporating CSP principles into online discussion forums will be shared.
Table 10	T10. Woksape (Wisdom): Students Choice and Experiences at a Tribally Controlled University William M. Young ● Oglala Lakota College Native American students in the United States experience an undervalued education. This study examines the realities of education in Indian Country. The investigators use the lens of student reflections to interpret why students choose to attend, and thrive, at a Tribally Controlled University (TCU).
Table 11	T11. "Let me teach you who I am…" Christine Whitlatch ● Montana State University Billings City College We all have a story, and we know what we know from the lens of our own imperfect memory and what others tell us. We may spend a lifetime discovering elements of who we are and who we desire to be. In this discussion, I will present an assignment I designed to facilitate students' self-discovery through multiple modalities. The foundation of this assignment lies in the question, "How can we encourage self-concept exploration and development that honors the unique story of each individual?" Participants will leave with actionable ideas on how they might integrate such an assignment into their teaching.



Call for Manuscripts

Conference Proceedings for the 2022 NRMERA Annual Conference

The Northern Rocky Mountain Education Research Association (NRMERA) is seeking manuscripts for an 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 about six double-spaced pages, 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-format (7th ed.), and should include an abstract and up to 5 keywords. For each submission, please include one manuscript file in Microsoft Word with all information about authors removed, and one separate Word file containing only the cover sheet with author identification and contact information. Please submit papers by Friday, Nov. 18, 2022 for publication in the Spring 2023 proceedings issue.

Submit questions and manuscripts to: **editor@nrmera.org**

Executive Committee Board Meeting		
Board Meeting	2:00 – 3:30 PM	Boardroom
Conference Conclusion		

The Rims – Billings, MT

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Dr. Gregory Schraw Student Fellowship (2021)	Twila Miner, Montana State University Kristi Maida, University of Colorado Colorado Springs

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Index of Presenters (Attending)

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